

FSU Progression Map 2021/22 Subject: EYFS Understanding of the Word – People, Culture & Communities (Religious Education)

Subject Lead: Mr T Brunton

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the **Characteristics of Effective Teaching and Learning** These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Year Group	FS1	Autumn	Spring	Summer
Knowledge (Breadth)				
Beliefs and Teachings		Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.	Celebrate and value cultural and religious events (CNY)	Know there are different countries in the world.
Experiences & Feelings		Listen to what children say about their own experiences with people who are familiar with them. To develop attitudes about the differences between people.	Can develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced and seen in photos.
Religious Expression			Understand that some places are special to members of their community.	
Questions & values		What is a celebration? What happens during Diwali? Why do we celebrate Christmas?	What happens during Chinese New Year? What makes other people happy or sad? What is a church? Visit to church of the good shepherd.	What makes peoples happy/sad? What is similar/different in the photos/videos we look at?

ELG: People, Culture & Communities (Statutory)

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year Group	FS2	Autumn	Spring	Summer
Knowledge (Breadth)				
Beliefs and Teachings		Begin to recall parts of religious stories Diwali (Hindu festival of light Spiritual and cultural developing an understanding of respect of different faiths Christmas (Christianity) Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Listen to what children say about their own experiences with people who are familiar to them Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Know that adults can remember things from the past Engage with religious and cultural communities and their practices (Ongoing throughout the year)
Experiences & Feelings		Use images, videos, shared text and artefacts, music and dance to bring the wider world into the classroom Celebrate and take part in Family Harvest giving thanks for the Harvest/Dwali/Christmas traditions	Describe and re-enact traditions from Chinese New Year Describe and recall the Easter story Re-act the story of the first Chinese New Year	

	Take part /re-enact the First Nativity Visit church of the good shepherd church		
Influence & impact	Talk about religion from sources of information and use some simple everyday religious terms. Begin to talk about their own/families religious beliefs and experiences Understand and name some special buildings in our community and explain their function		
Religious Expression	Can recognise some religious symbols	Understand the importance of religious books	
Questions & values	What is a celebration? Begin to talk about what Puzzles them makes themselves and other people happy and sad. Why do people celebrate Diwali, /Christmas? How do Christians celebrate Dwaili/Christmas?	What is Easter? Why do people celebrate Chinese New Year /Easter? How do Christians feel at Easter? How do people celebrate Chinese New Year/ Easter?	What makes places special?

Vocabulary

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

Assessment

Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;

