

RELIGIOUS EDUCATION KNOWLEDGE AND BREADTH TRACKER

EYFS	THRESHOLD CONCEPT 1: Understand beliefs and values To show awareness and understanding of some religious events.	THRESHOLD CONCEPT 2: Understand practices and lifestyles To show awareness of differences between personal and other cultures.	THRESHOLD CONCEPT 3: Understand how beliefs are conveyed To show awareness of beliefs through cultural stories	THRESHOLD CONCEPT 4: Reflect and communication To begin to communicate family events to peers and show an ability to listen.
Statutory Educational programmes	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Understanding the World)</i>			
<u>Term 1</u> RE discovery enquiry: What makes people special? Religion focus: Christianity, Judaism.	I am able to recall some understanding of what a Christian is. I can discuss who God is and how Jesus is the Son of God. I can talk about why Jesus is special. I understand why Moses shared the 10 commandments and why they were necessary. (<i>Rules for living and obeying</i>)	I can talk about special things that take place in my family. I can talk about what makes me unique and what makes other people unique. I can discuss why we are all special in different ways and how it makes us unique. I can understand how people all around the world and similar to myself.	I can recall some parts of the stories 'me and my Mum' and 'Me and my Dad' I can recall some parts of the Bible Story of Jesus healing the paralysed man. (<i>Mark 2:1-12</i>) I can say how Jesus helped others through the story of Jesus healing blind Bartimaeus (<i>Mark 10: 46-52</i>). I can recall some parts of Story of Moses (<i>Exodus: 20</i>)	I can talk about special events with my family. I can talk about my family and describe the people in it. I can describe a special friend. I can say why my friend is special. I can say why my classmates are special. I can identify a role model. I can say why it is important to help everybody. I understand why we have rules at home and at school. <i>Rules, commandments, Jews, Moses, friendship, role-model, Jesus, Son of God, God, Bible, Christians, special, unique, family,</i> <u>British Values linked to this topic:</u> Mutual respect, individual liberty, rule of law and tolerance of those of different faiths and beliefs.

<p><u>Term 2</u></p> <p>RE discovery enquiry: Why did Christians perform Nativity plays at Christmas?</p> <p>Religion focus: Christianity.</p>	<p>I can say some details about why Christians think Jesus is special. I can understand why Jesus was special. I can talk about who visited Jesus as a baby and the gifts they brought him.</p>	<p>I can talk about why some religions celebrate Christmas and why some religions don't celebrate.</p>	<p>I am able to recall some details of the Christmas Story. I am able to name some of the people involved in the Christmas Story. (shepherds, 3 kings, angel, Mary, Joseph, inn-keeper, animals) I can recall some of the story about 'The Shepard's.' (Luke 2:8-20)</p>	<p>I am able to identify suitable presents for the correct person. I understand why we give gifts. I can reflect upon when we say thank you and why we say thank you. I understand why we send out Christmas cards.</p> <p><i>Gifts, manners, Christmas, Mary, Joseph, Jesus, Christians, Messiah, Saviour, Shepherds, angel, carols, Frankincense, gold, Myrrh, celebration, baby.</i></p> <p><u>British Values linked to this topic:</u> Mutual respect, individual liberty, and tolerance of those of different faiths and beliefs.</p>
<p><u>Term 3</u></p> <p>RE discovery enquiry: How do people celebrate?</p> <p>Religion focus: Islam, Judaism.</p>	<p>I can discuss why New Year means more to some people than others. (Chinese New Year- sweep out bad luck, make way for good luck). I can talk about New year and different seasons in different countries.(Persian, China) I can tell you about Holi and what it means to Hindu people. (festival of colour, celebrating the start of spring)</p>	<p>I can tell you about the animals that participate in the Chinese New Year Story. (Rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig.)</p>	<p>I can recall some of the story. Hooray Hooray - It's New Year's Day! By Kenn Nesbitt. I can discuss parts of the story: The Flowers Came, Spring Arrived. (A Nowruz Story.)</p>	<p>I am able to think of a New Year resolution and understand why we make them. I am able to talk about what I would like to achieve and what I have already achieved. (being able to swim, no stabilisers on a bike) I can talk about why team work is important. I can talk about celebrations in my family.</p> <p><i>Holi, Chinese New Year, Persian, China, Resolution, Celebrations, festivals, religion, map, world, countries, Haji Firuz, Nowruz,</i></p> <p><u>British Values linked to this topic:</u> Mutual respect, democracy, individual liberty, and tolerance of those of different faiths and beliefs.</p>

