

Our curriculum guide: Religious Education

Date: September 2023 and reviewed on an on-going basis

Introduction

St James' CE Primary is one of three schools in Sphere Federation, the other two being Scholes (Elmet) Primary and Moortown Primary. Sphere Federation has a variety of Curriculum Guides that apply across all three schools, including Reading, Writing, Maths and Early Years. St James' CE Primary is a voluntarily-controlled Church of England school (whereas Scholes (Elmet) Primary and Moortown Primary are not). As such, Religious Education (from now, 'RE') is regarded as a core subject. This Curriculum Guide sits alongside the other Sphere Federation Curriculum Guides, including that for Science and foundation subjects. It applies to St James' CE Primary only.

We want St James' CE Primary to be a happy and healthy place to achieve and believe. This core vision permeates our school, whether in the classroom or around and about school.



The knowledge and skills for Religious Education that we are required to teach are set out in 'Believing and Belonging', which is the statutory curriculum for maintained schools in Leeds, Kirklees and Calderdale (2019-2024). We set these out in our RE long-term plans and year-group based progressions of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too. For example, we want our children to have a secure grasp of some key facts about different religions so that they are confidently able to respond to diversity and challenge in a way which demonstrates courage and kindness, empathy and belonging.

'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.'

<https://www.natre.org.uk/about-re/about-re/>

Curriculum aims

Our RE curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds (SACRE, 2021). The aims of RE in our school reflect the three aims of the syllabus for pupils:

- investigate the beliefs and practices of religions and other world views, including:
 - beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders
 - worship and spirituality: how individuals and communities express belief, commitment and emotion
- investigate how religions and other world views address questions of meaning, purpose and value, including:
 - the nature of religion and belief and its key concepts
 - ultimate questions of belonging, meaning, purpose and truth
- investigate how religions and other world views influence morality, identity and diversity, including:
 - moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
 - identity and diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values

As a church school, we also use Understanding Christianity materials (www.understandingchristianity.org.uk/). These are intended to support teachers in teaching about Christianity in RE.

Key elements

RE is a key part in our curriculum. It makes an important contribution to pupils' wider development, wellbeing and understanding. RE is timetabled so that pupils are provided with around one hour of RE a week and never less than 5% of curriculum time.

The following are some of the key elements of our Writing curriculum which support this process.

Statement of entitlement

'Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.'

Religious Education in Church of England Schools: A Statement of Entitlement
(The Church of England Education Office, 2019)

The text above has two key messages for the RE curriculum at St James' CE Primary:

- Christianity should be the majority religion in the curriculum, taking up at least 50% of curriculum time – our long-terms reflect this
- there should be sufficient time in our overall curriculum and school week for the delivery of RE – we have a weekly RE lesson of one hour, supplemented by other learning opportunities such as themed days and recap sessions

Vocabulary

We create a language rich environment for our children. Developing children's vocabulary underpins much of our teaching. In classrooms, teachers use their 'word wall' to note interesting vocabulary for children to use in their spoken and written communication.

Cross-curricular links

Our RE sessions are discrete sessions. However, there are clear links with many subjects – significant links are noted in our long-term plan.

They include links to Personal, Social, Health and Economic education, which we refer to as Living and Learning. Within this area are rich opportunities to promote pupils' spiritual, moral, social and cultural development and the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (although we prefer 'appreciation' and 'celebration' than 'tolerance'). RE makes a substantial contribution to these areas.

When reading cross-curricular texts, teachers support children to read as a 'subject expert' (reading, for example, as a scientist / historian etc – in this case, as a theologian). For the biggest impact, teachers focus on one or two of the points, rather than all at once.

RE content also supports other aspects of learning. For example, learning about the choices we make and codes for living support learning about our school rules and our eight Rs for learning.

Reading as a... theologian

- Is the text about a specific religion or is it about an idea or concept more generally?
- What's the source of this text? When was it written? By whom? Why? What is their likely intent or viewpoint?
- What ideas or concepts is the text talking about?
- Can you find and evaluate information in the text?
- Does the text put forward a particular view? If so, do you agree with the view?
- Does the text answer – or try to answer – questions that you might have? If so, do you have a different answer?
- What religious or moral or conceptual questions can you ask about this text?
- What are the similarities or differences explained in the text?
- Why has the author chosen to present this information in this way?

