



Holmesdale Infant School
Yearly Knowledge and Skills Progression
Subject: RE
Year group: Reception

EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Each area is split into 17 aspects, all of which are interwoven. The most relevant for RE are taken from the following areas of learning: Understanding The World, with elements from Communication & Language, PSED, Literacy and Expressive Arts and Design.

We have identified 5 BIG IDEAS that run through our RE curriculum. These are evident threads that run through the year groups

Beliefs, Diversity, Context, Ethics/Philosophy.

These are highlighted throughout the maps.

Autumn		Spring		Summer	
<p><u>Who am I and where do I belong</u></p> <p>To explore questions of identity, e.g., ‘What makes you special and unique?’ and ‘How can we value others?’, as well as thinking about the different places the children belong (school community, family, friendships etc.).</p>	<p><u>Why do we have celebrations?</u></p> <p>To explore the idea of ‘celebration’ as an important concept, the starting point being the celebrations that are a part of the lives of pupils in your class. This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe. It is also the intention of this unit to introduce pupils to the celebration of Christmas as an important Christian festival, and how, for Christians, the account of Jesus’ birth is the focus of the celebration, as well as exploring the celebrations that are important within your class context.</p>	<p><u>What makes a place special?</u></p> <p>To know that places are special for different people and that some places hold special memories. The children will begin to understand that some people go to special buildings to pray or to be close to God. Children may also reflect on places that are special for them, or places that they associate with special memories.</p>	<p><u>What can we learn from stories?</u></p> <p>To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to some people because they are about God or religious leaders.</p>	<p><u>What makes something special?</u></p> <p>To think about the different ways in which an object might be considered ‘precious’ or ‘special’, including religious artefacts, and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.</p>	<p><u>What makes our world wonderful?</u></p> <p>To engage children with their innate sense of wonder about the natural world, and their part in it as unique individuals. The children will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore beliefs about the world, thinking about their own and others’ ideas whilst also encountering the Creation account (from the Bible, Torah and Qur’an) This unit will also help children to think about the way their community can work together to look after our wonderful world, and think about ways in which the whole school community can make a difference.</p>

<p>How can we enrich this at Holmesdale?</p> <ul style="list-style-type: none"> • All about me boxes • Super me hero dress day • New class sense of belonging • Nursery will talk about and share the religious festivals of children in their class • Christmas cards 	<p>How can we enrich this at Holmesdale?</p> <ul style="list-style-type: none"> • Traditional tales- 3 little pigs houses • Visit to the library • World book day 	<p>How can we enrich this at Holmesdale?</p> <ul style="list-style-type: none"> • Recycling topic- creating recycled items for our school garden • Collecting special memories from the year. Grandparent visitors bringing in artefacts that are special to them.
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Autumn 1

<p>Knowledge</p> <ul style="list-style-type: none"> • Everybody is special and unique – (Wow wall, Christmas, families) • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g. Jesus, Prophet Muhammad (pbuh), Moses) 	<p>Skills:</p> <ul style="list-style-type: none"> • Reflecting: on the feelings and experiences of new life, on their own experiences and celebrations • Empathising: with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story, by considering the experiences and beliefs of others, and knowing how to show respect. • Investigating: artefacts and stories through listening and asking questions, by asking relevant questions • Interpreting: by suggesting meanings for words, actions and objects within stories and celebrations, the meaning of different foods, artefacts, decorations and outfits for various religious celebrations
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<p>Vocabulary</p> <ul style="list-style-type: none"> • Assembly • God • Pray, prayer • Amen • Church • Worship • Jesus • Special • Unique • Individual • Values • Rights 	<p>Key questions and enquiry</p> <ul style="list-style-type: none"> • Have we ever had a new baby born into our family? • What was it like and how did we make them feel welcome? • How does it feel to be part of a class community? • How can we make sure to love and respect each other by following class rules? • What celebrations can we explore that help us to understand how different religions think people are special? • How are children special? • What does new life make us think of? • Where do we belong in the natural world?
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<p>Expected outcomes</p> <ul style="list-style-type: none"> • To know that everyone is unique • To know that different people believe and celebrate different things 	
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Autumn 2

