

FSU Progression Map 2025/26 Subject: EYFS Understanding of the World – People, Culture & Communities (Religious Education)

Subject Lead: Mrs J Smith

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the **Characteristics of Effective Teaching and Learning** These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)



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.

Year Group	Nursery	Autumn	Spring	Summer
Knowledge (Breadth)				
Beliefs and Teachings	Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.		Celebrate and value cultural and religious events (CNY)	Know there are different countries in the world.
Experiences & Feelings	Listen to what children say about their own experiences with people who are familiar with them. To develop attitudes about the differences between people.		Can develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced and seen in photos.
Religious Expression			Understand that some places are special to members of their community.	
Questions & values	What is a celebration? What happens during Diwali? Why do we celebrate Christmas?		What happens during Chinese New Year? What makes other people happy or sad? What is a church? Visit to church of the good shepherd.	What makes peoples happy/sad? What is similar/different in the photos/videos we look at?

ELG: People, Culture & Communities (Statutory)

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year Group	Reception	Autumn	Spring	Summer
Knowledge (Breadth)				
Beliefs and Teachings		Begin to recall parts of religious stories Diwali (Hindu festival of light Spiritual and cultural developing an understanding of respect of different faiths Christmas (Christianity) Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Listen to what children say about their own experiences with people who are familiar to them Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Know that adults can remember things from the past Engage with religious and cultural communities and their practices (Ongoing throughout the year)
Experiences & Feelings		Use images, videos, shared text and artefacts, music and dance to bring the wider world into the classroom Celebrate and take part in Family Harvest giving thanks for the Harvest/ Dwali/Christmas traditions	Describe and re-enact traditions from Chinese New Year Describe and recall the Easter story Re-act the story of the first Chinese New Year	

	Take part /re-enact the First Nativity Visit church of the good shepherd church		
Influence & impact	Talk about religion from sources of information and use some simple everyday religious terms. Begin to talk about their own/families religious beliefs and experiences Understand and name some special buildings in our community and explain their function		
Religious Expression	Can recognise some religious symbols	Understand the importance of religious books	
Questions & values	What is a celebration? Begin to talk about what Puzzles them makes themselves and other people happy and sad. Why do people celebrate Diwali, /Christmas? How do Christians celebrate Dwaili/Christmas?	What is Easter? Why do people celebrate Chinese New Year /Easter? How do Christians feel at Easter? How do people celebrate Chinese New Year/ Easter?	What makes places special?

Vocabulary

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

Assessment

Children at the expected level of development will:
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Development Matters

Talk about members of their immediate family and community.
 Name and describe people who are familiar to them.
 Understand that some places are special to members of their community.
 Recognise that people have different beliefs and celebrate special times in different ways

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -

develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	1	Core Religion - Christianity What can we learn about Christianity from visiting a church? What do Christians believe about God? How and why is Christmas celebrated by Christians?	Core Religion - Christianity How and why is Easter celebrated by Christians? What is the Easter story? Why is Jesus special to Christians?	Core Religion - Buddhism What can we find out about Buddha? Why did Buddha leave home?
Skills				
Beliefs and Teachings		Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.	Describe some of the teachings of a religion.
Practices and Lifestyles		Recognise and name some religious artefacts, places and practices.	Recognise and name some religious artefacts, places and practices.	Recognise and name some religious artefacts, places and practices.
How beliefs are conveyed		Name some religious symbols.	Name some religious symbols.	Name some religious symbols.
Reflection		Identify the things that are important in their own lives and compare these to religious beliefs.	Identify the things that are important in their own lives and compare these to religious beliefs.	Identify the things that are important in their own lives and compare these to religious beliefs.
Values		Identify how they have to make their own choices in life. Explain how actions affect others.	Identify how they have to make their own choices in life. Explain how actions affect others.	Identify how they have to make their own choices in life. Explain how actions affect others

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -

develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	2	Core Religion - Christianity	Core Religion - Christianity	Core Religion - Buddhism How do Buddhists show their beliefs? Religious Diversity: What can we learn about our local faith / religious communities?
Skills				
Beliefs and Teachings		Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.	Describe some of the teachings of different religion Describe some of the main festivals or celebrations of a religion
Practices and Lifestyles		Recognise and name some religious artefacts, places and practices.	Recognise and name some religious artefacts, places and practices.	Recognise, name and describe some religious artefacts, places and practices
How beliefs are conveyed		Name some religious symbols.	Name some religious symbols.	Explain the meaning of some religious symbols
Reflection		Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life	Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life	Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life
Values		Explain how actions affect others. Show an understanding of the term 'morals'	Explain how actions affect others. Show an understanding of the term 'morals'	Show an understanding of the term 'morals'

