

Cupernham Infant School RE Progression YR→Y1→Y2

	Year R	Year 1	Year 2
Autumn 1	<p>Key concept: <i>Belonging</i> Theme/Unit: All About Me</p> <ul style="list-style-type: none"> • Communicate – Talk about themselves. • Apply - Identify similarities and differences between them and their peers. • Inquire – Talk about and express how they are individual and unique. • Contextualise – To identify what makes someone a Christian and how they <i>belong</i>. • Evaluate – To reflect on whether they feel that <i>belonging</i> is important for Christians? 	<p>Key concept: <i>Celebration</i> Theme/Unit: Harvest</p> <ul style="list-style-type: none"> • Communicate – Express creatively about their experiences of <i>celebrations</i>. • Apply – Recognise how <i>celebrations</i> relates to their own and others' lives. • Inquire – Recognise what a <i>celebration</i> is and list some features of <i>celebrations</i> • Contextualise - Recognise ways in which Christians <i>celebrate</i> Harvest. • Evaluate – In simple terms children recognise the value of the Christians <i>celebrating</i> Harvest. 	<p>Key concept: <i>Special (Hindu Mandir)</i> Theme/Unit: Special places</p> <ul style="list-style-type: none"> • Communicate – Express creatively their response to <i>special places</i>. • Apply – Recognise how their ideas about <i>special places</i> relate to their own lives and those of others. • Inquire – Simply describe the concept of <i>specialness</i> in relation to special places. • Contextualise – Simply describe how the Mandir is a <i>special place</i> for Hindus. • Evaluate – Talk in simple terms about the importance of the Mandir as a <i>special place</i> for Hindus.
Autumn 2	<p>Key concept: <i>Celebrating birth</i> Theme/Unit: Christmas – celebrating the birth of a baby – Jesus' birth</p> <ul style="list-style-type: none"> • Communicate -share their own experiences of <i>birthdays</i>. • Apply - listen to others talk about how <i>birth</i> is <i>celebrated</i>. • Inquire - begin to identify how a birth can be <i>celebrated</i>. 	<p>Key concept: <i>Journey's end</i> Theme/Unit: Nativity journeys</p> <ul style="list-style-type: none"> • Communicate – Express creatively their responses to <i>journey's end</i> in their experience • Apply – Recognise how different <i>journey's ends</i> relate to their lives. • Inquire - Recognise different <i>journey's ends</i>. 	<p>Key concept: <i>Waiting</i> Theme/Unit: Waiting during Advent in Christianity</p> <ul style="list-style-type: none"> • Communicate – Express creatively their own responses to <i>waiting</i>. • Apply - Recognise how <i>waiting</i> relates to their own lives. • Inquire – Simply describe what <i>waiting</i> means.

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	<ul style="list-style-type: none"> Contextualise -begin to recognise how Christian's <i>celebrate Jesus' birth</i>. Evaluate -reflect on their idea about the importance of <i>celebrating birth</i> (both them as individuals and thinking of Christians) 	<ul style="list-style-type: none"> Contextualise – Recognise the <i>journey's end</i> of the characters in the Christmas birth narratives. Evaluate – In simple terms recognise something of the value of the <i>journeys' end</i> to Christians. 	<ul style="list-style-type: none"> Contextualise – Simply describe how the concept of <i>waiting</i> is used at Advent by Christians Evaluate – In simple terms, discern something of <i>waiting</i> for Christians and for themselves.
Spring 1	<p>Key concept: <i>Change</i> Theme/Unit: People Jesus met</p> <ul style="list-style-type: none"> Communicate – Share their own experiences of <i>change</i>. Apply – Identify if there is anything they would like to <i>change</i> and if this is always possible. Inquire – To identify what <i>change</i> means. Contextualise – Begin to explore how Jesus <i>changed</i> people. Evaluate – Reflect on the idea as to why Christians think it is important that Jesus could <i>change</i> people. 	<p>Key concept: <i>Belonging</i> Theme/Unit: Belonging in Christianity</p> <ul style="list-style-type: none"> Communicate – Express creatively their own responses to <i>belonging</i>. Apply – Recognise how their response to the idea of <i>belonging</i> related to their own lives. Inquire – Recognise what has been taught about the concept of <i>belonging</i>. Contextualise – Recognise how Christians may show that they <i>belong</i> to the Christian religion. Evaluate – In simple terms recognise the value of <i>belonging</i> to Christians, and identify an issue raised. 	<p>Key concept: <i>Remembering</i> Theme/Unit: Holi</p> <ul style="list-style-type: none"> Inquire – Simply describe what <i>remembering</i> means Contextualise - Simply describe how Hindus <i>remember</i> Vishnu at Holi Evaluate – In simple terms, discern something of the value of <i>remembering</i> for Hindus in the celebrations and devotions paid to Vishnu. Communicate – Express creatively ways in which they <i>remember</i> events or people. Apply – Recognise how their responses to <i>remembering</i> relate to their own and other's lives.
Spring 2	<p>Key concept: <i>Reminder/symbol of new life</i></p>	<p>Key concept: <i>Welcoming</i></p>	<p>Key concept: <i>Sad and happy</i></p>

