|  |  |
| --- | --- |
| **Navigation Primary Religious Education Knowledge Map** | |
| **EYFS RE in continuous provision** | |
| **Indoor** | * Exploration of the natural world and similarities and differences * All festivals covered and other countries and religions covered * Diverse stories used for T4W, story times * Children’s cultures celebrated and represented in provision * Open ended questions and adults engage in play * Zones of regulation characters used through play * Independence, resilience, perseverance celebrated and encouraged |
| **Outdoor** | * Planting and caring for plants in outdoor provision * Exploration of the natural world * Children encouraged to create with a purpose in mind * Open ended questions and resources |
| **See EYFS Full Skills Curriculum document links**  *NB: yellow relates to nursery* | |
| Page 1 – Role Play  Page 2 – Small World  Page 6 – Mark Making  Page 7 – Investigating  Page 8 - Snack  Page 10 – Pencil control  Page 15 & 16 – Communication | |

|  |  |  |  |
| --- | --- | --- | --- |
| **EYFS** | | | |
| Nursery | Personal, Social and Emotional Development | | * Develop their sense of responsibility and membership of a community. |
| Understanding the World | | * Continue to develop positive attitudes about the differences between people. |
| Reception | Personal, Social and Emotional Development | | * See themselves as a valuable individual. * Think about the perspectives of others. |
| Understanding the World | | * 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 | * Show sensitivity to their own and others’ needs. |
| Understanding the World | Past and Present | * 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 | * 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Knowledge and understanding** | | **Expressing and communicating ideas** | **Gaining and deploying skills** |
| 1 | | I know some simple ideas about Christian beliefs about God and Jesus e.g. Christians believe in one God, go to church and read the Bible.  I know how to retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means e.g. The lost son, Jonah and the whale  I know the story of the Prophet Muhammad E.G. Muhammed and the cat and the story of the ants.  I know some objects used by Muslims and suggest why they are important e.g. the prayer mat, Qur'an, prayer beads, mosque.  I know and can name some symbols of belonging from my own experience and for Christians and at least one other religion, suggesting what these might mean and why they matter to believers e.g. Christian, cross, Bible, candle Muslims- Qur'an, prayer mat, Mosque  I know some ways Christians celebrate e.g Christmas, Easter, Harvest, Pentecost and some ways a festival is celebrated in another religion.  I know what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean e.g. holy water, font, church, shawl, ointment.  I know stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers e.g Palm Sunday, The last supper, Good Friday  I know Muslims believe in God, making links with some of the 99 names of Allah. | | I know how to ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.  I know how to identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel e.g. Ramadan, a month of fasting, Eid, feast, families, celebrations.  I know and understand the following vocabulary: Christians, symbols, Bible, believing, The Old Testament, Christianity, Jesus, pray, Lord’s Prayer.  I know and understand the following vocabulary: symbols, religion, believers, meaning, value, traditional, infant baptism, dedication, belong, marriage, celebrate, Easter, sacred, holy week, crucifixion, Passover, Judaism, Seder plate.  I know and understand the following vocabulary: Muslim, God, Allah, Prophet Muhammad, Eid- ul-Fitr, Ramadan, Kaaba, black stone, cooperation, importance. | I know how Christian and Muslim communities are similar and different such as their places of worship, celebrations.  I know how to give examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers e.g. Christmas - gifts, Eid- feast.  I know how to talk about issues of good and bad, right and wrong arising from religious stories e.g. The Good Samaritan  I know how to ask some questions about believing in God and offer some ideas of my own. |
|  | **Knowledge and understanding** | | **Expressing and communicating ideas** | | **Gaining and deploying skills** |
| 2 | I know and can identify special Jewish places, objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used including the Star of David, Menorah, Torah, yad, prayer shawl, Synagogue, Tzedakah.  I know the Mezuzah in Jewish homes reminds Jewish people about God.    I know the story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.  I know and can identify special Christian places, objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used including cross, Bible, church, creation, holy.  I know some stories from the Christian Bible and understand their meaning, including the Good Samaritan.  I know and can identify special Islamic places, objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used including mosque, Qur’an, prayer mat, Mekkah.  I know stories from the Islamic faith, and understand their meaning of these stories, including the Black Stone (Kaaba). | | I know that Shabbat is a special day of the week for Jewish people, and I understand what they might do to celebrate Shabbat including lighting candles, praying, spending time with their families, away from technology.  I know ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.  