

Pickering Community Infant and Nursery School Progress Document

RE Learning Outcomes

	Nursery	Reception (Discovering)	Key Stage One (Exploring)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<p>Special stories</p> <p>I can say that all books are special but that some books are more special than others.</p> <p>I can share what I have heard in a religious story through my play or creative work. (To include stories from at least three different religions)</p>	<p>F1 Which stories are special and why?</p> <p>I can say that the Bible is a special book for Christians.</p> <p>I can say that, in the Bible, there are stories about God and Jesus.</p> <p>(BI1) I can make some suggestions about what stories from the Bible tell Christians about being thankful, for example, Ten Lepers (Luke 17: 11-19).</p> <p>(BI1) I can make some suggestions about what stories from the Bible tell Christians about making promises, for example, (Matthew 12: 28-32).</p> <p>(BI1) I can talk about Bible stories and stories from other faith traditions and cultures that I have heard.</p> <p>I use my play to share ideas from religious stories that I have heard.</p>	<p>1.1 Who is a Christian and what do they believe? (Christians - Systematic Unit)</p> <p>I can say that Christians believe in one God and follow the example of Jesus.</p> <p>(BI1) I can use what I have heard in stories from the Bible to suggest what Christians believe about God, for example, all-powerful, loving, close to every person and forgiving.</p> <p>I can describe that Christians believe that Jesus was kind to people in need, that he is the son of God, that he performed miracles.</p> <p>(BI1) I can suggest what the key events from a Bible story shared from the New Testament tells us about how Christians should live their life, for example, treating others kindly, forgiving, being thankful, for example, The Lost Son (Luke 15: 11-32).</p> <p>(BI1) I can make some suggestions about what stories about Jesus from the New Testament tell Christians about good and bad, right and wrong.</p> <p>I can use religious words and ideas to think of a question to ask a Christian about their beliefs.</p> <p>I can use what I know about Christian beliefs to make links between these and the symbols shown in religious art.</p>

	<p>Special people</p> <p>I can say who is in my immediate family (or the family who I live with).</p> <p>I can say something that my family does to care for me.</p> <p>I can talk about a story that I know well about being a good friend.</p>	<p>F2 Which people are special and why?</p> <p>I can name someone who is important to me.</p> <p>I can talk about something that my family and friends do or are that make them special to me.</p> <p>I can say something that is a quality of a good friend.</p> <p>(BI1) I can make some suggestions about what stories from the Bible about Jesus tell Christians about being a good friend.</p> <p>I can talk about Bible stories and stories from other faith traditions and cultures about special people that I have heard.</p>	<p>1.2 Who is a Muslim and what do they believe? (Muslims - Systematic Unit)</p> <p>I can say that Muslims believe in one God, Allah, and follow the example of the Prophet Muhammad.</p> <p>I can say that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.</p> <p>(BI1) I can say that, in the Quran, God is believed to have 99 names, that these names tell Muslims about God and I can explain some of these.</p> <p>I can describe the link between these 99 names of Allah and misbaha beads used in prayer.</p> <p>I can name at least two other objects used by Muslims and suggest why they are important.</p> <p>I can say that Muslims believe in the oneness of God (tawhid) and show some understanding of what this means.</p> <p>I can recall the key events from a story about the life of the Prophet Muhammad.</p> <p>I can say that Eid-ul-Fitr is a Muslim celebration to mark the end of Ramadan.</p> <p>I can explain some ways in which Muslims might celebrate Eid-ul-Fitr.</p>
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1.4 What can we learn from sacred books? (Christians and Muslims - Thematic Unit)

I can explain ways that religious people might show respect for their sacred books.

I can describe a parable as a story with a deeper meaning.

I can explain that, whilst all books can be special, some are more special than others. They are described as sacred or holy meaning that people believe that they are from God.

I can say that the Bible is a sacred text for Christians.

I can say that the Qur'an is a sacred text for Muslims.

I can name a story which can be found in both of these sacred texts, such as the story of Noah and Jonah and the big fish.

(BI1) I can explain that sacred texts contain stories which help religious people to know how to live good lives and follow God.

(BI1) I can use what I have heard in stories from the Bible and the Quran to talk about issues of good and bad, right and wrong arising from these.

(BI1) I can retell the key events from a Bible story and a story from the Quran shared with me and suggest what this tells us about how religious people should live.