Revisiting prior learning

We teach RE as part of a spiral curriculum:

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?' (R M Harden, 2009)

Teachers provide regular opportunities for children to revisit prior learning; this learning could be from the previous lesson, week, term or year. Sometimes, this will take the form of a short, focussed task at the beginning of a lesson. Occasionally, this may be a whole lesson to address any identified gaps in knowledge or skills.



Withdrawal from RE

Parents have a statutory right to withdraw a child from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the Head of School or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the Head of School or Head of Federation. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

Further details on withdrawal from RE can be found in the document *Managing Withdrawal from RE* produced by SACRE and available on Leeds for Learning or at www.penninelearning.com

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

Sphere Federation schools are inclusive and are committed to meeting the needs of children with SEND in **the most effective way** so that they achieve **the best possible outcomes**:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the RE curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes reasoning. However, often the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils.

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned RE lesson task to respond to significant event or to meet children's particular questions, needs and interests. This flexibility is important as it provides opportunities for teachers to explore other aspects of learning within or beyond the curriculum.

Monitoring and evaluating

We continually review the RE curriculum, evaluating its impact on children's learning over time.

The impact of our RE curriculum can be measured in terms of pupil achievement and progress. Schools are required to report on pupil achievement and progress in RE in line with the core principles of assessment outlined by the DfE. We report to parents on individual pupil achievement relative to age-related expectations. These link with 'Believing and Belonging', the Local Agreed Syllabus for Calderdale, Kirklees and Leeds. The age-related expectations set out in this document are listed in 'Believing and Belonging' as 'the skills required to achieve the end of key stage expectations'.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their work in books), supported by moderation in school
- in-year and end of year teacher assessments, recorded and monitored over time

Scrutiny of progress in books and learning conversations with children are additional ways to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our assessment of impact.

We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent/carer surveys; attitudes and behaviour in lessons across the curriculum; the quality of the work pupils produce, including taking pride in presentation.

Long-term plan for Religious Education: overview

The topic plan for each phase is set out below.

Cycle A are 'odd years': 2023-24, 2025-26... and Cycle B are 'even': 2022-23, 2024-25...

UC (*italics*) = *Understanding Christianity resource*. Other text = Leeds agreed syllabus units

	Reception	Years 1 and 2		Years 3 and 4		Years 5 and 6	
	every year	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Where do I live? What is special to me?	<i>Who made the world?</i>	How can we make good choices?	<i>What kind of world did Jesus want?</i>	How do the Five Pillars guide Muslims?	What values are shown in codes for living?	<i>How can following God bring freedom and justice?</i>
Autumn 2	How are special times celebrated? (Autumn and Winter) Supplementary resource: <i>Why do Christians perform nativity plays at Christmas?</i>	<i>Why does Christmas matter to Christians?</i>	How do we celebrate special events?	How are important events remembered?	What faiths are shared in our country?	<i>What kind of king is Jesus?</i>	<i>Was Jesus the Messiah?</i>
Spring 1	Which places are special and why? Supplementary resource: <i>What can we see in our wonderful world?</i>	Which books and stories are special?	How can we look after the planet?	How do Jews remember God's covenant with Abraham and Moses? Trip: synagogue	<i>What is the Trinity?</i>	<i>Creation and science: conflicting or complementary?</i> Link: Science: Evolution and inheritance	How do Sikhs show commitment? Trip: Sikh temple
Spring 2	How are special times celebrated? (Spring and Summer) Supplementary resource: <i>Why do Christians put a cross in an Easter garden?</i>	<i>Why does Easter matter to Christians?</i>	How and why do we care for others?	<i>Why do Christians call the day Jesus died 'Good Friday'?</i>	What do the creation stories tell us?	Should we forgive others?	<i>What did Jesus do to save human beings?</i>
Summer 1	What makes a good helper?	How is new life welcomed?	<i>What is the good news that Jesus brings?</i>	Why are Gurus at the heart of Sikh belief and practice?	<i>When Jesus left, what was the impact of Pentecost?</i>	Why are some journeys and places special? Link: Geography: Explorers	How do Jews remember the kings and prophets in worship and life?
Summer 2	What do religious believers believe about who created the world?	What does it mean to belong to a church or mosque?	<i>What do Christians believe God is like?</i>	Who can inspire us?	<i>What is it like to follow God?</i>	<i>What does it mean if God is holy and loving?</i>	How does growing up bring responsibility?

