



RE Curriculum

The following are taken from the Wakefield Agreed Syllabus (2018-2023):

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils, an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills.
- Subject Specific Vocabulary
- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews;
- Gain and deploy the skills needed to engage seriously with religions and world views

RE Intent Statement Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of Historical vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum</p> <ul style="list-style-type: none"> • Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. (Please see document below for skills progression and vertical links.) Supported by Focus Learning Challenge Sarah Quinn. Child centred approach to teaching and learning is a cyclical process and includes: <ul style="list-style-type: none"> • Observations, • Analysis of observations • Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps. • Planning experiences and opportunities to support observations and next steps. • This includes what the child's interest are. • The environment is set up to connect with child's interests and their learning. <p>Fundamentals</p> <p>RE has many links to the EY curriculum and PSED is on going all the time.</p> <p>Focused RE teaching takes place when the key objective is planned for the highlighted objectives. It will be revisited in different contexts throughout the year.</p> <p>Basic Skills</p> <p>Horizontal links between subjects are explicit during the teaching of RE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge</p> <p>RE lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in RE.</p>	<ul style="list-style-type: none"> • To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences • To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time. • To provide a constant set of resources for children to practice and consolidate skills and development in positive terms • To provide appropriate resources to enhance the environment relevant to learning • To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts. • Praising children's efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved. • Use display to promote and reinforce learning. • Discussion and philosophy to encourage children to ask questions to help them find out about themselves and others. • Remember when book and significant event slips to preserve memories and special events, special places and special people. • Invite parents and friends of the school community in to talk about their experiences. • Take part in traditions within the local community • Share stories with a RE focus – fiction and non-fiction • Provide real life artefacts in the environment • Develop RE vocabulary <p>Assessment</p> <p>There is continuous formative assessment during lessons. The ability to talk and make comparisons are recorded to inform early learning outcomes.</p>	<p>Children begin to recognise and understand the differences between people and how individual choices make a difference to the way people live their lives</p> <p>Children begin to express their own feelings and preferences.</p> <p>Children make sustained progress in RE.</p> <p>Children begin to understand how people from different religions make up their community and to respect differences between them.</p>	<p>“Closing the Vocabulary Gap” A Quigley..</p> <p>Focus Learning Challenge update</p>

RE Intent Statement KS1	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.	Consistent use of subject specific vocabulary.	Revisiting common vocabulary will allow the children to “Know more and remember more”.	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the RE Wakefield Agreed Syllabus (Please see document below for skills progression and vertical links.)</p> <p>Fundamentals RE knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of RE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge RE lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in RE.</p>	<p>In lessons you will see:</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • a combination of whole class teaching, group work and individual choice is used to promote learning; • where possible children observe, handle, describe and explain how religious artefacts are used. Photographs, books, pieces of art and videos are used; • children make comparisons with different religions and different times; • modelling to show how to observe respectful practice, develop questioning, research and show understanding of differences; • subject specific vocabulary is taught through discussion, research, and reading. It is used consistently, recorded on displays and in books; • educational visits and visitors enhance teaching and learning in RE; • discussion and philosophy to encourage children to ask questions to help them find out about themselves and others. <p>Assessment Assessment for learning is used as a starting and end point for units of work. Formative assessment is used during and after a lesson to inform next steps, check understanding and inform current attainment.</p>	<p>Children have the knowledge and skills to begin to appreciate the differences between religions and religious practices.</p> <p>Children make sustained progress in RE.</p> <p>Children begin to have an understanding of how people from different religions make up their community and to respect differences between them.</p> <p>Children begin to express their own thoughts and feelings about religion showing mutual respect.</p>	<p>“Closing the Vocabulary Gap” A Quigley. Vocabulary.</p>

