

## **RE Curriculum Skills Progression**

**INTENT:** At Lyndhurst we aim for children to learn about and from religion. Our children will develop their knowledge and understanding of the Christian and other world religions through the structured study of themes: Believing; Stories; Celebrations; Symbols; Leaders and teachers; Belonging; Myself. These themes allow our children to begin the meaningful study of religion at the appropriate level for Key stage 1, starting from their own immediate experience and progressively widening their views and knowledge of the world around them. They will learn through experience of art, drama, music and stories as well as times of quiet reflection. We celebrate diversity and explore similarities and differences between different people and faiths. We will consider the main religions and secular world views in order to reflect our local, national and global community. RE at Lyndhurst is supported by our school values, RRS articles and the PSHCE curriculum. These all combine to support good spiritual, moral, social and cultural development of children at Lyndhurst. Our RE curriculum will encourage the children to develop an enquiring mind, to ponder the philosophical questions about identity and help the children to begin to make sense of the world we live in. In EYFS Religious Education is taught through each of the seven areas of learning through a creative and inspiring curriculum. RE is not assessed as a stand alone subject in EYFS, as stated in the West Sussex agreed syllabus 2020-25, however it is a fundamental introduction that forms the foundation on which their RE learning is built upon throughout KS1.

### **Our aim is for pupils to:**

- To acquire a knowledge and understanding of the Christian religion and of other religions, their traditions and beliefs.
- To understand the importance of religious experience and recognise the ways by which these experiences have been interpreted and expressed through a variety of religious traditions.
- To appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values.
- To look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools and the world at large.
- To develop a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions.
- To explore the consequences of religious belief and experience in the development of personal attitudes.

## **SEND Provision**

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

	EYFS	YEAR 1	YEAR 2
<p><b>1 Core Beliefs, Ideas and Symbols</b></p> <p><b>IMPLEMENTATION</b></p> <p><b>KS1 Units:</b>  <b>Beliefs</b>  <b>Stories</b>  <b>Celebrations</b>  <b>Leaders and Teachers</b>  <b>Special People</b></p>	<p>Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studies. At Lyndhurst we teach this through the units of 'Beliefs', 'Stories', 'Celebrations', 'Leaders and Teachers' and 'Special People'. The children will learn what people believe and how they practice their faith. Children will learn about Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism and a secular world view through stories, visits (or virtual visits) to places of worship, artefacts and visitors to the school. Through a variety of experiences, they will study different festivals, symbols and stories from these world religions making links and comparisons.</p>		
	<p>In EYFS the pupils have the opportunity to begin to learn about the core beliefs in Christianity, Sikhism, Islam and Hinduism through the units 'Making Friends', 'Special Books' 'Living Things', 'Special People' and 'Beginnings.'</p>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>• Begin to be able to retell some Christian and other religious stories</li> <li>• Begin to understand how some festivals and celebrations are linked to religion</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>• To retell some Christian and other religious stories</li> <li>• Begin to understand how some festivals and celebrations are linked to religion</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To retell some Christian and other religious stories including</li> </ul>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>• Begin to be able to retell some Christian and other religious stories, beginning to make links and comparisons. Know that religious stories can be a way to learn about a faith</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify core concepts such as people's beliefs about God, Allah and creation by retelling some stories from different religions</li> <li>• Begin to identify key religious leaders such as Moses, Muhammed</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Identify core concepts such as people's beliefs about God, Allah and creation by retelling some stories from different religions</li> </ul>

