

Intent:

At Loxwood, our RE lessons are intended to:

- Offer a broad and rich RE curriculum to allow for coverage of the areas prescribed;
- 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.
- identify, investigate and respond to a variety of issues.
- Explore aspects of SMSC, personal growth and community cohesion
- Have opportunities to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.

At Loxwood, we want to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

In RE, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

Implementation:

We have a coherent and sequenced curriculum building progression of knowledge and skills every year. EYFS have their own topic cycle but work alongside Key Stage 1. The rest of the school work in pairs – Year 1 and Year 2, Year 3 and Year 4 and then Year 5 and Year 6 and follow a two-year topic cycle. These year groups plan together weekly. In EYFS, the children look at their own families and customs broadening out to that of other children's families and customs and celebrations around the world. 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.

Impact:

At Loxwood, we believe that our RE curriculum enables our 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. Our RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. It will enable high quality work to be produced, showcasing a deep understanding of the main religions of the world, their community and their future. Children will be able to use the correct vocabulary, explanations and respectful opinions, and demonstrate cross-curricular links through, 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.

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions.

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

Values (in your own life and others' lives)

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.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

RE Whole School Topic Overview

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
EYFS	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures
Year 1 & 2	The Power of Payer Various religions Festivals and Celebrations Christianity and Hinduism Festivals and Celebrations (Christmas and Diwali)		Christianity Religious figures (John the Baptist, Moses and Jesus)		Rules and Routines (Importance of Rules and Routines – Christianity, Judaism, Islam, Sikhism and Humanism)		Festivals and Celebrations Christianity and Judaism (Christmas and Hanukkah)		Sikhism Festivals and Celebrations (Festival of Baisakhi – new year)		Islam (religious artefacts, places and practices – Quran, mosque, clothing, festivals)	
Year 3 & 4	Christianity Key aspects: where it originated, special places, key festivals, symbols and main beliefs.		Sikhism Key aspects: where it originated, special places, key festivals, symbols and main beliefs.		Buddhism Key aspects: where it originated, special places, key festivals, symbols and main beliefs.		Judaism Key aspects: where it originated, special places, key festivals, symbols and main beliefs.		Hinduism Key aspects: where it originated, special places, key festivals, symbols and main beliefs.		Islam Key aspects: where it originated, special places, key festivals, symbols and main beliefs.	
Year 5 & 6	Peace Compare and contrast peace across religions.		Humanism Examines the difference between religious and non-religious worldviews.		Justice and Freedom Explore the different religious concepts of freedom and justice.		Forgiveness Explore what is meant by forgiveness and the role forgiveness plays in world religions.		Creation Sequence, compare and contrast creation stories from world religions.		Worship Explore aspects of worship across different faiths & discuss freedom to worship around the world.	

Progression in RE:

