



St Anne Line Catholic Infant School

RE Curriculum

Progression of Knowledge, Skills and Vocabulary

Love

Learn

Pray

School Mission, Vision and Context

Mission Statement

With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.

Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

This means in RE

- Many children have well below average starting points.
- **Rooted in Gospel Values:** The RED (Religious Education Directory) curriculum ensures that children are introduced to the teachings of Jesus and core Catholic beliefs from an early age, helping them develop a strong spiritual and moral foundation.
- **Engaging and Age-Appropriate Learning:** The curriculum is designed to be accessible and meaningful for young learners, using storytelling, play, art, and discussion to help children understand and express their faith.
- **Whole-Child Development:** By integrating religious education with emotional and social learning, children are encouraged to grow in compassion, respect, and a sense of belonging to a loving community.
- **Celebration of Faith in Daily Life:** Children experience faith in action through prayer, liturgy, and charitable activities, helping them connect religious teachings with their everyday experiences and choices.
- We have a unique and diverse school community where pupils celebrate our similarities and differences.
- We celebrate many different cultures and languages throughout the school.
- Language development is integral in every subject and teachers support all children including SEND children well in their learning journey.

The curriculum structures

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.	'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation	'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.	'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.	'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church	'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

RELG: Religious Education Learning Goal

- Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

Speaking – Children at the expected level of development will:

- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
- Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
- Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher

Physical Development –

- Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
- Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
- Express themselves when responding to songs and hymns they have listened to and learned.

PSED –

Self-regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

Managing self

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building relationships

- Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others

Literacy –

Comprehension

- Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.
- Anticipate – where appropriate – key events in Bible and religious stories.
- Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word reading

- Begin to recognise and read key religious words.
- Read aloud their own sentences using key religious words about the Bible and religious stories they have heard.
- Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.

Writing

- Recognise and begin to spell key religious words.
- Write simple phrases and sentences about Bible and religious stories or simple prayers

Understanding the World -

Past and present

- Talk about the lives and roles of the parish priest and people in their local parish.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard.
- Begin to understand the past through settings, people, and events encountered in Bible and religious stories.
- Recognise key people in the history of the people of God.

People, culture, and communities

- Talk about their immediate environment around them, noticing God's wonderful world.
- Build an understanding that they are part of a parish, school, local, and global community.
- Know that they are a child of God. God made them and loves them.
- Recognise experiences of baptism and being welcomed into the Church and parish family.
- Talk about what they know about religious beliefs and listen to the beliefs of others.
- Know some similarities and differences between life in this country and life in other countries.
- Recognise religious signs and symbols.

The natural world

- Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world.
- Talk about the gifts given to people by God that help us to make, build, and work.
- Know some similarities and differences between people and places around the world.
- Know that they are responsible for looking after their world and experience ways in which they can make a change

Expressive Arts and Design -

Creating with materials

- Share their creations and talk about what this represents from their learning.
- Make use of props and materials when role-playing people they have heard about in Bible narratives and stories.

Being imaginative and expressive

- Recount Bible stories, poems, and prayers.
- In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher.
- Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year.
- Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.

EYFS RE Progression

Branch 1 ~ Creation & Covenant

Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Children can recognise and point to corresponding pictures (e.g., sun, animals, trees) when listening to the creation story. Children take part in simple routines that show care for the environment with adult guidance (tidy up time, knowing what goes in the bin) Children have favorite toys and activities and can make their opinions known through gestures or words. Children can respond to simple prompts about themselves with words or gestures (e.g., pointing to their hair, eyes, legs etc) Children can imitate the motion of the sign of the cross with adult modelling.	Children can identify and match pictures of God's creations when listening to the creation story. Children confidently participate in actions and daily routines that look after God's world: putting rubbish in the bin, watering plants, tidying up time, recycling. When asked, children can identify objects in the natural world that they like, with adult support they can participate in simple prayers to thank God for these things. Children can identify something about themselves e.g. "I have curly hair, I like cars etc" Children are beginning to make the sign of the cross, starting with their right hand on their forehead and moving it down to their chest.	Children can talk about all that God made, referencing the creation story. Children can talk about and demonstrate their important job of looking after God's world (Stewardship) and explain some ways they do this. Children can express what in their world they would like to thank God for and make suggestions as part of collective worship or during quiet times of reflection. Children can talk about how God has made them unique. Children confidently recite the words and actions for the sign of the cross.