Development Matters

Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways

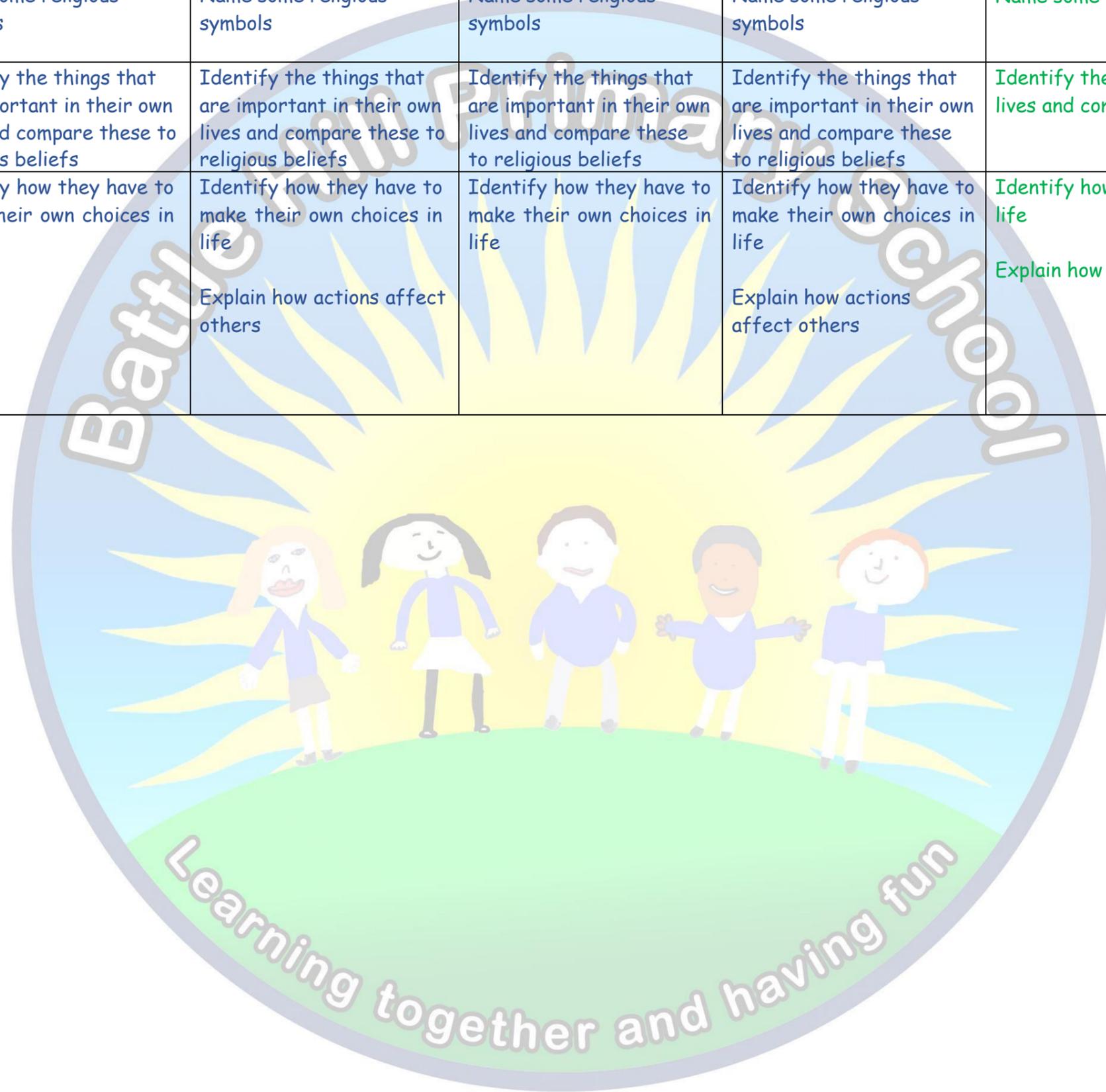
Whole school approach to Christmas/Easter will continue from KS1 into KS2