RE Intent Statement KS2	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.	Consistent use of subject specific vocabulary.	Revisiting common vocabulary will allow the children to "Know more and remember more".	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum. (Please see document below for skills progression.)</p> <p>Fundamentals RE knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Basic Skills Horizontal links between subjects are made explicit during the teaching of history to ensure children build upon prior knowledge and utilize the knowledge and skills learned from other subjects.</p> <p>Staff Knowledge RE lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in History.</p>	<p>In lessons you will see:</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • a combination of whole class teaching, group work and individual choice is used to promote learning; • discussion and philosophy to encourage children to ask questions to help them find out about themselves and others. • children carry out research to investigate and answer their own questions. • where possible children handle, describe and explain religious artefacts.. Photographs, books, the internet, pieces of art and videos are used as resources to support the teaching of RE. • children make comparisons with different religions. • modelling to show how to records, develop questioning, research and show understanding of similarities and differences. • children discuss, take notes, label diagrams and tabulate information to demonstrate their knowledge and understanding; • subject specific vocabulary is taught through discussion, research, and reading. It is used consistently, recorded on displays and in books; • educational visits and visitors enhance teaching and learning in RE. <p>Assessment Assessment for learning is used as a starting and end point for units of work. Formative assessment is used during and after a lesson to inform next steps, check understanding and inform current attainment.</p>	<p>Children have the knowledge and skills to appreciate the differences between religions and religious practices.</p> <p>Children make sustained progress in RE.</p> <p>Children have an understanding of how people from different religions make up their community and to respect differences between them.</p> <p>Children can respectfully express their own thoughts and feelings about religion.</p>	<p>"Closing the Vocabulary Gap" A Quigley. And</p>



Progression in RE

Know about and understand

A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. .

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Talk about past and present events in their own lives and in the lives of family members.• Talk about some religious stories.• Recall simply what happens at a traditional Christian infant baptism and dedication.• Recall simply what happens when a baby is welcomed in another religion.	<ul style="list-style-type: none">• Talk about some simple ideas about Christian beliefs about God and Jesus.• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.• Talk about some simple ideas about Jewish beliefs about God.	<ul style="list-style-type: none">• Give an account of what happens at a Traditional Christian infant baptism / dedication and suggest what the actions and symbols mean.• Identify two ways people show they belong to each other when they get married.	<ul style="list-style-type: none">• Describe some of the ways in which Christians, Hindus and/or Muslims describe God.• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.	<ul style="list-style-type: none">• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.• Make connections between some of Jesus' teachings and the way Christians live today.• Describe how Christian celebrate Holy Week and Easter Sunday.	<ul style="list-style-type: none">• Make connections between the key functions of the mosque and the beliefs of Muslims.	<ul style="list-style-type: none">• Describe and make connections between examples of religious creativity (buildings and art).• Outline Christian, Hindu and/or nonreligious beliefs about life after death.• Make connections between beliefs and behaviour in different religions.• Make connections between belief in Ahimsa, Grace and Ummah, teachings and sources of wisdom in the three religions.

Know about and understand

A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Talk about past and present events in their own lives and in the lives of family members.• Talk about people who are special to them.• Say what makes their family and friends special to them.• Identify the qualities of a good friend.• Recall and talk about stories of Jesus as a friend to others.• Recall a story about a special person in another religion and talk about what can be learnt from it.• Identify some of their own feelings in the stories they hear.• Talk about what Jesus teaches about keeping promises.	<ul style="list-style-type: none">• Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.• Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.• Re-tell a story about the life of the Prophet Muhammad.• Recognise some objects used by Muslims and suggest why they are important.	<ul style="list-style-type: none">• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.• Recognise some objects used by different faiths and suggest why they are important.	<ul style="list-style-type: none">• Describe the practice of prayer in the religions studied.• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.• Describe some ways in which Christians express their faith through hymns and modern worship songs.	<ul style="list-style-type: none">• Describe some ways in which Hindus express their faith through puja, aarti and bhajans.• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.• Suggest why some people see life as a journey and identify some of the key milestones on this journey.• Make connections between stories of temptation and why people can find it difficult to be good.	<ul style="list-style-type: none">• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.• Outline Jesus' teaching on how his followers should live.	<ul style="list-style-type: none">• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.

Know about and understand

A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Know about similarities and differences between themselves and others, and among families, communities and traditions.• Identify a sacred text.	<ul style="list-style-type: none">• Recognise and name some symbols, for Christians and at least one other religion, Suggesting what these might mean and why they matter to believers.	<ul style="list-style-type: none">• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.	<ul style="list-style-type: none">• Make connections between what people believe about prayer and what they do when they pray.	<ul style="list-style-type: none">• Describe what happens in Christian and Hindu ceremonies of commitment and say what these rituals mean.	<ul style="list-style-type: none">• Make connections between how believers feel about places of worship in different traditions.	

