



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

RE	Links to EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Communicate (EYFS - self-confidence, self-awareness and understanding)	<p>Self-confidence, self-awareness and understanding Understands that own actions affect other people.</p> <p>Beginning to understand why and how questions.</p> <p>(All in relation to Celebrating birth at Christmas – Jesus’ birth</p> <p>Specialness Special people – Jesus</p> <p>Symbol of new life – Eggs as a sign of new life</p> <p>Special - Special clothes</p> <p>Specialness - Special things – cross/Torah)</p>	<p>Communicate Children can talk about their own responses to their experiences of the concepts explored.</p> <p>Talk about my ideas about the concept of thankfulness and identify examples of how I have experienced this.</p> <p>Talk about my ideas about the concept of journeys and identify examples of how I have experienced this.</p> <p>Talk about my ideas about the concept of remembering and identify examples of how I have experienced this.</p> <p>Talk about my ideas about the concept of welcoming and identify examples of how I have experienced this.</p> <p>Talk about my ideas about the concept of belonging and identify examples of how I have experienced this.</p> <p>Talk about my ideas about the concept of authority and identify examples of how I have experienced this.</p> <p>J</p>	<p>Communicate Children can describe in simple terms their responses to their experiences of the concepts studied.</p> <p>Describe in simple terms my ideas about the concept of symbols and identify examples of how I have felt them.</p> <p>Describe in simple terms my ideas about the concept of light and identify examples of how I have felt them.</p> <p>Describe in simple terms my ideas about the concept of change and identify examples of how I have felt them.</p> <p>Describe in simple terms my ideas about the concept of sadness to happiness and identify examples of how I have felt them.</p> <p>Describe in simple terms my ideas about the concept of authority and identify examples of how I have felt them.</p> <p>Describe in simple terms my ideas about the concept of remembering and identify examples of how I have felt them.</p>	<p>Communicate Children can describe their own responses to the human experience of the concepts studied.</p> <p>Simply describe/describe my own responses to messages and identify ways that it has been part of my life. (yr 3)</p> <p>Simply describe/describe my own responses to angels and identify ways that it has been part of my life. (yr 3)</p> <p>Simply describe/describe my own responses to good and evil and identify ways that it has been part of my life. (yr 3)</p> <p>Simply describe/describe my own responses to suffering and identify ways that it has been part of my life. (yr 3)</p> <p>Simply describe/describe my own responses to sacred places and identify ways that it has been part of my life. (yr 3)</p> <p>Simply describe/describe my own responses to protection and identify ways that it has been part of my life. (yr 3)</p> <p>Describe my own responses to temptation and identify ways that it has been part of my life. (yr 4)</p> <p>Describe my own responses to the concept of being holy and identify ways that it has been part of my life. (yr 4)</p> <p>Describe my own responses to myths and identify ways that it has been part of my life. (yr 4)</p> <p>Describe my own responses to rituals and identify ways that it has been part of my life. (yr 4)</p> <p>Describe my own responses to devotion and identify ways that it has been part of my life. (yr 4)</p> <p>Describe my own responses to symbols and identify ways that it has been part of my life. (yr 4)</p>	<p>Communicate Children and young people can explain their own response to the human experience of the concepts explored.</p> <p>Describe/ explain my own responses to the concept of belonging. (yr 5)</p> <p>Describe/ explain my own responses to the concept of interpretation. (yr 5)</p> <p>Describe/ explain my own responses to the concept of stewardship. (yr 5)</p> <p>Describe/ explain my own responses to the concept of justice. (yr 5)</p> <p>Describe/ explain my own responses to the concept of sacred places. (yr 5)</p> <p>Describe/ explain my own responses to the concept of umma. (yr 5)</p> <p>Explain my own response to laws. (yr 6)</p> <p>Explain my own response to the concept of prophecy (yr 6)</p> <p>Explain my own response to rituals. (yr 6)</p> <p>Explain my own response to resurrection (yr 6)</p> <p>Explain my own response to ceremonies (yr 6)</p> <p>Explain my own response to peace (yr 6)</p>

