BUDE PRIMARY ACADEMY INFANT SCHOOL

Religious Education (RE) Curriculum Progression & Coverage — EYFS Reception & KS1 Rolling Programme



CURRICULUM MAPPING NOTICE: *Bude Primary Academy Infant School is currently mapping our new Nursery curriculum onto our progression of skills and knowledge for each area of the curriculum. This document outlines the Religious Education curriculum progression across EYFS Reception and our 2-Year Mixed-Age Key Stage 1 Rolling Programme (Year B using Year 1 Planning, Year A using Year 2 Planning). All learning aligns fully with the Cornwall Agreed Syllabus.*

1. 2-Year Rolling Programme RE Overview Matrix

Term	EYFS Reception (Cornwall Agreed Syllabus F1–F6)	Year B (Year 1 Planning Delivered)	Year A (Year 2 Planning Delivered)
Autumn 1	**Unit F1 (Creation):** Why is God important to Christians? • World creation, natural world wonder, Harvest thankfulness.	**Unit 1.2 (Creation):** Who made the world? • Genesis 1 creation, God as Creator, human stewardship, Harvest celebration.	**Unit 1.1 (God & Parables):** What is God like? • Parables of a loving/forgiving God (Lost Sheep, Prodigal Son, Lost Coin).
Autumn 2	**Unit F2 (Incarnation):** Why perform Nativity plays? • Nativity story, Jesus as God's gift, light symbols.	**Unit 1.3 (Incarnation):** Why Christmas matters? • Advent waiting, Nativity story, Jesus as Good News & God's gift.	**Unit 1.4 (Gospel & Good News):** Good news Jesus brings? • Calling disciples (fishermen, Matthew), friendship, forgiveness, peace.
Spring 1	**Unit F4 (Thematic):** Being special: where do we belong? • Belonging to families/faiths, Baptism, Shahadah, Rakhi.	**Unit 1.7 (Judaism):** Who is Jewish & how they live? • God, Torah, Shema, Mezuzah, Shabbat, Chanukah & Sukkot.	**Unit 1.6 (Islam P1):** Who is a Muslim & how they live? (1) • Allah, Tawhid, 99 Names, Shahadah, Prophet Muhammad, Qur'an respect.
Spring 2	**Unit F3 (Salvation):** Why a cross on Easter garden? • Palm Sunday, cross symbol, Easter gardens, new life.	**Unit 1.10 (Belonging):** Belonging to a faith community? • Symbols, welcoming ceremonies (Baptism, Aqiqah), shared values.	**Unit 1.5 (Salvation & Easter):** Why Easter matters? • Holy Week timeline, Last Supper, Good Friday cross, Resurrection tomb.
Summer 1	**Unit F5 (Special Places):** Which places are special? • Exploring church, chapel, and mosque as sacred places.	**Unit 1.9 (Caring):** Caring for others & world? • Christian stewardship, Jewish Tikkun Olam, Humanist Golden Rule.	**Unit 1.6 (Islam P2):** Who is a Muslim & how they live? (2) • 5 Pillars of Islam (Shahadah, Salah, Zakat, Sawm, Hajj) & Mosque.
Summer 2	**Unit F6 (Special Stories):** Which stories are special? • Sacred books (Bible, Torah, Qur'an) and foundational stories.	**Unit 1.8 (Synthesis):** Faith in Action & Community • Putting beliefs into action to care for people & nature in Bude.	**Unit 1.8 (Cornish Unit):** Sacred people/places in Cornwall? • St Piran, Celtic Crosses, local Bude churches & sanctuaries.

2. Vertical RE Disciplinary Skills Progression (Cognitive Skill Ladder)

Disciplinary RE Strand	EYFS Reception Foundations	Year 1 Expectation (Year B Delivered)	Year 2 Cognitive Stretch (Year A Delivered)
Making Sense of Beliefs & Core Concepts	• Recall key details of sacred stories (Genesis Creation, Nativity, Palm Sunday). • Recognize that Christians believe God made the world and Jesus is special.	• Retell stories of Creation, Advent/Nativity, and Jewish Shabbat/Chanukah. • Identify core beliefs about God as Creator and Jesus as God's gift.	• Retell parables (Prodigal Son, Lost Sheep) and Holy Week events in order. • Explain key concepts: Incarnation, Salvation, Gospel, Tawhid (One God in Islam).
Understanding the Impact & Living Faith	• Talk about special times, places (church, mosque), and family traditions. • Recognize symbols of belonging (baptismal candle, cross).	• Give clear examples of how Christians/Jewish people live (Mezuzah, Shema, Shabbat meal). • Identify symbols in churches and synagogues.	• Describe how Muslims pray (Salah) and show respect for the Qur'an. • Explain how religious teachings inspire charity (Zakat, Tikkun Olam) and forgiveness.
Making Connections & Personal Response	• Express personal feelings about world wonder, friendship, and belonging. • Talk about caring for pets, nature, and classroom friends.	• Connect religious stories of stewardship to caring for Bude's coast/wildlife. • Express personal ideas about fair treatment using 'because'.	• Compare how different faiths show peace, friendship, and stewardship. • Give reasoned personal responses to moral questions using 'because'.
Religious Vocabulary & Symbolic Literacy	• Use foundational words: God, Jesus, Creation, Christmas, Easter, Church, Bible.	• Use statutory vocabulary: Creation, Creator, Advent, Nativity, Mezuzah, Shema, Shabbat, Synagogue, Torah, Symbol, Stewardship.	• Use advanced vocabulary: Parable, Gospel, Disciple, Salvation, Resurrection, Allah, Tawhid, Prophet Muhammad (pbuh), Qur'an, Mosque, 5 Pillars, St Piran.