<p><u>Term 4</u></p> <p>RE discovery enquiry: Why do Christians put a cross in an Easter garden? Religion focus: Christianity.</p>	<p>I can identify symbols connected to Easter (cross, chicks, eggs, Palm Cross) I can talk about why Easter is special to some people/Christians. I can talk about why Jesus wanted to have a special meal with his friends. (last supper) I can talk about Jesus relationship with his disciples. I can understand why Christians thought Jesus was a miracle. I am able to understand why Jesus believed in forgiveness.</p>		<p>I can recall some parts of the Easter story. I can discuss some of the following Bible Stories: Palm Sunday - John 12:12-19 - Matthew 21:8-11 Last Supper - Matthew 26:17-30 - Mark 14:15-26</p>	<p>I can name all 4 seasons and can identify some changes of the weather and animals in each season. I can talk about how I feel during each season. I can monitor and talk about the changes a seed makes into a flower. I can talk about the changes found in spring (flowers, lambs, butterflies, bees) I can talk/draw the life cycle of a butterfly or a frog. I can talk about how we celebrate Easter with my family.</p> <p><i>Seasons, Easter, Jerusalem, Palm Sunday, weather, animals, babies, flowers, life cycle, Palm cross, Christians, cross, story, Jesus, disciples, son of God, miracle, forgiveness.</i></p> <p><u>British Values linked to this topic:</u> Mutual respect, individual liberty, and tolerance of those of different faiths and beliefs.</p>
<p><u>Term 5</u></p> <p>RE discovery enquiry: What can we learn from stories? Religion focus: Christianity, Buddhism, Islam, Hinduism, Sikhism, Judaism.</p>		<p>I can say why Muslims thank Allah for a beautiful world. (Muslims think it is important to thank Allah for creating the world) I can understand why Sikhs think it is important that everyone is special.</p>	<p>I can share some details of the story 'The boy who cried wolf'. I am able to recall some facts about the story 'The crocodile and the priest.' I can share the story of 'Bilal and the beautiful butterfly.' (A Muslim story) I can talk about 'The gold giving serpent story'. (An Indian fairy-tale) I can share the story 'Best friends' (A story from Asia) I am able to reflect upon the story of the 'The lost coin'. (Luke 15:8-10)</p>	<p>I know when to ask for help if I need to. I know why it is best to be honest and why we shouldn't tell lies. I can say why I am special. I can describe the lifecycle of a butterfly. I can talk about things that are beautiful in the world. I can say what makes a good friend.</p> <p><i>Honesty, lies, support, Sikhs, special, unique, Sadhana, praying, mediating, world, beautiful, Muslims, Allah, India, friendship, Asia, Bible,</i></p>

				British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs and Rule of Law.
Term 6 RE discovery enquiry: What makes places special? Religion focus: Christianity, Islam, Judaism.	I understand that churches are special to Christians and that is a place to feel close to God.	I can talk about why different places of worship are special for different people. (Synagogue, Mosque, Temple, Church etc) I can talk about who is able to attend worship at the mosque. I can talk about a Muslims ritual before they pray. (take shoes off, wash) I can talk about the place Jews worship to be closer to God. (synagogue) I understand why different people wear different items of clothing.		I can talk about what a home needs and what makes a home special. I can share a place that is special to me and I can say why. I can talk about occasions I have visited a church. <i>Worship, synagogue, mosque, temple, churches, houses, special, rooms, Christians, ceremony, weddings, christenings, Kippah.</i> British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs.

	THRESHOLD CONCEPTS & BREADTH DETAIL			
YEAR 1	THRESHOLD CONCEPT 1: Understand beliefs and values To show awareness and understanding of some religious events.	THRESHOLD CONCEPT 2: Understand practices and lifestyles To show awareness of differences between personal and other cultures.	THRESHOLD CONCEPT 3: Understand how beliefs are conveyed To show awareness of beliefs through cultural stories	THRESHOLD CONCEPT 4: Reflect and communication To begin to communicate family events to peers and show an ability to listen.
TERM 1 Are fairy tale characters like you and me? RE discovery enquiry:	I can re-tell the Christian Creation story (how God created the world) and say some things that they believe God created on different days. (Describe what God created each day- how it links with the environment)	I can say why God created the world and how he wanted people to treat the world.	I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. I can say who created the world. I can say how many days it took to create the world and what happened on each day of the creation story.	I can say how it felt to make something and how I think my creation should be treated. I can start to talk about how I think the world got here. I can understand how God wanted the world to be treated and how he wanted us to look after the environment.