Knowledge:

- Each person has a 'birth-day' and this is celebrated on the day they are born
- Celebrations are joyful times
- Christians celebrate special festivals e.g. Harvest, Christmas Easter
- Different religions have different festivals (children look at different celebrations throughout the year based on the religions of children in the class e.g. diwali, Chinese new year)
- School-based celebrations

Skills:

- Reflecting:** on the feelings and experiences of new life, on their own experiences and celebrations
- Empathising:** with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story, by considering the experiences and beliefs of others, and knowing how to show respect.
- Investigating:** artefacts and stories through listening and asking questions, by asking relevant questions
- Interpreting:** by suggesting meanings for words, actions and objects within stories and celebrations, the meaning of different foods, artefacts, decorations and outfits for various religious celebrations

Vocabulary:

- Gift/present
- Celebration – Birthday, Christmas, Easter, Harvest, Ramadan, Eid, Chinese New Year, Jewish Sukkot, Hanukkah, Rosh, Hashanah, Wedding
- Decoration
- Thank you
- Journey,
- Christmas - Key people in the story: Jesus, Mary, Joseph, Angel, Shepherds, Kings/Wise men
- Nativity

Key questions & Areas of Enquiry

- Why do you have a birthday, and what makes it special?
- How does it feel to give someone a present?
- How does it feel to receive a present?
- What do you know about when Jesus was born and when he died?
- What are the similarities and differences between different people's special times?

Expected outcomes

- To know the nativity story
- To know some of the Christians special celebrations (Christmas, Easter)

British Values/SMSC

- Mutual tolerance and respect
- Open up to different cultures, faiths and traditions other than their own.
- Children are learnt to respect others varying views and opinions

How can we enrich this at Holmesdale?

- All about me boxes
- Super me hero dress day
- New class sense of belonging
- Nursery will talk about and share the religious festivals of children in their class
- Christmas cards

Spring 1

Knowledge:

- To know that some people have places that are special to them
- To know there are special buildings where some people go to think and learn about God
- To know some people feel close to God anywhere or in their own special places

Skills:

- Reflecting:** on feelings, experiences, beliefs and practices, on the importance of stories, what we can learn from stories and how they relate to our own lives
- Empathising:** by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places, with characters within stories and thinking about how they may have felt at particular moments
- Investigating:** by gathering information from a variety of sources, e.g., places of

worship, photos, artefacts/objects, books etc., stories through listening and asking questions

Interpreting: the meaning of symbols in a church building or place of worship, by suggesting meanings for words, actions and objects within stories

Vocabulary

- Church
- Worship
- Pray
- Service
- Festival names
- Parish
- Sukkot Sukkah

Key questions & Areas of Enquiry

- What special buildings do you know of?
- What is a church? Have you visited any?
- What is our parish church like?
- What places of worship are near our school?
- What does it feel like to be in a special place?
- What does it make me think of?
- Where do we feel safe?
- Do we know any visitors from these special places? Why do they belong/go to these places?
- Why might Christians go to church? Or Muslims to a Mosque etc.?
- What makes these places special?
- What special places am I a part of? Why are they special to me?

Spring 2

Knowledge

- To know people can have favourite stories
- To know, through stories, people share values and ideas about how people live
- To know some books are special to religious people
- To know some stories are about special people

Skills:

Reflecting: on feelings, experiences, beliefs and practices, on the importance of stories, what we can learn from stories and how they relate to our own lives

Empathising: by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places, with characters within stories and thinking about how they may have felt at particular moments

Investigating: by gathering information from a variety of sources, e.g., places of worship, photos, artefacts/objects, books etc., stories through listening and asking questions

Interpreting: the meaning of symbols in a church building or place of worship, by suggesting meanings for words, actions and objects within stories

