



# RE CURRICULUM OVERVIEW

## YEAR NURSERY

### PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p><b>22-36 - Listening and attention</b>            Listens with interest to the noises adults make when they read stories.            Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door            Shows interest in play with sounds, songs and rhymes.            Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p><b>22-36 - Understanding</b>            Identifies action words by pointing to the right picture e.g. 'Who's jumping?'            Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.'            Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).            Developing understanding of simple concepts (e.g. big/little).</p> <p><b>22-36 - Speaking</b>            Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.            Holds a conversation jumping from topic to topic.            Learns new words very rapidly and is able to use them in communicating.            Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.            Uses a variety of questions (eg: what, where, who).            Uses simple sentences (e.g. Mummy gonna work).            Beginning to use word endings (e.g. going, cats).</p>	<p><b>22-36 - Moving and handling</b>            Runs safely on whole foot.            Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.            Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.            Can kick a large ball.            Turns pages in a book, sometimes several at once.            Shows control in holding and using jugs to pour, hammers, books and mark-making tools.            Beginning to use three fingers (tripod grip) to hold writing tools.            Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step.            May be beginning to show preference for dominant hand.</p> <p><b>22- 26 - Health and self-care</b>            Feeds self competently with spoon.            Drinks well without spilling.            Clearly communicates their need for potty or toilet.            Beginning to recognise danger and seeks support of significant adults for help.            Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt.            Beginning to be independent in self-care, but still often needs adult support.</p>	<p><b>22-26 - Self-confidence and self-awareness</b>            Separates from main carer with support and encouragement from a familiar adult.            Expresses own preferences and interests.  <b>22-36 - Managing feelings and behaviour</b>            Seeks comfort from familiar adults when needed.            Can express their own feelings such as sad, happy, cross, scared, and worried.            Responds to the feelings and wishes of others.            Aware that some actions can hurt or harm others.            Tries to help or give comfort when others are distressed.            Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.            Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><b>22-36 - Making Relationships</b>            Interested in others' play and starting to join in.            Seeks out others to share experiences.            Shows affection and concern for people who are special to them.            May form a special friendship with another child.</p>
<p><b>30-50 - Listening and attention</b>            Listens to others one to one or in small groups, when conversation interests them.            Listens to stories with increasing attention and recall.            Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.            Focusing attention – still listen or do, but can shift own attention.            Is able to follow directions (if not intently focused on own choice of activity).</p> <p><b>30-50 - Understanding</b>            Understands use of objects (e.g. "What do we use to cut things?")            Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.            Responds to simple instructions, e.g. to get or put away an object.            Beginning to understand 'why' and 'how' questions.</p> <p><b>30-50 - Speaking</b>            Beginning to use more complex sentences to link thoughts (e.g. using and, because).            Can retell a simple past event in correct order (e.g. went down slide, hurt finger).            Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.            Questions why things happen and gives explanations.            Asks e.g. who, what, when, how.            Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.            Uses vocabulary focused on objects and people that are of particular importance to them.            Builds up vocabulary that reflects the breadth of their experiences.            Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p><b>30-50 - Moving and handling</b>            Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.            Walks downstairs, two feet to each step while carrying a small object.            Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.            Can stand momentarily on one foot when shown.            Can catch a large ball.            Draws lines and circles using gross motor movements.            Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.            Holds pencil between thumb and two fingers, no longer using whole-hand grasp.            Holds pencil near point between first two fingers and thumb and uses it with good control.            Can copy some letters, e.g. letters from their name.</p> <p><b>30-50 - Health and self-care</b>            Can tell adults when hungry or tired or when they want to rest or play.            Observes the effects of activity on their bodies.            Understands that equipment and tools have to be used safely.            Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.            Can usually manage washing and drying hands.            Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p><b>30-50 - Self-confidence and self-awareness</b>            Can select and use activities and resources with help.            Welcomes and values praise for what they have done.            Enjoys responsibility of carrying out small tasks.            Is more outgoing towards unfamiliar people and more confident in new social situations.            Confident to talk to other children when playing, and will communicate freely about own home and community.            Shows confidence in asking adults for help.</p> <p><b>30-50 - Managing feelings and behaviour</b>            Aware of own feelings, and knows that some actions and words can hurt others' feelings.            Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.            Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.            Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>30-50 - Making Relationships</b>            Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.            Initiates play, offering cues to peers to join them.            Keeps play going by responding to what others are saying or doing.            Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

**IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.**

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
<p><b>RE</b></p> <p>Understanding Of The World</p> <p>STRAND</p> <p>People and communities</p>	<p>My family /Family events</p> <p>Traditions – in UK and in other countries</p> <p>Round the World – key food and festivals from these countries.</p> <p>Harvest</p> <p>Diwali</p> <p>Develop child’s awareness of self, their own community and their place within this.</p>	<p>Light festivals</p> <p>Hanukkah</p> <p>St Lucia</p> <p>Christmas – advent</p> <p>Christmas and the Christian elements.</p> <p>Develop child’s awareness of self, their own community and their place within this.</p>	<p>Chinese New Year</p>	<p>Mother’s Day</p> <p>Easter</p>	<p>St Georges Day</p> <p>Ramadan</p> <p>Develop child’s awareness of self, their own community and their place within this.</p>	<p>Father’s Day</p> <p>Develop child’s awareness of self, their own community and their place within this.</p>	<p><b>People and communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>RE document</b></p> <p>Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child’s awareness of self, their own community and their place within this.</p>



## RE CURRICULUM OVERVIEW

### YEAR RECEPTION

#### PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p><b>40-60 - Listening and attention</b></p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p><b>40-60 - Understanding</b></p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>40-60 - Speaking</b></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p><b>40-60 - Moving and Handling</b></p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>40-60 - Health and self-care</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p>	<p><b>40-60 - Self-confidence and self-awareness</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p><b>40-60 - Managing feelings and behaviour</b></p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>40-60 - Making relationships</b></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>

	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	
<p><b>ELG - Listening and attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>ELG - Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>ELG - Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>ELG - Moving and handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>ELG - Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

**IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.**

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p><b>RE</b> Understanding of the World</p> <p>STRAND People and communities</p>	<p>My family Family events Traditions – in UK and in other countries Round the World – key food and festivals from these countries. Harvest Diwali Develop child's awareness of self, their own community and their place within this.</p>	<p>Light festivals Hanukkah St Lucia Christmas – advent Christmas and the Christian elements.  Develop child's awareness of self, their own community and their place within this.</p>	<p>Ash Wednesday Chinese New Year Lent Develop child's awareness of self, their own community and their place within this.</p>	<p>Mother's Day Palm Sunday Easter Develop child's awareness of self, their own community and their place within this.</p>	<p>St Georges Day Ramadan Develop child's awareness of self, their own community and their place within this.</p>	<p>Father's Day Eid al-fitr  Develop child's awareness of self, their own community and their place within this.</p>	<p><b>People and communities</b> Enjoys joining in with family customs and routines.</p>	<p><b>People and communities</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. <b>They know about similarities and differences between themselves and others, and among families, communities and traditions.</b> <b>RE document</b> <b>Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this.</b></p>



## RE CURRICULUM OVERVIEW

	Year 1: JUDAISM			Year 2: CHRISTIANITY		
Key Stage 1 – Subject Content Scheme of Work - <b>RELIGION FOR TODAY AND TOMORROW</b> National Curriculum	Year 1 principles of Judaism Christmas	Wonder of Nature (Christian and Judaism creation stories) Easter	Year 2 study principles of Judaism	Year 2 study principles of Christianity Christmas	Easter	Year 2 study Christianity Compare with Judaism
<b>Beliefs and practices:</b> 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	✓			✓		
<b>Sources of wisdom:</b> Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come		✓			✓	
<b>Symbols and actions:</b> Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities			✓			✓
<b>Prayer, worship and reflection:</b> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community	✓	✓	✓	✓	✓	✓
<b>Identity and belonging:</b> Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives		✓			✓	
<b>Ultimate questions:</b> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media	✓	✓	✓	✓	✓	✓
<b>Human responsibility and values:</b> Respond to stories and real life examples of how and why people show care and concern for humanity and the world			✓			✓
<b>Justice and fairness:</b> Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others			✓			✓