Express and Communicate

B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• To know about similarities and differences between themselves and others, and among families, communities and traditions.• To know that other children don't always enjoy the same things, and are sensitive to this.• Give examples of special occasions and suggest features of a good celebration.• Recall simple stories connected with Christmas/Easter and a festival from another faith.• Say why Christmas/Easter and a festival from another faith are special times for believers.	<ul style="list-style-type: none">• Show an awareness that some people belong to different religions.• To develop their understanding of similarities and differences between themselves and others, and among families, communities and traditions.	<ul style="list-style-type: none">• Talk about how Shabbat is special day of the week for Jewish people and give some examples of what they might do to Celebrate Shabbat.• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	<ul style="list-style-type: none">• Identify how and say why it makes a difference in people's lives to believe in God..• Give examples of how and suggest reasons why Christians use the Bible today.• Identify the most important parts of Easter for Christians and say why they are important.	<ul style="list-style-type: none">• Give examples of how Hindus show their faith in their every day lives and within the community.• Give examples of Christians show their faith in their everyday lives and within the community.• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.	<ul style="list-style-type: none">• Explain the impact Jesus' example and teachings might have on Christians today.• Give examples of how Muslims show their faith in their everyday lives and within the community.• Express thoughtful ideas about the impact of believing or not believing in God on someone's life.	<ul style="list-style-type: none">• Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.

Express and Communicate

B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• To know that other children don't always enjoy the same things, and are sensitive to this.• Talk about somewhere that is special to themselves, saying why.• Be aware that some religious people have places which have special meaning for them.• Talk about the things that are special and valued in a place of worship.• Identify some significant features of sacred places.• Recognise a place of worship.	<ul style="list-style-type: none">• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and synagogues show what people believe.	<ul style="list-style-type: none">• Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	<ul style="list-style-type: none">• Describe ways in which prayer can comfort and challenge believers.	<ul style="list-style-type: none">• Suggest at least two reasons why being a Christian is a good thing in Britain today and two reasons why it might be hard sometimes.• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.	<ul style="list-style-type: none">• Give examples of ways in which believing in God is valuable in the lives of Christians and Muslims and ways in which it can be challenging.• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.	<ul style="list-style-type: none">• Suggest reasons why some believers see generosity and charity as more important than buildings and art.• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.• Express ideas about how and why religion can help believers when times are hard, giving examples.• Explain some similarities and differences between beliefs about life after death.• Outline the challenges of being a Hindu, Christian or Muslim in Britain today.

Express and Communicate

B3. Appreciate and appraise varied dimensions of religion.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• To know about similarities and differences between themselves and others, and among families, communities and traditions.• Recall simply what happens at a traditional Christian infant baptism and dedication.• Recall simply what happens when a baby is welcomed in another religion.• Identify a sacred text.	<ul style="list-style-type: none">• Begin to show an awareness that people worship God in different ways• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	<ul style="list-style-type: none">• Identify some similarities and differences between the special and sacred times studied.• Show that they have begun to be aware that some people regularly worship God in different ways and in different places..	<ul style="list-style-type: none">• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	<ul style="list-style-type: none">• Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.	<ul style="list-style-type: none">• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.• Select and describe the most important functions of a place of worship for the community.	<ul style="list-style-type: none">• Show understanding of the value of sacred buildings and art.• Describe some Christian and Humanist values simply.• Consider similarities and differences between beliefs and behaviours in different faiths.

Gain and deploy skills

C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• To know about similarities and differences between themselves and others, and among families, communities and traditions.• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.• Re-tell stories, talking about what they say about the world, God and people.	<ul style="list-style-type: none">• Ask and suggest answers to questions arising from stories Jesus told and from another religion.	<ul style="list-style-type: none">• Ask questions about believing in God and offer some ideas of their own.• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.	<ul style="list-style-type: none">• Ask questions and suggest some of their own responses to ideas about God.	<ul style="list-style-type: none">• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	<ul style="list-style-type: none">• Present different views on why people believe in God or not, including their own ideas.• Present ideas about the importance of people in a place of worship, rather than the place itself.	<ul style="list-style-type: none">• Examine the title question for each unit from different perspectives, including their own.

