

## **Cavendish Close Infant and Nursery School**

*A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning*

### **Subject area: Religious Education**

<b>End of Early Years Foundation Stage expectation</b>	<b>National Curriculum End of Key Stage 1 expectation</b>
<p><b>Children in the Early Years Foundation Stage will:</b></p> <ul style="list-style-type: none"><li>• Study the main stories of Christianity.</li><li>• Study at least one other religion – Hinduism.</li><li>• Study any other religions of interest to pupils.</li></ul> <p><b>ELG</b> – Children talk about past and present events in their own lives and in the lives of their 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 and traditions.</p> <p><b>Exceeded</b></p> <ul style="list-style-type: none"><li>• Knows the differences between past and present events in their own lives and some reasons why people's lives were different in the past.</li><li>• Knows that other children have different likes and dislikes and that they may be good at different things.</li><li>• Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li></ul>	<p><b>Children in Key Stage 1 will:</b></p> <ul style="list-style-type: none"><li>• Study the main stories of Christianity.</li><li>• Study at least one other religion – Hinduism (Year 1) and Sikhism (Year 2).</li><li>• Study any other religions of interest to pupils.</li></ul> <p>Incorporate the importance of British Values, through RE By making us become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHE&amp;C) is at the heart, which emphasises the difference between right and wrong and respecting &amp; tolerating differences in a very diverse and modern Britain.</p> <p><b>The Religious Education curriculum should ensure children have:</b></p> <ul style="list-style-type: none"><li>• An outstanding level of religious understanding and knowledge.</li><li>• A thorough engagement with a range of ultimate questions about the meaning and significance of existence.</li><li>• The ability to ask highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.</li><li>• A strong understanding of how the beliefs, values, practices and ways of life cohere together.</li><li>• Exceptional independence; the ability to think for themselves and take initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.</li><li>• Significant levels of originality, imagination or creativity, which are shown in their learning of R.E.</li><li>• The ability to link the study of religion and belief to personal reflections on meaning and purpose.</li><li>• A wide knowledge and deep understanding across a range of religions and beliefs.</li></ul>

The world	<u>EYFS 1 (30-50 months)</u>	<u>EYFS 2 (40-60 months)</u>	<u>Year 1</u>	<u>Year 2</u>
		<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family and friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>Identifies and talks about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent.</li> <li>Begins to differentiate between past and present.</li> <li>Shows interest in the lives of people familiar to them.</li> <li>Notices that other children don't always show the same interests.</li> <li>Notices that others have different special days, e.g. birthdays.</li> </ul>	<p><b>To understand beliefs and teachings:</b></p> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe the main festivals or celebrations of a religion.</li> </ul> <p><b>To understand practices and lifestyles:</b></p> <ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p><b>To understand how beliefs are conveyed:</b></p> <ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> </ul> <p><b>To reflect:</b></p> <ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul> <p><b>To understand values:</b></p> <ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the</li> </ul>

			term 'morals'.	behaviour. <ul style="list-style-type: none"><li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li><li>• Discuss and give opinions on stories involving moral dilemmas.</li></ul>
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