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Knowledge		<p><u>The Power of Prayer</u></p> <ul style="list-style-type: none"> talk about and understand the festival of Harvest name and talk about some religious symbols and actions learn about the special artefacts used in Shabbat and talk about objects that are special to me <p>pray, harvest, payer, autumn equinox, Thanksgiving, Hindu, shrine, Puja, worship, reverence, honour, homage, adoration, Jewish, Judaism, Shabbat, Jews,</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> relate the protection of Moses to my own life retell events in the story of Moses and relate these to why Moses was a good leader relate the Ten Commandments to rules in my life Retell the story 'Jesus Calms the Storm' and relate it to my own experience. compare how disciples felt to own experience discuss 'Jesus in the Temple' from the Bible and relate it to my own experiences explain why Jesus thought he was safe in the Temple and why he thought it was ok to leave his parents <p>Old Testament, Bible, Torah. Jewish, Christian, protection, commandment, Moses, temple. leader, worship,</p> <p><u>Rules and Routines</u></p> <ul style="list-style-type: none"> explain why it is important to have rules recall some of our school routines order the Ten Commandments explain why Shabbat is important to Jewish people describe the Five Pillars of Islam explain what the Five Ks are make decisions based on humanist values <p>rules, rewards, consequences, routines, law, religion, Ten Commandments, Christians, Christianity, Judaism, Jews, Bible tablets, God, Moses, Mout Sinai, version, important, priorities,</p>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> describe who Jesus was and his importance to Christians locate Israel on a map give an example to show my understanding of trinity understand the Ten Commandments explain why places are special to Christians explain what happened when Jesus was in the desert and how this is marked by Christians today explain how the main Christian festivals are connected to each other explain what the Bible is and the two key sections locate key passages within the Bible explain one of the Christian symbols <p>Jesus, Israel, trinity, the Ten Commandments, Jerusalem, Bethlehem, Nazareth, Lourdes, Rome, Canterbury, Bernadette Soubirous, Catholic, denomination, Anglican, Lent, desert, temptation, Bible, Old Testament, New Testament, prophets, ancient, Israelites, foundations , cross, crucifix, dove, ichthus</p> <p><u>Sikhism</u></p> <ul style="list-style-type: none"> explain who founded Sikhism and where explain the main beliefs in Sikhism explain what makes the Gurdwara a special place for Sikhs name and describe some special Sikh festivals explain what the Sikh holy book is and how it is used name and explain the meanings of Sikh symbols <p>Religion, Sikhism, Sikh, India, Hindu, Muslim, Islam, Hinduism, Punjab, Guru Nanak, Guru Tegh, Bahadur, Guru Granth Sahib, Kartarpur, Sultanpur, Talwandi, Ik Onkar, Guru Ram Das, Guru Arjan Dev, Guru Hargobind, Guru Ha Rai, Guru Harkrisham, Guru Gobind Singh, Chaur, ramala, Darbar Sahib Chanani, Paliki Sahib, langar, Diwali, Vaisakhi, Bandi Chhor Divas, Panj Pyare</p> <p><u>Buddhism</u></p>	<p><u>Peace</u></p> <ul style="list-style-type: none"> explain the meaning of the word 'peace' explain how different religions view peace state the similarities and differences between each religions view on peace explain how some religions use inner peace to find inner peace and can reflect on this technique explain how religions focus on community cohesion to bring about peace recognise the peace symbol <p>peace, Ahisma, shalom, enlightened, Jihad, as-salamu, alaykum, Five Ks, kipan, gurdwara, inner peace, community, cohesion, yoga, meditation, tai chi, prayer, mindfulness, community cohesion, actions, Fairtrade, packaging, importing, shipping, grower, wholesaler, retailer, promote, symbolise</p> <p><u>Humanism</u></p> <ul style="list-style-type: none"> explore what worldview is identify the key ideas of influential humanist thinkers explore the ideas of humanist thinkers explain humanist beliefs to others create a symbol representing a value Consider scenarios and decide how humanists might respond. <p>worldview, religious, non-religious, atheist, agnostic, deist, Sikh, Muslim, Christian, Buddhist, Jewish, Hindu, influential, thinkers, rationality, reasons, ethics, Happy Human, symbol, meaning, dilemma</p> <p><u>Freedom & Justice</u></p> <ul style="list-style-type: none"> examine the concept of freedom examine the concept of Justice compare concepts of justice describe the influence of religious and non-religious world views on the human rights movement describe the influence of religious views on non-violent protest movements examine the concepts of freedom and justice and how they might conflict. <p>Freedom, meaning, idea, definitions, religious, religions, justice, Christianity, Buddhism, fairness, reasonable, concept, Judeo-Christian, Sikhism,</p>