## RE CURRICULUM OVERVIEW

	Year 3: ISLAM			Year 4: HINDUISM AND SIKHISM		
Key Stage 2 – Subject Content Scheme of Work – RELIGION FOR TODAY AND TOMORROW National Curriculum	Investigate the principles of the faith – Islam Unit on Christmas	Key characters of the faith – Islam Unit on Easter	Creation stories – compare with Islam	Investigate the principles of Hinduism Unit on Christmas	Investigate the principles of Sikhism Unit on Easter	Project comparing Sikhism and Hinduism with Christianity
<b>Beliefs and practices:</b> Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	✓			✓		
<b>Sources of wisdom:</b> Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities		✓			✓	
<b>Symbols and actions:</b> Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning			✓			✓
<b>Prayer, worship and reflection:</b> Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	✓	✓	✓	✓	✓	✓
<b>Identity and belonging:</b> Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives		✓			✓	
<b>Ultimate questions:</b> Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth	✓	✓	✓	✓	✓	✓
<b>Human responsibility and values:</b> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			✓			✓
<b>Justice and fairness:</b> Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair			✓			✓



## RE CURRICULUM OVERVIEW

	Year 5: JUDAISM			Year 6: BUDDHISM		
Key Stage 2 – Subject Content Scheme of Work – RELIGION FOR TODAY AND TOMORROW National Curriculum	Investigate the principles of the faith - Judaism	Key characters of the faith – Judaism  Easter	Creation stories – compare with Judaism	Investigate the principles of the faith - Buddhism	Key expressions of the faith – Buddhism	Compare and contrast all major faiths.
<b>Beliefs and practices:</b> Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	✓			✓		
<b>Sources of wisdom:</b> Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities		✓			✓	
<b>Symbols and actions:</b> Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning			✓			✓
<b>Prayer, worship and reflection:</b> Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	✓	✓	✓	✓	✓	✓
<b>Identity and belonging:</b> Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives		✓			✓	
<b>Ultimate questions:</b> Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth	✓	✓	✓	✓	✓	✓
<b>Human responsibility and values:</b> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			✓			✓
<b>Justice and fairness:</b> Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair			✓			✓



# Curriculum Drivers

## Subject: RE

<b>Challenge</b>	<p>RE allows for the opportunity for deeper thinking</p> <p>Opportunity to compare and contrast between seven major faiths as we move through the school giving all children the knowledge of a range of world religions</p> <p>There is the opportunity to consider philosophical questioning about identity and belonging</p>
<b>Inclusion</b>	<p>We have a wide range of artefacts to help visual and kinaesthetic learners</p> <p>We have access to espresso video clips to support children to understand where comprehension is not confident</p> <p>RE offers the opportunity to express ideas with pictures and drawings as well as writing</p>
<b>Positive Minds</b>	<p><b>Independent rhino</b> Independent thinking is encouraged in RE with deeper thinking questions</p> <p><b>Risk-taking penguin</b> When the children compare and contrast they have to commit to a viewpoint</p> <p><b>Reflective owl</b> Being reflective is essential in RE as we consider other people's faith and what it means to them</p> <p><b>Team Bee</b> Children work together to present performances linked to key events through the year e.g. Harvest, nativity and remembrance</p> <p><b>Curious and creative chameleon</b> RE presents many questions about our own place in the world and the values of other communities It offers opportunities to present learning in interesting and creative ways e.g drama, cards, cartoons and displays</p>