

RE CURRICULUM AND PROGRESSION

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>THIS IS ME!</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people. Look at who we are, what is our role in society (family, home, school, community). Talk about differences between people. Talk positively about different appearances, skin colours and hair types.</p>	<p>SPECIAL TIMES</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people Look at our contribution to our community and society and how we can become a good citizen. Celebrate and value cultural, religious and community events and experiences. Remembrance (pop bottle poppies) Why we celebrate Christmas – read The First Christmas. Christmas around the World.</p>	<p>ONCE UPON A TIME</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people Actions and consequences – Goldilocks 'Right and wrong' Self-respect and respect for others Good manners Care and Consideration 'Stranger Danger'</p>	<p>OUT OF THIS WORLD</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people Easter Story Aspirational values: When I grow up I want to be...recognising skills and talents.</p>	<p>NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people Roles and responsibilities Taking care of ourselves, each other and the world around us</p>	<p>PIRATES/A LIFE ON THE OCEAN WAVE</p> <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people Feeling proud Recognising strengths in self and others Setting goals. Moving on to Reception</p>
R	<p>MARVELLOUS ME</p> <p>Personal, Social, Emotional Development *See themselves as a valuable individual.</p> <p>Understanding the world *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Who lives at my house? – read stories about families and similarities and differences.</p>	<p>JULIA DONALDSON</p> <p>Understanding the world . *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. *Talk about the lives of the people around them and their roles in society. (Past and Present ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present ELG) *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. (People Cultures and Communities ELG)</p> <p>Christmas story Read the Christmas Story – talk about how it was a long time ago, before we were born. Visit to St Marks Church and talk to the Vicar Christmas Story – look at differences of presents – what presents did Jesus get? Grandparents? What do you get now?</p>	<p>THE WORLD AROUND US</p> <p>Personal, Social, Emotional Development *See themselves as a valuable individual. *Think about the perspectives of others. *Show sensitivity to their own and others' needs. (Building Relationships ELG)</p> <p>Understanding the world . *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present ELG) *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. (People Cultures and Communities ELG)</p> <p>Visit to Conishead Priory Talking about Buddhism, what beliefs do they have, how is it different to yours. Linked to our Topic China. The story of Siddhartha</p>	<p>TRADITIONAL TALES</p> <p>Personal, Social, Emotional Development *Think about the perspectives of others. *Show sensitivity to their own and others' needs. (Building Relationships ELG)</p> <p>Understanding the world Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present ELG) *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. (People Cultures and Communities ELG)</p> <p>Respecting that other people's views may be different to our own during circle times.</p> <p>Read the Easter Story.</p> <p>Making hot cross buns and discussing the reasons behind this/symbol of the cross.</p>	<p>IN THE GARDEN</p>	<p>DINOSAURS</p>
1	<p>INTO THE WOODS</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>TELL ME A STORY</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>MUCK, MESS AND MIXTURES</p>	<p>PAWS, CLAWS AND WHISKERS</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. C1. Explore questions about belonging, meaning and truth so that they can express</p>	<p>EXPLORATION AND DISCOVERY</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>UK</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>