		<p>some significant religious leaders such as Jesus</p> <ul style="list-style-type: none"> <li>• To recognise some religious objects that are used in different religions</li> <li>• To understand how some festivals and celebrations are linked to religion and to be able to explain how some people celebrate, Christmas, Easter and Hannukah</li> <li>• To be able to describe some different religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key religious leaders such as Moses, Muhammed, Ibrahim</li> <li>• Name important symbols and artefacts such as prayer beads, the cross, Ner Tamid and explain their significance</li> <li>• Explain the significance of principle sources of authority such as The Bible, Torah, Qu’ran</li> </ul>
<b>Vocabulary</b>	<p>Family friends          Birthday Christmas          Easter Jesus          Divali          Chinese New Year          Islam, Hindu, Christian          Qur’an, Bible          Jesus</p>	<p>vicar, priest, Queen, pope Christmas          Easter Harvest Bonfire night          Guy Fawkes Armistice          Jewish, Christian, Hindu, Muslim,          Buddhist, Sikh, Secular          Church, temple, mosque, gurdwara,          synagogue mandir          Imam, Allah, Ramadan, prayer mat,          Qur’an          Divali, Rama, Sita, incarnation Holi          shrine          Gurus, Guru Nanak, turban, vegetarian</p>	<p>Worship, co-operate, fairness          Ganesha          Baisakhi          Jewish, Christian, Hindu, Muslim, Buddhist, Sikh,          Secular          Church, temple, mosque, gurdwara, synagogue          mandir          Imam, Allah, Ramadan, prayer mat, Qur’an          Divali, Rama, Sita, incarnation Holi shrine          Gurus, Guru Nanak turban, vegetarian          Muhammad          Guru Nanak          Moses Israel, Egypt, refugee Sukkot          Crucifixion, resurrection, betrayal</p>
<b>Key people and ‘real-life’ links</b>	<p>Visitor from Church/virtual visit.</p>	<p>Sporting heroes – Mo Farah – link to school run          The Queen          Hot cross buns</p>	

		St George's church and Worthing mosque	
<b>IMPACT:</b>	Our children will develop a knowledge of different beliefs and religions using appropriate religious vocabulary. They will be able to recall religious and moral stories and give meaning to these stories. They will understand how different communities celebrate their faith and live their lives. They will have first-hand experience of Christian traditions such as Christingle and hot cross buns.		
<b>2</b> <b>Expression of Faith</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>IMPLEMENTATION</b>	Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. At Lyndhurst this is taught through the units of 'Myself', 'Belonging', 'Celebrations' and 'Beliefs.' Children will learn from religion how people of different faiths express themselves. Through our planned RE lessons, visitors, workshops, assemblies and theme days such as Harvest, Spring days and International day children will see the links between religious practice and our lives.		
<b>Units:</b> <b>Myself</b> <b>Belonging</b> <b>Celebrations</b> <b>Beliefs</b>	<p>In EYFS the pupils begin to learn about expression of faith and how people express their beliefs through the units 'Special Books' and 'Beginnings'. The pupils learn about celebrations and special books in different religions.</p>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>To begin to describe how we are similar and different to others</li> <li>To begin to understand who we are in relation to others in a family and religion and how we celebrate different occasions within our family /and or religion</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>To describe how we are similar and different to others</li> <li>To understand who we are in relation to others in a family and religion and how we celebrate different occasions within our family /and or religion</li> </ul>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>To begin to describe how people in different faiths worship at home and in a Church, Synagogue or Mosque</li> <li>To begin to describe major celebrations such as Easter, Christmas, Hannukah and Diwali</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>To describe how people in different faiths worship at home and in a Church, Synagogue or Mosque</li> <li>To describe major celebrations such as Easter, Christmas, Hannukah and Diwali, Eid ul Fitr and Sukkot</li> </ul> <p><b>Expected:</b></p>

		<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To describe how we are similar and different to others and how different people worship at home</li> <li>• To understand who we are in relation to others in a family and religion and how we celebrate different occasions within our family /and or religion</li> <li>• To identify places of worship for different religions and some ways people worship in each, including a Church and Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• To describe how people in different faiths worship and to understand that religion provides rules by which people live their lives and that religious teaching affects what people do</li> <li>• To describe major celebrations such as Easter, Christmas, Hannukah and Diwali, Eid ul Fitr and Sukkot and to learn how and why celebrations are an important part of religion</li> </ul>
<b>Vocabulary</b>	New Year Chinese New Year environment	Belonging mother father brother sister adoption fostering friends relatives Birthday celebration special occasion Hannukah  Leader, responsible, special, teacher, role-model Disciple, miracle	Remembrance day Id-ul-Fitr Sukkot Divali Easter Good Friday Palm Sunday resurrection Tolerance Advent Moral, message, charity, parable, fable, holy book Humanism, rational thinking, wonder, awe
<b>Key people and 'real-life' links</b>	St George's church and Worthing mosque		
<b>IMPACT</b>	They will recognise different religious practices and what these mean and why they are important to people. They will develop their sense of self identity and belonging. They will appreciate differences and similarities amongst friends, people and religions. They will begin to make links between these faiths and recognise similarities and differences.		

