

## RE Curriculum Map EYFS, Key Stage 1 & Key Stage 2

Units of work outlined below are taken from:

**Believing and Belonging: The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds, 2019**

<u>EYFS / Foundation Stage</u>					
<p>How are special times celebrated?            What can we see in our wonderful world?            What makes a good helper?            Where do we live and who lives there?            Who and what are special to us?</p>					
<u>Key Stage 1</u>		<u>Lower Key Stage 2</u>		<u>Upper Key Stage 2</u>	
<b>Y1</b>	How and why do we care for others? How do we celebrate special events? What does it mean to belong to a church or mosque? Which books and stories are special? Who and what brought messages about God and what did they say?	<b>Y3</b>	How do Jews remember God's covenant with Moses & Abraham? How do people express spirituality? What do Christians believe about a good life? What do the creation stories tell us about our world? Who can inspire us?	<b>Y5</b>	Should we forgive others? What do Christians believe about the old and new covenants? What values are shown in codes for living? Why are some places and journeys special?
<b>Y2</b>	How and why do people pray? How can we look after the planet? How can we make good choices? How is new life welcomed? What did Jesus teach and how did he live?	<b>Y4</b>	How are important events remembered? How do the five pillars guide Muslims? What faiths are shared in our community? Why are gurus at the heart of Sikh belief & practice?	<b>Y6</b>	How do Jews remember kings & prophets? How do Sikhs show how commitment? How does growing up bring responsibilities? What do Christians believe about Jesus' death & resurrection?

## EYFS

It is expected that links to various aspects of all foundation subjects can be made and enhanced through *all* the ELG strands (communication & language; physical development; personal, social and emotional development; literacy, mathematics; understanding the world; expressive arts & design) i.e. to learn about an aspect of **Religious Education**, reception pupils will have opportunities to demonstrate skills in, for example: talk about how they and others show feelings [...] (ELG06; show sensitivity to others needs and feelings [...] (ELG08); know about similarities and differences between themselves and others, and among families, communities and traditions (ELG13). However, the ELGs that most closely relate to knowledge and skills in **R.E.** are those in **communication and language** and **understanding the world**. As Class 1 has a 2-year cycle for topics (each topic occurring once while pupils are in Class 1), reception children will participate in teaching inputs for topic-based learning. The class teacher will use appropriate and effective questioning to develop reception pupils' **R.E.** learning as set out in the ELGs below. When it is appropriate, topic content may be used to enhance EYFS provision areas but such provision will always be driven first and foremost by the ELGs not by Year 1 topic content.

	<b>Communication &amp; language</b>			<b>Understanding the world</b>
	This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.			This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
	<b>Listening and attention</b>	<b>Understanding</b>	<b>Speaking</b>	<b>People and communities</b>
<b>Early Learning Goal</b>	<p>Children listen attentively in a range of situations</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>Children follow instructions involving several ideas or actions</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Children express themselves effectively, showing awareness of listeners' needs</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>

Progression ladders for each key stage are taken from:

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## Working towards End of Key Stage 1: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the key stage. Each sentence stem needs to be applied to a particular task or knowledge content.

	Lower KS1: Pupils working towards KS1 expectations will:	Upper KS1: Pupils securely achieving KS1 expectations will:
<b>A. Investigate the beliefs and practices of religions and other world views</b>	Recall and talk about Talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences
<i>Summarised as...</i>	Recall, name and talk about	Retell, recognise and find meanings
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively
<i>Summarised as...</i>	Ask and explore	Explore and respond sensitively
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas
<i>Summarised as...</i>	Explore and find out	Begin to express ideas and opinions

## Working towards End of Key Stage 2: Progress Ladder

This table outlines the skills required to achieve the end of key stage expectations and projects these back to what may be expected in each year group at KS2. This may be helpful in assessing progress each year. Each sentence stem needs to be applied to a particular task or knowledge content.

	Lower KS2: Pupils working towards KS2 expectations will:		Upper KS2: Pupils securely achieving KS2 expectations will:	
<b>A. Investigate the beliefs and practices of religions and other world views</b>	<b>Y3 pupils should:</b> Recognise Retell and make links Observe similarities and differences	<b>Y4 Pupils should:</b> Describe and make links Describe and show understanding Explore and describe similarities and differences	<b>Year 5 Pupils Should:</b> Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	<b>Year 6 Pupils should:</b> Compare and contrast Give a considered response
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>		<b>Reflect and make connections between different ideas</b>	
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>Y3 pupils should:</b> Observe Express own ideas Observe and respond thoughtfully	<b>Y4 Pupils should:</b> Explain and give reasons Present ideas Reflect and give examples	<b>Year 5 Pupils Should:</b> Identify and explain Apply and explain ideas Reflect and suggest reasons	<b>Year 6 Pupils should:</b> Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>		<b>Consider, compare and contrast</b>	
<b>C. Investigate how religions and other world views influence morality, identity and diversity</b>	<b>Y3 pupils should:</b> Discover more and express ideas Discover and respond Express ideas	<b>Y4 Pupils should:</b> Explain and give reasons Discover and explain ideas Express ideas and opinions	<b>Year 5 Pupils Should:</b> Identify and explain Investigate and apply ideas Discuss and give examples	<b>Year 6 Pupils should:</b> Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>		<b>Offer ideas and clear responses</b>	