



Religious Education (R.E.) and World Views - PROGRESSION OVERVIEW

We have designed our curriculum so that it is Inspirational, Inclusive and Ambitious.

More information about our Curriculum Intent can be found on [this page on our school website](#).

This document sets out the details of our RE and World Views curriculum, explaining how it is taught and why, and what children will learn. It also sets out the 'Milestones', or what we expect all children to be able to achieve in RE and World Views in each year group.

As a Surrey maintained school we are required to follow the Guildford Diocese Syllabus (2023-28), or the 'Surrey Agreed Syllabus' for RE. In describing progress in RE, the Agreed Syllabus illustrates how pupils will develop increasing understanding through theological, sociological & philosophical approaches to learning, reflected in end of key stage expectations and within units of work. We have woven the Syllabus into other areas of learning across our Manby Lodge Curriculum. This document sets out how and what the children will learn in each year group.			
In the Syllabus there are 3 'Golden Threads' that enable links to be made across and within different religions and beliefs: ideas about 'God', 'Community' and 'Identity', explored through the substantive content, and encouraging pupils to view this content through the disciplinary (subject) lenses of theology, philosophy, and sociology.			
• talk simply about core beliefs and concepts and what they mean • use appropriate subject-specific vocabulary when they talk • identify similarities in features of religion and belief • retell religious, spiritual and moral stories • identify how stories / symbols / objects might show what people believe • identify how belief is expressed in different ways for different people	• talk about different communities of people • give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives • give a reason why something may be of value to themselves and/or others, recognising different viewpoints	• respond sensitively and imaginatively to questions about being human and their own place in the world • ask thoughtful questions about their own and others' ideas, feelings and experiences • recognise that some questions about life are difficult to answer • respond to questions about e.g. right'/ wrong', 'good'/'bad, real'/true' give a simple reason for a view that they have	

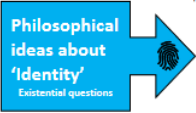
RECEPTION (EYFS)

What are the EYFS Framework aims for RE and World Views?	<u>RE in the seven areas of learning</u> RE has the potential to make an active contribution to all the areas of learning in early years settings, but it makes a particularly important contribution to those highlighted below, in blue. <table><tr><td>Prime areas</td><td>Specific areas</td></tr><tr><td>Communication and Language</td><td>Literacy</td></tr><tr><td>Physical Development</td><td>Mathematics</td></tr><tr><td>Personal, Social and Emotional Development</td><td>Understanding the World</td></tr><tr><td></td><td>Expressive Arts and Design</td></tr></table> <u>ELG: Past and Present</u> Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>ELG: People, Culture and Communities</u> 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. <u>ELG: The Natural World</u> Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Prime areas	Specific areas	Communication and Language	Literacy	Physical Development	Mathematics	Personal, Social and Emotional Development	Understanding the World		Expressive Arts and Design
Prime areas	Specific areas										
Communication and Language	Literacy										
Physical Development	Mathematics										
Personal, Social and Emotional Development	Understanding the World										
	Expressive Arts and Design										

RECEPTION (EYFS)

What is our vision for RE and World Views in EYFS?	It is our vision that our children: • Develop the skills and confidence over time to speak about themselves, their family and their own religions. • Can learn about other children and their families, and other religions or viewpoints, through planned teacher input, stories, and songs and poems, or through visits outside of school, or visits from other people to our school • Can ask questions to and about others • Be exposed to a range of different religions and points of view, starting with understanding themselves. • Understand that it is okay to be different and celebrate difference within their cohort. • Develop acceptance and show that they are respectful to people of all faiths and religions and viewpoints
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Terms	1 – Autumn 1	2 – Autumn 2	3 – Spring 1	4 – Spring 2	5 – Summer 1	6 – Summer 2
RE and World Views Overview – Year R	Unit - Who am I, and where do I belong?	Unit - Why do we have celebrations?	Unit - What makes something special?	Unit - What makes a place special?	Unit - What can we learn from stories?	Unit - What makes our world wonderful?
	We have planned our units of work in collaboration with staff from Oatlands Infant School and Cleves Junior School. The units also link closely to the PSHE units of work that we cover across the year (organised Half Termly), and which are closely linked to our cross-curricular units of work. Here you can see how our RE and World Views units link to our annual overview, and also to the PSHE.					
Topic Overview - Year R	Only one You!	Let's Celebrate!	People who help us	Superheroes	All creatures great and small	Tell me a Story
What area of PSHE is taught?	Being me in my world	Celebrating Differences	Dreams and goals	Healthy me	Relationships	Changing me
How is RE and World Views taught?	At Manby Lodge there are some teacher led inputs for each unit of work. These do not take place every week. There are also parent and visitor led talks and visits. For example, this year we have had talks from parents about the following topics: Iranian New Year, Divali, Having a new baby as examples. Books are also read as part of story time during each topic. Books are made available for children to read individually, or with others. Specific activities are also planned for, e.g. making clay divali lamps, making Christmas decorations, making poppies for Remembrance Day, updating displays in the classrooms, planning parties at specific times of the year, making soup and bread for their parents at Harvest Time, learning songs e.g. Big Red Combine Harvester. At the start of each year staff invite families to create a 'unique' box of treasures with their child, which their child will bring into school and share with the rest of the class. This may include elements of the child's and families religion if it is important to the family.					