Long-term plan for Religious Education: Years 1 and 2

The topic plan for each phase is set out below.

UC (italics) = Understanding Christianity resource. Other text = Leeds agreed syllabus units

	Cycle A ('odd years': 2023-24, 2025-26...)				Cycle B ('even years': 2022-23, 2024-25...)			
	Unit	Guidance: links, trips	Religions covered	Additional learning	Unit	Guidance: links, trips	Religions covered	Additional learning
1.1	<i>UC: Who made the world?</i>	Link: Geography: Where in the world?	Christianity		How can we make good choices? 2.2	Link: Living and Learning: Living in the wider world	Christianity, Islam and non-religious approaches to life, with some reference to Judaism	
1.2	<i>UC: Why does Christmas matter to Christians?</i>		Christianity		How do we celebrate special events? 1.2		Christianity, Islam and Judaism, with reference also to secular celebrations; links could be made to other celebrations and festivals according to local context	I know that some people choose to have a religion and some people don't. I know there are lots of different religions and that this is not the same as nationality.
2.1	Which books and stories are special? 1.1		Christianity and Islam, with possible reference to Judaism and Sikhism; could be widened to reflect the composition of the class or other local circumstances	I know that some people choose to have a religion and some people don't. I know there are lots of different religions and that this is not the same as nationality.	How can we look after the planet? 2.4	Link: Geography: 'The streets around our school' (primary focus: environmental issues)	Christianity, Islam and a non-religious view	
2.2	<i>UC: Understanding Christianity: Why does Easter matter to Christians?</i>		Christianity		How and why do we care for others? 1.4	Link: Living and Learning: Mental wellbeing (2)	Could be dependent on the faiths of the children in your class, but some reference is made to Christianity and Islam	
3.1	How is new life welcomed? 2.1	Link: Science: Plants / Growing Up Possible trip: mosque	Christianity and Islam; also considers how people with no religious faith welcome and name children; may be extended to other faiths reflecting local circumstances	I know at least four key facts about Christianity and Islam (eg sacred texts, significant figures, festivals, symbols, places of worship).	<i>UC: What is the good news that Jesus brings?</i>		Christianity	I know at least four key facts about Christianity and Islam (eg sacred texts, significant figures, festivals, symbols, places of worship).
3.2	What does it mean to belong to a church or mosque? 1.3		Christianity and Islam, but could be extended		<i>UC: What do Christians believe God is like?</i>		Christianity	

Long-term plan for Religious Education: Years 3 and 4

The topic plan for each phase is set out below.

UC (italics) = Understanding Christianity resource. Other text = Leeds agreed syllabus units

	Cycle A ('odd years': 2023-24, 2025-26...)				Cycle B ('even years': 2022-23, 2024-25...)			
	Unit	Guidance: links, trips	Religions covered	Additional learning	Unit	Guidance: links, trips	Religions covered	Additional learning
1.1	<i>UC: What kind of world did Jesus want?</i>	Link: Geography: Where in the world?	Christianity	I know that some people choose to have a religion, some people don't, and some people are unsure, and can suggest possible reasons for a particular choice.	How do the Five Pillars guide Muslims? 4.3	Link: Living and Learning: Living in the wider world	Islam	I know that some people choose to have a religion, some people don't, and some people are unsure, and can suggest possible reasons for a particular choice.
1.2	How are important events remembered? 4.1		Judaism, Sikhism and Hinduism; also includes material related to Paganism and Ancient civilisations. Unit could be adapted to include other festivals and seasons of light eg Advent and Chinese New Year	I know there are lots of different religions and can name at least four.	What faiths are shared in our country? 4.2	Link: Living and Learning: Me and My Communities themed week	Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches	I know there are lots of different religions and can name at least four.
2.1	How do Jews remember God's covenant with Abraham and Moses? 3.1	Possible trip: synagogue	Judaism	I know at least three religious symbols and can match them to the correct religion.	<i>UC: What is the Trinity?</i>		Christianity	I know at least three religious symbols and can match them to the correct religion.
2.2	<i>UC: Why do Christians call the day Jesus died 'Good Friday'?</i>		Christianity		What do the creation stories tell us? 3.4	Supplementary resource: <i>UC What do Christians learn from the Creation story?</i>	Christianity, Judaism, Islam, Sikhism and a non-religious perspective on these stories	
3.1	Why are Gurus at the heart of Sikh belief and practice? 4.4		Sikhism	I know at least four key facts about Christianity, Islam and other religions (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements).	<i>UC: When Jesus left, what was the impact of Pentecost?</i>		Christianity	I know at least four key facts about Christianity, Islam and other religions (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements).
3.2	Who can inspire us? 3.5		Christianity, Islam, Judaism and non-religious perspectives.		<i>UC: What is it like to follow God?</i>		Christianity	

