

R.E Progression of Skills – Reception

Wigan Agreed Syllabus (SACRE)		
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
Autumn 1 <u>Being special</u>	As theologians, we are learning to: <ul style="list-style-type: none"> • Know that each person is unique and valuable. • Know that Christians show this through infant baptism and dedication. • Know the signs and symbols used in the welcome of children into the faith community. 	As theologians we will: <ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special. • Recall what happens at a traditional Christian infant baptism and dedication.
Autumn 2 <u>Special People</u>	As theologians, we are learning to: <ul style="list-style-type: none"> • Say which people are special to us and who we admire. • Know the benefits and responsibilities of friendship and the ways that people care for others. • Know stories from the Bible about friendship and care for others. • Know stories of a key religious leader and how these are important to people today. 	As theologians we will: <ul style="list-style-type: none"> • Talk about people who are special to us and say what makes family and friends special. • Identify some of the qualities of a good friend. • Reflect upon the question “Am I a good friend?” • Recall and talk about the stories of Jesus as a friend to others. • Recall stories about special people in other religions and talk about what we can learn from them.
Spring 1 <u>Special Times</u>	As theologians, we are learning to: <ul style="list-style-type: none"> • Explore the importance and value of celebration in children’s own lives. • Begin to know some major religious festivals and celebrations e.g. seasonal festivals, including Christmas and Easter, and the stories associated with them 	As theologians we will: <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration. • Recall stories connected with Christmas/ Easter and a festival from another faith. • Discuss why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith

<p>Spring 2</p> <p><u>Special Places</u></p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Know why some places are special and what makes them special. • Know that the church building as a special place for Christians. • Know religious beliefs about the world as a special place 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves saying why. • Be aware that some religious people have places which have special meanings for them. • Use appropriate words to talk about our thoughts and feelings when visiting a church. • Express a personal response to the natural world
<p>Summer 1 and 2</p> <p><u>Special Stories</u></p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Know why are some stories are special and what makes them special. • Know some stories in the Bible and how they have special messages. • Know some stories that are special in other religious traditions and their teachings 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Talk about special stories and why they are special. • Recall some religious stories and their meaning
<p>ELG</p>	<ul style="list-style-type: none"> • Listen to and talk about appropriate stories which engage children • Directly experience religion: Engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities • Know and use religious words e.g. God, Bible, synagogue, church, prayer • Use all five senses: Smell (e.g. incense); taste (e.g. special foods) sight and touch (e.g. religious artefacts); hearing (e.g. chants, hymns, prayers, bells) • Make and do: festive food, role-play, dance, dress up etc. • Reflect in times of quiet and stillness • Share their own beliefs, values and ideas • Talk about their feelings and experiences • Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live • Use ICT to explore religious beliefs as practised in the local and wider community. 	