Branch 2 ~ Prophecy & Promise

Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Begin to name or point to Mary, Joseph, and baby Jesus with help; enjoy and engage with nativity themed small world play. Begin to recognise the wreath as part of our Christmas celebrations through simple weekly circle time sessions. Participate in preparing the prayer table for Advent. Join in with 2 short Nativity songs using actions and	Children can name key people in the Nativity story (Mary, Joseph, baby Jesus, shepherds) and enjoy simple role play or small world play. Children will recognise and identify the advent wreath as a symbol of "getting ready for Jesus". Through simple story books children can repeat simple truths "Mary is Jesus' Mummy" and "Jesus is God's son"	Children can recall the key events of the Nativity through role play, small world and dialog: <i>Mary and Joseph's journey, Jesus' birth in Bethlehem, and the shepherds' visit.</i> Children will know that lighting the advent wreath signifies preparation for the birth of Jesus and join in with this activity.

repeated words. Copy simple acts of kindness with encouragement (e.g., sharing, helping) Engage with music from other cultural celebrations of Christmas e.g. Malayalam carol “Doore Tharakam Minni”.	with adult prompts and support. Children learn and join in with 3 Nativity songs using actions and repetition. Children can carry out simple acts of kindness, such as sharing, helping a friend, or tidying up, as part of preparing for Christmas. Children are introduced to the idea that people around the world celebrate Jesus' birthday differently and actively engage with books and visuals (Joy to the World by Kate DePalma & SophieFatus)	Children can idenpendently explain that that Jesus is God's Son, and Mary was chosen to be his mother Children take part in Nativity celebrations and learn 5 songs. Children can identify and demonstrate kindness and help others. They know that this is one way of showing our love to God. Children know that Jesus' birthday is celebrated in different ways around the world and can identify an example.
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Branch 3 ~ Galilee to Jerusalem		
Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Children enjoy playing with Nativity figures and props while adults tell the story of the Wise Men bringing gifts to baby Jesus. Children may point to or hold the gifts (e.g. pretend gold or boxes) during play. With adult help, children hear and repeat simple phrases: “Jesus loves me” “Jesus loves everyone” Children join in short prayer times, sitting quietly and saying “Amen” at the end of the ‘Glory be’. Through stories and modelling, children begin to understand that Jesus listens to them. Children are encouraged to whisper or say short phrases to Jesus (e.g. “Hello, Jesus” or “Thank you, Jesus”). Children listen to a simple re-telling of the ‘Feeding of the 5000’ story using props such as toy bread and fish. Children pretend to share food in role play with peers or dolls.	With adult support children act or talk about the Wise Men bringing gifts to baby Jesus, using small world, dressing up, and props for simple storytelling. Children can answer the question “who does Jesus love” [everyone] and “who did Jesus come for” [everyone] with adult support. Children can join in simple prayers and say parts of the ‘Glory Be’: “father”, “son” and “holy Spirit”, supported by adults. Through simple story telling children will understand that Jesus wants to listen to children like them and we can talk to him through prayer. Children will listen to and retell parts of the story about Jesus feeding lots of people with a little bit of food, using props and role play.	Through role play, small world, dialog or drawings, children can recall that the Wise Men visited baby Jesus and brought him gifts. Children will know and can express that Jesus was born for everyone and came to show God's love. Children can join in the ‘Glory Be’. Children know that they can talk to Jesus through prayer and he will listen. They can say their own prayer to Jesus. Through role play, small world, dialog or drawings, children can retell the ‘Feeding of the 5000’. Children can identify our basic human needs to be happy and healthy and identify ways we can help others who might not have these things.