Gain and deploy skills

C2. Enquire into what enables different communities to live together respectfully for the well being of all.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• To know that other children don't always enjoy the same things, and are sensitive to this.• Begin to recognise similarities and differences between themselves and others, and among families, communities and traditions.• Express ideas and feeling about the natural world.	<ul style="list-style-type: none">• Respond to examples of cooperation between different people.	<ul style="list-style-type: none">• Find out about and respond with ideas to examples of co-operation between people who are different.	<ul style="list-style-type: none">• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	<ul style="list-style-type: none">• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	<ul style="list-style-type: none">• Discuss links between the actions of Muslims helping others and ways in which people of other faiths and beliefs, including pupils themselves help others.	<ul style="list-style-type: none">• Apply ideas about values and from scriptures to the title question.

Gain and deploy skills

C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Talk about issues of good and bad, right and wrong arising from the stories.	<ul style="list-style-type: none">• Talk about issues of good and bad, right and wrong arising from the stories.	<ul style="list-style-type: none">• Talk about issues of good and bad, right and wrong.	<ul style="list-style-type: none">• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	<ul style="list-style-type: none">• Discuss their own and others' ideas about how people decide right and wrong.	<ul style="list-style-type: none">• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	<ul style="list-style-type: none">• Express their own ideas about some big moral concepts, such as fairness, honesty etc..., comparing them with the ideas of others they have studied.

Vocabulary

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Marriage Ceremony Church Belief Community Religion Christmas Easter	God Christian Jewish Muslim Bible Qur'an Torah Prayer	Sacred Faith Synagogue Mosque Worship Shabbat Eid-ul-Fitr Ramadan	Festival Islam Judaism Hymn Creation Salvation Gospel Diwali Allah	Hindu Vedas Temple Brahman Holy Week Lent Cathedral	Parable Priest Vicar/Bishop Iman Rabbi Granthis Sikh Gurdwara	Ahimsa Grace Ummah, Humanist Atheist Agnostic



RE in the Early Years

Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making Relationships Play cooperatively Form positive relationships</p> <p>Self Confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p>Listening and attention Listen attentively Listen to stories Anticipate key events</p> <p>Make relevant responses – appropriate response Give attention to others</p> <p>Understanding Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p>Speaking Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p>Health and self-care Understand the importance of exercise and diet for good health Basic hygiene</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p>Numbers Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p>Shape, space and measure Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p>Technology Recognise the uses of technology Select technology for a purpose</p>	<p>Exploring and using media and materials Make music and dance Experiment with colour etc.</p> <p>Being imaginative Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

Making relationships

	22–36 months	30–50 months	40–60+ months
Play cooperatively, taking turns	<ul style="list-style-type: none">• Interested in others' play and are starting to join in.	<ul style="list-style-type: none">• Can play in a group, extending and elaborating play ideas.• Initiate play, offering cues to peers to join them.	<ul style="list-style-type: none">• Initiate conversations.
Listen to the ideas of others	<ul style="list-style-type: none">• Seek out others to share experiences.	<ul style="list-style-type: none">• Keep play going by responding to what others are saying or doing.	<ul style="list-style-type: none">• Attend to and take account of what others say.
Show sensitivity to others	<ul style="list-style-type: none">• Show affection and concern for people who are special to them.	<ul style="list-style-type: none">• Demonstrate friendly behaviour, initiating conversations.	<ul style="list-style-type: none">• Explain own knowledge and understanding and ask appropriate questions of others.