<p>Does God want Christians to look after the world?</p> <p>Religion focus: Christianity.</p>				<p><i>Creation, God, Christians, world, nature, environment, wisdom, disrespect, respect, natural, Earth, Genesis,</i></p> <p>British Values linked to this topic: Mutual respect, rule of law and tolerance of those of different faiths and beliefs.</p>
<p>TERM 2 Do all Superheroes wear capes?</p> <p>RE discovery enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion focus: Christianity.</p>	<p>I can show some awareness that Jesus is special to Christians. I can show awareness that symbols are better than words at expressing religious beliefs. <i>(identifying diversity and belonging)</i></p>	<p>I can tell you about a present I have received. <i>(Christmas, Christenings, birthdays, weddings)</i> I can talk about a gift that is special to me and explain how I felt when I received it. I can understand why some people celebrate with gifts and other people don't share gifts. I can talk about how cards help to mark celebrations.</p>	<p>I can say something about the Christmas story. I can remember the Christmas story, including which gifts were given to Jesus. I can learn from stories from religious traditions. <i>(Christmas story, Nativity)</i></p>	<p>I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p> <p><i>Messiah, Saviour, Jesus, God, Mary, Joseph, Bethlehem, Nativity, stable, donkey, Frankcense, Myrrh, Gold, Wise men, King, Angel,</i></p> <p>British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs.</p>
<p>TERM 3 Should we explore North, South, East or West?</p> <p>RE discovery enquiry: Was it always easy for Jesus to show friendship?</p> <p>Religion focus: Christianity.</p>	<p>I can say how Jesus tried to be a good friend. <i>(Jesus disciples)</i> I can say how Christians show friendship and how God helps them do this. I can emphasis how Jesus struggled with friendship.</p>	<p>I can show awareness of different religious traditions.</p>	<p>I can say something about one of Jesus' friends. <i>(Jesus disciples)</i> I can say how Jesus was nice to people. I can remember a story about Jesus showing friendship and talk about it. (Zacchaeus- Luke 19:1-9), Stilling the storm Luke: 22-25)</p>	<p>I can tell you who my friend is. I can talk about my friends and why I like them. I can talk about times when I have been a good friend. I can talk about how friendship is important even when it is difficult.</p> <p><i>Friendship, Jesus, disciples, Bible, chapters, New –Old testament, emphasis, Christians, God, kindness, difficulties.</i></p> <p>British Values linked to this topic: Mutual respect, tolerance of those</p>

				of different faiths and beliefs and individual liberty.
<p><u>TERM 4</u></p> <p>Why should we care about nature?</p> <p>RE discovery enquiry:</p> <p>Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?</p> <p>Religion focus:</p> <p>Christianity.</p>	<p>I can tell you something about Palm Sunday. (hymns, cross, palm leaves)</p> <p>I can show some awareness that Jesus is special to Christians.</p> <p>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</p>	<p>I can talk about my celebrations.</p> <p>I can show understanding of different religious celebrations being important to people.</p> <p>I am becoming familiar with religious places and names. (Nazareth, Jerusalem,)</p>	<p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p>	<p>I can tell you someone who is special to me.</p> <p>I can talk about a person I admire.</p> <p>I can discuss how I might treat a special person and say why.</p> <p>I can talk about significant people and understand why they are significant. (family, religious figures, royal family)</p> <p><i>Easter, Palm Sunday, Jesus, friends, disciples, God, friendship, King, Nazareth, Jerusalem, death, hymns, reincarnation, Bible, Messiah, Pilgrimage, forgiveness.</i></p> <p><u>British Values linked to this topic:</u></p> <p>Mutual respect and tolerance of those of different faiths and beliefs, Democracy and Rule of Law.</p>
<p><u>TERM 5</u></p> <p>What's more deadly- fire, ice or water?</p> <p>RE discovery enquiry:</p> <p>Is Shabbat important to Jewish people?</p> <p>Religion focus:</p> <p>Judaism.</p>	<p>I can talk about what belonging, commitment, forgiveness feels like to me. (religion, friendships, clubs, commitments)</p> <p>I can talk about different places of worship for different religions. (Synagogue)</p>	<p>I can tell you my favourite day.</p> <p>I can tell you something on the special Shabbat table. (Challah)</p> <p>I can tell you what a Jewish child might do on a Friday after school.(Family dinner)</p> <p>I can talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p>		<p>I can start to explain how certain beliefs affect decision-making.</p> <p><i>Judaism, Shabbat, Synagogue, forgiveness, prayers, Kosher, Kippah, Chutzpah, Torah, Messiah, menorah, Torah, Rabbi, Star of David, Tallit, Skull cap,</i></p> <p><u>British Values linked to this topic:</u></p> <p>Mutual respect and tolerance of those of different faiths and</p>