		<p>disagree, opinion, The Five Pillars, Islam, Shahada, Salah, Zakat, Sawm, Hajj, Muslims, community, Ramadan, pilgrimage, prayer, Allah</p>	<ul style="list-style-type: none"> • Explain who and where Buddhism was founded • Explain the main beliefs held by Buddhists • Explain which places are special for Buddhists • Explain what happens at the major Buddhist festival • explain what the Buddhist holy book is and what is in it • name and explain the meaning of Buddhist symbols <p>Buddhism, Buddhist, Buddha, Siddhartha, Gautama, India, religion, palace, suffering, monk, meditation, Nirvana, Enlightenment, Karma, Precepts, Morals temple, puja, Stupa, Wesak, lantern, Monks, Pali Canon, Pali Sanskrit, Tripitaka, Vinaya Pitaka, Sutta Pitaka, Abhidhamma</p>	<p>Islam, Hinduism, Rama, human rights, UN Declaration of Human Rights, United Nations, UN Charter of the Rights of Children, non-violent, protest, Gandhi, Ahimsa, Martin Luther King, Nelson Mandela, John Hume</p>
<p>Beliefs & Teachings (from various religions)</p>	<p>Understanding the world (UW) 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.</p> <p><u>Understanding the world: People and communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Children will:</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p><u>Learn about and understand the main beliefs/concepts and teachings of the religions studied.</u></p> <ul style="list-style-type: none"> • describe the main beliefs of a religion. • describe the main festivals of a religion. <p>Christianity - Church, Bible, vicar, cross, lectern, Judaism- Hanukkah, Kippah, menorah, rabbi, Torah, synagogue, seder plate. Sikhism - Guru, Gurdwara, Sewa, Kara, gurburab Islam - Qur’an, mosque, hijab, Mecca, Muslims Hinduism -Hindu, Diwali, diva lamp, Mandir.</p>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <ul style="list-style-type: none"> • describe the key teachings and beliefs of a religion (Buddhism, Sikhism and Christianity); • begin to compare the main festivals of world religions (Buddhism, Sikhism and Christianity); • refer to religious figures and holy books (Buddhism, Sikhism and Christianity) <p><u>Beliefs, teachings, religion, figures.</u></p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <ul style="list-style-type: none"> • recognise and explain how some teachings and beliefs (Peace & Justice and Freedom) are shared between religions (Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism); • Explain how religious beliefs (Peace, Humanism) & Justice and Freedom) can shape the lives of individuals and contribute to society. <p><u>belief, teaching, religion, respect, tolerance Ahimsa, Shalom, enlightened, Jihad, as-salamu, alaykum, Five Ks, Kirpan, gurdwara</u></p>

	<ul style="list-style-type: none"> • Be able to talk about their families and know that some families are different to theirs • Understand that some families might celebrate different occasions throughout the year • Understand that other children might enjoy different things than what they enjoy • Be able to name some religions • Be able to name main festivals associated with some religions, <p>Christianity - Church, Bible, Judaism- Hanukkah, synagogue, Islam - Qur'an, mosque, , Muslims Hinduism -Hindu, Diwali, diva lamp, Mandir.</p> <p>Understanding the world ELG: <u>People, Culture and Communities</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 			
<p>Rituals, Ceremonies & Lifestyles (from various religions)</p>	<p>Understanding the world (UW) 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.</p> <p>Understanding the world:</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging</p> <ul style="list-style-type: none"> • recognise, name and describe religious artefacts, places and practices; • explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; • observe when practices and rituals are featured in more than one religion or lifestyle. <p>Christianity - Church, Bible, vicar, cross, lectern,</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <ul style="list-style-type: none"> • identify religious artefacts and how they are involved in daily practices and rituals (Buddhism, Sikhism and Christianity); • describe religious buildings and how they are used (Buddhism, Sikhism and Christianity); • explain religious ceremonies and rituals and their importance for people's lives and sense of belonging (Buddhism, Sikhism and Christianity). 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <ul style="list-style-type: none"> • explain practices and lifestyles associated with belonging to a faith; • explain practices and lifestyles associated with belonging to a non-religious community (Humanism) ; • compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; • show an understanding of the role of a spiritual leader.

	<p><u>People and communities</u></p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Children will:</p> <ul style="list-style-type: none"> Be able to talk about their families and know that some families are different to theirs Understand that some families might celebrate different occasions throughout the year Understand that other children might enjoy different things than what they enjoy Be able to name some religions Be able to name main festivals associated with some religions, <p>Christianity - Church, Bible, Judaism- Hanukkah, synagogue, Islam - Qur'an, mosque, , Muslims Hinduism -Hindu, Diwali, diva lamp, Mandir.</p> <p>UW ELG: <u>People, Culture and Communities</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Judaism- Hanukkah, Kippah, menorah, rabbi, Torah, synagogue, seder plate. Sikhism - Guru, gurdwara, Sewa, Kara, gurburab Islam - Wur'an, mosque, hijab, Mecca, muslims Hinduism -Hindu, Diwali, diva lamp, mandir.</p>	<p>Artefacts, rituals, ceremonies.</p>	<p>faith, community, lifestyle, spiritual East, West, inner peace, community, cohesion</p>
<p>How beliefs are expressed</p>	<p>Understanding the world (UW) 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</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Learn about how people express their belief and faith as individuals, groups and communities.</p> <ul style="list-style-type: none"> name religious symbols and the meaning of them; 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication (Buddhism, Sikhism and Christianity); 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> explore religious symbolism in literature and the arts;

