



**Wellington
Primary**

**RE Curriculum
Skills Overview**

RE Skills Progression

These skills for RE are taken from the following areas of learning in the New EYFS Statutory Framework September 2021:

*Personal, Social and Emotional Development
Understanding the World*

Nursery		Reception	
<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • See themselves as a valuable individual • Make connections between the features of their family and other families • Notice differences between people • Continue to develop positive attitudes about the differences between people 		<ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Show sensitivity to their own and others' needs • Talk about the lives of the people around them and their roles in society • Understand the past through settings, characters and events encountered in books read in class and storytelling • 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 	
Year Group	Autumn	Spring	Summer
Nursery	Special times The Birthdays and Christmas theme helps EYFS children understand the concepts of celebration, tradition, and joy associated with these special occasions.	Special People The Special People theme introduces EYFS children to the idea of special individuals in their lives and across different cultures and religions.	Special World In the Special World theme, EYFS children are encouraged to explore the beauty, wonder, and diversity of the world around them through the lens of different beliefs and cultural practices. They will learn to appreciate nature, people, and

	<p>Through interactive activities, stories, and discussions, children will explore how birthdays and Christmas are celebrated in different cultures, and why they hold special significance for many people. This theme encourages children to connect with ideas of family, belonging, and happiness through familiar and joyful events.</p>	<p>Through stories, role play, and celebrations, children learn about the roles of people who are valued for their guidance, kindness, and contributions to society and faith communities.</p> <p>Linked to cultural events and celebrations throughout the year, this theme provides children with a rich understanding of how special people are honoured and remembered in various traditions</p>	<p>places, discovering how various religions and cultures see the world as a precious and sacred space.</p> <p>Through stories, art, and sensory activities, children will engage with ideas like caring for our environment, respecting living things, and finding awe in everyday moments.</p>
Reception	<p style="text-align: center;">Who am I?</p> <p>The "Who Am I?" theme invites EYFS children to explore their identity, build self-awareness, and learn about what makes each person unique and special.</p> <p>Through engaging activities, storytelling, and discussions, children will reflect on their own qualities, families, interests, and beliefs. This theme supports the development of communication and language, as well as personal, social, and emotional growth, laying a foundation for empathy and respect for others.</p>	<p style="text-align: center;">Precious things</p> <p>The "Precious Things" theme helps EYFS children discover and appreciate special items, symbols, and artefacts linked with festivals from different cultures around the world.</p> <p>Through hands-on activities, stories, and discussions, children will learn how these items hold special meaning for people and how they are connected to important celebrations. This theme encourages curiosity, respect, and a sense of wonder about diverse traditions.</p>	<p style="text-align: center;">Stories from other traditions</p> <p>The theme "Stories from Other Traditions" introduces young children to stories from different cultures and religions, encouraging them to learn about values, morals, and shared human experiences through narratives from around the world. By listening to and exploring these stories, children can develop empathy, understanding, and respect for diverse cultures.</p>

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	<p>Children start to recall and identify different religious beliefs and key festivals associated with various religions. They recognise religious symbols, understand their importance to individuals, and see how these symbols are featured in festivals. Children are able to:</p> <ul style="list-style-type: none"> a) Describe the core beliefs of a religion. b) Describe the key festivals of a religion. 	<p>Children can describe the central beliefs and teachings of the religions they study, beginning to draw comparisons between them. They build on their knowledge of world religions from KS1, demonstrating the ability to:</p> <ul style="list-style-type: none"> a) Describe the core teachings and beliefs of a religion. b) Start comparing major festivals across world religions. c) Reference significant religious figures and sacred texts. 	<p>Children can explain how beliefs and teachings influence individuals and communities. They compare key beliefs and teachings across different religions, using respectful and accurate language. Children are able to:</p> <ul style="list-style-type: none"> a) Identify and explain shared beliefs and teachings across religions. b) Describe how religious beliefs shape individuals' lives and contribute positively to society.
Rituals, ceremonies and lifestyles (from various religions)	<p>Children explore daily practices and rituals across religions, identifying common practices and recognizing those shared by multiple faiths. They begin reflecting on personal experiences with ceremonies. Children are able to:</p> <ul style="list-style-type: none"> a) Identify, name, and describe religious artefacts, places, and practices. b) Explain the purpose and meaning behind religious rituals and ceremonies, including reflecting on their own experiences, and observe when 	<p>Building on their knowledge from KS1, children delve into the concepts of belonging, identity, and meaning within various religions. They gain an understanding of what it means to belong to a faith community through its practices and rituals. Children are encouraged to thoughtfully discuss and present their own views, as well as those of others. Additionally, they explore the significance of pilgrimages as a fundamental aspect of religious life.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Identify religious artefacts and explain their role in daily practices and rituals. b) Describe religious buildings and their functions within the community. c) Explain the significance of religious ceremonies and rituals in shaping individuals' lives and their sense of belonging. 	<p>Children deepen their understanding of belonging, identity, and meaning by exploring how religious beliefs influence individuals and communities. They examine the significance of rituals and ceremonies that mark life's milestones and broaden their perspective by considering non-religious ways of life as they progress from LKS2.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Describe the practices and lifestyles that are associated with belonging to a religious faith. b) Describe practices and lifestyles that are common within non-religious communities. c) Compare lifestyles across different faiths, providing reasons why individuals within the same faith may choose different ways of living. d) Demonstrate an understanding of the role of