What is available in continuous provision?	At certain times of the year, the classroom's inside and outside areas are decorated with different religious or cultural festivals. E.g. Christmas, Chinese New Year, Easter, Divali. Sometimes there are activities related to what the children are learning about in RE. In each classroom there is a display showing each child with his / her family. Outside there is a construction area, kitchen area, large easels, mark making tools, dressing up area and music area – all of which lend themselves to supporting learning about different people and their religions at different times throughout the year.		
Questions the children might be asked:	 What are you curious about? What questions do you have? Do you think this is real? What is right? What is wrong? What does 'good' mean? What do you think we mean by 'true'?	 How do different people celebrate? How do you think people might use this artefact? Are there any special celebrations or festivals that you have celebrated? What could/do these symbols mean? What happens here? Why is this place important?	 What does this religious word mean? How do we pronounce it? What is this story about? Why might people keep retelling it? Who is God? What does belief mean? Why are special religious books important?
How will the children respond to RE and World Views?	Children can respond in a variety of ways when learning about Religion and world views. Sometimes an activity only involves children talking, asking and answering questions. Sometimes they will do something creative, like drawing, or painting, or even clay modelling. At other times children will do a piece of writing, perhaps independently, or guided by the teacher.		
What are the end of year milestones for Reception?	By the end of EYFS, children will demonstrate that they can: • Talk about how different people belong together in different ways • Understand the word 'unique' and can talk about how people are unique in different ways • Begin to have an understanding about how people celebrate events • Name special people from different religions • Understand there are special places of worship. • Discuss my favourite story • Know that the world is a special place of wonder and we should look after it		

KS1 (Year 1 & 2)

What are the KS1 National Curriculum aims?	In England there is no specific National Curriculum aims for Religious Education, but as a maintained school in Surrey we are required to follow the Guildford Diocese Syllabus (2023-28), or the ‘Surrey Agreed Syllabus’ for RE. Through their learning experiences from this syllabus in KS1, pupils will develop their understanding of the Golden Threads of ‘God’ ‘Community’ & ‘Identity’ and be encouraged to: • explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves ‘non-religious’; • develop subject specific vocabulary; • encounter how different people view the world in different ways; • encounter and respond to ways in which people express their beliefs (e.g. stories, artefacts and other media, such as art and music – and what they might ‘mean’); • begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to; • ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination; • ask questions and express their own views about what it means to be human: what’s important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.
What is our vision for RE and World Views in KS1?	It is our vision that our children: • Continue to develop the skills and confidence over time to speak about themselves, their family and their own religions with more accuracy and with the use of more religious language (e.g. my family goes to church each week, we pray every day) • Continue to have the opportunity to learn about other religions and viewpoints, covered in the Surrey Agreed Diocese, but also through teachers speaking openly about the different religions represented in our school and in our local community. • Understand that it is okay to be different and celebrate difference within their cohort. • Learn how to be kind and respectful to people of all faiths and religions and viewpoints.
How is RE taught in KS1?	RE lessons are taught as independent lessons in Year 1 & 2. Each lesson lasts approx. 30-45 minutes. Sometimes two lessons are taught back-to-back, for example over a whole afternoon.
How will the children respond to RE?	Children will respond in a variety of ways – through discussion, role play, drawing, ordering events, and writing. We have agreed that for every unit of work, there will be at least two pieces of evidence in the child’s RE Folder.