3	EYFS	YEAR 1	YEAR 2
<p><b>Identify – Daily Life</b></p> <p><b>IMPLEMENTATION</b></p> <p><b>Units:</b> <b>Belonging</b> <b>Beliefs</b> <b>Celebrations</b></p>	<p>Pupils should have the opportunity to learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging. At Lyndhurst this is taught through the units of ‘Belonging’, ‘Beliefs’, ‘Celebrations’.</p> <p>Through class discussions and reflection times children will begin to make sense of who they are and consider the wider question of making school values, children will be supported to make sense of right and wrong. Yoga and mindfulness sessions provide opportunities for self-reflection and managing our feelings. At Lyndhurst sense of life. They will be provoked to ask questions and develop their own opinions. Through the RE curriculum, PSHCE and our Beach and Forest schools work will provide the opportunity for children to appreciate and celebrate the beauty of our natural world.</p>		
	<p>In EYFS the pupils will begin to have a sense of their immediate family. Begin to have their own friends and identify similarities and differences. They will identify aspects of their own daily lives before considering the daily lives of others and how they compare through the units ‘Making Friends’ and ‘Special Books’.</p>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>To begin to identify their daily routines and rituals, the similarities and differences to other peoples, and if any are linked to religious beliefs</li> <li>To begin to identify and describe different religious celebrations such as Harvest, Christmas, Bonfire Night and Hannukah and how people from each faith take part in these</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>To identify and describe different religious celebrations such as Harvest, Christmas, Bonfire Night, Hannukah and Easter and how people from each faith take part in these</li> </ul> <p><b>Expected:</b></p>	<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>To begin to describe rituals and traditions that mark important events such as birth customs</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>To begin to describe the daily life of a Christian, Muslim or Jewish child</li> <li>To identify some special clothes, food and personal devotion used in different religious practices</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>To describe the daily life of a Christian, Muslim or Jewish child</li> <li>To identify and describe special clothes, food and personal devotion used in different religious practices</li> <li>To describe rituals and traditions that mark important events such as birth customs</li> </ul>

		<ul style="list-style-type: none"> <li>To identify their daily routines and rituals, the similarities and differences to other peoples, and if any are linked to religious beliefs</li> <li>To identify and describe different religious celebrations such as Harvest, Christmas, Bonfire Night, Hannukah and Easter and how people from each faith take part in these</li> </ul>	
<b>Vocabulary</b>	Family, mum, birthday, dad brother, sister, friend Disability special	Right, wrong, kind, generous Rules, laws responsibility, routines, worship, celebrations	Citizen, human being, society, neighbor. Routines, rituals
<b>Key people and 'real-life' links</b>	St George's Church – Christingle, Easter. Worthing Mosque tour/virtual tour.		
<b>IMPACT</b>	They will recognise different religious practices and how this affects people's daily lives. They will develop their sense of self identity and belonging. They will appreciate differences and similarities amongst friends, people and religions. They will begin to make links between these faiths and recognise similarities and differences.		
<b>4</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Social Action – putting beliefs into action</b>	Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values. At Lyndhurst this is taught through the units 'Stories', and 'Belonging'.		
<b>IMPLEMENTATION</b>			
<b>Units: Stories Belonging</b>	In EYFS children will be encouraged to think about what is right and wrong. They	<b>Beginning:</b> <ul style="list-style-type: none"> <li>To begin to develop a sense of identity and belonging in the</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>To begin to identify how people of faith put their beliefs into practice and how this impacts on a sense of community</li> </ul>

