

RE Curriculum and Skills Progression Overview

Year R			
Curriculum requirements	<p>The statutory framework for the Foundation Stage has an ELG that relates specifically to the teaching of Religious Education. Children will be introduced to the Christian and Hindu faiths through discussions of their own experiences, creating art, drama and role play and through listening to stories and looking at artefacts. They will explore a concept each half term following the cycle of enquiry. The planning used is taken from Hampshire's New Living Difference IV.</p> <p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class 		
	Autumn A	Spring A	Summer A
Concept and Focus	<p>All About Me – Belonging The children will think about similarities and differences between themselves and their friends and family before learning about Christians.</p>	<p>Special (golden thread concept)– Special Clothes The children will think about special clothes they wear and special clothes other people wear for celebrations, jobs before learning about special clothes for a Vicar and for Hindus.</p>	<p>Special (golden thread concept)– Special People The children will think about their special people and what makes a person special before learning about Jesus as a special person for Christians.</p>
Prior learning			The children will have explored Jesus' birth and death. They will have explored the concept of special in the 'Special Clothes' unit.
Assessment	<p>Communicate Draw / paint a picture of themselves</p>	<p>Contextualise What special clothes do Christians/Hindus wear? Sorting pictures</p>	<p>Enquire Draw a picture of themselves and say why they are special</p>
	Autumn B	Spring B	Summer B
Concept and Focus	<p>Celebrating – Jesus' Birth The children will think about how their birth was celebrated and the births of other babies they know before learning about Jesus' birth is celebrated.</p>	<p>Symbols of New Life – Eggs as a sign of new life The children will think about eggs and their purpose. They will watch animals hatching from eggs before learning about why eggs are used as a symbol of new life at Easter.</p>	<p>Remembering – Janmashtami The children will explore the concept of Remembering before learning about the Hindu festival of Janmashtami as a way of remembering Krishna.</p>
Prior learning	The children will have a basic understanding of the Christian faith from 'All about me'.	The children will have explored Christmas as Jesus' birthday.	The children will have looked at Hindu special clothes and people.

Assessment	Communicate Talk about birthdays, draw/cut and stick a birthday cake	Contextualise Order images of a chick being born.	Evaluate Why do Hindus like to remember Krishna? Discussion with a picture.
Key Stage 1			
Curriculum requirements	<p>The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:</p> <ul style="list-style-type: none"> - Religious education should be taught to all children and young people other than those in Nursery classes and except for those withdrawn at the wish of their parents. - Religious education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus. - An Agreed syllabus should reflect the fact that the religious traditions in Great Britain are, in the main Christian, while taking account of the teachings and practices of the other principle religions in Great Britain. <p>The Agreed Syllabus for Hampshire is The Living Difference IV. It is the statutory framework which defines the knowledge to be included, as well as a process for teaching.</p>		
Year 1			
	Autumn A	Spring A	Summer A
Concept and Focus	Thanking – Harvest The children will think about the concept of thanking; how they show they are thankful and what they are thankful for before learning about the Christian festival of Harvest and how Christians show they are thankful.	Love (a golden thread) – Jesus as a storyteller The children will think about their favourite stories and the morals that stories can teach us before listening to stories that Jesus told and their meanings.	Community (a golden thread) – Generosity (dana) The children will think about the concept of generosity and how they can show generosity in their communities before learning about how Hindus perform acts of Dana.
Prior Learning	The children will have explored what it means to be a Christian. They will have been introduced to the festivals of Christmas and Easter.	The children will have learnt about Jesus’ birth and death. They will have listened to some of Jesus’ stories through the Open the Book assemblies.	The children will have thought about belonging and their communities in PDL. They will have looked at Hindu practices such as puja and Hindu festivals.
Assessment Focus/Activity	<p style="text-align: center;">Assessment focus:</p> Contextualise: Recognise how Christians thank God for food I can describe when I might be thankful I can describe how Christians show they are thankful	<p style="text-align: center;">Assessment Focus:</p> Apply: Talk about their own responses to stories and what they have learnt from different stories I can describe my favourite story and say why I like it	<p style="text-align: center;">Assessment focus:</p> Enquire: recognise what has been taught about <i>community</i> and how it is used within Hindu traditions. Community I can describe how people in the community help us I can explain why people help others in their community