	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different. Starting Year One: Share feelings about belonging to a group and what belonging means. Introduce some of the 10 Commandments and discuss their importance for Christians and others. Create '3 commandments' for playtime or for their new classroom.</p> <p>Forest Schools – participate in periods of stillness and quiet reflection in nature. Consider that some Christians experience God in the beauty, pattern and order of the natural world.</p> <p>Harvest – food collections/donations – Think about how and why people show concern for others. Reflect on those that have shown concern for us.</p>	<p>Guy Fawkes/Gunpowder Plot: Share feelings of being let down by friends (link to one of the plotters writing the letter to Lord Monteagle to warn the King about the Gunpowder Plot.) Discuss how friendships may be healed.</p> <p>Talk with a Christian, or watch a film clip about Christian family life and identify what is important to Christians. Talk about customs associated with the birth of a baby, vulnerability, being loved, protected, giving, receiving. Discuss the Christian belief that Jesus is special and precious. Reflect on 'Who is special to me?' and 'Why am I special?' Discuss giving and the true values of Christmas- Peace, thinking of others, sharing. Visit a local church and ask questions about it.</p>		<p>their own ideas and opinions in response using words, music, art or poetry C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Listen to and respond to the Easter Story. Explore how and why Easter is a Christian festival. Talk about signs of new life, decay, beginnings and endings. Link our visit from the Police Dogs and our topic on animals to sharing our thoughts about what is right and wrong in our treatment of the environment and all living creatures and what our responsibilities might be. Consider the life of St Francis as an example of caring for animals.</p>	<p>Explore the Genesis Creation stories. Choose from a range of musical examples provided by the teacher which would be most suitable for the '7 days of creation.' Use role play, drama, freeze frame and mime.</p>	<p>Islam: Introduction to Islam. Learn that the Muslim name for God is Allah. Learn that God is very important to Muslims and share different understandings of God which people have.</p> <p>Discuss the qualities of a good person; what a messenger is and what qualities we would want in one (good role models from the UK to link with topic.)</p> <p>Find out where a special place for Muslim people is e.g. Makkah is in Saudi Arabia. Find out about and share ideas of places that are special in our lives and why they are special. Create special places booklets and displays around school.</p>
2	<p>ME AND MY COMMUNITY B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. C1: 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 C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response. Christianity *Discuss the value of being part of a group which supports its members *Participate in a discussion focusing on our values, behaviours and reactions *Reflect on 'Love thy Neighbour' in a Community of Enquiry *Introduce some of the 10 Commandments and discuss their importance for Christian's and others. Create our own classroom rules. *Explore ways to help people in our community *Discuss people who influence how we behave and live *Talk about things that people throughout the world have in common for Christian's and others. Create our own classroom rules. *Explore ways to help people in our community *Discuss people who influence how we behave and live *Talk about things that people throughout the world have in common</p>	<p>HORRIBLE HISTORIES A1: Recall and Name Different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them. A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing, sacred writings, wisdom and recognising the traditions from which they come. B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. *Find out about organisations which show care and concern, e.g., help the aged, Christian Aid, Barnardos *To listen and respond to the Christmas Story, explore how and why Christmas is a Christian festival *Look and handle artefacts associated with the religious side of artefacts, crib, Christingle Investigate festival symbols Find out St Nicholas as a gift giver Investigate how stories which convey the themes of Christmas and how the stories may relate to experiences in our lives</p>	<p>WHERE THE WILD THINGS ARE A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing wisdom and recognising the traditions from which they come. B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. *Use the 5 senses to explore nature and reflect on the aspects we think are beautiful *Consider our responses and attitudes to the natural, should we care for living creatures? What happens if we don't care for our environment? *Be involved in caring for the school environment</p>	<p>HOME AND AWAY A1: Recall and Name Different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them. B2 Observe and recount different ways of expressing identity and belonging responding sensitively for themselves (watch a film about Hindu Creation Story) B3: Notice and respond sensitively some similarities between different religions and worldviews *Hear and respond to Hindu stories which illustrate Hindu Values of respect, honesty, and truthfulness *Look at, and talk about some of the items associated with a Hindu festival, e.g., Divali, Holi *Research the way a Hindu festival is celebrated and discuss the reasons why *Listen and respond to stories from the Ramayana and explore illustrated versions of the Rama and Sita story. *Talk about all the things that people throughout the world have in common. *Find out about the Hindu attitude to Creation and living things</p>	<p>WEIRD, WACKY, WONDERFUL A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing wisdom and recognising the traditions from which they come. A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. *Pupils choose their favourite wise sayings from different sources, or key leaders and talk about what makes these saying wise and what difference it would make if people followed them *Linking to English pupils respond to stories from Hindu, Muslim or Jewish stories by identifying the values which different characters in the stories showed and recognise the religions from which they came *Pupils ask and answer who, where, why and how, questions about religious stories and stories from non-religious world views.</p>	