

Dothill Progression Mapping



Religious Education

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	EYFS	Year One	Year Two
Substantive knowledge (Content)	<p>Who celebrates what and how? This unit enables pupils to find out more about celebrations they have experienced and to learn about and from the celebrations of others. Pupils are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.</p> <p>Festivals: How are they celebrated? This unit focus on celebrations they have experienced and to learn about and from the religious festivals of different faiths. The focus is on enabling children to reflect on what it means to join in with a festival and why people celebrate in annual festivals like Divali, Christmas, Eid and Hanukkah.</p> <p>Myself - who am I? In this unit of RE work children think about aspects of identity shown in family, community and the choices they make. They hear some religious stories about who we are, and talk about some beliefs linked to these stories. They discover that some objects are special because they can help us answer the question: who am I? There are opportunities to share what happens in their own family life and to find out what happens in a place of worship. They are enabled to think simply about their own identity and sense of belonging. These different kinds of belonging are part of who we are. The unit then considers religious examples of signs of belonging such as special clothes, special food and special objects with a focus on Christianity.</p>	<p>Creation and Thanksgiving In this unit children develop a simple understanding of key Jewish and Christian beliefs and other beliefs about the beginnings of life and the Earth's 'Creation'. They will have the chance to express thanks and be creative themselves</p> <p>Special stories for Christians and Muslims Children will learn about stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims.</p> <p>Finding out about Christian churches unit children discover the uses and designs of holy buildings and begin to find out how to enquire into them. They will build their knowledge of worship and learn what makes a sacred building, using the examples of synagogue and church for Jewish and Christian communities.</p>	<p>Symbols of belonging: what can we learn This unit develops the understanding that symbols can have more meaning than meets the eye. They learn a symbol can mean different things to different people.</p> <p>Holy Words This unit provides an introduction to the sacred texts of Christianity and Islam. They explore belief in God and pupils will be invited to think about the words that are most important to them.</p> <p>Beginning to learn Islam In this unit children find out about festivals, stories and worship in Muslim life.</p>

<p>Substantive knowledge (Concepts)</p>	<p>These core Christian concepts are woven through the units, children revisit and develop them throughout their curriculum journey. They form the basis of many of the key questions posed to learners e.g. What is it like to follow God? They are as follows: <i>God, Creation, People of God, Prophecy, Wisdom, Incarnation, Gospel, Salvation, The Kingdom of God</i></p>		
<p>Disciplinary Knowledge (Methods - Ways of knowing)</p>	<p><i>Celebrations, Festivals, Way of Life, Resurrection, Symbolism, Morals, Guidance, Rules, Celebration, Way of Life, Worship</i></p>	<p><i>Creation, Scripture, God, Way of Life, Rules, Guidance, Symbolism, Rules, Prayer, Worship Senses</i></p>	<p><i>Symbolism, Celebration, Ways of Life, Festivals, Scripture, Guidance, Morals, Prayer, Worship, Senses, Prayer</i></p>
<p>To gather information. To listen to stories and communicate about what they mean. To ask questions. To begin to draw conclusions using reasoning. To listen to visitors/on visits, ask relevant questions and respond sensitively. To express their own opinions. To reflect on and express their own ideas and the ideas of others. To explore, enquire, find out and investigate. To being to explain beliefs and values.</p> <p>In EYFS and KS1 we develop this through: interviews, holy texts, books, art, video clips, drama and stories.</p>			

<p>Disciplinary Knowledge (Personal knowledge)</p>	<p>Self-awareness by becoming increasingly aware of celebrations in their own lives, their own and others' sense of belonging and the ways celebration can make us happy.</p> <p>Respect for all by developing a willingness to learn from the celebrations and special days of others and to value difference and diversity for the common good.</p> <p>Open mindedness by engaging in positive discussion and debate about the lives of others and expanding their knowledge and understanding of the world.</p> <p>Appreciation and wonder by developing their capacity to respond to special events in the life of their family.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> Children will reflect on celebrations that are important to them. Children will think about why times spent celebrating are enjoyable and happy. Children will reflect on different answers to the question 'Who am I?' and various ways in which we belong and belong together. Children will learn that each person is worth respecting even when we are different and consideration of questions of fairness. Children will explore for each child of the questions 'where do I belong?' and 'Who am I?'. Children will consider very simply the links between religion and cultures and how religions and beliefs contribute to cultural identity and practices that show 'belonging'.</p>	<p>Self-awareness by becoming increasingly alert to the place of beliefs in our lives.</p> <p>Open mindedness by engaging in positive discussion about mysterious and unanswerable questions and swapping ideas freely in a context where diverse views are valued.</p> <p>Appreciation and wonder by developing their capacity to respond to the inspiring world of nature, to experience thanks and praise, to be thankful and to ask questions of mystery about it. Children will develop their capacity to respond to the sense of worship, wonder, mystery and devotion for themselves.</p> <p>Respect for all by developing skills of listening and a willingness to learn from others, even when others' views are different from their own. Being ready to value difference: learning about what is special, holy or sacred to whom. Being sensitive to the feelings and ideas of others.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> Children will reflect on Christian / Jewish stories, ideas or beliefs about creation and ask mystery questions. Children will consider responsibility for the world. Children will learn from each other's ideas and beliefs during discussion and from co-operative creative work. Children will show sensitivity to different beliefs and ideas about how the world was created, that may be different to our own. Children will consider how sacred stories and texts give guidance to some people, and beliefs lead to actions. Children will explore simply how society is influenced by teachings and stories found in sacred texts. Children will consider how different communities use their holy writings.</p>	<p>Self-awareness: feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.</p> <p>Open mindedness by developing skills of listening and a willingness to learn from others, even when others' views are different from their own.</p> <p>Respect for all by being ready to value difference: learning about what is special, holy or sacred to whom. Being sensitive to the feelings and ideas of others. Being ready to value difference: learning about what is special, holy or sacred to whom.</p> <p>Curiosity and enquiry: being willing to ask questions and take a wide interest in the world around them.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> Children will consider how sacred texts give guidance to some people, and beliefs lead to actions. Children will explore how society is influenced by teachings found in sacred texts. Children will consider how two different communities use their holy writings. Children will notice and value diversity through a developing sense of the importance of 'special' places. Children will consider simply how religious beliefs lead to particular actions.</p>
<p>Vocabulary</p>	<p>Celebration, Special days, Christian, Sikh Story Bible, Guru Nanak, Baby, Christening, Wedding Symbol, God, Church, Jesus.</p>	<p>Creation, Christianity, Sikhism, Beginning, Earth, Bible, Worship, Miracle, Jesus, God, Guru Nanak, Guru Granth Sahib, Gurdwara, Testament, Sacred, Special</p>	<p>Christianity, Sikhism, Gurdwara, Guru Nanak, Guru Granth Sahib, Bible, Worship, Miracle, Jesus, God, Unique, Respect, Symbol, Holy, Celebration, Testament, Sacred, Scripture, Prayer, Worship.</p>