	KS1	LKS2	UKS2
	practices and rituals are shared across different religions or lifestyles.		spiritual leaders within various communities.
How beliefs are expressed	<p>Children explore various sources of wisdom and the traditions they represent. They begin to interpret the meanings behind religious stories and recognise symbols that express the values and beliefs of a community.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Identify religious symbols and explain their meanings. b) Name significant religious stories. c) Retell key religious stories and suggest possible meanings within these stories. 	<p>Children explore how beliefs are expressed through books, scriptures, art, and other forms of communication. They delve into a range of beliefs, symbols, and actions that convey meaning and deepen their understanding of religious stories and sources of wisdom, recognizing the traditions behind them.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Identify religious symbolism in various forms of art and communication. b) Examine holy texts and stories, explaining the meanings within them. d) Respectfully express their own beliefs in different formats, while recognizing and comparing the beliefs of others. 	<p>Children deepen their exploration of how beliefs are expressed through scriptures, art, literature, and other forms of communication. Building on prior learning, they examine a variety of beliefs, symbols, and actions to understand diverse ways of life and to interpret meaning. They develop the ability to explain religious stories, sources of wisdom, and the traditions that shape them.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Explore religious symbolism in literature and the arts. b) Explain the different ways individuals express their beliefs. c) Share their own beliefs and opinions with respect and tolerance for others..
Time to reflect and personal growth	<p>Children explore how religion holds significance in the lives of many people, connecting this understanding to their own sense of identity, belonging, and what they value.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Identify things that are important in their own lives. 	<p>Children deepen their understanding of how a sense of belonging and appreciation of religion can shape lives. They connect this to their own identities and communities, responding thoughtfully to differing perspectives.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Recognise that personal experiences and feelings can shape their attitudes 	<p>Children continue to develop their understanding of how religious appreciation influences personal identity and belonging for many people. They connect this to their own sense of self, recognizing and responding thoughtfully to diverse perspectives. Children also engage in discussions on ethical questions, exploring ideas of right, wrong, fairness, and justice.</p> <p>Children are able to:</p> <ul style="list-style-type: none"> a) Recognise and express their own feelings

	KS1	LKS2	UKS2
	<p>b) Ask questions about life's mysteries and complexities.</p> <p>c) Recognise similarities and differences between individuals and appreciate diverse perspectives.</p>	<p>and actions.</p> <p>b)</p> <p>c) Suggest reasons for the actions and choices of religious and non-religious leaders and followers.</p> <p>d) Pose open-ended questions and thoughtfully suggest possible answers to them.</p> <p>e) Recognise and respect the similarities and differences between people's beliefs and experiences.</p>	<p>about identity and beliefs.</p> <p>b) Share their views on complex concepts and questions without universally agreed answers.</p> <p>c) Explain why their perspectives may differ from others' and respond with sensitivity.</p>

At every Key Stage, including Reception, each of these Areas of Exploration are developed.

- Worship, Celebration and Commemoration
- Rites of Passage
- Key Figures
- Writings
- Stories
- Language and Symbolism
- Places and Communities
- Values and Social Action
- Beliefs



Children's Rights - Article 14
 Every child has the right to think and believe what they want and to practise their religion.

RE in Hounslow

42% of people acknowledge themselves as Christian while 14% are Muslim. 10.3% of the population is Hindu while there are also some Sikh people who take up to 9% of the total population. There are also some Buddhists here and they occupy 1.4% of the total population. At nine percent, Hounslow has the biggest extent of Sikhs in London, and the third most astounding in England before Slough and Wolverhampton. Also, 18% of the populace are not religious.