<p>Apply (EYFS - People and communities)</p>	<p>People and communities Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that makes them unique.</p> <p>Can talk about some of the similarities and differences in relation to friends and family.</p> <p>Knows how to and enjoys joining in with family customs and routines.</p> <p>(All in relation to Celebrating birth at Christmas – Jesus’ birth</p> <p>Specialness Special people – Jesus</p> <p>Symbol of new life – Eggs as a sign of new life</p> <p>Special - Special clothes</p> <p>Specialness - Special things – cross/Torah)</p>	<p>Apply They can identify how their responses relate to events in their own lives.</p> <p>Identify how my responses to thankfulness might relate to situations in my own life.</p> <p>Identify how my responses to journeys might relate to situations in my own life.</p> <p>Identify how my responses to remembering might relate to situations in my own life.</p> <p>Identify how my responses to welcoming might relate to situations in my own life.</p> <p>Identify how my responses to belonging might relate to situations in my own life.</p> <p>Identify how my responses to authority might relate to situations in my own life.</p>	<p>Apply They can identify simple examples of how their responses relate to their own lives and those of others.</p> <p>Describe in simple terms how my responses to symbols might relate to situations in my own life.</p> <p>Describe in simple terms how my responses to light as a symbol might relate to situations in my own life.</p> <p>Describe in simple terms how my responses to change might relate to situations in my own life.</p> <p>Describe in simple terms how my responses to the process of sadness to happiness might relate to situations in my own life.</p> <p>Describe in simple terms how my responses to authority might relate to situations in my own life.</p> <p>Describe in simple terms how my responses to remembering might relate to situations in my own life.</p>	<p>Apply They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</p> <p>Simply describe/ describe examples of how my responses to messages can be applied to my own and others’ lives (yr 3)</p> <p>Simply describe/ describe examples of how my responses to angels can be applied to my own and others’ lives. (yr 3)</p> <p>Simply describe/ describe examples of how my responses to good and evil can be applied to my own and others’ lives. (yr 3)</p> <p>Simply describe/ describe examples of how my responses to suffering can be applied to my own and others’ lives. (yr 3)</p> <p>Simply describe/ describe examples of how my responses to sacred places can be applied to my own and others’ lives. (yr 3)</p> <p>Simply describe/ describe examples of how my responses to protection can be applied to my own and others’ lives. (yr 3)</p> <p>Describe examples of how my responses to temptation can be applied to my own and others’ lives. (yr 4)</p> <p>Describe examples of how my responses to the concept of being holy can be applied to my own and others’ lives. (yr 4)</p> <p>Describe examples of how my responses to myths can be applied to my own and others’ lives. (yr 4)</p> <p>Describe examples of how my responses to rituals can be applied to my own and others’ lives. (yr 4)</p> <p>Describe examples of how my responses to devotion can be applied to my own and others’ lives. (yr 4)</p> <p>Describe examples of how my responses to symbols can be applied to my own and others’ lives. (yr 4)</p>	<p>Apply They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</p> <p>Describe/explain how belonging can be applied in my own and others’ lives. (yr 5)</p> <p>Describe/explain how interpretation can be applied in my own and others’ lives. (yr 5)</p> <p>Describe/explain how stewardship can be applied in my own and others’ lives. (yr 5)</p> <p>Describe/explain how justice can be applied in my own and others’ lives. (yr 5)</p> <p>Describe/explain how sacred places can be applied in my own and others’ lives. (yr 5)</p> <p>Describe/explain how the concept of umma (community) can be applied in my own and others’ lives. (yr 5)</p> <p>Explain how laws can be applied in my own and others’ lives. (yr 6)</p> <p>Explain how the concept of prophecy can be applied in my own and others’ lives. (yr 6)</p> <p>Explain how the concept of rituals can be applied in my own and others’ lives. (yr 6)</p> <p>Explain how resurrection can be applied in my own and others’ lives. (yr 6)</p> <p>Explain how ceremonies can be applied in my own and others’ lives. (yr 6)</p> <p>Explain how the concept of peace can be applied in my own and others’ lives. (yr 6)</p>
--	--	--	--	---	---