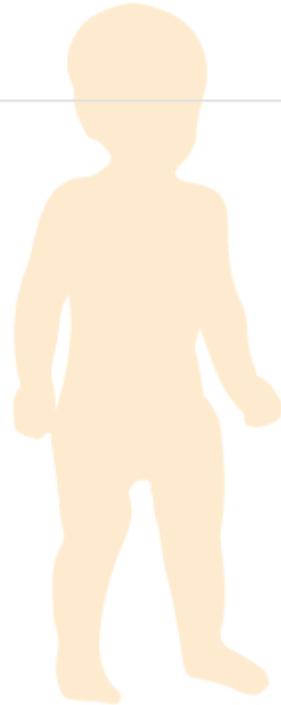
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Making relationships

Form positive relationships

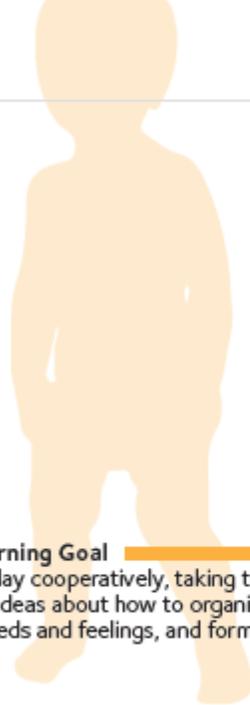
22–36 months

- May form a special friendship with another child.



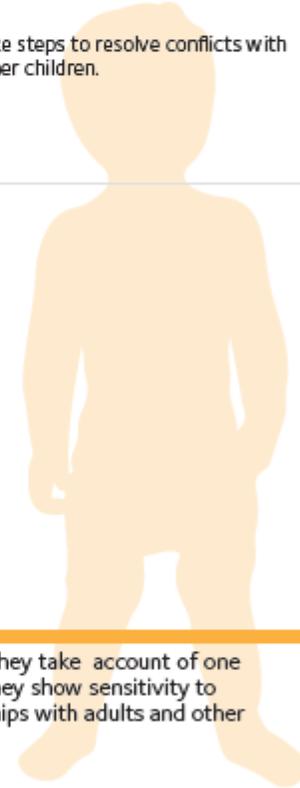
30–50 months

- Form good relationships with peers and familiar adults.



40–60+ months

- Take steps to resolve conflicts with other children.



Early Learning Goal

Children play cooperatively, 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.

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Self-confidence and self-awareness

	22–36 months	30–50 months	40–60+ months
Try new activities with confidence	<ul style="list-style-type: none"> Separate from main carer. 	<ul style="list-style-type: none"> Select and use activities and resources with help. Welcome and value praise for what they have done. Enjoy responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> Describe themselves in positive terms.
Speak to others	<ul style="list-style-type: none"> Seek support and encouragement from a familiar adult. 	<ul style="list-style-type: none"> Outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing. 	<ul style="list-style-type: none"> Talk about own abilities. Confident to speak to others about own interests and opinions.
Ask for help	<ul style="list-style-type: none"> Express own preferences and interests. 	<ul style="list-style-type: none"> Show confidence in asking adults for help. 	<ul style="list-style-type: none"> Confident to speak to others about own needs and wants.

Early Learning Goal

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.

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Managing feelings and behaviour

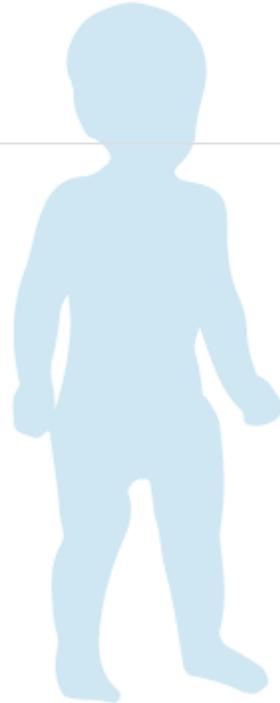
	22–36 months	30–50 months	40–60+ months
Work as part of a group or class	<ul style="list-style-type: none"> • Try to help or give comfort when others are distressed. 	<ul style="list-style-type: none"> • Begin to accept the needs of others, take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting.
Follow rules	<ul style="list-style-type: none"> • Show understanding and cooperate with some boundaries and routines. 	<ul style="list-style-type: none"> • Usually follow rules and routines. 	<ul style="list-style-type: none"> • Understand and follow rules.
Adapt behaviour for the situation	<ul style="list-style-type: none"> • Respond to the feelings and wishes of others. 	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understand that wishes may not always be met. 	<ul style="list-style-type: none"> • Begin to negotiate and solve problems without aggression.