Year 1

Terms	1 – Autumn 1	2 – Autumn 2	3 – Spring 1	4 – Spring 2	5 – Summer 1	6 – Summer 2
Topic Overview YEAR 1	CHRISTIANITY: Why do Christians call God 'creator'?	CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?	JUDAISM: What is the Torah and why is it so important to Jewish families? (Includes a visit to a Synagogue)	CHRISTIANITY: What do Christians learn from stories of Jesus?	ISLAM: What is important for Muslim families?	Golden Threads unit: Why do people tell stories?
What will children learn?	• Talk about their own emotions (regarding their special book), connecting them to those of Christians • That most Christians believe that God loves to give • The Creation account • How the beliefs of Christians link to the event of creation and the events of Jesus' life • That Harvest is a time to be thankful for food • Talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored • That for most Christians, worship / giving is a response to who God is and what he has given	• That most Christians believe in Jesus as God's Son, born as a baby ('incarnation') • That most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father) • That there are different important 'characters' in the Nativity that are part of The Christmas story • That the response of the people in the Nativity was to worship Jesus • That for Christians, Jesus is the most important element of the Nativity • There are similarities and differences in the ways that Christians and other people around the world celebrate Christmas	• What it means to treat something with respect • That the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives • That God's name is holy for Jewish people • That the Torah is a scroll and is written in Hebrew • That the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God • That the synagogue is the place where the Torah is kept and where Jewish people pray	• The key events of Jesus' life from baby- man- ascension • How Jesus' life and experiences shares similarities with their own • How Jesus' life and experiences were also very different from their own • What most Christians believe was Jesus' plan and intention on earth [salvation] • How most Christians try to live their lives following the example that Jesus set	• That the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace' • Muslims believe that Muhammad (pbuh) is a prophet and the last messenger of Allah • That for Muslims, Muhammad (pbuh) is the best example of a Muslim and every Muslim should try to be like him • The Qur'an is the special /sacred book for Muslims, and is written in Arabic • Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel	• That storytelling is a shared, community experience • That there are different types of stories [e.g. parable, fable] • That religious communities have special shared stories that help them to express meaning or to explain things that they believe • That these shared stories help to give people and communities identity • That some stories are a source of comfort

What key vocabulary will the children learn?	Tier 1 Create, Creativity, Thankful, Grateful / Gratitude, Love, Believe, Emotions, Thankfulness, Harvest (<i>familiar seasonal concept</i>), Special book Tier 2 Creation (<i>can be cross-curricular as well as religious</i>), Account (<i>as in "story account"</i>), Fiction, Non-fiction, Creator Tier 3 God, Worship, Bible, Christians, Christianity	Tier 1 Special objects, Important, Characters, Similarities, Differences, Represent Tier 2 Nativity, Angel / Angels, Shepherds, Mary, Joseph, Magi / Wise Men, Christmas, Worship Tier 3 Jesus, Incarnation, Divine	Tier 1 Special, Respect, Rules, Respectful, book, creation Tier 2 Nativity, Religion, Community, God, Identify Tier 3 Judaism, Jewish, Jew, Torah, Holy, Hebrew Ten Commandments, Mitzvot, Synagogue, Ark, Simchat, Moses	Tier 1 Human, lives, family, birthday, special, earth, ordinary, lifetime Tier 2 Experiences, believe, extraordinary, key events, timeline, character, situation, inference, parable, miracles Tier 3 Jesus, incarnation, salvation, crucifixion, resurrection, ascension, Easter, divine	Tier 1 Special, Families, Peace, Greeting Tier 2 Sacred, Arabic (<i>a language – not specific to RE, but important contextually</i>) Tier 3 Prophet, Allah, Qur'an, Muslim, Islam, Salaam, As-salamu alaykum, Mecca, Eid, Hijab	Tier 1 Shared, Special, Belong, Community, Comfort, Feelings, Emotions, Stories, Story, Learning, Lessons, Values Tier 2 Identity, Fiction, Non-fiction, Fable, Moral / Morals, Storytelling, Emphasising, Expression, Rehearse Tier 3 God, Bible, Qur'an, Purim, Grogger, Queen Esther, Haman, Judaism
Year 1 Milestones	By the end of Year 1, children will demonstrate that they can: - Communicate the Christian belief that God created the world - Share about how saying thank you to God is part of worship for Christians and how this links to saying 'thankyou' for food at Harvest time. - Retell the main parts of the Nativity Story and know that for Christians, Christmas is a time when Christians celebrate the birth of Jesus, who they believe is God's Son. - Be familiar with some stories about Jesus. Communicate about the Torah, what it is and why it is special to Jews. - Communicate about the Synagogue and some things that happen in a Synagogue. - Communicate about the Qur'an, what it is and why it is special to Muslims. - Communicate about a Mosque and some of the things that happen in a Mosque. - Share the meanings of stories or what people might learn from them.					