3. Substantive RE Knowledge, Practical Outcomes & Metacognitive Strategies

Unit & Enquiry Focus	Substantive Knowledge Core	Practical Learning Tasks & Classroom Inquiries	Metacognitive Chant / Strategy
Unit 1.2 / Creation (Year B Aut 1)	• Genesis 1: God created universe in 6 stages, resting on 7th. • Stewardship: Humans care for creation. • Harvest thanks God for food.	• Creation Story Sequencing: Sorting Genesis picture cards in 6-stage order. • Nature Wonder Audit: Outdoor investigation collecting natural items. • Harvest Collection: Packing local Bude foodbank donations.	**READ → SPOT CREATION → THANK**
Unit 1.3 / Incarnation (Year B Aut 2)	• Incarnation: God becoming human in Jesus. • Advent: 4-week preparation before Christmas. • Nativity: Jesus born in Bethlehem stable.	• Advent Wreath & Calendar Tracking: Lighting hope/peace/joy/love candles. • Nativity Role-Play: Performing Mary/Shepherd character perspectives. • Gift of Kindness Cards: Crafting secret acts of kindness for peers.	**ADVENT WAIT → NATIVITY → JESUS GIFT**
Unit 1.7 / Judaism (Year B Spr 1)	• God (Adonai) is One, creator & protector. • Shema prayer inside doorpost Mezuzah. • Shabbat: Weekly rest Friday sunset–Saturday. • Torah: Sacred Hebrew parchment scroll.	• Mezuzah Inspection & Scroll Craft: Examining real wooden/metal mezuzot. • Shabbat Table Setting: Laying challah bread, juice, candles & cover. • Dreidel Game & Chanukah Menorah: Spinning dreidel, lighting candles.	**TOUCH MEZUZAH → REMEMBER SHEMA → SHABBAT REST**
Unit 1.10 / Belonging (Year B Spr 2)	• Faith communities welcome new members. • Baptism: Water, cross, baptismal candle. • Aqiqah: Naming baby, hair shaving, charity.	• Infant Baptism Role-Play: Simulating christening at church font. • Welcoming Object Sorting: Grouping candles, robes, cards & gifts. • Community Tree: Adding leaf promises on welcoming others.	**WELCOME → WATER / WORD → BELONG**

Unit 1.9 / Caring (Year B Sum 1)	• Stewardship: Caring for God's world. • Tikkun Olam: 'Repairing world' in Judaism. • Golden Rule: Treat others as you wish.	• Local Bude Environmental Clean-Up: Sorting litter & planting wildflowers. • Golden Rule Scenario Cards: Role-playing playground fairness. • Caring Promise Pledges: Writing commitments to help Bude.	**LOOK → CARE → REPAIR WORLD**
Unit 1.1 / God & Parables (Year A Aut 1)	• God is loving, forgiving, patient, welcoming. • Parables: Earthly stories with heavenly meaning. • Lost Sheep, Prodigal Son show God's love.	• Lost & Found Drama: Acting out searching for 1 lost sheep out of 100. • Prodigal Son Emotion Mapping: Graphing father/sons' feelings. • Forgiveness Heart Craft: Writing forgiving words inside paper hearts.	**PARABLE STORY → PICTURE GOD → FORGIVE**
Unit 1.4 / Gospel (Year A Aut 2)	• Gospel means 'Good News'. • Jesus brought news of peace, forgiveness. • Called disciples (fishermen, Matthew).	• Calling Disciples Fish Net Task: Writing disciple names on paper fish. • Tax Collector Matthew Role-Play: Exploring befriending marginalized. • Good News Peace Banners: Painting class peace banners.	**CALL → GOOD NEWS → FORGIVE & PEACE**
Unit 1.6 / Islam P1 & P2 (Year A Spr 1 & Sum 1)	• Allah: One God (Tawhid); 99 Names. • Prophet Muhammad (pbuh): Final messenger. • 5 Pillars: Shahadah, Salah, Zakat, Sawm, Hajj. • Mosque: Place of prostration with Wudu.	• Qur'an Respect Protocol: Handling Qur'an with clean hands on a Rahl. • Wudu Sequence Ordering: Card sorting 8 steps of ritual washing. • Prayer Mat & Mosque Model Exploration: Examining geometric art.	**TAWHID (ONE) → 99 NAMES → RESPECT QUR'AN**
Unit 1.5 / Easter (Year A Spr 2)	• Holy Week: Palm Sunday, Last Supper, Good Friday cross, Easter Sunday resurrection. • Salvation: Jesus saving & eternal life.	• Holy Week Timeline Sequencing: Arranging 5 key days with symbols. • Palm Sunday Procession: Waving paper palm fronds shouting 'Hosanna!'. • Easter Garden Construction: Building 3D gardens with empty tomb.	**PALM → CROSS → EMPTY TOMB → RESURRECTION**
Unit 1.8 / Cornish RE (Year A Sum 2)	• St Piran: Patron saint of Cornwall. • St Piran's Flag: White cross on black. • Sacred Places: Bude churches, chapels, wells.	• Celtic Cross & Flag Design: Sketching ringed crosses & St Piran flags. • Local Bude Sacred Trail: Visiting local church/chapel features. • Sanctuary Peace Reflection: Creating quiet spaces inspired by saints.	**ST PIRAN → CELTIC CROSS → SACRED BUDE**