<p>Enquire (EYFS – making relationships)</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>(All in relation to Celebrating birth at Christmas – Jesus’ birth</p> <p>Specialness Special people – Jesus</p> <p>Symbol of new life – Eggs as a sign of new life</p> <p>Special - Special clothes</p> <p>Specialness - Special things – cross/Torah)</p>	<p>Enquire They can identify and talk about key concepts explored that are common to all people (Group A concepts).</p> <p>Identify and talk about the meaning of being thankful.</p> <p>Identify and talk about the meaning of different journeys.</p> <p>Identify and talk about the meaning of remembering.</p> <p>Identify and talk about the meaning of welcoming people and things.</p> <p>Identify and talk about the meaning of belonging.</p> <p>Identify and talk about the meaning of authority in our lives.</p>	<p>Enquire They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).</p> <p>Describe in simple terms the meaning of symbols.</p> <p>Describe in simple terms the meaning of light as a symbol.</p> <p>Describe in simple terms the meaning of change in people’s lives.</p> <p>Describe in simple terms the meaning of going from sadness to happiness.</p> <p>Describe in simple terms the meaning of authority.</p> <p>Describe in simple terms the meaning of remembering.</p>	<p>Enquire They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p> <p>Simply describe/ describe what messages mean. (yr 3)</p> <p>Simply describe/ describe what angels are. (yr 3)</p> <p>Simply describe/ describe what good and evil mean. (yr 3)</p> <p>Simply describe/ describe what suffering means. (yr 3)</p> <p>Simply describe/ describe what it means for a place to be sacred. (yr 3)</p> <p>Simply describe/ describe what protection means. (yr 3)</p> <p>Describe what temptation means. (yr 4)</p> <p>Describe what holy means. (yr 4)</p> <p>Describe what the concept of a myth means. (yr 4)</p> <p>Describe what the concept of a ritual means. (yr 4)</p> <p>Describe what devotion means. (yr 4)</p> <p>Describe what the concept of a symbol means. (yr 4)</p>	<p>Enquire Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</p> <p>Describe/ explain what belonging is. (yr 5)</p> <p>Describe/ explain what the concept of interpretation is. (yr 5)</p> <p>Describe/ explain what stewardship is. (yr 5)</p> <p>Describe/ explain what justice is. (yr 5)</p> <p>Describe/ explain what a sacred place is. (yr 5)</p> <p>Describe/ explain what umma is. (yr 5)</p> <p>Explain what laws are. (yr 6)</p> <p>Explain what a prophecy is. (yr 6)</p> <p>Explain what rituals are. (yr 6)</p> <p>Explain what a resurrection is. (yr 6)</p> <p>Explain what a ceremony is. (yr 6)</p> <p>Explain what peace is. (yr 6)</p>
<p>Contextualise (EYFS – listening, attention and speaking)</p>	<p>Listening and attention Listening and responding appropriately while engaged in another activity.</p> <p>Speaking Developing their own narratives and explanations by connecting ideas.</p> <p>Uses language to imagine and recreate roles and experiences in their play</p> <p>(All in relation to Celebrating birth at Christmas – Jesus’ birth</p> <p>Specialness Special people – Jesus</p> <p>Symbol of new life – Eggs as a sign of new life</p>	<p>Contextualise They can recognise that the concept is expressed in the way of life of the people studied.</p> <p>Recognise how thanking relates to Harvest</p> <p>Recognise how journeys relate to the nativity story.</p> <p>Recognise how remembering relates to Passover.</p> <p>Recognise how welcoming relates to Palm Sunday.</p> <p>Recognise how belonging is a crucial part to a Jew’s way of life.</p> <p>Recognise how authority is shown in key events of Jesus’ life.</p> <p>Recognise examples of Jewish and Christian stories and storytelling.</p>	<p>Contextualise They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p> <p>Simply describe how bread relates to symbolism in Christianity.</p> <p>Simply describe how light relates to Advent and Hanukah.</p> <p>Simply describe how change relates to the people Jesus met.</p> <p>Simply describe how sadness and happiness relate to the Easter story.</p> <p>Simply describe how authority relates to the bible in general.</p> <p>Simply describe how remembering relates to Shabbat.