

Religious Education Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we want our children to be thoughtful members of our community that are equipped with the knowledge that enables them to make informed life choices about how they wish to live their lives and have a deeper knowledge of the faiths and beliefs of others they meet on their journey.

Children will encounter experiences that will contribute to their awareness, appreciation and exploration of British Values, whilst also allowing them to understand a range of religions and world view.

EYFS Intent: Children in the Early Years Foundation Stage will begin to understand their own identity through stories, pictures of themselves and via role play. They will discuss similarities and differences amongst familiar people. They will share special events shared with family and friends RE features into the Specific Area Of Learning – Understanding the World (UW) – in the strand People and Communities

EYFS Stage	Development Matters	Implementation/ Context
F3 	16-26 Months UW People and Communities • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 22-36 Months UW People and Communities • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Children will celebrate different religious celebrations through different activities such as Christmas, Easter, Eid and Diwali. They will be given opportunity to talk about these different celebrations and religions and if they celebrate these at home. They will make cards, sing songs and create decorations.
F2 	30-50 Months UW People and Communities • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Children will be given the opportunity to talk about their home lives and will learn about the home life of other children. They will look at pictures, photos and use role play resources to support themselves remembering about special times or events such as birthdays, parties or visiting a special place. The children will celebrate specific celebrations in school and talk about how they celebrate these at home such as Bonfire Night, Eid, Diwali, Chinese New Year, Easter, Christmas etc.

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EYFS Stage	Development Matters	Implementation/ Context
Reception 	40-60 Months EAD – UW People and Communities Enjoys joining in with family customs and routines. ELGs EAD – UW People and Communities 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.	Children will be given the opportunity to talk about their family's customs and they will learn about other family's customs and routines from other countries and cultures. Children are able to retell simple religious stories such as Noah's Ark, The First Christmas/The Nativity, The story of Rama and Sita and The Chinese New Year story. They will be given the opportunity to share their experiences of past and present events and talk about their own lives and the lives of their family members. Reverend Geoff (St Francis Church) visits and conducts assemblies. Annually, children will experience 'International Day' where a range of faiths and beliefs will be explored encouraging children to share experiences, beliefs and food.

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do 	Thinking: - Having their own ideas - Making links - Choosing ways to do things 

Learning and Teaching in EYFS – New Curriculum

What RE Subject Leaders Need to Know

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning.

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• Develop their sense of responsibility and membership of a community.
	Understanding the World	• Continue to develop positive attitudes about the differences between people.

Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• 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.