		I can start to make a connection between being Jewish and decisions about behaviour.		beliefs, Democracy, Rule of Law and individual liberty.
TERM 6 Can a meerkat live in the north pole? RE discovery enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion focus: Judaism.	I can talk about belonging and connect this with Judaism. (clubs, religion, family, friends)	I can say something that Jews do at Rosh Hashanah or at Yom Kippur. (round Challah bread: circle of life and cycle of the year; pomegranate on table: 613 seeds representing the 613 commandments/rules Jewish people try to live by) I can show some awareness of what is important about Rosh Hashanah and Yom Kippur. (Jews make plans for the new year and plan how to be a better person)	I can relate the story of Rabbi Salanter and the shoemaker to situations I have experienced.	I can tell you a time I said sorry. I can tell you how it feels to forgive someone. I can talk about new year celebrations with my family. I can talk about things I would like to achieve. <i>Judaism, Shabbat, Synagogue, forgiveness, prayers, Kosher, Kippah, Chutzpah, Torah, Messiah, menorah, Torah, Rabbi, Star of David, Tallit, Skull cap, Rosh Hashanah, Yom Kippur, Shofar, repentance.</i> British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs, Rule of Law and individual liberty.

	THRESHOLD CONCEPTS & BREADTH DETAIL			
YEAR 2	THRESHOLD CONCEPT 1: Understand beliefs and values To show awareness and understanding of some religious events.	THRESHOLD CONCEPT 2: Understand practices and lifestyles To show awareness of differences between personal and other cultures.	THRESHOLD CONCEPT 3: Understand how beliefs are conveyed To show awareness of beliefs through cultural stories	THRESHOLD CONCEPT 4: Reflect and communication To begin to communicate family events to peers and show an ability to listen.
TERM 1 What makes a nation healthy?	I can say if I think Christians can be kind. I can describe some ways Christians try to follow Jesus example of being kind. I can talk about how Christians should treat others.	I can talk about how you should be kind to everyone, friends and enemies alike.	I can remember something Jesus said or did to be kind. I can retell a story Jesus told about being kind. (The Good Samaritan Luke10: 25-37)	I can tell you when I was kind. I can tell you when I was kind to others even when it was difficult. I can talk about other people's feelings and a consequence my actions may have upon their feelings.

<p>RE discovery enquiry: Is it possible to be kind to everyone all of the time?</p> <p>Religion focus: Christianity.</p>			<p>I can recall parts of the discussion of 'love your neighbours as yourself'. (Mark 12:28-31)</p> <p>I can recall the story of how Jesus helped to help a paralysed man. (Mark 2: 1-12)</p>	<p><i>Friendship, kindness, enemies, forgiveness, Bible, stories, Samaritan, God, earth, neighbour, feelings, empathy, friend, reflection, Christians, actions.</i></p> <p>British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs and individual liberty.</p>
<p>TERM 2 Africa</p> <p>RE discovery enquiry: What is the good news that Jesus brings?</p> <p>Religion focus: Christianity.</p>	<p>I can start to say why Christians think God gave Jesus to the world. I can talk about how to help the world. I can share my opinion if people in the world need saving/rescuing. I can discuss some of Jesus teaching through his actions. (kindness, friendship, care)</p>	<p>I can tell you how I try to show love in the world. (care through the environment, people) I can share some of the opinions of how Jesus helped to save the world.</p>	<p>I can remember some of the Christmas story. (Nativity, Mary and Joseph) I can recall some Bible stories about how Jesus helped people. (Stilling the storm, the Good Samaritan).</p>	<p>I can help solve a problem by showing love. I can help share my feelings with others. I can talk about how my family celebrate the birth of Christ.</p> <p><i>Christmas, Nativity, Mary, Joseph, Bible, God, Angel, world, love, feelings, belief, miracle, help, support, Jerusalem, Bethlehem, 3 wise men, kings, Frankincense, Gold, Myrrh</i></p> <p>British Values linked to this topic: Mutual respect and tolerance of those of different faiths and beliefs.</p>
<p>TERM 3 Will we ever get to Mars?</p> <p>RE discovery enquiry: Does praying at regular intervals every day help a Muslim in his/her everyday life?</p> <p>Religion focus:</p>	<p>I can name different Gods for different religions. (Allah) I can name different holy books. (Qur'an, Bible, Torah)</p>	<p>I can reflect upon Muslim prayers. (5 times daily) I can tell you one way of praying 5 times a day may help a Muslim. (commitment) I can describe a Muslim prayer routine and explain how they believe this can help them in everyday lives.</p>		<p>I can say how it feels doing something lots of times in a day. I can explain how it might feel to stop doing something to reach the target we had set. I can explain how commitment might be hard and describe how it would feel to achieve the goal.</p> <p><i>Islamic, Muslim, prayers, commitment, Allah, Qur'an, goals, beliefs, daily.</i></p>

