

Religious Education at Church Eaton



What are our aims?

EYFS (Early Years Foundation Stage)

Understanding of the world educational programme (taken from the EYFS Framework 2020)

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.

Key Stages 1 and 2

- To develop **knowledge and understanding of different beliefs and practices**, including festivals, worship, rituals and ways of life, to find out about the meanings behind them and make connections between different features of the religions.
- **Expressing ideas and insights** by asking and responding to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Gaining and deploying skills - Explore questions about **belonging, meaning and truth** so that they can express ideas and opinions in response using words, music, art or poetry. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

We follow the Staffordshire Agreed Syllabus. The three intended outcomes of this are:

What do we cover in EYFS?

Early Years RE skills are drawn from People and Communities strand found in [Understanding the World](#). Details of what we cover and when we cover it are published here: [Staffordshire Agreed Syllabus for RE](#)

	Nursery	Reception
People and Communities	<ul style="list-style-type: none">•Continue developing positive attitudes about the differences between people.•Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<ul style="list-style-type: none">•Understand that some places are special to members of their community.•Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries.

What do we cover in Years 1 to 6?

Our RE key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton. The table below shows the focus for each year group from Years 1- 6. We follow the Staffordshire Agreed Syllabus, and our lessons are taught by one member of staff.

Details of what we cover and when we cover it are published here: [Staffordshire Agreed Syllabus for RE](#)

Cycle A			
	Explore	Engage	Reflect
Class 2	Pupils use words and phrases to recognize and name features of religious life and practice valued by believers. They can recall religious stories and recognize symbols and other verbal and visual forms of religious expression which have meaning for believers.	Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique.	Pupils can demonstrate that there are many religious traditions/faith communities and that some people do not follow a recognized faith or believe system or identify as being religious.
Class 3	Pupils use a developing vocabulary to describe some key features of religion, recognizing similarities and differences. They make links between beliefs, practices and sources including religious stories and sacred texts. They begin to identify the impact religion has on its believers lives. They describe some forms of religious expression.	Pupils ask important questions about values, commitments and beliefs making links between their own and others responses, attitudes and behavior.	Pupils can identify and distinguish between the faiths and world views being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context. They know that some people do not identify as being religious.
Class 4	Pupils use increasingly wide vocabulary to explain the impact of religious beliefs and non-religious life. Show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. The use religious sources to provide answers to ethical issues.	Pupils ask and suggest answers to fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments. Relating them to their own and others lives. Making clear connections between personal view points and actions.	Pupils explain what inspires and influences them expressing their own and others views on the opportunities and challenges of commitment in diverse world. They identify the consequences for themselves and others for holding particular beliefs and values.

Cycle B

Class 2	Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils can recognize that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.	Pupils are able to name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They now that some people do not identify as being religious.
Class 3	Pupils use a developing vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experience. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on peoples lives. They explore and explain meanings for a range of forms of religious expression.	Pupils raise and suggest answers to fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments. Recognizing the implications and consequences of making moral choices.	They apply their ideas about identity and commitment in a diverse world to their own and other peoples lives. They describe what inspires and influences themselves and others especially their commitments, values and choices. They can recognize in themselves and others some reactions to living alongside others who have a different faith or stance. They can explain why some people do not identify as being religious.
Class 4	Pupils use increasingly rich vocabulary to give informed accounts of religious beliefs. They interpret sources and accounts explaining the reasons they are used in different ways by different traditions to provide answers to ethical issues. They interpret different forms of religious, spiritual and moral expressions and interpret sources and arguments regarding world views/issues.	Pupils use reasoning and examples to explore the relationship between beliefs, teaching and world issues. They express insights into their own and other's views on fundamental questions of identity, belonging, meaning purpose and perceived truth.	Focusing on values and commitments pupils consider their own response to opportunities and challenges of living in diverse world whilst taking into account the experiences and views of others. They are able to discuss examples of religious co-operation and why this is sometimes difficult.

What does learning look like for your child in EYFS?