<p style="text-align: center;">Expressing</p> <p style="text-align: center;">(Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>Special places</p> <p>I can say who I live with and that the place or places I live with these people is my home.</p> <p>I can say that I go to school at Pickering Infant and Nursery School.</p>	<p>F3 What places are special and why?</p> <p>I can say a place that is special to me and give a reason for this (which may include how it makes me feel).</p> <p>(B12) I can say that some religious people have places which are special to them.</p> <p>I can recognise a picture of a place of worship that I have been to and/or talked about.</p> <p>(B12) I can say something that I know about this place, including a feature inside the building.</p> <p>I can talk about how we might show our respect for this place through our actions.</p> <p>I can use appropriate words to talk about my thoughts and feelings when visiting a church.</p>	<p>1.5 What makes some places sacred? (Christians and Muslims - Thematic Unit)</p> <p>I can say that a church is a special, sacred place for Christians.</p> <p>I can say that a mosque is a special, scared place for Muslims.</p> <p>I can describe how we might show our respect for these places and the importance of doing so.</p> <p>(B12) I can identify objects and symbols found in a church and ask questions about how they are used and what they mean to believers.</p> <p>(B12) I can identify objects and symbols found in a mosque and ask questions about how they are used and what they mean to believers.</p> <p>(B12) I can talk about an object that is used in worship, saying how it is used and how it shows what people believe.</p> <p>(B12) I can describe some similarities and differences between a church and mosque.</p> <p>I can ask appropriate and respectful questions of believers about what happens in a church or mosque.</p> <p>I can say that religious songs can be used by Christians to praise God, thank God, say sorry, to celebrate and to help understand religious stories.</p> <p>I can respond to religious music by asking questions and describing the way that it makes me feel.</p>
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	<p>Special times</p> <p>I can talk about a personal celebration or festival, sharing a detail about this with an adult or peers.</p> <p>I can talk about my experience of making and eating festival food.</p> <p>I can say that this is a way that people might celebrate a festival.</p> <p>I can say that the activities that I am taking part in are as part of a celebration or festival.</p> <p>I can name feelings linked to special times and/or places.</p> <p>I show that I have listened to someone else share their traditions surrounding a festival such as Christmas by making an appropriate comment.</p>	<p>F4 What times are special and why?</p> <p>I can talk about a time or times where me and my family have celebrated an event.</p> <p>I can explain some of the things that we did that I enjoyed about this celebration.</p> <p>I can tell someone else at least three things that happen in the Christian stories about Christmas and/or Easter.</p> <p>I can say that Christmas is a celebration for Christians of the birth of Jesus.</p> <p>I can tell someone else at least three things that happen in a story about a festival from another faith.</p>	<p>1.6 How and why do we celebrate special and sacred times? (Muslims OR Christians - Systematic Unit)</p> <p>I can explain what the word celebrate means.</p> <p>I can identify some similarities and differences between the celebrations studied.</p> <p>(BI3) I can describe how different people may celebrate the same thing in different ways.</p> <p>Eid (Muslims)</p> <p>I can say that Eid-ul-Fitr is the celebration at the end of Ramadan, the month of fasting during daylight hours.</p> <p>I can explain that Eid-ul-Fitr is a celebration to thank Allah for the strength to fast during Ramadan.</p> <p>(BI2) I can describe how food plays a part in the Muslim celebrations for Eid-ul-Fitr.</p> <p>I can say that Muslims may give to charity at Eid-ul-Firt and the role that Zakat plays in these celebrations.</p> <p>Easter (Christians)</p> <p>(BI1) I can say that Christians believe that Jesus is the Son of God and can suggest how Christians view Jesus, for example, that he came to show God’s love or that through his sacrifice he saved people from the consequences of their sins.</p> <p>I can re-tell some of the main events from stories of Jesus in Holy Week.</p> <p>(BI2) I can explain how some ways in which Christians might celebrate Easter link to these Bible stories.</p>
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<p style="text-align: center;">Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>Being special</p> <p>I can say who I am special to, for example, my parents, siblings, teacher.</p> <p>I can talk about some of the things that these people do to make me feel special.</p> <p>I can name some people who are special to me.</p> <p>I show some awareness that I might like different things to my friends and that's ok.</p>	<p>F5 Being special: where do we belong?</p> <p>I can explain what it means to me to be special, such as being unique or being loved.</p> <p>I can talk about my own experience or the experience of others in how they welcome a baby to a family.</p> <p>I can say that a baptism or christening is a way that Christians welcome someone to a faith community.</p> <p>(B12) I can name at least two things that are included to welcome a baby to the Christian faith community.</p> <p>(B12) I can name at least two things that are included to welcome a baby into another faith community.</p> <p>(B13) I can explain that different families and different faith communities have different ways to welcome a baby.</p>	<p>1.7 What does it mean to belong to a faith community? (Christians and Muslims - Thematic Unit)</p> <p>I can name a group that I belong to, including my family and my school.</p> <p>I can talk about why belonging to one of these groups is important.</p> <p>I can talk about that Christians belong to a faith community, Muslims belong to a faith community, other people belong to other religious communities or no religious community.</p> <p>I can name and describe some symbols that people use to show that they belong to a non-religious group.</p> <p>(B12) I can name and describe some symbols that Christians use to show that they belong to their faith community.</p> <p>(B12) I can name and describe some symbols that Muslims use to show that they belong to their faith community.</p> <p>(B12) I can describe what some of these symbols mean and why they matter to believers from the Christian and Muslim faiths.</p> <p>(B12) I can describe the actions and symbols associated with a traditional Christian baptism, including the sign of the cross and the symbol of light through a candle.</p> <p>(B12) I can describe the actions and symbols associated with welcoming a baby into the Islam faith community, including Adhan and actions performed at Aqiqah.</p> <p>(B12) I can say that both a Christian baptism and Muslim Aqiqah are ways of welcoming a child to a faith community.</p>
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	<p>Our special world</p> <p>I can say something that I find interesting or wonderful about the world.</p> <p>I show an awareness through my actions and/or what I say how I can look after the world around me.</p>	<p>F6 What is special about our world?</p> <p>I can talk about something that I find interesting or wonderful about the world.</p> <p>I can say that Christians believe that God is the creator of the universe.</p> <p>(BI1) I can say that Christians believe that God made our world and so we should look after it.</p> <p>I can explain my ideas about how to look after plants and animals.</p> <p>(BI1) I can talk about stories from different religions that focus on caring for animals and the world.</p>	<p>1.8 How should we care for others and the world, and why does it matter? (Christians and Muslims - Thematic Unit)</p> <p>I can say that Christians believe that God is the creator of the universe.</p> <p>I can explain that Christians believe that the Earth and everything in it are important to God.</p> <p>(BI1) I can re-tell the creation story from the Bible and suggest what it says about what God is like.</p> <p>I can express my own ideas about this story and what it says about what God is like.</p> <p>I can explain that Christians believe that humans should care for the world as it belongs to God.</p> <p>I can re-tell Bible stories and stories from Islam that tell Christians and Muslims about caring for the world.</p> <p>(BI1) I can use what I have heard in stories from the Bible and the Quran to talk about issues of good and bad, right and wrong arising from these.</p> <p>(BI1) I can describe the caring actions of well-known religious figures, such as, Mother Theresa, Dr Barnardo and Sister Frances Domonica, and how this relates to their religious beliefs.</p> <p>(BI1) I can explain that the 'Golden Rule' of treating others as you would want to be treated can be found in different religions.</p> <p>(BI1) I can talk about stories from Christianity and Islam where the 'Golden Rule' has been followed and explain the impact of this.</p>
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Big ideas