I know and can ask good questions during a school visit about what happens in a church.  I know that sacred texts contain stories which are special to many people and should be treated with respect, including the Bible, Torah and Qur’an.  I know and can identify ways that some people make a response to God by caring for others and the world.    I know and understand the following vocabulary:  Jewish, star of David, Torah, synagogue, mezuzah, Shabbat, rest, pray, Chanukah.  I know and understand the following vocabulary:  safe, sacred, believers, church- Mosque- Synagogue, holy.  I know and understand the following vocabulary: Torah, Qur’an, Bible, religion, stories, black stone, care, encourage, golden rule, Good Samaritan, Christian, gratitude, Judaism- Tzedakah, creation | | I know how to ask questions and suggest answers arising from stories Jesus told and from another religion.  I know how to identify issues of good and bad, right and wrong arising from the stories.  I know some texts from different religions that promote the ‘Golden Rule’ and think about what would happen if people followed this idea more.  I know about the creation story in the Old Testament of the Bible and can express my own ideas about it and what it says about God.  I know how to ask some questions about believing in God and offer some ideas of my own.  I know some of the ways in which people use music in worship and talk about how different kinds of music make them feel. |
|  | **Knowledge and understanding** | | **Expressing and communicating ideas** | | **Gaining and deploying skills** |
| 3 | I know how to describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.  I know how to describe some ways in which Hindus express their faith through puja, aarti and bhajans.  I know how to suggest why having a faith or belief in something can be hard.  I know identify how and say why it makes a difference in people’s lives to believe in God.  I know how to describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.  I know how to describe some ways in which Christians express their faith through hymns and modern worship songs.  I know how to describe the practice of prayer in the religions I have studied: Christianity, Islam, Hinduism and Judaism.  I know how to make connections between what people believe about prayer and what they do when they pray. | | I know how to suggest at least two reasons why being a Hindu is a good thing in Britain today and two reasons why it might be hard sometimes.  I know how to describe some of the ways in which Christians, Hindus and/or Muslims describe God.  I know how to suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.  I know how to describe ways in which prayer can comfort and challenge believers.    I know and understand the following vocabulary:  faiths, beliefs, suggest, Hindu, puja, aarti, bhajans, shema, mezuzah, shabbat,  I know and understand the following vocabulary: Hinduism, Muslim, Islam, Allah, Christian, Christianity, religion, suggest, identify, impact, life, hymns, modern worship songs, Britain, faiths, beliefs.  I know and understand the following vocabulary:  pray, prayer, similarities, differences, comfort, challenge, practice, unique, special, peace symbols, peace mala- friendship, respect, peace. | | I know how to discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.  I know how to ask questions and suggest some of my own responses to ideas about God.  I know how to discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including helping myself and helping others.  I know how to describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Knowledge and understanding** | **Expressing and communicating ideas** | **Gaining and deploying skills** |
| 4 | I know why some people see life as a journey and can identify some of the key milestones on this journey e.g. birth, marriage, death.  I know what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean. e.g. comparing infant and believers’ baptism, bar/bat mitzvah, sacred thread ceremony.  I know connections between some of Jesus’ teachings and the way Christians live today e.g. the golden rule.  I know how Christians celebrate Holy Week and Easter Sunday e.g. the giving of a cross on Palm Sunday, fast over Lent.  I know definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and can use events from Holy week and east=er to illustrate them.  I know connections between stories of temptation for example- Adam and Eve, and why people can find it difficult to be good.  I know how people celebrate festivals and how this might show something about their beliefs e.g. Jewish children are considered adults at 12/13 after their bat/bar mitzvah.  I know some differences in the way festivals e.g. Christmas are celebrated within and between different religious and non-religious worldviews e.g. Can recognise religious (Nativity) and non-religious (presents)traditions at Christmas. | I know reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.    I know the most important parts of Easter for Christians and say why they are important e.g. Lent reminds Christians of Jesus’ 40 days in the desert being tempted by the devil.  I know how some of the rules followed by religions can help believers with difficult decisions e.g. the ten commandments- Jewish, the Beatitudes- Christians.  I know ways in which some inspirational people have been guided by their religion e.g. Desmond Tutu.  I know why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons.  