

Manor Farm Community Infant School

RE Curriculum Progression of Skills and Knowledge – Jigsaw / Bucks Syllabus



RE - EYFS Progressive Statements				
EYFS	3- and 4- Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
		Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
	Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
		Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
	ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
		Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
			People and Communities	<ul style="list-style-type: none"> • 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.

Year	Understanding the nature, role and influence of religion	Pursuing personal quest for meaning, purpose and value	Formulating reasoned opinion and argument
EYFS	Listen and respond to religious stories through questions and role play.	Share personal experiences at home and in their family e.g. trips to places of worship, festivals and celebrations etc.	Begin to give an opinion, based on appropriate knowledge and understanding.
1	Show basic knowledge and understanding of Christianity and at least one other faith (Judaism)	Share personal experiences and how it made them feel.	Begin to give a reason for an opinion, based on appropriate knowledge and understanding.
2	Show knowledge and understanding of Christianity and at least one other faith (Judaism) Explore the similarities and differences between religions.	Reflect on personal experiences and say how it is linked to feeling and opinions.	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.

Year	Experience and self-concept	Religious Experience and Concepts	Universal Human Experience and Concepts
EYFS	Identify Recognise what is significant to them in their immediate experience. Discuss Share their own personal experiences from family life eg. festivals, celebrations, trips to places of worship.	Explore Children are confident in exploring and engaging with religious stories, experiences and artefacts. Discuss Children can share their thoughts and feelings about stories, artefacts and experiences.	Reflect Reflect on what they have learned from their experiences.
1	Identify Recognise what is significant to them in their immediate experience and recognise basic concepts used to express this. Explore Find out about other people's experience and feelings in a way that is sensitive and	Enquire Find out about the religions studied. Contextualise Recognise religious experience and concepts in the religion being explored, and the feelings that may arise for them for believers.	Reflect Reflect on what they can learn from others.

	appropriate and relate to their own experience and that of others to the general concepts being developed.		
2	<p><u>Contextualise</u> See their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.</p> <p><u>Reflect</u> Think about their experiences and their feelings related to them and to see how these affect themselves and others.</p>	<p><u>Reflect</u> Think about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.</p> <p><u>Respond</u> Express – sensitively and in a variety of ways – their own views about religious experiences and concepts.</p> <p><u>Synthesise</u> Identify similarities and differences between their own experiences and the religious beliefs, practices and concepts.</p>	<p><u>Apply</u> Apply their learning to their own life.</p>


Year	Enquiry Question	Enquiry Overview	Core Knowledge
1	What do Christians believe about God?	In this enquiry, the children focus on what Christians may believe about God as the 'Father'. They focus on the Christian story of Creation from the Old Testament and the responsibility a Christian might feel for caring for the world, and the commandment to 'Love your neighbour as yourself' from the New Testament to understand how a Christian might feel about caring for other people.	<ul style="list-style-type: none"> • Creation story from the book of Genesis in the Bible in the Old Testament. • God is the Creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations • In the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: <i>"Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."</i> • The New Testament tells Christians to love their neighbour as themselves.
1	What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	The enquiry is focussed on the first Christmas and more specifically the gifts that Jesus received, their meaning and symbolism and how that compares with gifts today.	<ul style="list-style-type: none"> • Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her. • Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem. • This is the Christian concept of incarnation: God becoming man or literally being "made flesh". <p>The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.</p>
1	Who is God to Muslims?	In this unit, we will look at what Muslims think about Allah and why he is so special to them.	Muslims believe that Allah is perfect. He is the one who made human beings, the one

			<p>who watches them during life and the one who decides what happens when life is over. Allah should be the most important thing in a Muslim's life – for this reason many Muslims do things every day to make sure they remember Allah like praying 5 times a day. The prayer times are often at difficult times, but this is to show that Muslims should build their day around Allah rather than fit him into their lives when it suits them best. Allah comes first.</p>
1	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday ?	The enquiry is looks at the events of Palm Sunday and their significance to Christians today.	<ul style="list-style-type: none"> • Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus • Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit <p>Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.</p>
1	How important is the prophet Muhammad to Muslims?	In this unit, we will look at the prophet Muhammad. A man chosen by Allah to be his messenger.	<p>This enquiry looks at the life of the prophet Muhammad and the part he played in the start of Islam.</p> <p>The Prophet Muhammad is a key person for Muslims. Born and raised in Makkah, Saudi Arabia, he was chosen by Allah (God) to be his messenger. The words Allah gave to Muhammad were later written down and became the Holy Qur'an.</p> <p>Muhammad is special to Muslims, but he is not as special as God – only Allah is God and only Allah should be worshipped.</p> <p>Muhammad is remembered as a good man</p>