	I can describe why Christians show they are thankful to God for the Harvest	I can describe a story Jesus told and begin to explain what it teaches us I can confidently describe the meanings of Jesus' stories and say why they are helpful for Christians	I can describe why Hindus perform acts of dana in their community
	Autumn B	Spring B	Summer B
Concept and Focus	Candlelight – Diwali and Advent The children will think about how candlelight is used for different purposes. They will discuss their responses to candlelight and the emotions and thoughts they invoke before learning about why Hindus use diva lamps at Diwali.	Welcoming – Palm Sunday The children will think about how we welcome people in our lives. They will relate their understanding to the Christian Palm Sunday festival and how Jesus was welcomed into Jerusalem.	Belonging (a golden thread) – Belonging in Christianity The children will think about what it means to belong and the groups they belong to before learning about how Christians show they belong.
Prior Learning	The children will have learnt about the Hindu festival of Janmashtami.	The children will have learnt about Easter in Year R and have discussed the concept of welcoming in Birth	The children will have explored common Christian church practices in Autumn A.
Assessment Focus/Activity	Assessment focus: Contextualise: Recognise how candle flames are used at Diwali. I can describe how I use light I can describe how Hindus use light at Diwali I can describe why Hindus use candlelight at Divali	Assessment focus: Communicate: describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i> I can say when I would welcome someone I can describe my idea of the concept of <i>welcoming</i> and say how/when I have felt <i>welcomed</i> I can describe how the concept of <i>welcoming</i> relates to Palm Sunday story	Assessment focus: Evaluate: in simple terms recognise something of the value of <i>belonging</i> to Christians, and identify an issue raised. I can give a simple statement about <i>belonging</i> I can describe how Christians belong I can describe why the concept of <i>belonging</i> is important to Christians

Year 2			
	Autumn A	Spring A	Summer A
Concept and Focus	Special (a golden thread) – Special places The children will think about their special places and what makes a place special. They will learn about churches as special places for Christians and will visit the local church.	Remembering – Holi (remembering Vishnu) The children will explore the concept of remembering; how and what they need to remember in their lives before learning about the Hindu festival of Holi.	Special (a golden thread) – Special Food The children will think about their special foods and what makes them special. They will learn about Special foods for Christians and Hindus and their symbolism.
Prior learning	The children will have visited the local church in Year 1. They will have explored how Christians celebrate Harvest in church in Year 1.	The children will have explored the concept of remembering in Year R Janmashtami. They will have looked at other Hindu gods in year 1.	The children will have learnt the Easter story and Jesus' meal with his disciples. They will have looked at a Hindu shrine in Year R and special clothes.
Assessment Focus/Activity	Assessment focus: Contextualise: recognise that the church is a <i>special place</i> for Christians. I can describe my special places I can describe how the church is a special place for Christians I can describe why it is important for Christians to have a special place	Assessment focus: Apply: identify examples of situations when <i>remembering</i> is important to themselves or others. I can describe in simple terms what remembering means I can identify examples of situations when remembering is important to me or others I can describe how Hindus value the celebrations and devotion paid to Vishnu	Assessment focus: Communicate: simply describe foods that are <i>special</i> to them. I can say some foods that are special to me I can describe why some foods are special to me and other people I can describe why some foods are special to Hindus and Christians
	Autumn B	Spring B	Summer B
Concept and Focus	Waiting – Advent The children will think about what the concept of waiting means to them before learning about each week of advent and how advent is celebrated by Christians.	Love (a golden thread)– Easter The children will think about what makes them happy and sad and how they can feel both emotions about the same event. They will learn the Easter story in detail and think about which parts are happy and sad for Christians.	God – Creation The children will explore the concept of creation by creating from clay. They will learn the Hindu and Christian stories of creation and their similarities and differences.

<p>Prior learning</p>	<p>The children will have looked at the advent ring as part of the Light unit in Year 1 .</p>	<p>The children will have looked at the Easter story in Year R (Eggs) and in Year 1 (Palm Sunday)</p>	<p>The children will have looked at Hindu stories and Christian stories through the key stage.</p>
<p>Assessment Focus/Activity</p>	<p>Assessment focus: Enquire: talk about what waiting means. <i>I can describe when I have waited for something</i> <i>I can describe how the concept of waiting is used at advent</i> <i>I can describe the importance of waiting for Christians and themselves</i></p>	<p>Assessment focus: Evaluate: talk about the importance of the feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story. <i>I can describe what makes me happy and sad</i> <i>I can talk about the importance of the feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story</i> <i>I can explain why it is importance for Christians to remember the sad and happy parts equally</i></p>	<p>Assessment focus: Communicate: describe in simple terms their response to <i>creation</i>. <i>I can create something from clay and describe what I have created</i> <i>I can describe in simple terms my response to <i>creation</i></i> <i>I can describe why Christians and Hindus value the creation story</i></p>