Your child will begin to follow the seven-part lesson plan when they join in with small group adult led activities (see below). They also will take part in Continuous Provision. Activities for Continuous Provision are linked to current learning, previous learning or child choice. We call it 'Busy Bee Time' so that the children know that they are not just 'playing.' The activities are loosely planned and enable children to take their own learning where they wish to. They access resources with a degree of independence and are taught how to manage risk safely through modelling and expectation. Learning during Continuous Provision holds the same amount of merit as Adult Directed learning if not more so.

What does learning look like for your child at Church Eaton in Years 1-6

Your child is taught in mixed aged classes and will complete units of work that can take up to 6 weeks to finish. We begin each unit with a big question to stimulate discussion and provide links with other areas of the curriculum throughout the unit. For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

Step 1: Activating Prior Knowledge: We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task.
Step 2: Explicit Strategy Instruction- We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions
Step 2: Modelling of learned strategy: We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.
Step 4 Memorisation of strategy: We check to see if your child has understood what they have been taught.
Step 5 Guided Practice We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed
Step 6 Independent practice: Your child may then complete the task by themselves without support
Step 7: Structured reflection: Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

How do we track progress in EYFS?

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

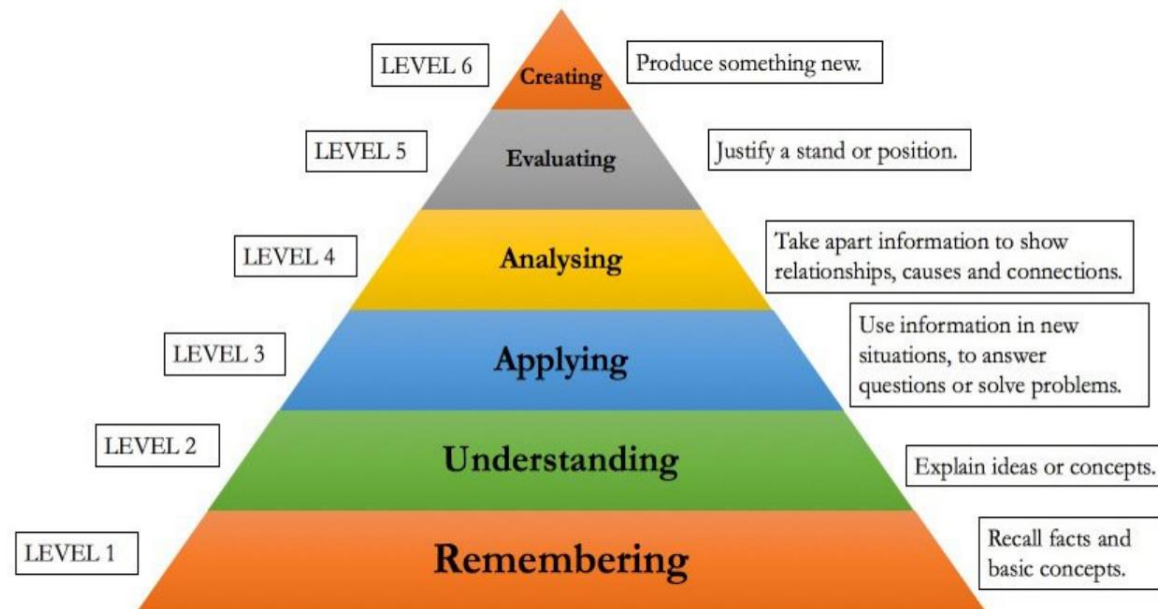
ELG People, culture and communities

- 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.

How do we track progress in Years 1-6?

Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future.

Because your child is in a mixed age class, which they stay in for two years, we may repeat a concept or a chunk of learning several times. As your child becomes more secure in their understanding of this concept, we are then able to identify the depth of their knowledge. We use Bloom’s Taxonomy’ to do this. Bloom’s Taxonomy attempts to classify learning stages from remembering facts to being able to create new ideas with the knowledge that has been gained. The idea of Bloom’s Taxonomy is that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it. It looks like this.



As a rough guide, we aim for children to be working at these levels

	Years 1 and 2			Years 3 and 4			Years 5 and 6		
Year	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6

Depth of Knowledge demonstrated	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate
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