Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance, and Cheshire West and Chester Council Locally Agreed Syllabus

People, culture and communities ELG:
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.

	Autumn 1 – Resilience Who am I?	**Autumn 2 – Belief** Why do we celebrate?	**Spring 1 – Belonging** Is it too good to be true (tasty tales)?	**Spring 2 – Change** How do things change?	**Summer 1 – Consequence** Where do we live?	**Summer 2 – Sustainability** What's out at sea?
RE Intent						
Children will encounter religions and worldviews through special people, books, times, places, and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices, and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social, and emotional development and understanding the world. Children will talk about similarities and differences between themselves and others, among families, communities, and traditions. They will begin to know about their own cultures and beliefs and those of other people. They will explore, observe and find out about places and objects that matter in diverse cultures and beliefs.						
RE Implementation						
Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.						
Religious and non religious worldviews	Generic- what is special about me? Christianity- What happens in a church? Hindu Dharma- Why is Diwali a special time for Hindus? Christianity. Why do Christians do a Nativity play at Christmas?		Comparative- What is a special book and a special artefact? Chinese and others- What is the Lunar New Year? Christianity- Why is Easter a happy and sad time for Christians?		Islam- How does a Muslim celebrate Eid-Al-Fitr? Christianity- What special places do we have in our community?	
Belief and authority	Talk about views of God and show respect for the views of others. Understand how people have different names for God. Explain how your worldview may or may not include God. T Talk about my special book and know that there are special books and special words for Hindu people. Explain the Christmas story. Know Jesus is a special person for Christians. Know Jesus is a special person for Christians. Find out about why Christians give gifts at Harvest and Christmas time. Tell somebody why Christians do Nativity plays at Christmas.		Discuss my view about God and show respect for the views of others. Understand how people have different names for God. Explain how your worldview may or may not include God. Talk about my special book and know that there is a special book for a Christian called the Bible. Explain the Easter story. Know Jesus is a special person for Christians.		Discuss my view about God and show respect for the views of others. Understand how people have different names for God. Explain how your worldview may or may not include God. Talk about my special book and know that there are special books and special words for Muslims.	
Worship, Life Journeys and Spirituality	Know what a special place is for myself and for others. Talk about a special place and compare it with a special place for a Hindu family (Temple). Know about a special River in India (Ganges) and why this is special for Hindus. Know that Diwali is a festival for Hindus (as well as some others) and understand how a Hindu child may celebrate it. Find out about why Christians give gifts at Harvest and Christmas time. Tell somebody why Christians do Nativity plays at Christmas.		Know what a special place is for myself and for others. Talk about a special place and compare it with a special place for a Christian family (Church). Understand what happens in a church and can recognise some churches in my local area. Know about the jobs that people do in a church.		Know what a special place is for myself and for others. Talk about my special place and compare it with a special place for a Muslim family (Mosque).	
Equality and diversity	Introduction to our RE Buddies. Talk about how we are all special and how people can believe different things. Some people have a religions worldview and some a non-religious worldview. Know that a Hindu family may celebrate Diwali in the same way, a similar way or a different way.		Talk about how we are all special and how people can believe different things. Some people have a religions worldview and some a non-religious worldview.		Talk about how we are all special and how people can believe different things. Some people have a religions worldview and some a non-religious worldview	
Worldview specific vocab from the	God, Hindu, Diwali, Rama and Sita, Temple		Incarnation, Easter, God, resurrection, church, baptism, Bible, Christianity, minister.		God, Muslim.	

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CW&C Essential Vocab.	Christmas, church, Bible, nativity, Christians		
READINESS FOR YEAR ONE: To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and tradition			