</p>	<p>Contextualise They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p> <p>Simply describe/describe how Jesus used his teachings and messages in the bible. (yr 3)</p> <p>Simply describe/describe how angels are important within the bible. (yr 3)</p> <p>Simply describe/describe how Holi links to the ideas of good and evil. (yr 3)</p> <p>Simply describe/describe how suffering is seen in the key events of Holy Week. (yr 3)</p> <p>Simply describe/describe how different places of worship are sacred for Christians and Hindus. (yr 3)</p> <p>Simply describe/describe how the idea of protection links to Raksha and Bandhan. (yr 3)</p> <p>Describe how temptation links to important decisions made in Bible stories. (yr 4)</p>	<p>Contextualise They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</p> <p>Describe/ explain how belonging links into Shahada and Salat within Islam. (yr 5)</p> <p>Describe/ explain how interpretation is an important part of the two Jesus birth narratives (Matthew and Luke) (yr 5)</p> <p>Describe/ explain how stewardship and creation are linked through the bible. (yr 5)</p> <p>Describe/ explain how justice is seen through a variety of different religious stories. (yr 5)</p> <p>Describe/ explain how places of worship in Christianity and Islam are sacred. (yr 5)</p> <p>Describe/ explain how Umma (community) is important within Islam linking to Hajj and Zakat. (yr 5)</p>

	<p>Special - Special clothes</p> <p>Specialness - Special things – cross/Torah)</p>		<p>Simply describe examples of Hindu and Christian stories and storytelling.</p>	<p>Describe how the concept of Holy links to Mary, mother of God. (yr 4)</p> <p>Describe how myths are prevalent within Hinduism. (yr 4)</p> <p>Describe how Christians use a paschal candle. (yr 4)</p> <p>Describe how devotion links into Hindu worships. (yr 4)</p> <p>Describe how stones are used as a symbol within Christianity. (yr 4)</p>	<p>Explain how laws are linked with Jesus in his role as a law breaker. (yr 6)</p> <p>Explain how prophecy is linked with the Magi in the birth narratives. (yr 6)</p> <p>Explain how rituals are important in Islam through Wudu and Eid-ul-Fitr. (yr 6)</p> <p>Explain the concept of resurrection and the symbolism of the empty cross. (yr 6)</p> <p>Explain how death ceremonies are used within Christianity and Islam(yr 6)</p> <p>Explain how peace is evident through the revelation of the Qur'an, sawm and Ramadan. (yr 6)</p>
<p>Evaluate (EYFS – being imaginative)</p>	<p>Being imaginative Creates simple representations of events, people and objects.</p> <p>(All in relation to Celebrating birth at Christmas – Jesus' birth</p> <p>Specialness Special people – Jesus</p> <p>Symbol of new life – Eggs as a sign of new life</p> <p>Special - Special clothes</p> <p>Specialness - Special things – cross/Torah)</p>	<p>Evaluate They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p> <p>Evaluate the concept in simple terms by talking about why being thankful for harvest is important.</p> <p>Evaluate the concept of journeys in simple terms and talk about how the nativity story is such an important one to Christians.</p> <p>Evaluate the concept of remembering in simple terms and link to Passover such an important religious moment for the Jews.</p> <p>Evaluate the concept of welcoming in simple terms and how it links specifically to the welcoming Jesus received on Palm Sunday.</p> <p>Evaluate the concept of belonging and how it is important to feel a sense of belonging within Judaism.</p> <p>Evaluate the concept of authority in simple terms and how it is relevant in key moments of Jesus' life.</p>	<p>Evaluate They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</p> <p>Evaluate by describing in simple terms the concept of symbolism and how bread is a key symbol within Christianity.</p> <p>Evaluate by describing in simple terms the concept of light as a symbol and how it plays both a key part in Advent and Hanukah.</p> <p>Evaluate by describing in simple terms the concept of change and how Jesus played an important role in instigating change in different people.</p> <p>Evaluate by describing in simple terms the concept of going from sadness to happiness and how this is a concept very relevant to the Easter story.</p> <p>Evaluate by describing in simple terms the concept of authority and how this is evident in areas of the Bible, not just linking to Jesus.</p> <p>Evaluate by describing in simple terms the concept of remembering and how this is important during Shabbat.