



## Burbage C of E Infant School RE Progression Ladder

### Statement of Intent

Religious education in our Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and world views) and for the religious freedom of each person.

*This progression ladder is taken from the Leicestershire Agreed Syllabus.*

<b>Believing</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Disciplinary Knowledge</b>		
<ul style="list-style-type: none"> <li>• Children can talk about some religious stories.</li> <li>• Children can recognise some religious words, eg. God.</li> <li>• Children can identify some of their own feelings in the stories they hear.</li> <li>• Children can identify a sacred text, eg. Bible.</li> <li>• Children can talk about things they find interesting, puzzling or wonderful about the world.</li> <li>• Children can re-tell stories talking about what they say about the world, God and human beings.</li> <li>• Children can think about the wonders of the natural world, expressing ideas and feelings.</li> <li>• Children can talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify what a parable is.</li> <li>• Children can tell the story of the Lost son and recognise a link with the Christian idea of God as a forgiving father.</li> <li>• Children can give clear accounts of what the story means to Christians.</li> <li>• Children can think, talk and ask questions about whether they can learn anything from the story themselves.</li> <li>• Children can give reasons for ideas they have and the connections they make.</li> <li>• Children can retell some stories used in Jewish celebrations.</li> <li>• Children can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</li> <li>• Children can re-tell the story of creation from Genesis.</li> <li>• Children can recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>• Children can say what the story tells Christians about God, Creation and the world.</li> <li>• Children can talk and ask questions about living in an amazing world.</li> <li>• Children can make connections between the Jewish and Christian Creation story and the world they live in.</li> <li>• Children can recognise that stories of Jesus' life come from the Gospel.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> <li>• Children can think, talk and ask questions about Muslim beliefs and ways of living.</li> <li>• Children can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>• Children can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• Children can think, talk and ask questions about whether the story of Easter only has something to say Christians about sadness, hope or Heaven and exploring ideas and giving reasons.</li> </ul>



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<b>Substantive Knowledge</b>		
<ul style="list-style-type: none"><li>• Children know some stories teach believers a morale, eg. Story of Zacchaeus.</li><li>• Children know how and when Christians like to thank their creator.</li></ul>	<ul style="list-style-type: none"><li>• Children know at least two examples of a way in which Christians show their belief in God as loving and forgiving.</li><li>• Children know how Christians put these beliefs into practice in worship, eg. saying sorry to God.</li><li>• Children know how Jewish people celebrate special times.</li><li>• Children know at least one example of what Christians do say 'thank you ' to God for Creation.</li></ul>	<ul style="list-style-type: none"><li>• Children know how Muslims use stories about the Prophet to guide their beliefs and actions, eg. fasting.</li><li>• Children know at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li></ul>
<b>Vocabulary</b>		
Church Vicar Christian God Jesus	Christian Bible Jewish Torrah Believing Story Symbol Leaders Teachers God Jesus Hanukah	Christian Bible Story Symbol Leaders Teachers God Jesus Disciples



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<b>Expressing</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Disciplinary Knowledge</b>		
<ul style="list-style-type: none"> <li>• Children can talk about somewhere that is special to them and why.</li> <li>• Children can begin to recognise that these special places and things link to beliefs about God.</li> <li>• Children can begin to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>• Children can express a personal response to the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can recognise the words of the Shema as a Jewish prayer.</li> <li>• Children can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Giving good reasons.</li> <li>• Children can give good reasons as to why reflecting, thanking, praising and remembering have something to say to them also.</li> <li>• Children can give a clear, simple account of Jesus' birth and why Jesus is important for Christians.</li> <li>• Children can think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> <li>• Children can give a reason for things they are thankful for, giving a reason for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can recognise that there are special places where people go to worship and talk about what people do there.</li> <li>• Children can identify at least three objects used in worship in two religions and give a simple account of how they are used and what they mean.</li> <li>• Children can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> <li>• Children can talk and ask questions about what happens in a Church or Mosque saying what they think and giving reasons for their ideas.</li> <li>• Children can talk about what makes some places special to people and the differences between religious and non-religious places.</li> <li>• Children can tell stories from the Bible and recognise a link with the concept of Gospel or Good News</li> <li>• Children can give clear simple accounts of what Bible text means to Christians</li> <li>• Children can recognise that Jesus gives instructions to people about how to behave.</li> <li>• Children can think, talk and ask questions about whether Jesus' good news is only good news for Christians or can anyone learn things from the 'good news'.</li> <li>• Children can recognise the words of the Shahadah and that it is very important for Muslims.</li> </ul>