Year 2

Terms	2 – Autumn 1	2 – Autumn 2	3 – Spring 1	4 – Spring 2	5 – Summer 1	6 – Summer 2
Topic Overview Year 2	ISLAM: Who is Allah and how do Muslims worship Him? (Includes a visit to a Mosque)	CHRISTIANITY: Why is giving important to Christians? (Includes a visit to a Church)	CHRISTIANITY: What is God like for Christians?	CHRISTIANITY: Why do Christians call Jesus 'Saviour'?	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	Golden Threads unit: Why should we look after the world?
What will children learn?	- Some of the 99 names and how these link to what Muslims believe about Allah - That Muslims think it is better to represent Allah in words rather than pictures - That Muslims worship Allah through prayer - That Muslims believe it is important to be ritually clean before they pray - That Muslims should face Mecca when they pray and have different physical positions in prayer to help them focus on Allah	- That giving is important within all communities as a way of helping others and building relationships - That most Christians believe that God's nature is to give, and that he gave Jesus as a gift to the world - That worship is a way of giving to God - That this giving takes many different forms, including prayer & volunteering - That when most Christians give, they are showing that they are a part of God's Kingdom - That the Church is both a building and the community that meet there	- People use pictures and words to convey meaning - There are many different images of God contained in the Bible - Words and images help us answer the question 'what is God like?' - Christian beliefs about God are connected with these words and images - Christians believe God loves them and all people - How to listen to others and express their thought and ideas about what God might be like	- That people use pictures and words to convey meaning - That the Bible contains stories about people Jesus met and 'rescued/saved' - That these people were often the poor, the sick and the friendless - That 'salvation' is an important idea for Christians - That the elements in an Easter Garden are symbols of Jesus' death and resurrection - People's lives were changed by meeting Jesus, including Zacchaeus - That Christians believe That Jesus 'saves' them too - That Christians believe	- That rest from work is important for everyone - Shabbat is a time of rest and recalls how God rested on the seventh day after creation - That Shabbat and the Friday night meal can be an important part of Jewish family life - That Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that	- That our world is precious and our shared home - That everyone can make a difference in looking after it - About some celebrations that relate to the natural world - About the history of preserving and preparing for the future - What some creation accounts show about looking after our world - That most Christians, Jews and Muslims try to copy God's love for the world in how they treat it - About TuB'Shvat, the birthday of the trees (Jewish)

		• That when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him		Jesus' offer of forgiveness is a part of the rescue at the heart of Easter	mark its beginning and its end	• How to demonstrate appreciation for what we have
What key vocabulary will the children learn?	Tier 1 Peace, Important, Positions, Describe Tier 2 Prayer, Pray, Arabic, God, Mandala Tier 3 Allah, Islam, Muslim / Muslims, Mosque, Minaret, Crescent, Ritual, Wudu, Sabah/Subha beads	Tier 1 Gifts, Giving, Thanks / Thankfulness, Nature, Relationships, Acts of kindness, Volunteer Tier 2 Prayer, Worship, Kingdom, Nativity Tier 3 God, Jesus, Bible, Christianity, Christian / Christians, Church, Christmas, Incarnation	Tier 1 Follow, Followers, Change, Thought shower, Important, Common, Discuss, Pictures, Listen, Images, Meaning, Connected Tier 2 Expert, Guide, Vision, Express, Character, Belief, Adjectives, Compare, Symbols Tier 3 God, Creator, Bible, Hymn, Psalm, Christian, Christianity, Shepherd, Parable, Israelite, Israel	Tier 1 Rescue, Rescuer, Saved, Garden Tier 2 Forgiveness, Miracle, Tomb, Hebrew Tier 3 Jesus, Saviour, Salvation, Yeshua – “He Saves”, Bible, Christianity, Christians, Sinner, Disciples, Easter, Resurrection, Cross / Crucifix	Tier 1 Rest, Meal, Beginning, End, Sunset, Week, Weekend, Gift Tier 2 Symbols, Identify, Creation Tier 3 Shabbat, Judaism, Jewish, Jew, God, Challah bread, Kiddush cup	Tier 1 Care, Environment, Nature, Precious, Natural world, Appreciate, Love, World Tier 2 Festival, Grateful, Compare, Contrast, Discussion Tier 3 Christian, Jew, Muslim, God, Scripture, Stewardship, Proverb
Year 2 Milestones	By the end of Year 2, children will demonstrate that they can: • Communicate some core beliefs about Allah and describe how Allah is worshipped by Muslims • Retell the story of how people in the Nativity Story ‘gave’ to Jesus, making simple connections with the symbolism of the gifts and things Christians believe about Jesus • Communicate some Christian beliefs about what God is like • Describe some of the things that happen at Shabbat and describe when it happens. • Can make links between Shabbat for Jews and Sunday ‘Sabbath’ for Christians • Communicate why Christians call Jesus ‘Saviour’ and know some stories related to Jesus being a ‘Saviour’ • Give simple reasons for their views using knowledge of stories from the religious books					