Aims

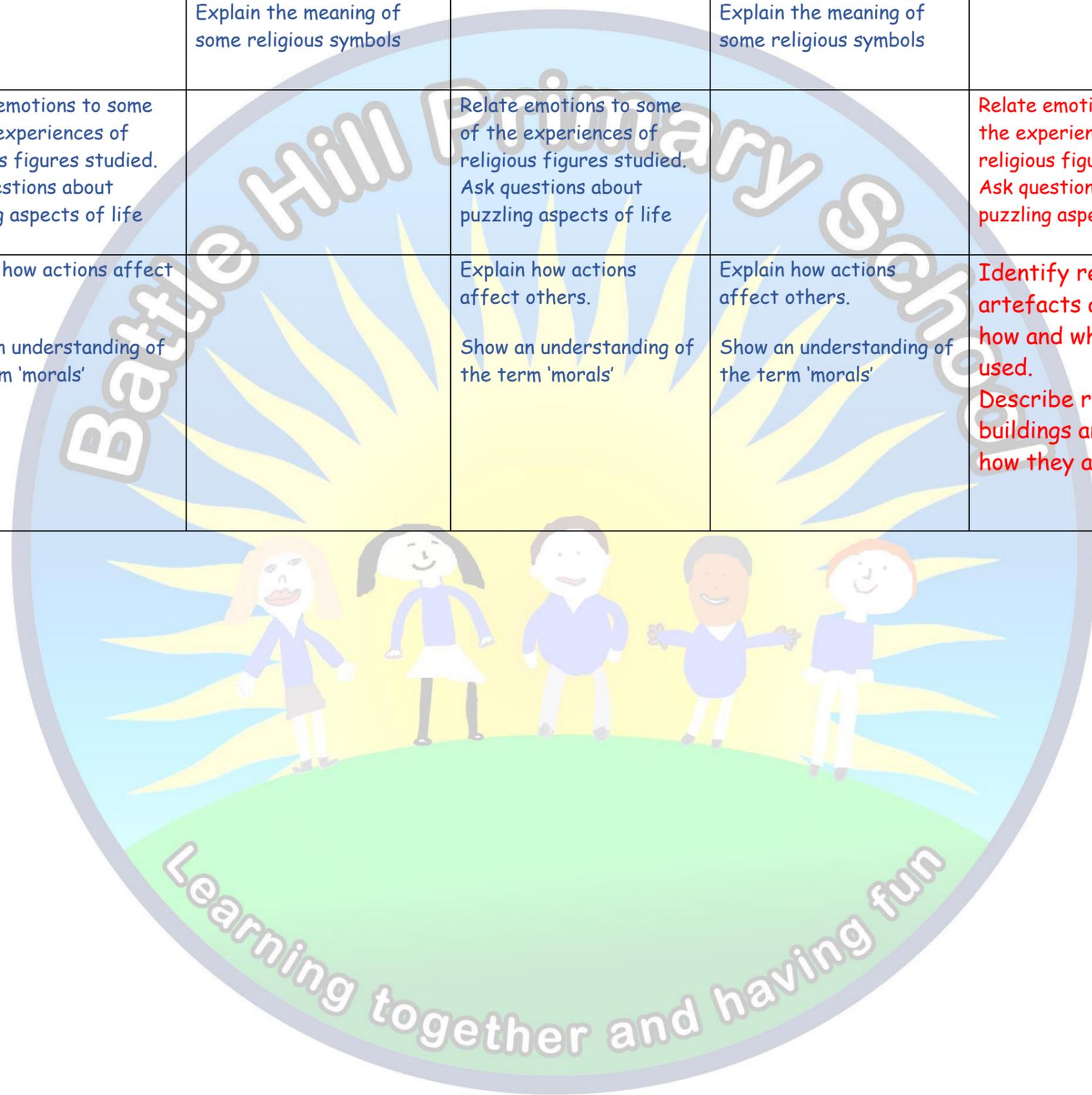
- develop deepening knowledge and understanding about a range of religious and nonreligious worldviews so that they can:
 - ❖ describe and explain beliefs and theological concepts
 - ❖ describe and explain some sources of authority and teachings within and across religious and non-religious traditions
 - ❖ describe and explain ways in which beliefs are expressed
 - ❖ know and understand the significance and impact of beliefs and practices on individuals, communities and societies
 - ❖ connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn Term		Spring Term		Summer Term
Knowledge (Breadth)	1	<p>Core Religion - Christianity</p> <p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p>	<p>How and why is Christmas celebrated by Christians?</p> <p>Why are gifts given at Christmas?</p>	<p>Core Religion - Christianity</p> <p>Why is Jesus special to Christians?</p>	<p>How and why is Easter celebrated by Christians?</p> <p>What is the Easter story?</p>	<p>Core Religion - Buddhism</p> <p>What can we find out about Buddha?</p> <p>Why did Buddha leave home?</p>
Skills						
Beliefs and Teachings		Describe some of the teachings of a religion	Describe some of the main festivals or celebrations of a religion	Describe some of the teachings of a religion	Describe some of the main festivals or celebrations of a religion	Describe some of the teachings of a religion
Practices and Lifestyles		Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices

How beliefs are conveyed		Name some religious symbols				
Reflection		Identify the things that are important in their own lives and compare these to religious beliefs	Identify the things that are important in their own lives and compare these to religious beliefs	Identify the things that are important in their own lives and compare these to religious beliefs	Identify the things that are important in their own lives and compare these to religious beliefs	Identify the things that are important in their own lives and compare these to religious beliefs
Values		Identify how they have to make their own choices in life	Identify how they have to make their own choices in life Explain how actions affect others	Identify how they have to make their own choices in life	Identify how they have to make their own choices in life Explain how actions affect others	Identify how they have to make their own choices in life Explain how actions affect others



How beliefs are conveyed			Explain the meaning of some religious symbols		Explain the meaning of some religious symbols		Explain the meaning of some religious symbols
Reflection		Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life		Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life		Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life	Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life
Values		Explain how actions affect others. Show an understanding of the term 'morals'		Explain how actions affect others. Show an understanding of the term 'morals'		Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used.	Explain how actions affect others. Show an understanding of the term 'morals'



Aims

- develop deepening knowledge and understanding about a range of religious and nonreligious worldviews so that they can:
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 - ❖ describe and explain ways in which beliefs are expressed
 - ❖ know and understand the significance and impact of beliefs and practices on individuals, communities and societies
 - ❖ connect these together into a coherent framework of beliefs and practices

- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn Term		Spring Term		Summer Term
Knowledge (Breadth)	3	<p>Core Religion - Hinduism</p> <p>What do Hindus believe? How do Hindus worship at home? (includes worship in the home and mandir and Divali celebration)?</p>	<p>How and why is Christmas celebrated by Christians?</p> <p>How and why is Advent important to Christians?</p>	<p>Core Religion Christianity</p> <p>What can we learn about Christian symbols and beliefs by visiting churches?</p>	<p>Core Religion - Islam</p> <p>What do Muslims believe? How do Muslims worship at home? How and why Muslims celebrate Eid? How do they prepare at home? How do they prepare in their place of worship?</p>	<p>Thematic Study</p> <p>How and why do people show care for others?</p>
Skills						
Beliefs and Teachings		Present the key teachings and beliefs of a religion	Present the key teachings and beliefs of a religion		Present the key teachings and beliefs of a religion.	

Practices and Lifestyles		Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used	Identify religious artefacts and explain how and why they are used	Identify religious artefacts and explain how and why they are used		
How beliefs are conveyed		Identify religious symbolism in literature		Identify religious symbolism in literature	Identify religious symbolism in literature.	
Reflection		Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did	Show an understanding that personal experiences and feelings influence attitudes and actions	Show an understanding that personal experiences and feelings influence attitudes and actions	Show an understanding that personal experiences and feelings influence attitudes and actions	Show an understanding that personal experiences and feelings influence attitudes and actions
Values		Explain how beliefs about right and wrong affect people's behaviour		Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour Describe how some of the values held by communities or individuals affect behaviour and actions