Long-term plan for Religious Education: Years 5 and 6

The topic plan for each phase is set out below.

UC (italics) = Understanding Christianity resource. Other text = Leeds agreed syllabus units

	Cycle A ('odd years': 2023-24, 2025-26...)				Cycle B ('even years': 2022-23, 2024-25...)			
	Unit	Guidance: links, trips	Religions covered	Additional learning	Unit	Guidance: links, trips	Religions covered	Additional learning
1.1	What values are shown in codes for living? 5.2	Link: Living and Learning: Living in the wider world	Christianity, Islam, Judaism and non-religious world views	I can roughly locate on a map where some key world religions are most popular.	<i>UC: How can following God bring freedom and justice?</i>	Link: Living and Learning: Living in the wider world	Christianity	I can roughly locate on a map where some key world religions are most popular.
1.2	<i>UC: What kind of king is Jesus?</i>		Christianity	I know at least four religious symbols and can match them to the correct religion.	<i>UC: Was Jesus the Messiah?</i>		Christianity	I know at least four religious symbols and can match them to the correct religion.
2.1	<i>UC: Creation and science: conflicting or complementary?</i>		Christianity	I know that some people choose to have a religion, some people don't, and some people are unsure, and can talk about reasons for both points of view. I know there are lots of different religions (and possibly some non-religious systems of belief such as Humanism) and can name at least six.	How do Sikhs show commitment? 6.1	Possible trip: Sikh temple	Sikhism	I know that some people choose to have a religion, some people don't, and some people are unsure, and can talk about reasons for both points of view. I know there are lots of different religions (and possibly some non-religious systems of belief such as Humanism) and can name at least six.
2.2	Should we forgive others? 5.3	Link: Living and Learning: Mental wellbeing (2) Supplementary resource: <i>UC: What would Jesus do?</i>	Christianity		<i>UC: What did Jesus do to save human beings?</i>	Supplementary resource: <i>UC: What difference does the resurrection make for Christians?</i>	Christianity	
3.1	Why are some journeys and places special? 5.1	Link: Geography: Explorers	Islam, Christianity, Judaism, Sikhism	I know at least four key facts about Christianity, Islam, Sikhism and Judaism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements, rules and moral codes).	How do Jews remember kings and prophets in worship and life? 6.4		Judaism and links to Christianity and Islam	I know at least four key facts about Christianity, Islam, Sikhism and Judaism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements, rules and moral codes).
3.2	<i>UC: What does it mean if God is holy and loving?</i>	Link: Living and Learning: Relationships and sex education	Christianity		How does growing up bring responsibility? 6.3	Link: Living and Learning: Relationships and sex education	Christianity, Judaism and Sikhism but could be extended to other religions as appropriate	

Age-related expectations: Early Years – Personal, social and emotional development (PSED)

