

RE Progression Map				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
EYFS ELGS	Christianity	L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. UtW: Talk about the lives of the people around them and their roles in society. UtW: Understand the past through settings, characters and events encountered in books read in class and storytelling.	CaL: Make comments about what they have heard and ask questions to clarify their understanding, CaL: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	UtW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UtW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
2yo & Nurs		<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about the Christmas story. • Explore how New Year and Spring is celebrated in different countries. • Talk about the Easter story. • Explore moral stories from different countries. • Talk about different special places including religious buildings. 	<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about what it feels like to give and receive presents. • Talk about how I celebrate special occasions. • Talk about examples of new life in nature I have seen. • Talk about why stories are important. • Talk about places that are special to me. 	<ul style="list-style-type: none"> • Suggest someone who is a role model to me. • Understand Jesus is special to Christians. • Express an opinion about a story. • Explain why Easter is special for Christians. • Explain the moral of a story. • Describe what makes a place special.
Reception				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of KS1 RE expectation		Investigate the beliefs and practices of religions and other world views: Retell, recognise and find meanings	Investigate how religions and other worldviews address questions of meaning, purpose and value: Explore and respond sensitively	Investigate how religions and other worldviews influence morality, identity and diversity: Begin to express ideas and opinions
Year 1	Christianity & Judaism Concepts: <ul style="list-style-type: none"> • God/creation • Incarnation • Salvation 	<ul style="list-style-type: none"> • Explore and retell the Christian creation story. • Retell the Christmas story including which gifts were given to Jesus. • Explain that Jesus is special to Christians. • Retell a time when Jesus showed friendship. • Recall the events of the Easter story and recognise some of the symbols. • Talk about how Jewish people celebrate Shabbat. 	<ul style="list-style-type: none"> • Explain how it felt to make something. • Talk about a gift that is special to me. • Talk about my friends and why I like them. • Talk about a person I admire. • Talk about my favourite day of the week and about food I would like to share in a special meal. • Explain how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> • Express an opinion about the Christian belief about creation. • Suggest a gift I would give to Jesus. • Explain how Jesus tried to be a good friend. • Show understanding that Jesus is special to Christians and explain why. • Create connections between being Jewish and decisions about behaviour.
Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> • Gospel • Incarnation • Salvation 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God. • Talk about Jewish practices. • Recall what Christians believed happened on Easter Sunday. • Explore how Jewish people have a special relationship with God. • Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> • Explain when I have been kind to others even when it was difficult. • Explain how I could solve a problem by showing love. • Explain why I show respect. • Discuss my beliefs in life after death. • Explain why agreements are important and why they should be kept. • Explore how I show commitment. 	<ul style="list-style-type: none"> • Justify why I think Christians should be kind. • Explain why Christians think God gave Jesus to the world. • Suggest important things that Jews do to show respect to God. • Discuss what Christians believe about Jesus' resurrection. • Explain how Jewish people express their special relationship with God.

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Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> Gospel Incarnation Salvation 	<ul style="list-style-type: none"> Remember something Jesus said or did to be kind. Explain that Christians believe Jesus was a gift from God. Talk about Jewish practices. Recall what Christians believed happened on Easter Sunday. Explore how Jewish people have a special relationship with God. Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> Explain when I have been kind to others even when it was difficult. Explain how I could solve a problem by showing love. Explain why I show respect. Discuss my beliefs in life after death. Explain why agreements are important and why they should be kept. Explore how I show commitment. 	<ul style="list-style-type: none"> Justify why I think Christians should be kind. Explain why Christians think God gave Jesus to the world. Suggest important things that Jews do to show respect to God. Discuss what Christians believe about Jesus' resurrection. Explain how Jewish people express their special relationship with God.

Religious Education: KS2				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of lower KS2 RE expectation		Investigate the beliefs and practices of religions and other world views: Describe, discover more and respond thoughtfully	Investigate how religions and other worldviews address questions of meaning, purpose and value: Observe and suggest reasons	Investigate how religions and other worldviews influence morality, identity and diversity: Suggest reasons and respond thoughtfully

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Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> • Gospel • Incarnation • Salvation 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God. • Talk about Jewish practices. • Recall what Christians believed happened on Easter Sunday. • Explore how Jewish people have a special relationship with God. • Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> • Explain when I have been kind to others even when it was difficult. • Explain how I could solve a problem by showing love. • Explain why I show respect. • Discuss my beliefs in life after death. • Explain why agreements are important and why they should be kept. • Explore how I show commitment. 	<ul style="list-style-type: none"> • Justify why I think Christians should be kind. • Explain why Christians think God gave Jesus to the world. • Suggest important things that Jews do to show respect to God. • Discuss what Christians believe about Jesus' resurrection. • Explain how Jewish people express their special relationship with God.