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<b>Substantive Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know that some religious people have places that have special meaning to them.</li> <li>Children know the things that are special and valued in a place of worship.</li> </ul>	<ul style="list-style-type: none"> <li>Children know examples of how Jewish people might remember God in different ways, eg. Mezuzah and Shabbat.</li> <li>Children know ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Children know examples of stories, objects, symbols and actions used in places of worship and show what people believe.</li> <li>Children know examples of how people worship in places of worship.</li> <li>Children know why some people like to belong to a sacred building or community.</li> <li>Children know at least two examples of ways in which Christians follow the teachings studied about forgiveness and bringing 'good news'.</li> <li>Children know at least two ways of how Christians put these beliefs into practice, both in and outside the church.</li> <li>Children know examples of how Muslims use the Shahadah to show what matters to them.</li> </ul>
<b>Vocabulary</b>		
Church Easter Christmas Vicar God Jesus	Christian Baptism Jewish Torah God Bible Jesus Rabbi Pray/Prayer Church Synagogue Vicar/Father/Priest Cross	Christian God Jesus Pray/Prayer Church Vicar/Father/Priest Cross Sacred Islam Iman Mosque-Wudu calligraphy prayer mat prayer beads minbar mihrab Muezzin



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<b>Living</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Disciplinary Knowledge</b>		
<ul style="list-style-type: none"> <li>• Children can retell religious stories making connections with personal experiences.</li> <li>• Children can share and record occasions when things have happened in their lives that made them feel special.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can give examples of how stories used in celebrations remind Jews about what God is like.</li> <li>• Children can recognise that loving others is important in lots of communities.</li> <li>• Children can say what Jesus and one other religious leader taught about loving other people.</li> <li>• Children can give examples of ways in which people express their identity and belonging within faith communities and other communities responding sensitively to differences.</li> <li>• Children can talk about what they think is good about being in a community, faith or not and giving reasons to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</li> <li>• Children can talk about what they think is good for Muslims about prayer, respect, celebration and self-control giving a good reason to their ideas.</li> <li>• Children can give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them also.</li> <li>• Children can identify a story or text that says something about each person being unique and valuable.</li> <li>• Children can give an example of a key belief some people find in one of these stories, eg that God loves all people.</li> <li>• Children can give a clear account of what Genesis 1 tells Christians about the natural world.</li> <li>• Children can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</li> <li>• Children can give good reasons why religious and non-religious people should care for others and look after the natural world.</li> </ul>
<b>Substantive Knowledge</b>		
<ul style="list-style-type: none"> <li>• Children know what happens at a simple Christian Baptism and dedication.</li> <li>• Children know what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Children know there are links between Jewish ideas of God in the stories and how people live.</li> <li>• Children know what happens at a traditional Christian or Jewish welcome ceremony and suggest what the actions and symbols mean.</li> <li>• Children know at least two ways people show they love each other and belong to each other when they get married. (Christian/Jewish and non-religion.)</li> </ul>	<ul style="list-style-type: none"> <li>• Children know how Muslims put their beliefs about prayer into action.</li> <li>• Children know and can give examples of how people show they care for others, eg. giving to charity and making a link to one of the stories.</li> <li>• Children know how Christians care for the natural world.</li> <li>• Children know why Christians might look after the natural world.</li> </ul>



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Vocabulary		
Jesus World caring Baptism	Christian Jewish Leaders Teachers God Jesus Rabbi Belonging Baptism	God Prayer Faith Re-cycling Belonging Islam