Children can express their basic needs through words, point or gesture and know how to access some for themselves e.g. water or the toilet. Children show joy and a sense of accomplishment when they are supported to help others e.g. helping up a friend who has fallen down, helping to tidy or carry objects etc.	Children can identify things we all need to be happy and healthy (e.g. food, water, love, a home) through circle time sessions. Children can show kindness by helping, sharing, and caring —begin to say “I’m helping like Jesus.”	Children independently identify someone in need and try to help them, following in Jesus’ footsteps..
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Branch 4 ~ Desert to Garden		
Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Children listen to simple stories about Jesus. Children recognise that Jesus loves everyone and that he is someone special.. Children know that Easter is a happy celebration about new life: new animals/ new plants Children can use simple words linked to Easter such as “happy”, “Cross”, “Lent”. Children can recognise simple easter symbols (cross, flowers, hot cross buns, chicks, eggs). Children join in with and notice the changing of the coloured cloth on the class prayer table from green to purple for Easter.. Children begin to show kindness towards others and know that this means they are following in Jesus' footsteps (share, help tidy up). Children can say “sorry” with support.	Children begin to retell simple parts of the Easter story: Know that Jesus died on a cross (a sad time). Know that Jesus rose again (a happy time). Children know that Lent is a time to care for and help others. Children can talk about our simple needs (Food, home, clothes) and that some people need our help to access these e.g. donating. Children know that we change our prayer table cloth to purple and ashes are signs of Lent. Children know that Easter celebrates that Jesus is alive. Children can identify simple symbols of Easter: palms, cross, ashes, signs of new life: flowers, chicks, lambs. Children know that some foods represent Easter (pancakes, hot cross buns, Easter eggs).	Children can retell key events of Holy Week: Jesus entering Jerusalem on a donkey. Jesus dying on Good Friday. Jesus rising on Easter Sunday. Children recognise that Easter celebrates new life and that Jesus is with us still. Children can recall the Great Commandment (Luke 10:25–28): love God and love your neighbour. Children understand that Catholics believe Jesus asks us to help those in need and care for others during Lent. They can suggest ways to help others during Lent and show care, forgiveness and kindness in daily behaviour. Children recognise and explain symbols of Lent and Easter (purple, ashes, palms, cross, Easter garden, white, new life). Take part thoughtfully in celebrations and class liturgies. Recognise that Lent and Easter are celebrated in different ways around the world (e.g., pancakes, hot cross buns, Easter eggs, Raasa Parade).

Branch 5 ~ To the Ends of the Earth		
Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Children enjoy listening to simple stories about Jesus and his friends. Children know that Jesus loves them. Children hear that Jesus sent a special helper called the Holy Spirit. Children recognise that church is a special place. Children join in with simple prayers, songs and actions.	Children know that Jesus went back to his Father and sent the Holy Spirit to help his friends. Children know that the Holy Spirit helps us to be kind and caring. Children recognise that church is a place where people come together to pray. Children know that Sunday is a special day for Christians. Children begin to understand that Jesus wants us to help our family and friends.	Children can retell the story of Pentecost and know that the Holy Spirit came to help Jesus' followers. Children understand that Catholics believe the Holy Spirit helps us today. Children know that the first Christians prayed, shared and cared for one another. Children know that the parish family gathers together in church to celebrate. Children understand that everyone belongs to God's family and that we should care for others (Family & Community and Solidarity). Children can suggest simple ways they can help others at home, in school and in the community. Children recognise simple symbols of Pentecost, including flames, doves and the colour red.

Branch 6 ~ Dialogue and Encounter		
Cygnets (2-3 Years)	Wagtails & Ducklings (3-4 Years)	Robins & Sparrows (4-5 Years)
Children know that Jesus had friends. Children enjoy listening to simple stories about St Peter and St Paul. Children notice that different people come to our school and church.	Children know that St Peter and St Paul were friends of Jesus. Children listen to visitors from our parish or school community talking about their faith.	Children can talk about St Peter and St Paul as friends of Jesus who shared the Good News. Children listen carefully to visitors and answer simple questions about why their faith is important to them.

