



The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

RE- Foundation Plan, Progression and Coverage

RE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>The statutory framework has a specific reference to RE in the EYFS goal, Understanding the World: People, Culture and Communities which states that children should: 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.</p> <p>Through RE the children will be introduced to some of the golden thread concepts and A concept words, chosen by the teacher and children</p>	<p>By the end of Year 1 in an age-appropriate way, through a well-made KS1 Curriculum, that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two the golden thread concepts/words of <i>community, belonging, special, love</i> as well as other A concepts/words chosen by the teacher and children themselves (pondering time)</p>	<p>By the end of Year 2 in an age-appropriate way, through a well-made KS1 Curriculum, that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to two the golden thread concepts/words of <i>community, belonging, special, love</i> as well as other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept word at the end of Year 2</p>	<p>By the end of lower key stage 2, in an age-appropriate way, through a well-made lower KS2 Curriculum, that is taught well, by the end of Year 3 and Year 4 the children will have encountered, studied and had the opportunity to discern value in relation to four of the golden thread concepts/words of <i>community, belonging, special, love</i> (two in year 3 and two in year 4) as well as other A concepts/words and some B concept words, chosen by the teacher and children themselves (pondering time).</p>		<p>By the end of upper key stage 2, in an age-appropriate way, through a well-made upper KS2 Curriculum, that is taught well, through Year 5 and by the end of Year 6 the children will have encountered, studied and had the opportunity to discern value in relation to each of the four golden thread concepts/words of <i>community, belonging, special, love</i> (two in year 5 and two in year 6) other A and B concepts/words and also some C concept words, chosen by the teacher and children themselves (pondering time).</p>	
Consequently, Children can ...							
Communicate	<p>Communication and Language: Children to share their ideas through conversation, storytelling, role playing and sensitive questioning, with support and modelling from their teacher.</p>	<p>At communicate... Express creatively their response to their own experiences of the concepts/ words introduced.</p>	<p>At communicate... Express creatively their response to their own experiences of the concepts/ words introduced.</p>	<p>At communicate... To begin to express creatively as well as describe their response to their own experiences of the concepts/ words introduced.</p>	<p>At communicate... express creatively as well as describe their response to their own experiences of the concepts/ words introduced.</p>	<p>At communicate... To begin to respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced.</p>	<p>At communicate... respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced.</p>
Apply	<p>Understanding the World: To use a range of children's personal experiences to increase their knowledge and sense of the world around them.</p>	<p>At apply... Recognise their responses relate to events in their own lives</p>	<p>At apply... Recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives</p>	<p>At apply... To begin to recognise and describe how their responses relate to events in their own and sometimes other people's lives</p>	<p>At apply... recognise and describe how their responses relate to events in their own and sometimes other people's lives</p>	<p>At apply... To begin to explain some examples of how their responses relate to events in their own and other people's lives</p>	<p>At apply... explain some examples of how their responses relate to events in their own and other people's lives</p>
Inquire	<p>Communication and Language: Children become comfortable using a rich range of vocabulary and language structures.</p>	<p>At Inquire... Recognise what has been taught about the concept/word</p>	<p>At Inquire... Simply describe what has been taught about the concept/word</p>	<p>At Inquire... To begin to accurately describe what has been taught about the meanings of concept/word</p>	<p>At Inquire... accurately describe what has been taught about the meanings of concept/word</p>	<p>At Inquire... To begin to accurately explain meanings of concept words in the traditions encountered and studied.</p>	<p>At Inquire... accurately explain meanings of concept words in the traditions encountered and studied.</p>

Contextualise	Understanding the World: To foster their understanding of our culturally, socially, technologically and ecologically diverse world, children will listen to a broad selection of stories, non-fiction, rhymes and poems.	At Contextualise... Recognise how the concept/word (taught in the inquire step) is used in the tradition being studied.	At Contextualise... Simply describe how the concept/word (taught in the inquire step) is used in the tradition being studied.	At Contextualise... To begin to accurately describe some variations in ways in which the concept word is shown in the lives of people encountered and studied	At Contextualise... accurately describe some variations in ways in which the concept word is shown in the lives of people encountered and studied	At Contextualise... To begin to accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples	At Contextualise... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples
Evaluate	Personal, Social and emotional development To enable children to learn how to understand their own feelings and those of others through relationships with their peers and adults.	At Evaluate... In simple terms children recognise something of the value of these concepts/words in the lives of those living in the tradition studied as well as their own lives and communities	At Evaluate... In simple terms children can discern something of the value of these concepts/words in the lives of those living in the tradition studied as well as their own lives and communities	At Evaluate... To begin to discern and describe the value of these concepts/words in the lives of those living in the tradition encountered and studied as well as recognising some of the issues this might raise. To begin to discern possible value for their own lives and communities	At Evaluate... discern and describe the value of these concepts/words in the lives of those living in the tradition encountered and studied as well as recognising some of the issues this might raise. discern possible value for their own lives and communities	At Evaluate... To begin to discern the value of these concepts/words in the lives of those living in the tradition encountered and studied as well as recognising some of the issues this might raise. To begin to discern possible value in the concepts/words for their own lives and communities.	At Evaluate... discern the value of these concepts/words in the lives of those living in the tradition encountered and studied as well as recognising some of the issues this might raise. discern possible value in the concepts/words for their own lives and communities.
GOLDEN THREADS	Community, Belonging, Special, Love						
VOCABULARY	Special	Belonging Community	Special Love	Love Special Belonging	Community Special	Community Belonging Special Love	Community Love
	Concept A words introduced Belonging Celebration Special Remembering	A Concept/Words Thanking Journey's end Belonging Welcoming Community Storytelling	A Concept/Words Special Light Celebration Remembering Love B Concept/Words God	A Concept/Words Belonging Special B Concept/Words Angel Sacred Salvation Symbol	A Concept/Words Community Peace B Concept/Words Symbol Myth Ceremony Faith God C Concept/Words Buddha Buddha Rupa Torah	A Concept/Words Belonging Love Interpretation B Concept/Words Salvation Symbol C Concept/Words Buddhist Faith Humanism Shahada and Salat Guru Granth Sahib Umma Haj and Zakat	A Concept/Words Peace Community Love Belonging B Concept/Words Ritual C Concept/Words Incarnation Resurrection Sewa Eid al Fitr Eid al Adha Qu'ran Sawm Ramadan
	A Concept/Words- revisited throughout the whole school through each unit focusing on different aspects of faiths and beliefs B Concept/Words- Introduced and revisited as above C Concept/Words- introduced according to the religion/faith being studied						
Resources	<ul style="list-style-type: none"> • RE planning on Google drive for each year group • RE Resource boxes available from the Learning and Resource Centre • Children's bibles • RE online • RE booklets (stored at Shalfleet in the cupboard in the Goldfish bowl) 						