

RE in EYFS

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.

In foundation stage the children.....

- Learn about and be able to talk about people and places that are special to them
- Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we also try to celebrate the festivals that the children in the class will celebrate at home
- Look at what makes us the same and different to others
- Learn about different feelings and talk about how they are feeling, how others are feeling and what we can do to make others feel good
- Develop compassion for others through a caring and supportive environment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>F1</u> <u>What stories are special and why?</u>		<u>F3</u> <u>What places are special and why?</u>		<u>F5</u> <u>Being special: Where do we belong?</u>	
	Christians and Muslims		Christians and Muslims		Christians and Muslims	
Year 1	<u>1.1</u> <u>Who is a Christian and what do they believe?</u>		<u>1.5</u> <u>What makes some places sacred?</u>		<u>1.8</u> <u>How should we care for others and the world?</u>	
	Christians		Christians and Muslims		Christians and Muslims	
Year 2	<u>1.2</u> <u>Who is a Muslim and what do they believe?</u>		<u>1.6</u> <u>How and why do we celebrate special and sacred times?</u>		<u>1.7</u> <u>What does it mean to belong to a faith community?</u>	
	Muslims		Christians and Muslims		Christians and Muslims	
Year 3	<u>1.3</u> <u>Who is Jewish and what do they believe?</u>		<u>L2.5</u> <u>Why are festivals important?</u>		<u>L2.8</u> <u>What does it mean to be a Hindu in Britain today?</u>	
	Jews		Christians, Muslims and Jews		Hindus	
Year 4	<u>L2.3</u> <u>Why is Jesus inspiring to some people?</u>		<u>L2.6</u> <u>Why do some people think life is a journey?</u>		<u>L2.7</u> <u>What does it mean to be a Christian in Britain today?</u>	
	Christians		Christians and Jews and no religion		Christians	
Year 5	<u>U2.1</u> <u>Why do some people believe God exists?</u>		<u>U2.4</u> <u>If God is everywhere, why go to a place of worship?</u>		<u>U2.6</u> <u>What does it mean to be a Muslim in Britain today?</u>	
	Christians, atheists, agnostics, atheists		Christians, Jews and Hindus		Muslims	
Year 6	<u>U2.3</u> <u>What do religions say to us when life gets hard?</u>		<u>U2.5</u> <u>Is it better to express religion in arts or charity?</u>		<u>U2.7</u> <u>What matters most to Christians and to Humanists?</u>	
	Christians, Hindus, Muslims, non-religious e.g. Humanists		Christians, Muslims, non-religious e.g. Humanists		Christians and non-religious e.g. Humanists	

End of Key Stage Outcomes:

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
<p>Know about and understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out the meaning behind them;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p>Know about and Understand A2. Identify , investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them different communities;</p>
<p>Know about and understand A3. Appreciate and appraise the nature, significance and impact of different wats of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons their meanings and significance to individuals and communities;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings About identity, diversity, meaning and values</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and Communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between religions and world views;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and world views;</p>
<p>Gain & deploy skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, art, music and poetry;</p>

RE Long Term Curriculum Overview

<p>Gain & deploy skills C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out and respond with ideas to examples of co-operation between people who are different;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain & deploy skills C3. Articulate beliefs, values and commitments clearly in order explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss and apply their own and others' ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>