Year 3	Christianity & Sikhism Concepts: <ul style="list-style-type: none"> • Incarnation • Salvation 	<ul style="list-style-type: none"> • Describe some of the ways Hindus celebrate Diwali. • Start to explain the Christian belief that Jesus was God in human form. • Explore viewpoints about one of Jesus' miracles. • Tell you why Jesus' death is important to Christians. • Describe what a Hindu might believe about Hindu gods and understand that Brahman is in everything. • Describe a Hindu ritual which happens at the River Ganges. 	<ul style="list-style-type: none"> • Describe ways to demonstrate belonging to a group and explain how doing this gives a sense of belonging. • Explain what Christmas means to me and whether this involves giving and receiving gifts. • Explain what a miracle is and think about what miracle I would like to see today. • Suggest how a person may help others who are in difficult situations. 	<ul style="list-style-type: none"> • Explain why Diwali may bring a sense of belonging to Hindus. • Explain what Christmas means to Christians and what it means to me. • Discuss whether I believe Jesus healed people not. • Reflect on whether I agree with Christian beliefs about Jesus' death.
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			<ul style="list-style-type: none"> • Explain different roles I play whilst still being me. • • Explain why water is important. 	<ul style="list-style-type: none"> • Recognise what I think about Hindu beliefs and express thoughts on these. • • Empathise with the special feelings a Hindu might experience when taking part at a ritual in the River Ganges.

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Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> • Gospel • Incarnation • Salvation 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God. • Talk about Jewish practices. • Recall what Christians believed happened on Easter Sunday. • Explore how Jewish people have a special relationship with God. • Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> • Explain when I have been kind to others even when it was difficult. • Explain how I could solve a problem by showing love. • Explain why I show respect. • Discuss my beliefs in life after death. • Explain why agreements are important and why they should be kept. • Explore how I show commitment. 	<ul style="list-style-type: none"> • Justify why I think Christians should be kind. • Explain why Christians think God gave Jesus to the world. • Suggest important things that Jews do to show respect to God. • Discuss what Christians believe about Jesus' resurrection. • Explain how Jewish people express their special relationship with God.
Year 4	Christianity & Judaism Concepts: <ul style="list-style-type: none"> • Incarnation • Salvation 	<ul style="list-style-type: none"> • Explain what makes Jewish people believe they have a special relationship with God. • Explore Christmas symbols. • Describe different ways Jewish people show respect to God. • Explore forgiveness in a Biblical text. • Explain how Jewish people might show their commitment to God. • Describe some of the ways Christians use churches to worship. 	<ul style="list-style-type: none"> • Identify different levels of commitment I show. • Explain how 'true' could mean different things to different people. • Explain how some stories can teach people about what is important and how to behave. • Understand the difference between purpose and destiny. • Show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> • Describe how Jewish people express their relationship with God. • Ask questions about something I find puzzling in the Christmas story. • Start to identify how it would feel to keep Kashrut. • Understand how Christians believe God can help them show forgiveness. • Explain what ways might be the best for Jews to show their commitment to God.

