



Woolgrove Curriculum Skills and Knowledge

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

Religious Education / British Values

	Skills	Knowledge
EYFS	<p><u>Beliefs and practices</u> <i>Share</i> their own beliefs, ideas and values.</p> <p><u>Sources of wisdom</u> <i>Listen and 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>Recognises</i> key people 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 through sensory story time and role play.</p> <p>Be able to explore religious buildings and artefacts and people.</p> <p>To be able to recognise key people in their own lives Be able to participate in activities such as yoga, mindfulness, colouring club and to be able to engage in the social aspects of play with peers. In pretend play, imitates everyday actions and events from own family and cultural background Is interested in photographs of themselves and other familiar people and objects Be able to engage in outdoor learning. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</p> <p>To be able to talk about similarities and differences between themselves and others and what makes them unique. Be able to engage in looking at the Wow board together, circle time and school rules.</p>
Pre-Formal Semi-Formal 1	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	
Semi-Formal 2 Formal NC KS1 RE	<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. Enjoys joining in with family customs and routines <i>Recognise</i> differences between communities.</p> <p><u>Prayer, worship and reflection</u> <i>Listen</i> to 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</i> to 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. To be able to <i>name</i> different beliefs and practices including festivals, foods, worship, rituals and ways of life. To be able to <i>identify</i> different sacred writings and recognise the traditions from which they come. To be able to identify different religious symbols, buildings, artefacts and people. To learn that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>To be able to engage in assemblies, lunchtime prayer, visits, visitors, etc. and begin to talk about the experiences. To be able to re-enact festivals and rituals and begin to talk about the experiences. 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. Be aware of and take part in school council.</p>



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