# Level Expected at the End of EYFS

**Educational Programme** – we will guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

For more detail about linked subject progression within the EYFS Framework, please refer to – A Framework to support curriculum planning (Lancashire County Council) [www.lancashire.gov.uk/lpd](http://www.lancashire.gov.uk/lpd)

**Personal, Social and Emotional Development**

* Self confidence and self awareness - children are 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.
* Managing feelings and behaviour - children 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.
* Making relationships - children 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.

**Understanding the World**

Understanding of the World is about how children get to know about other people, the place where they live and about all aspects of the environment.

**Understanding the World is broken down into three aspects:**

* People and Communities
* The World
* Technology

**Government Guidance**

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

‘The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’.’ Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

* RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
* Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
* Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
* Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
* The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

**RE Syllabus 2016 and Collective Worship**

[The Lancashire Agreed Syllabus for RE 2016 - 'Searching for Meaning'](https://www.lancsngfl.ac.uk/curriculum/re/getfile.php?src=229/RE+2016+-+Searching+for+Meaning.pdf)

This syllabus, approved in line with the law, by the Agreed Syllabus Conference, SACRE and the Local Authority, explains all the requirements for the RE curriculum in Lancashire schools.

These three areas should underpin the breadth of coverage of RE at Longton Primary School:

* Spiritual, Moral, Social and Cultural (SMSC)
* Personal Growth and Development
* Community Cohesion

Alongside this the RE lessons taught over a half term, should incorporate the 4 fields of enquiry (as detailed below) at some point

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| **Beliefs and Vales**  Understanding the key teachings of various religions | **Shared Human Experiences**  Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make  Understanding how books, scriptures, art and readings convey beliefs |
| **Search for Personal Meaning**  showing an appreciation for how religion plays an important role in people’s lives. Exploring identity and who we are. | **Living Religious Traditions**  Exploring the day-to-day lives and practices of various religions |

RE coverage should aim to:

* Provoke questioning
* Encourage pupils to explore their own beliefs Enable pupils to build their sense of identity
* Teach pupils to develop respect for each other
* Prompt pupils to consider their responsibilities

**Intent**

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today’s modern world and how it affects our lives.

**Implementation**

We have referred to specific RE lessons from LANCS SACRE lessons to offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world’s religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. There are unit overviews available for each year group unit, which demonstrates where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes.

**Impact**

We believe that the impact of using our LANCS SACRE lessons as the basis of your RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.

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| **Lancashire Agreed Syllabus – Progression in Primary** | | | | |
| Lancashire Field of Enquiry | Beliefs and Values | Living Religious Traditions | Sharing Human Experience | Search for Personal Meaning |
| |  | | --- | | Knowing about and understanding religions and world views | | | |  | | --- | | Expressing and communicating ideas related to religions and world views | | |
| Year 1 – What do people say about God? | Give an example of a key belief and/or a religious story  Give an example of a core value or commitment | |  | | --- | | Use some religious words and phrases to recognise and name features of religious traditions  Talk about the way that religious beliefs might influence the way a person behaves | | |  | | --- | | Notice and show curiosity about people and how they live their lives | | Ask Questions |
| Year 2 – How do we respond to the things that really matter? | |  | | --- | | Retell and suggest meanings for religious stories and/or beliefs  Use some religious words and phrases when talking about beliefs and values | | |  | | --- | | Identify and describe how religion is expressed in different ways  Suggest the symbolic meaning of imagery and actions | | |  | | --- | | Identify things that influence a person’s sense of identity and belonging | | |  | | --- | | Ask relevant questions  Talk about their own identity and values | |
| Year 3 – Who should we follow? | |  | | --- | | Show awareness of similarities in religions  Identify beliefs and values contained within a story/teaching  Identify the impact religion has on a believer | | |  | | --- | | Identify how religion is expressed in different ways  Use religious terms to describe how people might express their beliefs | | |  | | --- | | Describe how some people, events and sources of wisdom have influenced and inspired others | | |  | | --- | | In relation to matters of right and wrong, recognise their own and others’ values  Discuss own questions and responses related to the question ‘who should we follow and why | |
| Year 4 – How should we live our lives? | |  | | --- | | Describe what a believer might learn from a religious teaching/story  Make links between ideas about morality and sources of authority | | |  | | --- | | Describe the impact religion has on believers’ lives  Explain the deeper meaning and symbolism for specific religious practices | | |  | | --- | | Consider the range of beliefs, values and lifestyles that exist in society  Discuss how people make decisions about how to live their lives | | |  | | --- | | Reflect on their own personal sources of wisdom and authority | |
| Year 5 – Where can we find guidance on how to live our lives? | |  | | --- | | Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers  Explain the impact of beliefs and values – including reasons for diversity | | |  | | --- | | Explain differing forms of expression and why these might be used  Describe diversity of religious practices and lifestyle within the religious tradition  Interpret the deeper meaning of symbolism – contained in stories, images and actions | | |  | | --- | | Explain (with appropriate examples) where people might seek wisdom and guidance  Consider the role of rules and guidance in uniting communities | | |  | | --- | | Discuss and debate the sources of guidance available to them  Consider the value of differing sources of guidance | |
| Year 6 – Is life like a journey? | |  | | --- | | Analyse beliefs, teachings and values and how they are linked  Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life  Explain the impact of beliefs, values and practices – including differences between and within religious traditions | | |  | | --- | | Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences  Explain differing ideas about religious expression | | |  | | --- | | Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging  Discuss how people change during the journey of life | | |  | | --- | | Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments  Develop own views and ideas in response to learning  Demonstrate increasing self-awareness in their own personal development | |