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	<p>Theme/Unit: Egg as a sign of new life.</p> <ul style="list-style-type: none"> • Communicate - begin to communicate their ideas about eggs as a <i>reminder/symbol of new life</i>. • Apply - Share their own experiences of eggs. • Inquire - Begin to reflect on their own ideas about eggs as a <i>reminder/symbol</i>. • Contextualise - Begin to identify how Christians use eggs as a <i>reminder/symbol of new life</i>. • Evaluate - Respond in a variety of ways to their own ideas and experiences. 	<p>Theme/Unit: Palm Sunday – Christian’s welcome Jesus</p> <ul style="list-style-type: none"> • Inquire – Recognise the meaning of <i>welcoming</i>. • Contextualise – Recognise that Jesus’ <i>welcome</i> into Jerusalem on Palm Sunday is remembered by Christians • Evaluate – In simple terms, recognise the value of remembering Jesus’ <i>welcome</i> to Christians. • Communicate – Express creatively their response to <i>welcoming</i>. • Apply – Recognise how their responses to <i>welcoming</i> relate to their lives. 	<p>Theme/Unit: Easter</p> <ul style="list-style-type: none"> • Communicate – Express creatively their own experiences of <i>sad</i> and <i>happy</i>. • Apply – Recognise how feelings of <i>sadness/happiness</i> differ according to different situations and for different people. • Inquire – Simply describe the concepts of <i>sadness</i> and <i>happiness</i>. • Contextualise – Simply describe how <i>sadness</i> and <i>happiness</i> are significant in the Easter story. • Evaluate – in simple terms children can discern the value feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story.
Summer 1	<p>Key concept: Precious Theme/Unit: Water</p> <ul style="list-style-type: none"> • Communicate – Talk about why people think water is <i>precious</i>. • Apply – Discuss if water is always <i>precious</i> in different situations to different people? • Inquire – To explain what <i>precious</i> means (in relation to water) 	<p>Key concept: Community Theme/Unit: Generosity dāna</p> <ul style="list-style-type: none"> • Communicate – Express creatively their own response to their own experiences of <i>community</i>. • Apply – Recognise their responses in relation to giving to their <i>community</i>. • Inquire – Recognise what has been taught about <i>community</i> and how it is used within Hindu traditions. 	<p>Key concept: Special (in relation to books) Theme/Unit: Special books</p> <ul style="list-style-type: none"> • Communicate – Express creatively their response to the concept of <i>specialness</i> in relation to books. • Apply – Identify simple examples of and recognise how and why books