The Personal, Social and Emotional Development strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage		
<p>N1 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N3 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>N4 Show more confidence in new social situations.</p> <p>N5 Play with one or more other children, extending and elaborating play ideas.</p> <p>N6 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>N7 Increasingly follow rules, understanding why they are important.</p> <p>N8 Remember rules without needing an adult to be present.</p> <p>N9 Develop appropriate ways of being assertive.</p> <p>N10 Talk with others to solve conflicts.</p> <p>N11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>N12 Understand gradually how others might be feeling.</p> <p>N13 Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>N14 Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>R1 See themselves as a valuable individual.</p> <p>R2 Build constructive and respectful relationships.</p> <p>R3 Express their feelings and consider the feelings of others.</p> <p>R4 Show resilience and perseverance in the face of challenge.</p> <p>R5 Identify and moderate their own feelings socially and emotionally.</p> <p>R6 Think about the perspectives of others.</p> <p>R7 Manage their own needs:</p> <ul style="list-style-type: none"> personal hygiene <p>R8 Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> regular physical exercise healthy eating toothbrushing sensible amounts of screen time having a good sleep routine being safe as a pedestrian 	<p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Age-related expectations: Early Years – Understanding the world

The Understanding the World strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage .		
<p>N1 Use all their senses in hands-on exploration of natural materials.</p> <p>N2 Explore collections of materials with similar and/or different properties.</p> <p>N3 Talk about what they see, using a wide vocabulary.</p> <p>N4 Begin to make sense of their own life-story and family's history.</p> <p>N5 Show interest in different occupations.</p> <p>N6 Explore how things work.</p> <p>N7 Plant seeds and care for growing plants.</p> <p>N8 Understand the key features of the life cycle of a plant and an animal.</p> <p>N9 Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>N10 Explore and talk about different forces they can feel.</p> <p>N11 Talk about the differences between materials and changes they notice.</p> <p>N12 Continue to develop positive attitudes about the differences between people.</p> <p>N13 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>R1 Talk about members of their immediate family and community.</p> <p>R2 Name and describe people who are familiar to them.</p> <p>R3 Comment on images of familiar situations in the past.</p> <p>R4 Compare and contrast characters from stories, including figures from the past.</p> <p>R5 Draw information from a simple map.</p> <p>R6 Understand that some places are special to members of their community.</p> <p>R7 Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>R8 Recognise some similarities and differences between life in this country and life in other countries.</p> <p>R9 Explore the natural world around them.</p> <p>R10 Describe what they see, hear and feel whilst outside.</p> <p>R11 Recognise some environments that are different to the one in which they live.</p> <p>R12 Understand the effect of changing seasons on the natural world around them.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>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.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Age-related expectations: Early Years – Understanding the world (additional or explicit learning)

Text in purple below shows learning which links most strongly to RE, although there are other links, too.

See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.		
<p>History N1+ I can use simple words and phrases relating to time within a day (eg now, morning, lunchtime, home time, bedtime) N2+ I can talk about when I was a baby and know that this was in the past.</p> <p>Religious Education N3+ I know I can talk about the differences between people in a positive way.</p> <p>Geography N4+ I know what maps are used for. N5+ I know that some places are hotter and colder than others. N6+ I can describe some basic features of a locality (eg city, countryside, seaside).</p> <p>Science N7+ I can ask questions about the things I see. N8+ I notice changes around me. N9+ I can name some animals and other natural objects. N10+ I can identify and name some body parts: head (and eyes, nose, mouth, ears), body, arms, hands, fingers, legs, feet, toes. N11+ I can observe and talk about changes in living things, in the context of some animals and plants. N12+ I know what some things are made of (eg metal, wood, plastic). N13+ I can explore different materials and comment on their properties (eg hard, soft). N14+ I know basic differences between day and night. N15+ I can talk about the weather that I observe.</p>	<p>History R1+ I can use words and phrases relating to time and chronology (eg yesterday, a long time ago, old, new) R2+ I can name the events in my day and sequence them in chronological order. R3+ I can sequence key events in my life in chronological order. R4+ I can remember and talk about my past with a sense of chronology (eg last week compared to when they were a baby). R5+ I can use books and photographs to compare my life and the lives of others in the past. R6+ I can listen to and ask questions of others when they talk about the past.</p> <p>Religious Education R7+ I know at least three religious festivals and how some people celebrate them. R8+ I know that religions have places of worship. R9+ I can talk about my own experiences in relation to celebrations, traditions and customs.</p> <p>Geography R10+ I know the name of the place where I live. R11+ I know the name of my school. R12+ I know the name of the country where I live (ie England). R13+ I can draw my own simple, fictional map. R14+ I can tell what's land and what's sea on a map. R15+ I can identify what some symbols represent on a map (eg river, mountain, trees). R16+ I can describe similarities and differences between different localities (eg city, countryside, seaside).</p> <p>Science R17+ I can begin to make sensible predictions. R18+ I can observe and describe changes. R19+ I can identify and sort animals, plants, other natural objects. R20+ I can observe how plants and bulbs grow and I know what they need to grow. R21+ I know basic life processes of most living things (birth, growing, adulthood, dying), in the context of chicks, tadpoles, caterpillars. R22+ I can explore different materials and compare properties (eg harder, softer). R23+ I understand that some things change shape or state and that I can change them (eg I can change the shape of malleable materials, I can melt ice). R24+ I know that the sun is a source of light. R25+ I can explore making shadows, making observations. R26+ I can talk about the weather and link these observations to the changing seasons.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>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.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



