

## Heatherside Infant School

'Living Difference III ensures the statutory requirements for Early Years Foundation Stage (EYFS) profile (2016 handbook).' Living Difference III Dec 2016

### Progression of Skills in the Early Years Foundation Stage

Each unit of work for RE in a Reception class will be an enquiry into the children's experience of a concept and link strongly to the EYFS characteristics of learning:

1. **Share** own experiences of personal events and people close to them
2. **Listen** to others
3. **Share** their feelings
4. **Share** their own experiences
5. **Identify** what a celebration is
6. **Begin** to recognise how Christians celebrate events and things that are special to them
7. **Begin** to recognise what special means
8. **Reflect** on important events
9. **Respond** to ideas being discussed
10. **Identify** how their feelings about an idea being discussed relates to them

### National Curriculum Requirements

'Living Difference IV is the statutory framework which defines the matters, skills and processes to guide individual schools developing their curriculum for religious education.'

Living Difference IV Dec 2021 - Children are required to study Christianity and one other religion.

Children will continue to explore and reflect on their own way of life and will also encounter religious and non religious ways of living through in the first instant exploring a concept - Children will complete a series of cycles of enquiry relating to one concept in each unit of work

### End of Year Expectations in Key Stage 1

	Expectation by the end of Year 1	Expectation by the end of Year 2
<b>Communicate</b>	<b>Children can express creatively</b> their responses to their experiences of the concepts/words introduced.	<b>Children can express creatively their</b> response to their own experiences of the concepts/words introduced.
<b>Apply</b>	<b>They can recognise</b> their responses and how they relate to events in their own lives.	<b>The Children can recognise</b> (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.
<b>Inquire and Contextualise</b>	<b>Children can recognise</b> what has been taught about the concept/word and how it is used in the tradition studied.	<b>Children can simply describe</b> what has been taught about how the concept/word and how it is used in the tradition studied.
<b>Evaluate</b>	<b>In simple terms children recognise something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	<b>In simple terms children can discern something of the value</b> of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