Learning together and having fun

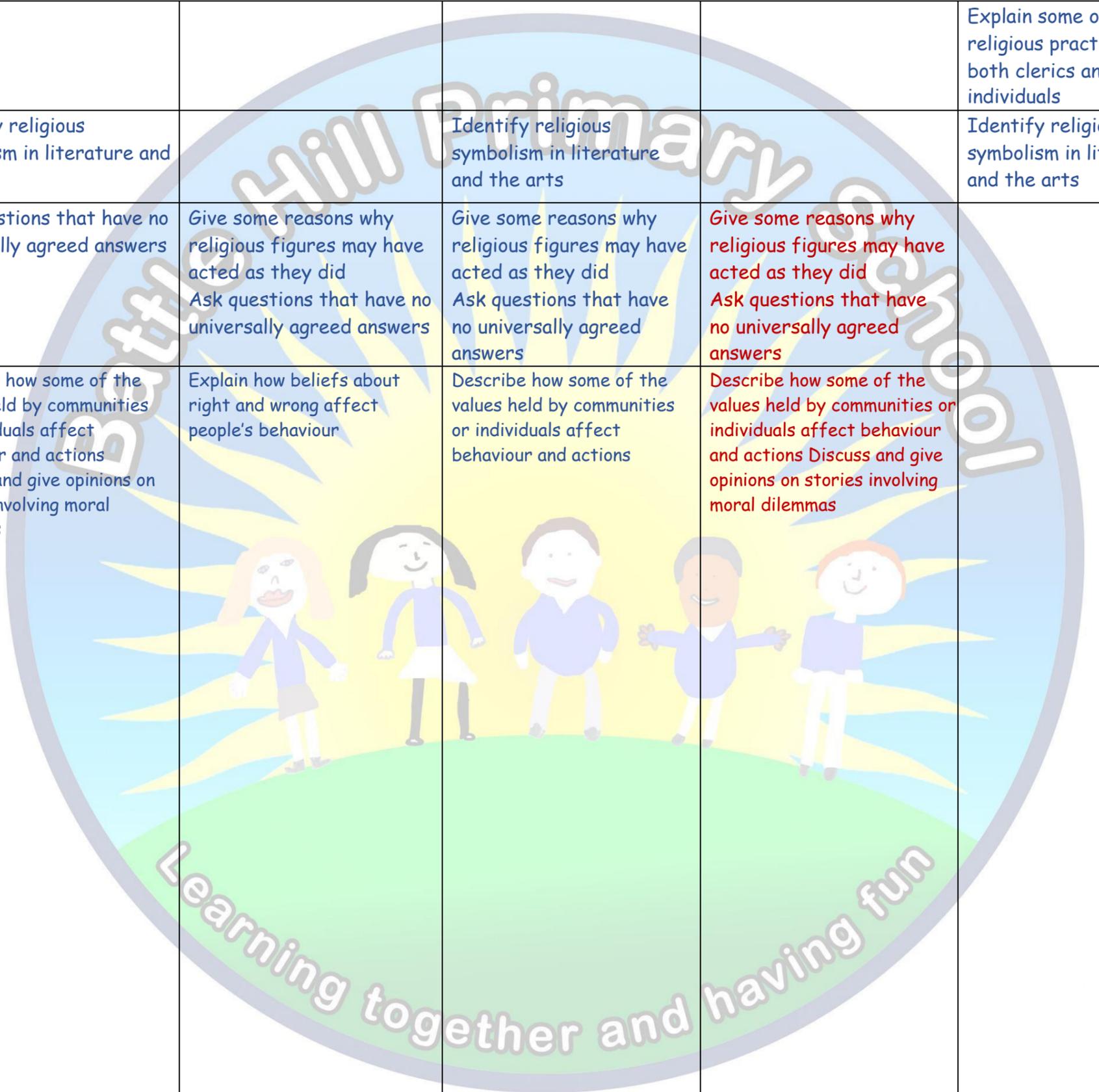
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Knowledge (Breadth)	4	<p>Core Religion Christianity</p> <p>What do we know about the Bible and why is it important to Christians?</p>	<p>How and why is Christmas celebrated by Christians?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>Core Religion Christianity</p> <p>What do Christians believe about Jesus?</p>	<p>How do different faiths celebrate around the world?</p> <p>Why is Holi an important festival for Hindus? Why is Purim an important festival for Jews? Why is Nowruz an important festival for Muslims?</p>	<p>Core Religion Christianity</p> <p>Why do people visit Durham Cathedral today (incorporating work about the Northern Saints)?</p>	<p>Core Religion - Buddhism</p> <p>What do Buddhists believe? Why are some people important to Buddhists? What are the teachings of Buddhism? How do Buddhists worship? How do Buddhists live? What occasions do Buddhists celebrate?</p>
.E Skills							
Beliefs and Teachings		Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers	Describe some of the main festivals or celebrations of a religion	Present the key teachings and beliefs of a religion	Describe some of the main festivals or celebrations of a religion	Present the key teachings and beliefs of a religion	Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers
Practices and Lifestyles						Describe religious buildings and explain how they are used	

						Explain some of the religious practices of both clerics and individuals	
How beliefs are conveyed		Identify religious symbolism in literature and the arts		Identify religious symbolism in literature and the arts		Identify religious symbolism in literature and the arts	Identify religious symbolism in literature and the arts
Reflection		Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers		Give some reasons why religious figures may have acted as they did
Values		Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas	Explain how beliefs about right and wrong affect people's behaviour	Describe how some of the values held by communities or individuals affect behaviour and actions	Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas		Describe how some of the values held by communities or individuals affect behaviour and actions Explain how beliefs about right and wrong affect people's behaviour