1. The bible and Quran are holy books, which seek to share stories that help believers to understand specific actions that are right and wrong and about good and bad attitudes. This guidance can help people treat each other fairly and live together without upsetting or hurting each other or damaging the environment.
2. We are surrounded by distinctive things that are often called 'religious' or 'holy'. These include buildings, festivals and celebrations, rituals, books, acts of worship and symbols. These are usually different for each religion and non-religious worldview. Equally, the holy buildings, for example, can look very different within the same religion.
3. Within the same religion or non-religious worldview people may believe different things and practise in different ways. (This big idea can be threaded through most learning outcomes, reflecting with children that when considering any worldview, most people see things in different ways and therefore practice in different ways)

Learning through and from RE

Children will have experiences of hearing stories from a range of different bibles including King James bible and copies of children's bibles.

Children will have opportunities to hear from practising Christians about their faith and how they feel stories from the bible shape the way they live their life.

Children will have opportunities to hear from practising Muslims about their faith and how they feel stories from the Quran shape the way they live their life.

Children will have opportunities to visit religious buildings in person and virtually.

Children will have opportunities to explore religious artefacts, learning how to show their respect for these.

Children will have opportunities to explore religious and non-religious ideas through a variety of media, including through role-play, drama and the arts.

Children should be given opportunities to share and discuss different ideas about religious stories heard, beginning to explore the different viewpoints that people have about religious and non-religious views and different practices across and within religions.