Islam.				British Values linked to this topic: Mutual respect, rule of law, individual liberty, and tolerance of those of different faiths and beliefs.
TERM 4 Are you a town mouse or a country mouse? RE discovery enquiry: What do Christians believe God is like? Religion focus: Christianity.	I can talk about what I believed happened to Jesus. I can start to suggest a different explanation as to what happened when Jesus left the tomb and offer my opinion. I can start to explain what Christians believe about Jesus resurrection. I can say what I believe about life after death.	I can begin to link religious symbols with different religions (cross) I can start to identify different foods to different religions. (hot cross buns, Easter eggs) I am beginning to understand about heaven. I am beginning to share my own beliefs.	I can recall what Christians believe happened on Easter Sunday. I can recall stories of resurrection appearances in Bible e.g. the walk to Emmaus (Mark 16:12- 13) and Jesus at the beach barbecue (John 21: 1-14). I can recall the Easter story.	I can say how I remember people who are not here anymore. I can start to understand why things change over time. I can talk about how I cope with sad feelings. <i>Crucifixion, Easter, feelings, remembrance, cross, tomb, resurrection, Jesus, Christians, heaven, memory, salvation, sins, Bible, symbols, beliefs.</i> British Values linked to this topic: Mutual respect, rule of law, and tolerance of those of different faiths and beliefs.
TERM 5 Are you a town mouse or a country mouse? RE discovery enquiry: Does going to the Mosque give Muslims a sense of belonging? Religion focus: Islam	I can start to say how it feels to belong. (club, church, family, friends) I can explain how my actions are important to my group and help me feel like I belong. I can recall some details about a Muslim place of worship (Mosque)	I can use the right words to describe what Muslims do and feel when they attend prayer at Mosque. I can start to explain when Muslims feel like they might belong. I can recall some rituals Muslims participate in before prayers. (washing, prayer mats, shoes) I can understand why Muslims pray in groups and how their worship differs to other religions.		I can tell you what an agreement is. I can explain why an agreement is important. <i>Ummah, Qur'an, prayer mats, Mosque, belonging, agreement, rituals, prayer, worship, groups, compasses, Islamic, Hajj.</i> British Values linked to this topic: Mutual respect, rule of law, individual liberty, and tolerance of those of different faiths and beliefs.

<p><u>TERM 6</u></p> <p>What is in our oceans?</p> <p>RE discovery enquiry:</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>Religion focus:</p> <p>Islam</p>	<p>I can describe a religious journey/event.</p> <p>I can explain why Muslims complete Hajj and the commitment to Allah.</p> <p>(Allah is really important to Muslims and this devotion demonstrates that)</p>	<p>I can use the right words to tell you some parts of the Hajj. (Hajj is one of the 5 pillars and 1 of the 8 doors to heaven)</p> <p>I can express my opinions as to whether completing the Hajj makes someone a better Muslim, with reason.</p> <p>I can describe some rituals Muslims participate in.</p> <p>I can describe a traditional form of Muslim dress and understand how it relates to the teachings of Islam.</p> <p>(hijab, burqa,)</p>		<p>I can tell you about a special journey I have made. (destination, religion, event)</p> <p><i>Hajj, Makkah, Allah, journey, Muslims, Qur'an, Grand Mosque, heaven, commitment, Ummah, rituals, Hiijab, burqa.</i></p> <p><u>British Values linked to this topic:</u></p> <p>Mutual respect, rule of law, individual liberty, and tolerance of those of different faiths and beliefs.</p>
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