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Knowledge (Breadth)	5	<p>Core Religion - Judaism</p> <p>What is the Torah and why is it important to Jewish people?</p> <p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p> <p>How are Jewish beliefs expressed in the home?</p>	<p>How do different faiths celebrate around the world?</p> <p>What other religious festivals are celebrated in December?</p> <p>What is the importance of Rohatsu (Bodhi day) to Buddhists?</p> <p>Why is Hannukkah important to Jews?</p> <p>Why is Kwanzaa important in African culture?</p>	<p>Core Religion - Hinduism</p> <p>What do Hindus believe? How do Hindus worship at home? (includes worship in the home and mandir and Divali celebration)?</p>	<p>How and why is Easter celebrated by Christians?</p> <p>Why is the Last Supper so important to Christians?</p>	<p>Core Religion - Sikhism</p> <p>What can we find out about our local Sikh community?</p> <p>What do Sikhs believe?</p> <p>Why is Guru Nanak important to Sikhs?</p> <p>Where do Sikhs worship?</p> <p>What are the 5 Ks?</p> <p>Sikh creation stories</p>	<p>Thematic Study</p> <p>Why do people use rituals today?</p>
Skills							
Beliefs and Teachings		<p>Explain how some teachings and beliefs are shared between religions</p> <p>Explain how religious beliefs shape the lives of individuals and communities</p>	<p>Describe some of the main festivals or celebrations of a religion</p>	<p>Present the key teachings and beliefs of a religion</p>	<p>Explain how some teachings and beliefs are shared between religions</p> <p>Explain how religious beliefs shape the lives of individuals and communities</p>	<p>Explain how religious beliefs shape the lives of individuals and communities</p>	<p>Explain how religious beliefs shape the lives of individuals and communities</p>

<p>Practices and Lifestyles</p>		<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups</p>		<p>Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain</p>		<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups</p>
<p>How beliefs are conveyed</p>		<p>Explain some of the different ways that individuals show their beliefs</p>			<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>
<p>Reflection</p>		<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p>	<p>Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers</p>		<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p>	<p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings</p>	
<p>Values</p>		<p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p>	<p>Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p>	<p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p>	<p>Explain why different religious communities or individuals may have a different view of what is right and wrong</p>	

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	Year Group	Autumn Term		Spring Term		Summer Term
Knowledge (Breadth)	6	<p>Religious Diversity</p> <p>What can we learn about religious diversity in our area?</p> <p>What can we find out about our local Muslim community?</p> <p>What do Muslims believe?</p> <p>Why is Mohammed important to Muslims?</p> <p>What was the role of Imam?</p> <p>What is the Qur'an?</p> <p>How do Muslims worship?</p> <p>How do Muslims live?</p> <p>What occasions do they celebrate?</p>	<p>How and why is Christmas celebrated by Christians?</p> <p>What do the gospels tell us about the birth of Jesus?</p>	<p>Thematic Study</p> <p>How and why do people care about the environment?</p>	<p>How and why is Easter celebrated by Christians?</p> <p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>Core Religion Christianity</p> <p>So, what do we now know about Christianity? (Exploration through the concepts)</p> <p>Bridging Unit</p>
Skills						
Beliefs and Teachings		Explain the practices and lifestyles involved in belonging to a faith community		Explain the practices and lifestyles involved in belonging to a faith community		Explain the practices and lifestyles involved in belonging to a faith community Compare and contrast the lifestyles of different faith groups

		Compare and contrast the lifestyles of different faith groups		Compare and contrast the lifestyles of different faith groups		
Practices and Lifestyles		<p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p>	<p>Explain the practices and lifestyles involved in belonging to a faith community</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles</p> <p>Show an understanding of the role of a spiritual leader</p>
How beliefs are conveyed		<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>	<p>Explain some of the different ways that individuals show their beliefs</p>
Reflection		<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p> <p>Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>	<p>Ask questions that have no universally agreed answers</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p>	<p>Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>	<p>Show an understanding that personal experiences and feelings influence attitudes and actions</p> <p>Give some reasons why religious figures may have acted as they did</p> <p>Ask questions that have no universally agreed answers</p>
Values		<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>Discuss and give opinions on stories involving moral dilemmas</p>	<p>Discuss and give opinions on stories involving moral dilemmas</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p>	<p>Explain how beliefs about right and wrong affect people's behaviour</p> <p>Describe how some of the values held by communities or individuals affect behaviour and actions</p> <p>Discuss and give opinions on stories involving moral dilemmas</p>

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