Children explore different pictures of Jesus. Children experience different music, foods, smells and celebrations through play and sensory activities.	Children recognise that people may pray and celebrate in different ways. Children look at pictures of Jesus from different cultures. Children enjoy exploring music, food, clothing and traditions from different communities.	Children recognise that Christians around the world may worship in different ways but all follow Jesus. Children recognise that Jesus is shown in many different cultures and that God's family includes people from all around the world. Children show curiosity and respect when learning about different faiths, cultures and communities, noticing similarities and differences.
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RE Progression of Knowledge and Skills Branch 1 - Creation and Covenant

Knowledge/Skills	EYFS	Year 1	Year 2
Hear	God made our beautiful world and everything in it. God made me The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84–88).	By the end of this unit of study, pupils will have studied the following key texts: • The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. • The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. • An introduction to the ideas presented in Laudato Si' 13.	By the end of this unit of study, pupils will have encountered the following key texts: • The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 • LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' • Psalm 139146 in praise of God's Creation of each of us and his love for us.
Believe	God made me. God loves me. God loves everyone. God made the wonderful world. God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants.	By the end of this unit of study, pupils will know that the Church teaches: • That all that comes is from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God.	By the end of this unit of study, pupils will know that the Church teaches: • God makes a covenant (promise) with Noah to save all living things. • That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. • The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the New Testament

	God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job Stewardship		
Celebrate	The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world	By the end of this unit of study, pupils will know: • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him.	By the end of this unit of study, pupils will know: • Psalms are prayers to praise God. • Sacraments are living signs of Jesus' love for all people. • Baptism is the first sacrament which welcomes people into the Christian family
	Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.		
Live	Look after me. Look after God's world.	By the end of this unit of study, pupils will know that the Church teaches: • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore: • How a community in another part of the world cares for Creation.	By the end of this unit of study, pupils will know: • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church.
	Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person		
Skills	recognise, talk about, label, name, match, sort, retell, sequence, recall	Recognise, know, talk about, listen	Retell, know, understand, use, respond, express, explore, consider, reflect

RE Progression of Knowledge and Skills

Branch 2 – Prophecy and Promise

Knowledge/Skills	EYFS	Year 1	Year 2
Hear	Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20) The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).	By the end of this unit of study, pupils will have studied the following key texts: • The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) • The Visitation (Lk 1:39-45) • The Birth of Jesus (Lk 2:4-8) • The Visit of the Shepherds (Lk 2:8-20)	By the end of this unit of study, pupils will have encountered the following key texts: • The Annunciation of John the Baptist (Lk 1:5-20) • The Annunciation of Jesus (Lk 1:26-38) • The Visitation (Lk 1:39-50, 53) • The birth of John the Baptist (Lk 1:57-58) • Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) • The Birth of Jesus (Lk 2:1-8) Including, for the season of Advent: • Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)
Believe	Mary had a baby called Jesus. Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him.	By the end of this unit of study, pupils will know that the Church teaches: • Because God loves us, he gave us his only Son, Jesus. • God called Mary to be the mother of his Son, Jesus. • Mary said 'Yes' to God's call. • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible	By the end of this unit of study, pupils will know that the Church teaches: • That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. • Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. • Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. • That Mary is the mother of God and our mother who is trusted with all our prayers

Celebrate	Advent wreath. The tradition of the crib. Nativity celebration.	By the end of this unit of study, pupils will know: • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. By the end of this unit of study pupils will: • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.	By the end of this unit of study, pupils will know: • Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come. • Advent is a time Christian preparation for Jesus' coming. • That the Advent wreath is a symbol of the coming of the light. • How the Christmas story is celebrated in song: carol services.
	The tradition of the crib to tell the story of Jesus' birth.		
Live	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.	By the end of this unit of study, pupils will know that the Church teaches: • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. • How Christians in their local community celebrate the birth of Jesus.	By the end of this unit of study, pupils will know: • About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. • Advent preparations in different cultures. • The meaning and interpretations of the candles/wreath in different cultural contexts. • How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others
	Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers		
Skills	Identify, name, or label something or someone previously seen, heard or encountered. Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall	Recognise, sequence, math, talk about, think, explore	Retell, know, identify, discover, say, talk about, listen

