# Cedar Park School & Nursery

Be kind ★ Be inspired ★ Believe

## RE Curriculum Progression

<table>
<tr><th>Year Group</th><th>Knowledge & Understanding</th><th>Skills & Enquiry</th><th>Resources</th></tr>
<tr><td colspan="4">The Six EYFS main enquiry questions in Jigsaw RE are:<br><br>1. What makes people special?<br>2. What is Christmas?<br>3. How do people celebrate?<br>4. What is Easter?<br>5. What can we learn from stories?<br>6. What makes places special?</td></tr>
<tr><td rowspan="3">EYFS Framework</td><td>Personal, Social, Emotional Development:<br>To be able to:<br><br>• Demonstrate sensitivity to their own and others' needs.<br>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</td><td>In exploring these aspects of religious and non-religious worldviews, pupils will reflect on:<br><br>• Their own sense of who they are and their uniqueness as a person in a family, community, and world.<br>• What they believe, what they think is important and how these influence their day-to-day living.</td><td rowspan="3">Resources can be found on the Jigsaw domain.<br>Jigsaw (jigsawpshe.online)<br><br>Religious stories<br>Artefacts and clothing<br>Visitors<br>PowerPoints<br>Music<br>Art<br>Role Play areas – dressing up<br>Jigsaws<br>Writing templates<br>Class and whole school festival celebrations<br>Floor books</td></tr>
<tr><td>Understanding the World (People and Communities):<br><br>To be able to:<br><br>• Describe people who are familiar to them.<br>• Understand that some places are special to members of their community.<br>• Recognise that people have different beliefs and celebrate special times in different ways.<br>• 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.<br>• Talk about members of their immediate family and community.<br>• Talk about the lives of the people around them and their roles in society.</td><td><u>F1 / Nursery</u><br><br>Personal, Social and Emotional Development:<br>Begin to:<br><br>• Develop their sense of responsibility and membership of a community.<br><br>Understanding the World:<br>Begin to:<br><br>• Develop positive attitudes about the differences between people.</td></tr>
<tr><td>Understanding the World (Past and Present):<br><br>To be able to:<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling.</td><td><u>F2 / Reception</u><br><br>Personal, Social and Emotional Development:<br>To be able to:<br><br>• See themselves as a valuable individual.<br>• Think about the perspectives of others.<br><br>Understanding the World:<br>To be able to:<br><br>• Find out about people who are familiar to them.</td></tr>
<tr><td>KS1</td><td colspan="3">Enquiries:<br><br>1. What do Christians believe about God?<br>2. What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?<br>3. Who is God to the Jews?<br>4. Why do Christians believe that God gave Jesus to the world?<br>5. How important is it to Chritians that Jesus came back to life after his crucifixtion?<br>6. Who is God to Muslims?<br><br>In exploring these questions, the children will also reflect on:<br>• Their own sense of who they are and their uniqueness as a person in a family and community.<br>• What they believe, what they think is important, and how those influence their day-to-day lives.</td></tr>
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<tr><td>End of KS1</td><td>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)<ul><li>To recall facts about the religions / beliefs.</li><li>To begin to use the religious vocabulary.</li><li>To explain the significance and meaning of the facts and practices.</li></ul></td><td>Skills of evaluation and critical thinking in relation to the big enquiry question<ul><li>Think through the enquiry question using some facts.</li><li>Discover there could be more than one answer.</li></ul>Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry<br><br>Child's own thoughts, opinions, belief, empathy.<ul><li>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</li><li>I can verbalise and / or express my own thoughts.</li></ul></td><td>Resources can be found on the Jigsaw domain.<br><br>Jigsaw (jigsawpshe.online)</td></tr>
<tr><td>Lower KS2</td><td colspan="3">Enquiries:<br><br>1. Does visiting the Ganges make a person a better sanatani?<br>2. Could Jesus heal people? Did he perform miracles or was there some other explanation?<br>3. What do some deities tell sanatanis about God?<br>4. Is it possible for everyone to be happy?<br>5. What is the best way for a Buddhist to lead a good life?<br>6. Do people need to go to church to show they are Christians?</td></tr>
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<tr><td>End of Lower KS2</td><td>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)<ul><li>To recall facts about religions.</li><li>To select the facts that are most significant to the enquiry.</li><li>To begin to explain their relevance / importance.</li></ul></td><td>Skills of evaluation and critical thinking in relation to the big enquiry question<ul><li>Apply knowledge to the enquiry question.</li><li>Give an answer supported by one or more facts.</li></ul>Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry<br><br>Child's own thoughts, opinions, belief, empathy.<ul><li>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</li><li>I can express my own opinions and start to support them with rationale.</li></ul></td><td>Resources can be found on the Jigsaw domain.<br><br>Jigsaw (jigsawpshe.online)</td></tr>
<tr><td>Upper KS2</td><td colspan="3">Enquiries:<br><br>1. How are sacred teachings and stories interpreted by Sikhs today?<br>2. What is the best way for a Sikh to show commitment to God?<br>3. What is the best way for a Christian to show commitment to God?<br>4. What is the best way for a Muslim to show commitment to God?<br>5. Is anything ever eternal?<br>6. How is the Qur'an vital to Muslims today? & Does belief in Akhirah (life after death) help Muslims lead a good life?</td></tr>
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<tr><td>End of KS2</td><td>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)<ul><li>To explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs.</li><li>To express own thoughts etc having reflected on them in relation to other people's.</li></ul></td><td>Skills of evaluation and critical thinking in relation to the big enquiry question<ul><li>Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</li></ul>Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry<br><br>Child's own thoughts, opinions, belief, empathy.<ul><li>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my</li></ul></td><td>Resources can be found on the Jigsaw domain.<br><br>Jigsaw (jigsawpshe.online)</td></tr>
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| | | answer, supported with evidence / rationale. | |