Age-related expectations: RE

We follow *Believing and Belonging*, the statutory curriculum for maintained schools in Leeds.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge of the beliefs and practices of religions and other world views	Knowledge of the beliefs and practices of religions and other world views	Knowledge of the beliefs and practices of religions and other world views
<ul style="list-style-type: none"> I know that some people choose to have a religion and some people don't. I know there are lots of different religions and that this is not the same as nationality. I know at least four key facts about Christianity and about Islam (eg sacred texts, significant figures, festivals, symbols, places of worship). 	<ul style="list-style-type: none"> I know that some people choose to have a religion, some people don't, and some people are unsure, and can suggest possible reasons for a particular choice. I know there are lots of different religions and can name at least four. I know at least three religious symbols and can match them to the correct religion. I know at least four key facts about Christianity, about Islam and – separately – about other religions (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements). 	<ul style="list-style-type: none"> I know that some people choose to have a religion, some people don't, and some people are unsure, and can talk about reasons for both points of view. I know there are lots of different religions (and possibly some non-religious systems of belief such as Humanism) and can name at least six. I can roughly locate on a map where some key world religions are most popular. I know at least four religious symbols and can match them to the correct religion. I know at least four key facts about each of Christianity, Islam, Sikhism and Judaism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements, rules and moral codes).
Skills	Skills	Skills
<p>Beliefs and practices of religions and other world views</p> <ul style="list-style-type: none"> I can recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them. I can retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. I can recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities. <p>How religions and other world views address questions of meaning, purpose and value</p> <ul style="list-style-type: none"> I can explore questions about beliefs, expressing my own ideas and opinions in response, using words, music, drama, art or poetry. I can observe and recount different ways of expressing belief, responding sensitively. <p>How religions and other world views influence morality, identity and diversity</p> <ul style="list-style-type: none"> I can find out about questions of right and wrong and begin to express my ideas and opinions in response. I can notice and respond sensitively to some similarities between different religions and other world views in my approach to questions of beliefs and meaning. 	<p>Beliefs and practices of religions and other world views</p> <ul style="list-style-type: none"> I can describe links between stories and other aspects of the communities I am investigating. I can describe and make connections between different features of religions and other world views. <p>How religions and other world views address questions of meaning, purpose and value</p> <ul style="list-style-type: none"> I can observe varied examples of religions and other world views so that I can explain, with reasons, the meanings and significance for some choices made by individuals and communities. I can discuss my own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including (eg) reasoning, music, art and poetry. <p>How religions and other world views influence morality, identity and diversity</p> <ul style="list-style-type: none"> I can discuss and respond to simple ethical questions, including what is right, wrong, just and fair. I can consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding to ideas about community, values and respect. 	<p>Beliefs and practices of religions and other world views</p> <ul style="list-style-type: none"> I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to beliefs and teachings that arise from them. I can describe and make connections between different features of religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life. <p>How religions and other world views address questions of meaning, purpose and value</p> <ul style="list-style-type: none"> I can observe and understand varied examples of religions and other world views so that I can explain, with reasons, the meanings and significance for the choices made by individuals and communities. I can discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including (eg) reasoning, music, art and poetry. <p>How religions and other world views influence morality, identity and diversity</p> <ul style="list-style-type: none"> I can discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions. I can consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.