RE Progression of Knowledge and Skills

Branch 3 – Galilee to Jerusalem

Knowledge /Skills	EYFS	Year 1	Year 2
Hear	The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold). The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14)	By the end of this unit of study, pupils will have studied the following key texts: • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9)	By the end of this unit of study, pupils will have encountered the following key texts: • The preaching of John the Baptist (Lk 3:2-6, 10-17) • Jesus is baptised (Lk 3:21-22) • The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) • Cure of a paralytic (Lk 5:17-26) • The choice of the twelve (Lk 6:12-16) • The calming of the storm (Lk 8:22-25) • Parable of the lost sheep (Lk 15:4-7) For the Feast of the Epiphany • Matt 2:1-12: The visit of the Magi
Believe	Jesus was born for everyone. The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.	By the end of this unit of study, pupils will know that the Church teaches: • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'.	By the end of this unit of study, pupils will know that the Church teaches: • John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. • That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus' miracles are signs that show he is the promised one (Messiah). • Jesus' parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways.

Celebrate	The Glory Be is a special prayer.	By the end of this unit of study, pupils will know: • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.	By the end of this unit of study, pupils will know: • How water is used as a symbol of a new start in the Sacrament of Baptism. • How Catholics say sorry to God in prayers: • Act of Sorrow (Contrition) • Asking for forgiveness in the 'Our Father
	That the Church prays the 'Glory Be' as a response to the coming of Jesus.		
Live	Show love to everyone like Jesus.	By the end of this unit of study, pupils will know that the Church teaches: • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor	By the end of this unit of study, pupils will know: • The importance of saying sorry to God and to others. • The importance of showing you are sorry, for example, through practical Acts of Penance. ¹⁴⁸
	We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable.		
Skills	Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall	Identify, retell, ask, answer, imagine, listen, reflect	Retell, recognise, use, make links, talk, reflect, consider

RE Progression of Knowledge and Skills
Branch 4 - Desert to Garden

Knowledge /Skills	EYFS	Year 1	Year 2
Hear	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).	By the end of this unit of study pupils will have studied the following key texts: • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6) • The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (Lk 23:33-46) • The angel's message (Lk 24:1-8) For Lent: • Jesus is tempted in the desert for 40 days (Lk 4:1-13)	By the end of this unit of study, pupils will have revisited and encountered the following key texts: • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel's message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) *Texts studied in Year One
Believe	Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate. Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter	By the end of this unit of study, pupils will know that the Church teaches: • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again.	By the end of this unit of study, pupils will know that the Church teaches: • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.
Celebrate	Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. The Church uses purple and ashes as signs of Lent and being sorry. Representations	By the end of this unit of study, pupils will know: • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to	By the end of this unit of study, pupils will know: • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy).

	of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life	those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.	• Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water.
Live	Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs	By the end of this unit of study, pupils will know: • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example	By the end of this unit of study, pupils will know: • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them
	Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities		
Skills	recognise, talk about, label, name, match, sort, retell, sequence, recall	Recognise, sequence, ask, experience, consider, reflect	Recognise, use, look at, consier, listen, reflect, think

RE Progression of Knowledge and Skills

Branch 5 – To the Ends of the Earth

Knowledge/ Skills	EYFS	Year 1	Year 2
Hear	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).	By the end of this unit of study, pupils will have encountered the following key texts: • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4)	By the end of this unit of study, pupils will have revisited and encountered the following key texts: • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23)
Believe	The Holy Spirit is our friend. The Holy Spirit looks after us. Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community	By the end of this unit of study, pupils will know that the Church teaches: • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost	By the end of this unit of study, pupils will know that the Church teaches: • God is love. Love is God's first gift poured into our hearts by the Holy Spirit. • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.
Celebrate	The parish church is a special place where we meet our friends. We sing and say prayers. Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.	By the end of this unit of study, pupils will know: • That the Church celebrates the Ascension and Pentecost on special days of celebration (holy days of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit.	By the end of this unit of study, pupils will know: • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit')
Live	The parish church. We gather with friends at church, especially on Sunday. The parish church and the parish family meet there to celebrate. CST Jesus knows that	By the end of this unit of study, pupils will know: • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity.	By the end of this unit of study, pupils will know: • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. • The example of a saint who showed examples of