I know and understand the following vocabulary: journey, milestones, Christian, Jewish, Hindu, ceremonies, commitment, rituals, believers, community, belonging.  I know and understand the following vocabulary: Significant events/ people, investigate, religious festivals, celebrations, worldview, disciples, preach, lent, Last Supper, crucify, betrayal, symbolism, forgiveness, commemorate.  I know and understand the following vocabulary: Kindness, Golden Rule, 10 commandments , The Torah, Beattitudes, temptation, Desmond TuTu, Father Huddleston, Shabbat, Queen, Yom Kippur, Rosh Hashanah, Exodus, Pseach, slavery. | I know how believers show commitment with their own ideas about community, belonging and belief by answering and asking questions.  I know how people decide right and wrong and can compare them with my own ideas e.g. look at the ten commandments and rank them as how important they are to themselves.  I know how the celebrations studied make a difference to how pupils think and live.  I know how to ask appropriate and relevant questions. |
|  | **Knowledge and understanding** | **Expressing and communicating ideas** | **Gaining and deploying skills** |
| 5 | I know the Five Pillars of Islam – shahada, salat, zakah, sawm, Hajj and Muslim beliefs about God and the Prophet Muhammad  I know how the Qur’an is a form of guidance for Muslims and can compare it to my own experience  I know what Christians understand about God using examples and evidence (agnostic, atheist, theist, faith, opinion omnipotent, omniscient)  I know Jesus’ teaching on how his followers should live (forgiveness, generosity, greed, trust, justice and fairness)  I know how places of worship in different traditions are special to believers.    I know and understand the following vocabulary: Muslim, Practice, Five Pillars, Qur’an, Holy, functions, mosque, ka’ba beliefs, Prophet Muhammad, God, guidance,  I know and understand the following vocabulary: agnostic, atheist, theism, belief, fact, opinion, creation,  followers, interpretations, Jesus’ parables, teachings, moral dilemma, Christians.  I know and understand the following vocabulary: believer, worship, traditions, difficult, importance, community, support, Siddhartha Gautama, Buddha, four noble truths, enlightenment, eightfold path, Dharma wheel, Sangha (community). | I know the significance of the Holy Qur’an to Muslims.  I know examples of ways in which believing in God is valuable in the lives of Christians (such as explaining creation) and ways in which it can be challenging (such as at times of conflict, illness)  I know how to express thoughtful ideas about the impact of believing or not believing in God on someone’s life.  I know two of Jesus’ parables (two debtors and unforgiving servant) and say what they might teach Christians about how to live.  I know the impact Jesus’ example and teachings might have on Christians today (forgiveness, generosity, greed, trust, justice and fairness)  I know and can describe the most important functions of a place of worship for the community (such as worship, community events)  I know how places of worship support believers in difficult times (such as talking with fellow believers, supporting each other), explaining why this matters to believers. | I know why people believe in God or not, and know how to respect my own views respectfully  I know how to respectfully raise and challenge a range of responses to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.  I know how why there is an emphasis on the people in a place of worship, rather than the place itself. |
|  | **Knowledge and understanding** | **Expressing and communicating ideas** | **Gaining and deploying skills** |
| 6 | I know what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples.    I know and make connections between examples of religious creativity (buildings and art).  I know connections between beliefs and behaviour in different religions.  I know connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions: Hinduism, Christianity and Islam.  I know examples of connections between anti- racism and religion.  I know and understand the following vocabulary: religious, non-religious, humanist, Christian, afterlife, Humanist, values, big moral concepts, comparing, moral code, point of view.  I know and understand the following vocabulary: generosity, creativity, sacred, valued, charity, apply, scriptures, Buddhist-Mettasutta, John Wesley).  I know and understand the following vocabulary: commitment, Night of Power, Quraysh tribe, Laylat- ul- Qadr, charity, Gandhi, selfless service/ sewa, Guru Nanak, believe and beliefs, Gurdwara, Guru Granth Sahib, equality, 5 k’s- Kesh, Kara, Kachera, Kirpan, Kangha. | I know some Christian and Humanist values simply.  I know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.  I know understanding of the value of sacred buildings and art.  I know reasons why some believers see generosity and charity as more important than buildings and art.  I know the challenges of being a Hindu, Christian or Muslim in Britain today.  I know similarities and differences between beliefs and behaviour in different faiths.  I know the challenges racism presents to human communities and consider different religious responses. | I know my own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others I have studied.  I know ideas about values and from the scriptures to the question is it better to express your beliefs in art and architecture or in charity and generosity?  I know my own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies. |