RE Progression Map				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
EYFS ELGS	Christianity	L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. UtW: Talk about the lives of the people around them and their roles in society. UtW: Understand the past through settings, characters and events encountered in books read in class and storytelling.	CaL: Make comments about what they have heard and ask questions to clarify their understanding, CaL: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	UtW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UtW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
2yo & Nurs		<ul style="list-style-type: none"> Talk about people who are special to me. Talk about the Christmas story. Explore how New Year and Spring is celebrated in different countries. Talk about the Easter story. Explore moral stories from different countries. Talk about different special places including religious buildings. 	<ul style="list-style-type: none"> Talk about people who are special to me. Talk about what it feels like to give and receive presents. Talk about how I celebrate special occasions. Talk about examples of new life in nature I have seen. Talk about why stories are important. Talk about places that are special to me. 	<ul style="list-style-type: none"> Suggest someone who is a role model to me. Understand Jesus is special to Christians. Express an opinion about a story. Explain why Easter is special for Christians. Explain the moral of a story. Describe what makes a place special.
Reception				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of KS1 RE expectation		Investigate the beliefs and practices of religions and other world views: Retell, recognise and find meanings	Investigate how religions and other worldviews address questions of meaning, purpose and value: Explore and respond sensitively	Investigate how religions and other worldviews influence morality, identity and diversity: Begin to express ideas and opinions
Year 1	Christianity & Judaism Concepts: <ul style="list-style-type: none"> God/creation Incarnation Salvation 	<ul style="list-style-type: none"> Explore and retell the Christian creation story. Retell the Christmas story including which gifts were given to Jesus. Explain that Jesus is special to Christians. Retell a time when Jesus showed friendship. Recall the events of the Easter story and recognise some of the symbols. Talk about how Jewish people celebrate Shabbat. 	<ul style="list-style-type: none"> Explain how it felt to make something. Talk about a gift that is special to me. Talk about my friends and why I like them. Talk about a person I admire. Talk about my favourite day of the week and about food I would like to share in a special meal. Explain how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> Express an opinion about the Christian belief about creation. Suggest a gift I would give to Jesus. Explain how Jesus tried to be a good friend. Show understanding that Jesus is special to Christians and explain why. Create connections between being Jewish and decisions about behaviour.
Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> Gospel Incarnation Salvation 	<ul style="list-style-type: none"> Remember something Jesus said or did to be kind. Explain that Christians believe Jesus was a gift from God. Talk about Jewish practices. Recall what Christians believed happened on Easter Sunday. Explore how Jewish people have a special relationship with God. Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> Explain when I have been kind to others even when it was difficult. Explain how I could solve a problem by showing love. Explain why I show respect. Discuss my beliefs in life after death. Explain why agreements are important and why they should be kept. Explore how I show commitment. 	<ul style="list-style-type: none"> Justify why I think Christians should be kind. Explain why Christians think God gave Jesus to the world. Suggest important things that Jews do to show respect to God. Discuss what Christians believe about Jesus' resurrection. Explain how Jewish people express their special relationship with God.
				<ul style="list-style-type: none"> Understand the impact a Christian's special place has on them.

RE Progression Map

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Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
EYFS ELGS	Christianity	L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. UtW: Talk about the lives of the people around them and their roles in society. UtW: Understand the past through settings, characters and events encountered in books read in class and storytelling.	CaL: Make comments about what they have heard and ask questions to clarify their understanding, CaL: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	UtW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UtW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
2yo & Nurs		<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about the Christmas story. • Explore how New Year and Spring is celebrated in different countries. • Talk about the Easter story. • Explore moral stories from different countries. • Talk about different special places including religious buildings. 	<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about what it feels like to give and receive presents. • Talk about how I celebrate special occasions. • Talk about examples of new life in nature I have seen. • Talk about why stories are important. • Talk about places that are special to me. 	<ul style="list-style-type: none"> • Suggest someone who is a role model to me. • Understand Jesus is special to Christians. • Express an opinion about a story. • Explain why Easter is special for Christians. • Explain the moral of a story. • Describe what makes a place special.
Reception				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of KS1 RE expectation		Investigate the beliefs and practices of religions and other world views: Retell, recognise and find meanings	Investigate how religions and other worldviews address questions of meaning, purpose and value: Explore and respond sensitively	Investigate how religions and other worldviews influence morality, identity and diversity: Begin to express ideas and opinions
Year 1	Christianity & Judaism Concepts: <ul style="list-style-type: none"> • God/creation • Incarnation • Salvation 	<ul style="list-style-type: none"> • Explore and retell the Christian creation story. • Retell the Christmas story including which gifts were given to Jesus. • Explain that Jesus is special to Christians. • Retell a time when Jesus showed friendship. • Recall the events of the Easter story and recognise some of the symbols. • Talk about how Jewish people celebrate Shabbat. 	<ul style="list-style-type: none"> • Explain how it felt to make something. • Talk about a gift that is special to me. • Talk about my friends and why I like them. • Talk about a person I admire. • Talk about my favourite day of the week and about food I would like to share in a special meal. • Explain how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> • Express an opinion about the Christian belief about creation. • Suggest a gift I would give to Jesus. • Explain how Jesus tried to be a good friend. • Show understanding that Jesus is special to Christians and explain why. • Create connections between being Jewish and decisions about behaviour.
Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> • Gospel • Incarnation • Salvation 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God. • Talk about Jewish practices. • Recall what Christians believed happened on Easter Sunday. • Explore how Jewish people have a special relationship with God. • Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> • Explain when I have been kind to others even when it was difficult. • Explain how I could solve a problem by showing love. • Explain why I show respect. • Discuss my beliefs in life after death. • Explain why agreements are important and why they should be kept. • Explore how I show commitment. 	<ul style="list-style-type: none"> • Justify why I think Christians should be kind. • Explain why Christians think God gave Jesus to the world. • Suggest important things that Jews do to show respect to God. • Discuss what Christians believe about Jesus' resurrection. • Explain how Jewish people express their special relationship with God.

End of upper KS2 RE expectation		Investigate the beliefs and practices of religions and other world views: Reflect and make connections between different ideas	Investigate how religions and other worldviews address questions of meaning, purpose and value: Consider, compare and contrast	Investigate how religions and other worldviews influence morality, identity and diversity: Offer ideas and clear responses
Year 5	Christianity & Hinduism Concepts: <ul style="list-style-type: none"> • Incarnation • Salvation • Commitment 	<ul style="list-style-type: none"> • Make links between how Sikhs practice their religion and the beliefs that underpin this. • Describe what Christians learn from the Christmas story. • Recognise that Sikh stories can be an important way of expressing beliefs. • Explore whether God intended to crucify Jesus. 	<ul style="list-style-type: none"> • Identify different levels of commitment I show. • Explain how 'true' could mean different things to different people. • Explain how some stories can teach people about what is important and how to behave. • Understand the difference between purpose and destiny. 	<ul style="list-style-type: none"> • Express my opinion as to why Sikhs show different levels of commitment. • Express an opinion on whether the Christmas story is true and what this might mean to Christians. • Explain how some stories can teach Sikhs about what is important in life.

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Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
EYFS ELGS	Christianity	L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. UtW: Talk about the lives of the people around them and their roles in society. UtW: Understand the past through settings, characters and events encountered in books read in class and storytelling.	CaL: Make comments about what they have heard and ask questions to clarify their understanding, CaL: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	UtW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UtW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
2yo & Nurs		<ul style="list-style-type: none"> Talk about people who are special to me. Talk about the Christmas story. Explore how New Year and Spring is celebrated in different countries. Talk about the Easter story. Explore moral stories from different countries. Talk about different special places including religious buildings. 	<ul style="list-style-type: none"> Talk about people who are special to me. Talk about what it feels like to give and receive presents. Talk about how I celebrate special occasions. Talk about examples of new life in nature I have seen. Talk about why stories are important. Talk about places that are special to me. 	<ul style="list-style-type: none"> Suggest someone who is a role model to me. Understand Jesus is special to Christians. Express an opinion about a story. Explain why Easter is special for Christians. Explain the moral of a story. Describe what makes a place special.
Reception				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of KS1 RE expectation		Investigate the beliefs and practices of religions and other world views: Retell, recognise and find meanings	Investigate how religions and other worldviews address questions of meaning, purpose and value: Explore and respond sensitively	Investigate how religions and other worldviews influence morality, identity and diversity: Begin to express ideas and opinions
Year 1	Christianity & Judaism Concepts: <ul style="list-style-type: none"> God/creation Incarnation Salvation 	<ul style="list-style-type: none"> Explore and retell the Christian creation story. Retell the Christmas story including which gifts were given to Jesus. Explain that Jesus is special to Christians. Retell a time when Jesus showed friendship. Recall the events of the Easter story and recognise some of the symbols. Talk about how Jewish people celebrate Shabbat. 	<ul style="list-style-type: none"> Explain how it felt to make something. Talk about a gift that is special to me. Talk about my friends and why I like them. Talk about a person I admire. Talk about my favourite day of the week and about food I would like to share in a special meal. Explain how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> Express an opinion about the Christian belief about creation. Suggest a gift I would give to Jesus. Explain how Jesus tried to be a good friend. Show understanding that Jesus is special to Christians and explain why. Create connections between being Jewish and decisions about behaviour.
Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> Gospel Incarnation Salvation 	<ul style="list-style-type: none"> Remember something Jesus said or did to be kind. Explain that Christians believe Jesus was a gift from God. Talk about Jewish practices. Recall what Christians believed happened on Easter Sunday. Explore how Jewish people have a special relationship with God. Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> Explain when I have been kind to others even when it was difficult. Explain how I could solve a problem by showing love. Explain why I show respect. Discuss my beliefs in life after death. Explain why agreements are important and why they should be kept. Explore how I show commitment. 	<ul style="list-style-type: none"> Justify why I think Christians should be kind. Explain why Christians think God gave Jesus to the world. Suggest important things that Jews do to show respect to God. Discuss what Christians believe about Jesus' resurrection. Explain how Jewish people express their special relationship with God.