	people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity		peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila
Skills	Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities. recognise, talk about, label, name, match, sort, retell, sequence, recall	Retell, make connections, recognise, imagine, talk about, listen, hear, consider	Sequence, know, retell, recognise, name, say, share, listen, hear, consider

RE Progression of Knowledge and Skills
Branch 6 – Dialogue and Encounter

Knowledge/Skills	EYFS	Year 1	Year 2
Dialogue	Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition	By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.	By the end of this unit of study, pupils will have encountered the following key text: • The parable of the Good Samaritan (Lk 10:25-37) By the end of this unit of study, pupils will know that the Church teaches: • Christians should collaborate in service of humanity. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community
Encounter	Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.	By the end of this unit of study, pupils will have encountered the following: • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life	By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area
Skills	Hear, listen, explore, discover, answer, decide	Know, recognise, use, listen, talk, ask	Say, describe, make links, talk, consider, listen, reflect

RE Vocabulary

Year Group	Reception	Year 1	Year 2
Creation and Covenant	Create world family care	God Father Creation Pope Francis Laudato Si' Our Father Creed	God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/New Testament
Prophecy and Promise	Baby manger Jesus shepherd angel	Jesus Bible Annunciation angels Visitation Hail Mary Gloria	Advent Advent wreath Annunciation Isaiah John the Baptist Magnificat prophet Zechariah
Galilee to Jerusalem	Welcome bless gift love help	Presentation Temple mission Son of God light Candlemas	baptism John the Baptist miracle parable temptation sin sorrow forgiveness reconciliation
Desert to Garden	Lent cross life Good Friday Easter	Temptation Last Supper Crucifixion Resurrection Ash Wednesday Palm Sunday Lent Easter Family Fast Day	Easter Vigil forgiveness Kyrie Eleison reconciliation sin
To the Ends of the Earth	Holy Spirit community church family	Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel	Holy Spirit Ascension Pentecost Saul prayer Fruits of the Spirit
Dialogue and Encounter	friend faith community tradition celebrate	Christian Church parish community sign of the cross Jew Jewish/Judaism Torah	Samaritan Sabbath Shabbat synagogue neighbour respect

Catholic Social Teaching Curriculum Map

Branch	Theme	Live Focus in Curriculum	Linked CST Principle
Creation & Covenant	God as Creator	Care for self, others, and creation; stewardship of the earth	Caring for God's Gifts -Stewardship Everyone is Special - Human Dignity
Prophecy & Promise	Waiting for the Messiah	Advent as preparation; helping others and honouring dignity of workers	Everyone is Special - Human Dignity Taking Part - Participation
Galilee to Jerusalem	Ministry of Jesus	Show love in action; care for poor and hungry; option for the vulnerable	Putting People Most in Need first - Preferential Option for the Poor Showing we care - Solidarity
Desert to Garden	Lent & Easter	Fasting, giving, and acts of service; reconciliation; care for others	Putting People Most in Need first - Preferential Option for the Poor Showing we care - Solidarity
To the Ends of the Earth	Mission & Pentecost	Living as family and community; peacebuilding; parish belonging	Showing we care - Solidarity Sharing fairly - Distributive Justice Being Peacemakers - Promoting Peace
Dialogue & Encounter	Interfaith & Common Good	Respecting diversity; dialogue with others; collaboration for humanity	Thinking of everyone - Common Good Everyone is Special - Human Dignity Everyone should have a say - Subsidiarity

			Sharing fairly - Distributive Justice
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