Managing feelings and behaviour

Accept changes to routine

22–36 months

- Have growing ability to move onto something different when upset.



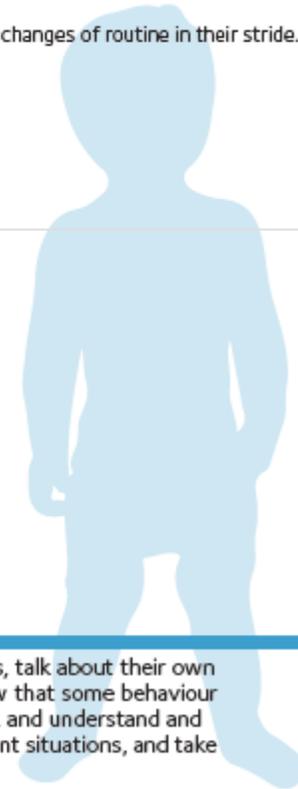
30–50 months

- Can usually adapt behaviour to different events, social situations and changes in routine.



40–60+ months

- Take changes of routine in their stride.



Early Learning Goal

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.

Early Years Outcomes

People and communities

	22–36 months	30–50 months	40–60+ months
Talk about past and present events	<ul style="list-style-type: none"> • Imitate everyday actions and events from own family and cultural background, in pretend play. 	<ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members.
Show sensitivity to the likes and dislikes of others	<ul style="list-style-type: none"> • Have a sense of own immediate family and relations. • Begin to have their own friends. 	<ul style="list-style-type: none"> • Show an interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> • Know that others don't always enjoy the same things and are sensitive to this.
Know the similarities and differences between themselves and others	<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Show an interest in different occupations and ways of life. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoy joining in with family customs and routines. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions.
<p>Early Learning Goal 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>			

The world

Learn in familiar places

Observe and describe environments

22–36 months

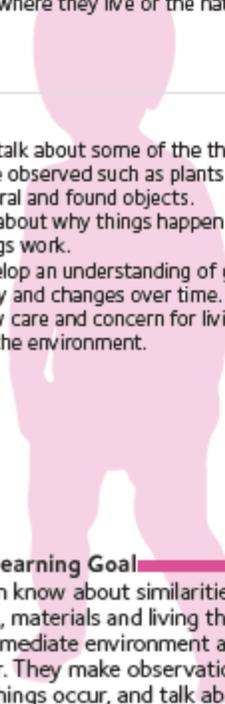
- Enjoy playing with small-world models such as a farm, a garage or a train track.



- Notice detailed features of objects in their environment.

30–50 months

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.



- Can talk about some of the things they have observed such as plants and animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

40–60+ months

- Talk about features of their own immediate environment and how environments might differ from one another.