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	<ul style="list-style-type: none"> Contextualise – Recognise how Christians use water in a way to show that it is <i>precious</i>. Recognise why the River Ganges is <i>precious</i> to Hindus. Evaluate – To discuss if water is <i>precious</i> to them, like it is to Christians and Hindus. Identify why it is <i>precious</i> to them. 	<ul style="list-style-type: none"> Contextualise – Recognise how <i>community</i> is represented within the Hindu tradition of <i>dāna</i>. Evaluate - In simple terms, they recognise the value of <i>community</i> to people who celebrate Hindu Traditions and to themselves. 	<p>can be <i>special</i> to themselves and others.</p> <ul style="list-style-type: none"> Inquire – Describe in simple terms the meaning of <i>specialness</i>. Contextualise (A) – Simply describe ways in which the Bible is <i>special</i> to Christians. Evaluate (A) – Evaluate the concept by describing in simple terms the value of these <i>special</i> books to believers. Contextualise (B) – Simply describe ways in which the Torah is <i>special</i> to Jews. Evaluate (B) - Evaluate the concept by describing in simple terms the value of these <i>special</i> books to believers.
Summer 2	<p>Key concept: <i>Looking forward</i> Theme/Unit: Transition</p> <ul style="list-style-type: none"> Communicate – Share their own experience of <i>looking forward</i> Apply – Listen to others talk about how <i>looking forward</i> relates to their own lives Inquire – Begin to identify how <i>looking forward</i> relates to everyone 	<p>Key concept: <i>Creation</i> Theme/Unit: Creation Stories</p> <ul style="list-style-type: none"> Inquire – Recognise what has been taught about the concept of <i>creation</i> Contextualise (A) – Simply describe the Christian <i>creation</i> story Evaluate (A) – Describe in simple terms why they think Christians value this story 	<p>Key concept: <i>God</i> Theme/Unit: Ideas about God</p> <ul style="list-style-type: none"> Communicate – Express creatively in simple terms their response to the concept of <i>God</i>. Apply – Identify simple examples of when they and others think about <i>God</i>. Inquire – Simply describe the concept of <i>God</i>.

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End of Year Expectations

By the end of Year R,

Children will have encountered and explored at least one of the *golden thread* concepts/words of *community, belonging, special, love*. They will also have explored the A concept/words of *celebrating* and *special*.

Communication and Language (listening, attention and understanding)

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding

Communication and Language (speaking)

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Personal, Social and Emotional Development (self-regulation)

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Personal, Social and Emotional Development (Building relationships)

Show sensitivity to their own and to others' needs.

Understanding the World (People, Culture and Communities)

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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. Explain some similarities and differences between life in this country and life in other countries

By the end of Year 1

Children will have encountered, studied and had the opportunity to discern value in relation to two of the *golden thread* concepts/words of *community, belonging, special, love* as well as other A concepts/words.

Consequently, children can:

At Communicate – ...**express creatively** their response to their own experiences of the concepts/words introduced.

At Apply – ...**recognise** their responses relate to events in their own lives.

At Inquire – ...**recognise** what has been taught about the concept/word

At Contextualise - ...**recognise** how they concept/word are used in the tradition studied.

At Evaluate - ...**in simple terms children recognise something of the value** of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 2

Children will have encountered, studied and had the opportunity to discern value in relation to at least two *golden thread* concepts of *community, belonging, special, love*, including those not studied in Year 1, as well as other A concepts/words and a B concept/word at the end of Year 2.

Consequently, children can:

At Communicate – ...**express creatively** their response to their own experiences of the concepts/words introduced.

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At Apply – ...**recognise** (in a different way to Year 1) how their responses relate to events in their own lives and sometimes other people's lives.

At Inquire – ...**simply describe** what has been taught about the concept/word

At Contextualise - ... **simply describe** how the concept/word is used in the tradition studied.

At Evaluate - ...**in simple terms children can discern something of the value** of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

Concepts/words referred to within our RE curriculum

Examples of A concepts/words – shared within as well as outside of religions and religious traditions:

*belonging celebration care community creation equality freedom good and evil hope identity Journey's end light love
message new life peace remembering special storytelling thanking welcoming*

Examples of B concepts/words – shared across religions and religious traditions:

angels ceremony creation discipleship faith God prayer sacred symbol

Golden thread concepts/words

community belonging special love