



## Woolgrove Curriculum Skills and Knowledge

**Area of the Curriculum – Personal, Social, Emotional Development (PSED) and Understanding the World (UW) –**

### **Religious Education / British Values**

	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>	<p><u>Beliefs and practices</u> <i>Share</i> their own beliefs, ideas and values.</p> <p><u>Sources of wisdom</u> <i>Listen</i> and <i>respond</i> to a range of stories that engage them, including faith stories.</p> <p><u>Symbols and actions</u> <i>Experience</i> religion, its symbols, important people and actions. <i>Listen</i> to visitors from faith communities.</p> <p><u>Prayer, worship and reflection</u> <i>Learn about</i> key figures in their own lives. <i>Experience</i> times of quiet and stillness, and prayer.</p> <p><u>Identity and belonging to a family</u> <i>Explore</i> how people know that they belong to a family and other groups, including religious groups.</p> <p><u>Ultimate questions</u> <i>Experience</i> aspects of the natural world, using their imagination and curiosity about life.</p> <p><u>Human responsibility and values</u> <i>Explore</i> some of the ways in which people express care and concern for each other.</p> <p><u>Justice and fairness</u> <i>Begin to explore</i> what is right and wrong and why.</p>	<p>Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Be able to look at home learning book with an adult.</p> <p>Be able to engage with variety of different religious stories.</p> <p>Be able to explore religious buildings and artefacts and people. Be able to name members of their immediate family.</p> <p>Be able to engage in activities such as yoga, mindfulness, colouring club etc</p> <p>Be able to name members of their immediate family.</p> <p>Be able to engage in outdoor learning.</p> <p>Be able to engage in looking at the Wow board together, circle time and school rules.</p>
<b>Pre-Formal Semi-Formal 1</b>	Refining of skills and knowledge taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum	
<b>Semi-Formal 2 Formal NC KS1 RE</b>	<p><u>Beliefs and practices</u> <i>Recall</i> different beliefs and practices.</p> <p><u>Sources of wisdom</u> <i>Retell</i> some stories of faith and belief.</p> <p><u>Symbols and actions</u> They should <i>share</i> their own experiences of places which are important to them. <i>Recognise</i> differences between communities.</p> <p><u>Prayer, worship and reflection</u> <i>Listen to</i> what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community.</p> <p><u>Identity and belonging</u> <i>Listen to</i> and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives.</p> <p><u>Ultimate questions</u> To develop their appreciation and wonder of the world in which they live.</p> <p><u>Human responsibility and values</u> <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world.</p> <p><u>Justice and fairness</u> <i>Understand</i> what is right and wrong and why. Consider the consequences of their words and actions for themselves and others</p>	<p>A minimum of two religions are to be studied. Christianity and at least one other religion.</p> <p>To be able to <i>name</i> different beliefs and practices including festivals, foods, worship, rituals and ways of life.</p> <p>To be able to <i>identify</i> different sacred writings and recognise the traditions from which they come.</p> <p>To be able to identify different religious symbols, buildings, artefacts and people.</p> <p>To be able to engage in assemblies, lunchtime prayer, visits, visitors, etc. and begin to talk about the experiences.</p> <p>To be able to re-enact festivals and rituals and begin to talk about the experiences.</p> <p>To be able to name different faith communities and some facts about their beliefs.</p> <p>To engage in exploration of different cultures, countries, and religious beliefs.</p> <p>Be able to participate and discuss the Wow board together, circle time and school rules.</p> <p>Be aware of and take part in school council.</p>