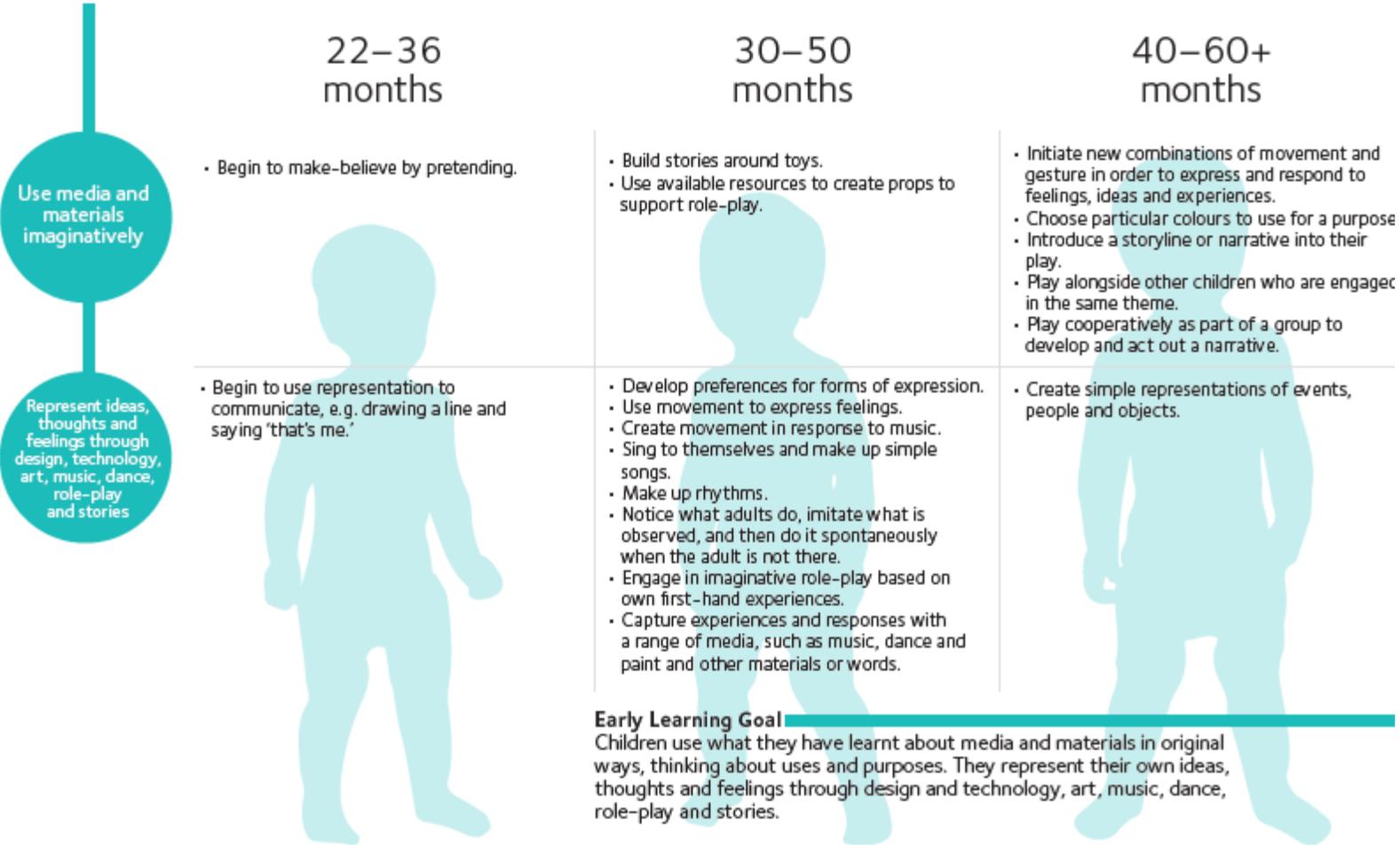
- Know about similarities in relation to places, objects, materials and living things.
- Make observations of animals and plants and explain why some things occur.
- Talk about changes.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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Being imaginative



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RE Overview

Gawthorpe Community Academy RE Curriculum Overview

Year	Autumn	Spring	Summer
Early Years Overarching Which stories and special and why? What times are special and why?	What makes me special? What places are special and why?		Which people are special and why? Which objects are special to me and why?
Year 1 Overarching unit 1.4 What can we learn from sacred books?	1.1 Who is a Christian and what do they believe?	1.3 Who is Jewish and what do they believe?	1.2 Who is a Muslim and what do they believe?
Year 2 Overarching unit 1.8 How should we care for others and why does it matter?	1.6 How and why do we celebrate special and sacred times?	1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community?
Year 3 Overarching unit 2.5 Why are festivals so important to religious communities	L2.1 What do you people believe about God?	L2.2 Why is the Bible so important to Christians? L 2.3 Why is Jesus so inspiring to some people?	L2.4 Why do people pray?
Year 4 Overarching unit 2.9 What can we learn from religions about what is right and wrong?	L2.8 What does it mean to be a Hindu in Britain today?	L2.7 What does it mean to be a Christian in Britain today?	L2.6 Why do some people think that life is a journey?
Year 5 Overarching unit U2.1 Why do some people think God exists?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	U2.6 What does it mean to be a Muslim in Britain today?	U2.4 If God is everywhere why go to a place of worship?
Year 6 Overarching unit U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in Ahimsa(harmlessness), Grace (the generosity of God), and Ummah (community)?