</p>	<p>Evaluate They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p> <p>Evaluate by simply describing/ describing the concept of messages and the value of Jesus' teachings and messages. (yr 3)</p> <p>Evaluate by simply describing/ describing the concept of angels and their role and importance throughout the Bible. (yr 3)</p> <p>Evaluate by simply describing/ describing the concept of good and evil and how Holi is an important way of celebrating this for Hindus (yr 3)</p> <p>Evaluate by simply describing/ describing the concept of suffering and how this is prevalent during the key events of Holy week. (yr 3)</p> <p>Evaluate by simply describing/ describing the concept of sacred places and how they are important within both Christianity and Hinduism. (yr 3)</p> <p>Evaluate by simply describing/ describing the concept of protection and how these link with Raksha Bandhan and siblings. (yr 3)</p> <p>Evaluate by describing the concept of temptation and how this lead to people having to make significant choices within Bible stories. (yr 4)</p> <p>Evaluate by describing the concept of Holy and how Mary is represented as such in the Bible. (yr 4)</p> <p>Evaluate by describing the concept of a myth and how its presence is important within Hinduism. (yr 4)</p>	<p>Evaluate They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.</p> <p>Evaluate, by describing/explaining, how the concept of belonging is represented through Shahada and Salat. (yr 5)</p> <p>Evaluate, by describing/explaining, how interpretation is represented within both of the Christian birth narratives. (yr 5)</p> <p>Evaluate, by describing/explaining, stewardship and how the concept has important links to the Christian creation story. (yr 5)</p> <p>Evaluate, by describing/explaining, how the concept of justice is important within a variety of different religious stories. (yr 5)</p> <p>Evaluate, by describing/explaining, how places of worship in both Christianity and Islam can be sacred and their importance as such. (yr 5)</p> <p>Evaluate, by describing/explaining, the concept of Umma and how Hajj and Zakat have a huge value within this. (yr 5)</p> <p>Evaluate, by explaining, how law is an important concept in reviewing actions Jesus took that broke them. (yr 6)</p> <p>Evaluate, by explaining, how prophecy is important to Christians within the Christmas story, linked to the Magi. (yr 6)</p>

				<p>Evaluate by describing the concept of a ritual and how the paschal candle plays an important part for Christians within one. (yr 4)</p> <p>Evaluate the concept of Devotion and how this is valued within Hindu worship. (yr 4)</p> <p>Evaluate the concept of symbols and how stones play an important role in providing symbolism within Christianity. (yr 4)</p>	<p>Evaluate, by explaining, how rituals play a key part in Wudu and Eid-ul-Fitr making links with other periods observed. (yr 6)</p> <p>Evaluate, by explaining, how the empty cross has a key link with the concept of resurrection in the Bible. (yr 6)</p> <p>Evaluate, by explaining, the importance of ceremonies in deaths within Christianity and Islam, noting differences and similarities in how they commemorate them. (yr 6)</p> <p>Evaluate, by explaining, the importance of the concept of peace within the revelation of the Qur'an, sawn and Ramadan. (yr 6)</p>
Vocabulary	<p>Vocabulary linked to specific RE stories used in Living Difference 3.</p> <ul style="list-style-type: none"> - Special - Celebration - Symbol - Actions - Understanding - Interest - Familiar - Significant - Occupations - Unique - Similarities - Differences - Routines - Customs - Knowledge - Appropriate - Conversations - Representations - Narratives - Experiences 	<p>Vocabulary linked to specific RE stories used in Living Difference 3.</p> <ul style="list-style-type: none"> - Thankfulness - Journeys - Remembering - Welcoming - Belonging - Authority - Concept - Experience - Response - Relate - Recognise - Common - Simple terms - Links - Communicate - Apply - Enquire - Contextualise - Evaluate 	<p>Vocabulary linked to specific RE stories used in Living Difference 3.</p> <ul style="list-style-type: none"> - Symbols - Light - Change - Sadness - Happiness - Authority - Remembering - Describing - Symbolism 	<p>Vocabulary linked to specific RE stories used in Living Difference 3.</p> <ul style="list-style-type: none"> - Messages (yr 3) - Angels (yr 3) - Good (yr 3) - Evil (yr 3) - Suffering (yr 3) - Sacred places (yr 3) - Protection (yr 3) - Temptation (yr 4) - Holy (yr 4) - Myth (yr 4) - Ritual (yr 4) - Devotion (yr 4) - Symbols (yr 4) - Valued 	<p>Vocabulary linked to specific RE stories used in Living Difference 3.</p> <ul style="list-style-type: none"> - Belonging (yr 5) - Interpretation (yr 5) - Stewardship (yr 5) - Justice (yr 5) - Sacred places (yr 5) - Umma (yr 5) - Community (yr 5) - Law (yr 6) - Prophecy (yr 6) - Ritual (yr 6) - Resurrection (yr 6) - Ceremonies (yr 6) - Peace (yr 6) - Explain
Resources	<p>RE Resource boxes with hands on artefacts, Children's bibles, YouTube videos, Out of the Ark songs, iPads (photos and videos), Laptops, Painting materials, sketching materials, Other art materials (see Art progression map), DT materials (see DT progression map), Hampshire RE Moodle plans and resources, Living Difference 3 booklets, Religious paintings.</p>				