			who worked hard, was honest and listened to Allah.
1	How important is the Qur'an to Muslims?	In this unit, we will look at the Muslim holy book, the Qur'an. To Muslims this book contains the words of Allah.	<p>The Qur'an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic, the language chosen by Allah. It is treated with great care. Many Muslims take lessons in how to speak Arabic, including schoolchildren. These classes are often taught in the Mosque, the Muslim place of worship. Muslims believe the Qur'an gives information on how to live life the way Allah would want. The Qur'an is treated with care in the following ways...</p> <ul style="list-style-type: none"> o Being put on a stand when used, so it is not touched too much. o When not used it is wrapped in a clean cloth o When not being read it should be the highest book in the room o Never being placed on the floor o Hands are washed before it is touched.
2	Is it possible to be kind to everyone all of the time?	This enquiry investigates how Christians might follow Jesus' example of being kind to people.	<p>The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments. <i>"'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'</i> The second is this: <i>'Love your neighbour as yourself.'</i> There is no commandment greater than these."</p> <p>Mark 12:30-31</p> <p>Jesus then gave examples of parables and acted in a way to help people around him understand this.</p>

2	Why do Christians believe God gave Jesus to the world?	This enquiry investigates the Christian belief in Jesus as a gift of love to humanity.	<p>Trinity: complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one</p> <p>God became incarnate at Christmas and brought God’s love for the world to earth in human form.</p> <p>This enquiry also reflects the concept of salvation: Christians believe that God gave the gift of his son to humanity in order to save them from sin and open up a pathway back to God through the death and resurrection of Jesus</p> <p>Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity</p>
2	Who is God to Sanatanis?	In this enquiry, the children look at the Sanatani beliefs in God and how these beliefs are formed into images and murtis. They consider the stories and symbols and how these beliefs impact on a believer’s daily life	<ul style="list-style-type: none"> • Sanatanis believe in a universal soul or God called Brahman. Brahman takes on many forms. Brahman, the supreme spirit, basically underpins and permeates everything. Sanatana Dharma is a MONOTHEISTIC religion. Brahman is one god in many forms. • Sanatanis believe that there is a part of Brahman in everyone and this is called the Atman. • Sanatanis are comfortable with using images and objects (often called murtis) to portray God. Sanatanis do not <i>worship</i> these but worship Brahman <i>through</i> them. Sanatanis are free to worship God in a variety of colourful forms. <p><u>Trimurti</u> Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva</p> <p><u>Ganesha</u></p>

			<p>One of the most easily identifiable Sanatani deities due to his large elephant head. He is known as the remover of obstacles and is very popular.</p> <p><u>Lakshmi</u></p> <p>Lakshmi is one of the most popular deities and is known as the goddess of wealth and purity.</p>
2	How important is it to Christians that Jesus came back to life after his crucifixion	This enquiry examines the events of Easter Sunday, Jesus' resurrection, and the impact this has on Christians today.	<p>Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead.</p> <p>The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament</p>
2	What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?	In this unit, the children look at the story and beliefs behind the Diwali festival They look at celebrations and the symbols used to remember the story	<p>Sanatanis believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures.</p> <ul style="list-style-type: none"> • This enquiry looks at the festival of Diwali, which is the Story of Rama and Sita, as well as how it is celebrated. • Diwali is an extremely popular Sanatani festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil.

			<ul style="list-style-type: none"> • The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge • A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held. <p><u>Rangoli patterns</u> Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck.</p>
2	Why do Sanatanis use symbols?	In this enquiry, the children look at the Sanatani creation story and the symbols that are important from it and their use today.	<p>This enquiry concentrates on the Sanatani creation story and the symbolism and significance of the Aum and the lotus flower. Sanatanis believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal</p> <p>The Aum can have a symbolism which reminds them of the Trimurti:</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> • Bottom left-hand curve - Brahman the creator • Top left-hand curve – Shiva the destroyer • Right hand curve – Vishnu the destroyer </div> <p>Top crescent and moon dot – calm and peace</p> <p>This is one interpretation. Other people think it stands for being awake, deep sleep, dreams and finding God.</p> <p>The lotus flower came from Vishnu and contained Brahma who then started creation.</p>