	<p>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.</p> <p>Understanding the world: <u>People and communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Children will:</p> <ul style="list-style-type: none"> • Be able to talk about their families and know that some families are different to theirs • Understand that some families might celebrate different occasions throughout the year • Understand that other children might enjoy different things than what they enjoy • Be able to name some religions • Be able to name main festivals associated with some religions, <p>Christianity - Church, Bible, Judaism- Hanukkah, synagogue, Islam - Qur’an, mosque, , Muslims Hinduism -Hindu, Diwali, diva lamp, Mandir.</p> <p>UW ELG: <u>People, Culture and Communities</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> • learn the name of important religious stories; • retell religious stories and suggest meanings in the story. <p>Christianity - Church, Bible, vicar, cross, lectern, Judaism- Hanukkah, Kippah, menorah, rabbi, Torah, synagogue, seder plate. Sikhism - Guru, gurdwara, Sewa, Kara, gurpurab Islam - Wur’an, mosque, hijab, Mecca, muslims Hinduism -Hindu, Diwali, diva lamp, mandir.</p>	<ul style="list-style-type: none"> • looking at holy texts and stories, explain meaning in a story (Buddhism, Sikhism and Christianity); • express their beliefs in different forms, with respect for others’ beliefs and comparing beliefs. <p>Symbolism, communication.</p>	<ul style="list-style-type: none"> • some of the different ways individuals show their beliefs; • share their opinion or express their own belief with respect and tolerance for others. <p>Symbolism</p>
<p>Time to reflect &</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some</p>	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing</p>	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They</p>

<p>personal growth</p>	<p>their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p> <p>Personal Social and Emotional Development Sense of self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community <p>Children will:</p> <ul style="list-style-type: none"> Understand that they belong to different communities and social groups and can begin to talk about these. Understand that their friend might belong to different groups to them. <p>Statutory ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>people. They make links to expressing identity and belonging and what is important to them.</p> <p>Think about “big questions” about meaning, purpose and truth, identity, similarities and differences between the religions studied, their own lives and the world around them.</p> <ul style="list-style-type: none"> identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people. <p>Christianity - Church, Bible, vicar, cross, lectern, Judaism- Hanukkah, Kippah, menorah, rabbi, Torah, synagogue, seder plate. Sikhism - Guru, gurdwara, Sewa, Kara, gurburab Islam - Wur’an, mosque, hijab, Mecca, muslims Hinduism -Hindu, Diwali, diva lamp, mandir.</p>	<p>identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <ul style="list-style-type: none"> understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences. <p>Attitudes, differences</p>	<p>make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; Explain why their answers may be different from someone else’s and respond sensitively. <p>identity, concepts</p>
<p>Values (in your own life and others lives)</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p> <p>Personal Social and Emotional Development Sense of self</p> <ul style="list-style-type: none"> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group 	<p>Children look at and appreciate how many people’s values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values.</p> <ul style="list-style-type: none"> look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals. <p>Christianity - Church, Bible, vicar, cross, lectern,</p>	<p>Children develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <ul style="list-style-type: none"> make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; discuss and give opinions on morals and values, including their own. <p>Choices, consequences, values, community, opinions, morals.</p>	<p>Children continue to develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <ul style="list-style-type: none"> explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; Express their own values while respecting the values of others. <p>community, awareness, morals, consequences, values</p>

	<ul style="list-style-type: none"> • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Children will:</p> <ul style="list-style-type: none"> • Understand that different people have different talents • Be able to describe themselves in a positive but realistic way. <p>Statutory ELG: <u>Managing Self</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	<p>Judaism- Hanukkah, Kippah, menorah, rabbi, Torah, synagogue, seder plate. Sikhism - Guru, gurdwara, Sewa, Kara, gurburab Islam - Wur'an, mosque, hijab, Mecca, muslims Hinduism -Hindu, Diwali, diva lamp, mandir.</p>		
<p>Key</p>	<p>EYFS Framework Early Learning Goal Non Statutory Birth to 5 matters document Vocabulary</p>	<p>National Curriculum Objectives Children can: Vocabulary</p>		