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -

develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	3	<p>Core Religion - Christianity What can we learn about Christian symbols and beliefs from visiting a church? How and why do Christians celebrate Christmas?</p>	<p>Core Religion - Hinduism What do Hindus believe? How do Hindus worship at home? (includes worship in the home and mandir and Divali celebration)?</p>	<p>Core Religion - Islam What do Muslims believe? How do Muslims worship at home? How and why Muslims celebrate Eid? How do they prepare at home? How do they prepare in their place of worship? Thematic Study How and why do people show care for others?</p>
Skills				
Beliefs and Teachings		Present the key teachings and beliefs of a religion.	Present the key teachings and beliefs of a religion.	Present the key teachings and beliefs of a religion.
Practices and Lifestyles		Identify religious artefacts and explain how and why they are used.	Describe religious buildings and explain how they are used. Describe religious artefacts and explain how they are used.	Identify religious artefacts and explain how and why they are used.
How beliefs are conveyed		Identify religious symbolism in literature.	Identify religious symbolism in literature.	Identify religious symbolism in literature
Reflection		Show an understanding that personal experiences and feelings influence attitudes and actions.	Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did	Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did. Show an understanding that personal experiences and feelings influence attitudes and actions
Values		Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour Describe how some of the values held by communities or individuals affect behaviour and actions

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -

develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	4	<p>Core Religion Christianity</p> <p>What do we know about the Bible and why is it important to Christians? How and why is Christmas celebrated by Christians? Why do Christians call Jesus the light of the world?</p>	<p>Core Religion Christianity</p> <p>What do Christian's believe about Jesus? Why do people visit Durham Cathedral today (incorporating work about the Northern Saints)?</p>	<p>How do different faiths celebrate around the world?</p> <p>Why is Holi an important festival for Hindus? Why is Purim an important festival for Jews? Why is Nowruz an important festival for Muslims?</p>
Skills				
Beliefs and Teachings		Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers.	Present the key teachings and beliefs of a religion.	Describe some of the main festivals or celebrations of a religion.
Practices and Lifestyles		Describe religious buildings and explain how they are used.	Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.	
How beliefs are conveyed		Identify religious symbolism in literature and the arts	Identify religious symbolism in literature and the arts	
Reflection		Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers
Values		Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.	Describe how some of the values held by communities or individuals affect behaviour and actions.	Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas.

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -

develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	5	<p>Core Religion - Judaism</p> <p>What is the Torah and why is it important to Jewish people?</p> <p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p> <p>How are Jewish beliefs expressed in the home?</p>	<p>How and why is Easter celebrated by Christians?</p> <p>Why is the Last Supper so important to Christians?</p> <p>How do different faiths celebrate around the world?</p> <p>What other religious festivals are celebrated at this time?</p> <p>What is the importance of Rohatsu (Bodhi day) to Buddhists? Why is Hannukkah important to Jews? Why is Kwanzaa important in African culture?</p>	<p>Thematic Study</p> <p>Why do people use rituals today?</p>
Skills				
Beliefs and Teachings		Explain how some teachings and beliefs are shared between religions Explain how religious beliefs shape the lives of individuals and communities	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities	Explain how religious beliefs shape the lives of individuals and communities
Practices and Lifestyles		Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups.	Explain some of the different ways that individuals show their beliefs.	Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups
How beliefs are conveyed		Explain some of the different ways that individuals show their beliefs.	Explain some of the different ways that individuals show their beliefs	Explain some of the different ways that individuals show their beliefs
Reflection		Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.	Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers.	
Values		Explain why different religious communities or individuals may have a different view of what is right and wrong.	Explain why different religious communities or individuals may have a different view of what is right and wrong. Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas.	

Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims -
develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- describe and explain ways in which beliefs are expressed.
- know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- connect these together into a coherent framework of beliefs and practices.
- gain and deploy deepening understanding of specialist vocabulary and terms.
- know and understand about religious diversity within the region, as well as nationally and globally.
- Know and understand how religion can be defined and what is meant by the terms 'religious and non-religious' worldviews and with clarity know these worldviews are complex, diverse and plural.
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study.
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn	Spring	Summer
Knowledge and Breadth	6	<p>Religious Diversity</p> <p>What can we learn about religious diversity in our area? What can we find out about our local Muslim community? What do Muslims believe? Why is Mohammed important to Muslims? What was the role of Imam? What is the Qur'an? How do Muslims worship? How do Muslims live? What occasions do they celebrate?</p>	<p>Thematic Study</p> <p>How and why do people care for the environment? How and why is Easter celebrated by Christians? Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>Core Religion Christianity</p> <p>So, what do we now know about Christianity? (Exploration through the concepts) Bridging Unit.</p>
Skills				
Beliefs and Teachings		<p>Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups.</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups</p>
Practices and Lifestyles		<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles Show an understanding of the role of a spiritual leader</p>
How beliefs are conveyed		<p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs.</p>

Reflection		<p>Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did.</p> <p>Ask questions that have no universally agreed answers</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>
Values		<p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by communities, or individuals affect behaviour and actions</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p>



Battle Hill Primary School

Learning together and having fun