Vocabulary

- Jesus God's son

What is your favourite story? What part do you like the most and why? Do you know any stories that help you learn how you should behave towards other people? Are

<ul style="list-style-type: none"> • Miracle • Easter • Resurrection/came alive again • Spring new life blossom, daffodils, frogspawn, birds eggs etc. • cross • tomb • Good Friday / Easter Sunday • hot cross buns & Easter eggs • Qur'an • Prophet Muhammad (pbuh) • Laylat al-Qadr 	<p>there any similarities and differences between each other's special stories? What can we learn about different religions and worldviews from stories? Do you know any stories (from the Bible) that are important to Christians? Or stories that are important for people of different faiths, or none?</p>
<p>Outcomes</p> <ul style="list-style-type: none"> • To know that Christians read the bible • To know that people have different favourite stories 	
<p>Summer 1</p>	
<p>Knowledge: <u>What makes something special?</u></p> <ul style="list-style-type: none"> ○ Different things are special to people for different reasons ○ How to look after special things and respect things that are special to different people ○ People can use different objects to help them remember special places and times ○ Memories can be special places ○ Some objects are 'religious' objects and help people to think of God 	<p>Skills:</p> <ul style="list-style-type: none"> • Reflecting: on the importance of stories, what we can learn from stories and how they relate to our own lives, on the feelings and experiences of the world and the Creation story – how does it feel to make something fantastic • Empathising: with characters within stories and thinking about how they may have felt at particular moments, with the wonder of the world or how it feels to have made something but to have it spoil • Investigating: stories through listening and asking questions, the story/stories of Creation through talk, particularly question • Interpreting: by suggesting meanings for words, actions and objects within stories, by talking about what they think about the world and creation
<p>Vocabulary</p> <ul style="list-style-type: none"> • Special • Precious • Artefact • Collection • Memory 	<p>Key questions and enquiry</p> <ul style="list-style-type: none"> • What thing is really special to you? • How can we look after our special things? • Are there any special things in our classroom that we have to look after? • Are there places that are special to us? • Do special things always have to be things we can touch? • What about memories, or photos of special things/places?

Outcomes:

- To know that different things are special to different people
- To know Christians have special things that help them think of God (bible, crucifix)

Summer 2

Knowledge: What makes our world wonderful?

- To know our place is a world of wonder and we should look after it
- To know that people are naturally creative
- To know some people believe our world was created by God and that this is a special story in their special book

Skills:

Reflecting: on the importance of stories, what we can learn from stories and how they relate to our own lives, on the feelings and experiences of the world and the Creation story – how does it feel to make something fantastic?

Empathising: with characters within stories and thinking about how they may have felt at particular moments, with the wonder of the world or how it feels to have made something but to have it spoilt

Investigating: stories through listening and asking questions, the story/stories of Creation through talk, particularly questions

Interpreting: by suggesting meanings for words, actions and objects within stories, by talking about what they think about the world and creation

Vocabulary

- Planet
- World
- Plastic
- Future
- Citizens
- Impact
- Damage
- Spoil
- Problem
- Creation
- Creator
- Gifts
- Care
- Responsibility
- Alive
- Special
- Unique

Key questions & Areas of Enquiry

- What do people say about looking after the world?
- What can we learn from books about looking after the world?
- Are there similarities and differences between people's opinions on how and why we should look after the world?
- What things in nature do we love? Why?
- Have we learnt anything about nature recently that impressed us?
- Some people think the world is special, do you? Why?
- How was the world made?
- What stories are there that help us to understand this?

Outcomes:

- To talk about ways in which we can look after the world

End points – by the end of the year (from NC):

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Demonstrate understanding of what has been read to them by retelling stories
- Talk about the lives of the people around them and their roles in society.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate
- Invent, adapt and recount narratives and stories with peers and their teacher.

British Values/SMSC

- Mutual tolerance and respect
- Open up to different cultures, faiths and traditions other than their own.
- Children are taught to respect others varying views and opinions