

RE Progression Grid Class 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Minimum vocabulary shown in bold			Minimum learning is highlighted in yellow	
What children will know and remember				
C1.6 Which books and stories are important? Pathway 6	NATIVITY	C1.5 Why are festivals important in a community? Pathway 5	F1.12 How and why do we care for others? Pathway 3	C1.1 What does it mean to belong a community of belief? Pathway 1
To know why some books are special and how we treat them	To know the traditional nativity story	To know some common celebrations and how they are celebrated. Sukkot, Harvest Festival, Eid	To know and talk about examples of how they have cared for others.	To know what it means to make someone welcome (facial expressions, inviting into home, offering food/drink) and how a baby is welcomed into a family, including preparations, celebrations and gifts.
To know some non-religious stories that have a moral e.g. The Hare & the Tortoise	To know some songs that are part of the school nativity production	To know the followers of religions and others celebrate festival days to show gratitude	To know a Christian story from the Bible about caring for others 'The Good Samaritan.'	To know that Naam Karan, the Sikh naming ceremony means 'name making' held at the gurdwara around two weeks after the birth of the child.
To know why the Bible is special to Christians e.g. It is God's word.	To know the gifts that were given to Jesus in the stable by the three wise men and what they represent	To know why Jews celebrate Sukkot	To know a Muslim story about Prophet Muhammad caring for others 'Seven new kittens.'	To know that the Christian welcoming ceremony is called a baptism and that people make promises (parents and godparents).
To know why the Qur'an is special for Muslims and how it is treated. e.g. cloth over it to protect it.	To know the story of the school nativity and how it relates to the traditional nativity story	To know why and how Hindus celebrate Diwali	To know how Buddhists care for others by following 'Siddhartha.'	To know what happens when a new baby is born into a Muslim family, including the adhan (statement of faith) whispered in the baby's right ear as soon after birth as possible, Aqiqah ceremony on the seventh day and choice of name.
To know how Sikh's treat the Guru Granth Sahib e.g. you have to be quiet around it		To know some similarities and differences between how some religious and non-religious festivals are celebrated	To know how they and others would care for others in real life scenarios . 'Seeing an injured animal on the ground.'	To know the differences and similarities between the ceremonies learned about.
To know characteristics in the lives of people who are held as examples by religions/worldviews. To know and suggest meanings for the teachings about right and wrong from different religions/worldviews.	To know some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions.	To know and identify evidence of religions/worldviews in their community. To know that religions/worldviews do not have the same importance for all people and all places.	To know some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions. To know the difference between contemporary stories and stories that have become	To know that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.

			traditional because they have been handed down for hundreds or thousands of years	
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