

Yearly Skills & Knowledge Progression
Subject: RE-Thematic Approach.
Year group: EYFS

Thematic - Topics are based upon children's own lives and experiences, and introduce pupils to Christianity, and other religions and beliefs represented within their own class and at Dovers Green School.

		Half Term 1	Half Term 2
Autumn	Who am I, and where do I belong?	<p>Knowledge</p> <p>Pupils in EYFS will explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they 'belong'. Pupils should also consider how new babies are welcomed into the world as way of celebrating the uniqueness of a new life.</p> <p>(SMSC - Social - Democracy)</p>	<p>Why do we have celebrations?</p> <p>Knowledge</p> <p>Pupils in EYFS will explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the pupils' lives.</p> <p>(SMSC - Cultural - Respect and tolerance)</p>
			<p>Forest School - What makes our world wonderful?</p> <p>Pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.</p> <p>(SMSC - Spiritual - Individual liberty)</p>
	What can make this personal to Dovers Green?	<p>Harvest Festival- Whole school celebration. Clergy to lead this assembly- focus a fair world where there is enough for all.</p>	What can make this personal to Dovers Green?

	Link RE to a topic on Ourselves- use of photos, family trees, special days to invite family members into class eg Invite your dad to school.	
Spring	<p>What makes a place special?</p> <p><u>Knowledge</u></p> <p>To know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God.</p> <p>(SMSC - Spiritual - Individual liberty)</p>	<p>What makes something special?</p> <p><u>Knowledge</u></p> <p>To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts - and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.</p> <p>(SMSC - Cultural - Respect and tolerance)</p>
	<p>What can make this personal to Dovers Green?</p> <p>Individual pupils - Using See Saw to take photos of their place of worship.</p>	<p>What can make this personal to Dovers Green?</p> <p>Easter traditions - Easter egg hunt in Forest School. Pupils bring in objects of personal interest and discuss why they are special to them.</p>
	<p>Forest School - What makes our world wonderful?</p> <p>Pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.</p> <p>(SMSC - Spiritual - Individual liberty)</p>	
Summer	<p>What makes our world wonderful?</p> <p>Pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the</p>	<p>What can we learn from stories?</p> <p><u>Knowledge</u></p> <p>To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or</p>

<p>Creation account from the Bible, whilst also thinking about their own and others' ideas. (SMSC - Spiritual - Individual liberty)</p>	<p>religious leaders. They will also consider whether stories can teach people things. (SMSC - Moral - Rule of Law)</p>
<p>What can make this personal to Dovers Green? Caring for and watching minibeasts grow and develop in our classroom and the use of forest school.</p>	<p>What can make this personal to Dovers Green? EYFS topic Once Upon a Time - Introduce the Bible and a selection of stories/ parables. Use of drama, helicopter stories/role play and small world play to bring stories alive.</p>
<p>Forest School - What makes our world wonderful? <u>Knowledge</u> Pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others' ideas. (SMSC - Spiritual - Individual liberty)</p>	

SMSC and British Values within RE

(There is obvious overlap between the four areas of SMSC development. However, each dimension has a different emphasis.)

Spiritual Specifically, RE provides opportunities to promote spiritual development through:

1. Discussing and reflecting on questions surrounding faith, belief, ethics and morality.
2. Learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and other traditions and practices
3. Considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences
4. **Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence (British - Values Individual Liberty)**
5. developing their own views and ideas on religious, philosophical and ethical issues

Moral Specifically, RE provides opportunities to promote moral development through:

1. Exploring how beliefs, teachings and sacred texts influence individuals and groups
2. Thinking about matters of ethical and moral concern
3. Studying issues that promote respect of race, religion and belief
4. *Distinguishing between what is right and wrong and respecting the civil and criminal law of the UK (British Values - Rule of Law)*
5. Considering the importance of rights and responsibilities and developing social awareness

Social Specifically, RE provides opportunities to promote social development through:

1. Considering how religious and other beliefs lead to particular actions and concerns
2. *Addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws (British Values - Democracy)*
3. Investigating social issues from religious and non-religious perspectives.
4. Recognising diversity and difference as well as the common ground between religions and beliefs.
5. Expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others.
6. Acceptance of and engagement with British values.

Cultural Specifically, RE provides opportunities to promote cultural development through:

1. Encountering people of faith from different religions, beliefs and cultures.
2. Considering cultural diversity within the same religious or non-religious tradition.
3. *Promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination. (British Values - Respect and Tolerance)*
4. Contributing positively to community cohesion and interfaith cooperation.

The development of British Values within RE

Democracy; addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws

Rule of Law; distinguishing between what is right and wrong and respecting the civil and criminal law of the UK

Respect and Tolerance; promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination

Individual Liberty; Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence

