

Brough Primary School – Progression in R.E. Skills EYFS & KS1



(See separate file for assessment opportunities).

Objectives from East Riding R.E. Agreed Syllabus 2016	Phase 1 EYFS	Phase 2 Years 1 and 2
<p>Phase 1 EYFS Personal, Social and Emotional Development</p> <p>Understanding the world</p> <p>Year 1 and Year 2 Christianity and Hinduism</p> <p>1.1 and 2.2</p>	<p>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children</p>	<p>1.1</p> <p>This unit builds on children's previous learning around themselves as 'special' people.</p> <ol style="list-style-type: none"> 1. Recognise what makes a person unique 2. Say how faith members are the same and how they are different 3. Retell faith stories about caring for others <ul style="list-style-type: none"> • compare themselves to others • talk sensitively about people of different faiths • say why they think people of faith may help others <ol style="list-style-type: none"> 1. Say why religious people celebrate an important life event 2. Name religious ceremonies connected with important times of life 3. Talk about religious symbols and artefacts in an important religious ceremony <ul style="list-style-type: none"> • talk about their important life events • say what they think matters most in a religious ceremony

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	<p>To 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.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another</p>	<ul style="list-style-type: none"> • say why symbols and artefacts are important at certain times of life
<p>2.1</p>		<p style="text-align: center;">2.1</p> <p>This unit builds directly and extends children's learning from the previous <u>Unit 1.3: Worship and festivals</u> with elements of <u>Unit 1.1: Looking at me, looking at you</u> about rites of passage.</p> <ol style="list-style-type: none"> 1. compare similarities and differences in religious festivals 2. explain how a person shows religion in their life <ul style="list-style-type: none"> • suggest reasons why festivals and rituals are important • compare the daily life of children from two different faiths 1. understand that many values come from holy books 2. recognise special rules that religious people follow 3. talk about important promises made by a faith member

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		<p>4. recognise symbols that show commitment in the life of a religious person</p> <ul style="list-style-type: none"> ● recognise the need for values for living ● make links between some religious rules and rules at school ● say why people of faith make promises ● say why symbols of commitment are important to belonging
1.2 and 2.2		<p style="text-align: right;">1.2</p> <p>This unit builds on children’s previous learning in EYFS around ‘special’ places.</p> <ol style="list-style-type: none"> 1. Recall some creation stories from holy books of different faiths 2. Say why the world is a special place for faith members 3. Say how religious people treat the world with respect <ul style="list-style-type: none"> ● reflect on a variety of creation stories ● say why they think the world is a special place ● talk about ways that everyone can play their part in caring for the world <ol style="list-style-type: none"> 1. Retell a faith story 2. Know which faith a story comes from <ul style="list-style-type: none"> ● say what they think a faith story means for the believer ● say why the story is important to the faith member
		2.2

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		<p>This unit builds directly on children’s learning in the previous <u>Unit 2.1: Belonging</u>, focusing on beliefs and how those are expressed.</p> <ol style="list-style-type: none"> 1. Name some beliefs of two different faiths 2. Recognise beliefs that are the same for different faiths 3. Name the holy books of different faiths <ul style="list-style-type: none"> ● talk about what some faith members believe ● respect what other people say about their beliefs ● respond to stories from holy books 1. Identify precious things for people of faith 2. Say how some religious artefacts and symbols are used 3. Describe how religious people may express their beliefs in actions and gestures <ul style="list-style-type: none"> ● reflect on what is special to themselves and others ● consider what religious artefacts and symbols mean to people of faith ● show how they think a belief links to an action or gesture
1.3 and 2.3		<p style="text-align: center;">1.3</p> <p>This unit builds on children’s previous learning around ‘special’ places and objects in EYFS and in <u>Unit 1.2: Caring for the world</u>.</p> <ol style="list-style-type: none"> 1. Name some religious festivals and celebrations 2. Describe and explain some traditions linked to religious festivals <ul style="list-style-type: none"> ● reflect on important days in the year and how faith members celebrate them ● ask questions about the ways in which people of faith celebrate

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		<ol style="list-style-type: none"> 1. Name different ways in which people may worship 2. Describe and compare forms of worship common to more than one faith <ul style="list-style-type: none"> ● talk about what they find interesting or puzzling about the ways people worship ● share views on the importance of worship in the life of a believer 1. Name different parts and important artefacts in a place of worship 2. Describe how the building and its artefacts are used in different ways <ul style="list-style-type: none"> ● make a response to being in a place of worship and the artefacts they see there ● reflect on how faith members use the place and the artefacts
		<p style="text-align: center;">2.3</p> <p>This unit builds on previous learning about the world and creation in <u>Unit 1.2: Caring for the world</u>.</p> <ol style="list-style-type: none"> 1. Recall some creation stories, identifying similarities and differences 2. Understand that some questions have no simple answers 3. Develop an understanding that everyone asks big questions and religions may offer different answers to the same question <ul style="list-style-type: none"> ● talk about their own experiences of new life and ask questions about new beginnings ● consider questions that appear to have no answer ● ask big questions and suggest some answers

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