		<ul style="list-style-type: none"> Explore how both Christians and Sikhs show commitment to God. 	<ul style="list-style-type: none"> Show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> Express my opinion about Jesus' crucifixion being his destiny or purpose. Discuss the best way for a Sikh/Christian to show their commitment to God.
Year 6	Christianity & Islam Concepts: <ul style="list-style-type: none"> Incarnation Salvation Gospel 	<ul style="list-style-type: none"> Explore how Muslims show commitment to God. Explain the significance of why Mary was chosen as Jesus' mother. Describe what Christians might learn about the afterlife from Bible stories. 	<ul style="list-style-type: none"> Show an understanding of why people show commitment in different ways. Explain the qualities needed in different people because of the important jobs they are chosen to do. Understand the concept of eternity. 	<ul style="list-style-type: none"> Explain some ways showing commitment to God that would be better than others for Muslims. Consider my own response to the Christian belief in the Virgin birth.

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EYFS ELGS	Christianity	L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. UtW: Talk about the lives of the people around them and their roles in society. UtW: Understand the past through settings, characters and events encountered in books read in class and storytelling.	CaL: Make comments about what they have heard and ask questions to clarify their understanding, CaL: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	UtW: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UtW: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
2yo & Nurs		<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about the Christmas story. • Explore how New Year and Spring is celebrated in different countries. • Talk about the Easter story. • Explore moral stories from different countries. • Talk about different special places including religious buildings. 	<ul style="list-style-type: none"> • Talk about people who are special to me. • Talk about what it feels like to give and receive presents. • Talk about how I celebrate special occasions. • Talk about examples of new life in nature I have seen. • Talk about why stories are important. • Talk about places that are special to me. 	<ul style="list-style-type: none"> • Suggest someone who is a role model to me. • Understand Jesus is special to Christians. • Express an opinion about a story. • Explain why Easter is special for Christians. • Explain the moral of a story. • Describe what makes a place special.
Reception				
Year Group	Subject Content	Religious knowledge and understanding	Personal resonance and reflection of concept and beliefs	Skills of evaluation and critical thinking
End of KS1 RE expectation		Investigate the beliefs and practices of religions and other world views: Retell, recognise and find meanings	Investigate how religions and other worldviews address questions of meaning, purpose and value: Explore and respond sensitively	Investigate how religions and other worldviews influence morality, identity and diversity: Begin to express ideas and opinions
Year 1	Christianity & Judaism Concepts: <ul style="list-style-type: none"> • God/creation • Incarnation • Salvation 	<ul style="list-style-type: none"> • Explore and retell the Christian creation story. • Retell the Christmas story including which gifts were given to Jesus. • Explain that Jesus is special to Christians. • Retell a time when Jesus showed friendship. • Recall the events of the Easter story and recognise some of the symbols. • Talk about how Jewish people celebrate Shabbat. 	<ul style="list-style-type: none"> • Explain how it felt to make something. • Talk about a gift that is special to me. • Talk about my friends and why I like them. • Talk about a person I admire. • Talk about my favourite day of the week and about food I would like to share in a special meal. • Explain how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> • Express an opinion about the Christian belief about creation. • Suggest a gift I would give to Jesus. • Explain how Jesus tried to be a good friend. • Show understanding that Jesus is special to Christians and explain why. • Create connections between being Jewish and decisions about behaviour.
Year 2	Christianity & Islam Concepts: <ul style="list-style-type: none"> • Gospel • Incarnation • Salvation 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God. • Talk about Jewish practices. • Recall what Christians believed happened on Easter Sunday. • Explore how Jewish people have a special relationship with God. • Explore ways Jewish people show commitment to God. 	<ul style="list-style-type: none"> • Explain when I have been kind to others even when it was difficult. • Explain how I could solve a problem by showing love. • Explain why I show respect. • Discuss my beliefs in life after death. • Explain why agreements are important and why they should be kept. • Explore how I show commitment. 	<ul style="list-style-type: none"> • Justify why I think Christians should be kind. • Explain why Christians think God gave Jesus to the world. • Suggest important things that Jews do to show respect to God. • Discuss what Christians believe about Jesus' resurrection. • Explain how Jewish people express their special relationship with God.
		<ul style="list-style-type: none"> • Describe ways in which Christianity seems to be a strong religion today. • Describe how Muslims might try to lead lives respectful to God. • Explore ways in which Muslims can be stereotyped 	<ul style="list-style-type: none"> • Explain how the influence people have had on me has affected what I see as important. • Give examples of times my choices have been influenced. • Give examples of times when I misinterpreted something. 	<ul style="list-style-type: none"> • Reflect on my own beliefs about whether anything is eternal. • Explain whether I believe Christianity is a strong religion now. • Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.