<p>will also be taught about the natural World around them and how we and others help to look after our planet through the units of 'Being Responsible', and 'Living Things.'</p>	<p>family, local community and wider world.</p> <ul style="list-style-type: none"> <li>• To begin to describe how people of faith put their beliefs into practice as actions individually and as a community</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>• To develop a sense of identity and belonging in the family, local community and wider world</li> <li>• To describe how people of faith put their beliefs into practice as actions individually and as a community</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To develop a sense of identity and belonging in the family, local community and wider world</li> <li>• To describe how people of faith put their beliefs into practice as actions individually and as a community and how this affects the UK</li> <li>• To identify some ways that we can look after our natural World</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to describe the impacts of religion on culture and society</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>• To identify how people of faith put their beliefs into practice and how this impacts on a sense of community</li> <li>• To begin to describe the impacts of religion on culture and society such as the impact of Christianity as a basis of UK jurisprudence</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To identify and describe how people of faith put their beliefs into practice and how this impacts on a sense of community</li> <li>• To describe how different communities and organisations work together to make the World a better place e.g. Christian Aid or Idabah</li> <li>• To describe the impacts of religion on culture and society such as the impact of Christianity as a basis of UK jurisprudence</li> <li>• To appreciate our natural world and how we are responsible for protecting it</li> </ul>
---	---	--

<b>Vocabulary</b>		Right, wrong, kind, generous Rules, laws responsibility, community, society, action, beliefs.	Citizen, human being, society, neighbor, actions, community, environment.
<b>Key people and 'real-life' links</b>	School charities, Children in need, Red nose day – promoting religious values – caring, charity, kindness, generosity. School uniform and logo, school song and prayer promote our sense of belonging to our school community.		
<b>Impact</b>	They will recognise religious symbols and practices and what these mean and why they are important to people. They will develop their sense of self identity and belonging in the community and wider world. They will appreciate differences and similarities amongst friends, people and religions. They will begin to make links between these faiths and recognise similarities and differences.		
<b>5</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Ask big questions and make connections</b>	Pupils should have the opportunity to think about 'big questions' about meaning, purpose and truth, identity, similarities, and differences between religions studied, their own lives and the World around them. At Lyndhurst this is taught through the units 'Stories', 'Myself', 'Beliefs' and 'Belonging'.		
<b>IMPLEMENTATION</b>			
<b>Units: Stories Myself Beliefs Belonging</b>	In EYFS pupils will be encouraged to begin to talk about what is right and wrong and to ask a variety of questions through the units 'Being Responsible' and 'Living Things.'	<b>Beginning:</b> <ul style="list-style-type: none"> <li>To begin to identify things that they find interesting or puzzling in religious material studied</li> <li>To begin to be able to talk about their own feelings and experiences and identify what is important to them</li> <li>To begin to talk about what is good and bad, right and wrong</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>To talk about what is good and bad, right and wrong</li> </ul>	<b>Beginning:</b> <ul style="list-style-type: none"> <li>To begin to consider issues of right and wrong</li> </ul> <b>Within:</b> <ul style="list-style-type: none"> <li>To consider issues of right and wrong</li> <li>To share their own ideas about God and the World</li> <li>To begin to realise that some questions that cause people to wonder are difficult to answer</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>To consider issues of right and wrong.</li> </ul>

	<ul style="list-style-type: none"> <li>To begin to appreciate our natural world and consider how we can care for it</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>To identify and describe things that they find interesting or puzzling in religious material studied</li> <li>To be able to talk about their own feelings and experiences and identify what is important to them and why</li> <li>To talk about what is good and bad, right and wrong</li> <li>To appreciate our natural world and consider how we can care for it</li> </ul>	<ul style="list-style-type: none"> <li>To share their own ideas about God and the World.</li> <li>To realise that some questions that cause people to wonder are difficult to answer</li> <li>Make links between values and commitments including religious ones and their own attitudes and behaviour</li> </ul>
--	---	---

<b>Vocabulary</b>		Moral, environment, natural world, right, wrong, care.	Choices, behavior, natural world, environment, morals.
<b>Key people and 'real-life' links</b>	<p>Class charters reflect the values in religious teaching.</p> <p>Eco school/World Ocean day - care for the environment</p> <p>Walk to school week</p> <p>Y2 – Topics on the Arctic, Rainforest and Greta Grunberg and David Attenborough</p>		
<b>Impact</b>	<p>Children at Lyndhurst will begin to develop their own views on God and the meaning of life. They will develop the confidence to question views and information.</p> <p>They will begin to understand different codes of behaviour and develop their own moral code and sense of what is right and wrong. Children learn about understanding and managing their feelings.</p> <p>Identify – Daily Life</p>		

	<p>They will begin to understand different codes of behaviour and develop their own moral code and sense of what is right and wrong. Children learn about understanding and managing their feelings.</p>
--	--