



BRAMPTON 'THE ELLIS'  
C OF E AIDED PRIMARY SCHOOL

Curriculum Progression Map

**RE/PSHE EYFS**

Within our early year settings, we aim to guide the development of children’s capabilities with a view to ensure children in our care complete the Early Years Foundation Stage ready to benefit fully from the opportunities ahead of them. We promote the learning and development of all children in our care to ensure they are ready for Year 1 and beyond.

FS1 coverage:

R.E

<p><b>God/Creation</b>  <b>Why is the word God so important to Christians?</b></p> <p>Golden rules.</p> <p>What is a <u>Christian?</u>-story from children’s bible.          Who is <u>God?</u>-creation story-power point.          Why is God <u>good?</u>-who put the colours in the Rainbow song?          Why is God good? RE art work for Re display.          Harvest          Taking care of the world:          Tidy up/make posters.</p>	<p><b>Why do Christians perform nativity plays at Christmas?</b></p> <p>Re-cap: What do Christians <u>believe?</u>-bible story/props.          Recap who is <u>God?</u>-hymn/craft. Christmas story          What special things do we do at Christmas to share God’s love? Nativity rehearsal. Nativity rehearsal.          Nativity performance.          Christmas rituals.</p>	<p><b>Incarnation.</b>  <b>What makes everyone unique and special?</b></p> <p>Re-cap: Who is God? Why is God good? Circle time-who makes you happy at school? Why? What is special about them?          Play mirror, mirror. Mirrors in the role play area to encourage children to identify similarities and differences between their friends and themselves.          Who is <u>Jesus?</u>-children’s bible story.          Why is Jesus special? Q&amp;A session.          Why are you special to God?</p>	<p><b>Salvation.</b>  <b>Why do Christians put a cross in an <u>Easter garden?</u></b></p> <p>Re-cap: what makes everyone unique and special?          Circle time: what is lent and shrove <u>Tuesday?</u>-make pancakes.          What is <u>palm Sunday?</u> Look at a palm cross. Sing hosanna.          Make palm crosses-sing hosanna.          Why do Christians celebrate Easter? Make Easter cards          Share the Easter story.</p>	<p><b>Salvation</b>  <b>How do we help others when they need it?</b></p> <p>Re-cap: why do Christians celebrate Easter? Children share their experiences of Easter.          The two great commandments (Love God and Love your neighbour).          Story: The Good Samaritan.          Help thy neighbour: Use bridges to help each other to cross the river.</p>	<p><b>How can we care for our wonderful world?</b></p> <p>Re-Cap: golden rules.          Circle time: God created the world and trusts us to care for it. Explore our bug hotel.          Sing he’s got the whole world in his hands.          Taste and talk about our <u>home made</u> vegetables and link these to God the creator. Observe and talk about our bee habitat and why this has been important.</p>
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## FS2 coverage:

### R.E

<p>God/Creation (unit F1) – Why is the word 'God' so important to Christians?</p> <p>The three R's</p> <p>Who is God? – Looking at the words – create, creation, creative, creator. Linking to VIP.</p> <p>The creation story - 7 days of creation.</p> <p>The importance of God in church – Link to messy church. Hymns</p> <p>The Lord's prayer – importance of hallowed be thy name.</p> <p>Harvest – Thanking God</p> <p>Prayer in our school</p>	<p>Incarnation (unit F2) – Why do Christians perform nativity plays at Christmas?</p> <p>Who is Jesus? Just not a baby but God. Looking at a bible – Old and <a href="#">new testament</a>.</p> <p>Stories of Jesus. Why he was important</p> <p>What is a celebration? Birthdays, weddings, Christmas, christening.</p> <p>Christians celebrating Christmas – Why Christmas is important.</p> <p>Nativity Story</p> <p><b>Follow the jigsaw scheme for PSHED</b></p>	<p>Incarnation (unit F2) – What makes every single person unique and precious?</p> <p>How am I special? Box with a mirror inside – discussing how everyone is different and special.</p> <p>Thanking God – Making own prayers, importance of saying thank you.</p> <p>Christening – What is a christening? Story of Jesus welcoming the children.</p> <p>Welcoming people - children to the church/school. Looking after each other.</p> <p>Jesus - Love one another as I have loved you.</p> <p><b>Follow the jigsaw scheme for PSHED</b></p>	<p>Salvation (Unit F3) – Why do Christians put cross in an <a href="#">Easter garden</a>?</p> <p>Why is a palm <a href="#">cross</a> a special symbol? – Palm Sunday.</p> <p>Palm Sunday – Sing hosanna. Making palm leaves.</p> <p>Easter – Why is it important? Celebration</p> <p>Easter Saturday and Sunday. New life.</p> <p>Saying sorry. Forgiveness. Importance of the cross.</p> <p>The sign of the cross. Hot cross buns.</p> <p><b>Follow the jigsaw scheme for PSHED</b></p>	<p>God/Creation (unit F1) – How can we care for our wonderful world?</p> <p>Why is the word God so important to Christians? Adam and Eve story. Caring for the new world.</p> <p>If I were a butterfly – looking at how <a href="#">god</a> created the animals. Caring for others.</p> <p>Looking after our environment. What can we do?</p> <p><b>Follow the jigsaw scheme for PSHED</b></p>	<p>Salvation (Unit F3) – How can we help others when they need it?</p> <p>Loving others. Who do we care for? Family, friends, school.</p> <p>The good Samaritan.</p> <p>How can we help others in need? Being kind to others. Acts of kindness.</p> <p>Importance of candles in church. Asking <a href="#">god</a> for help.</p> <p>Reflection – making a place in the classroom to think of God – pray.</p> <p><b>Follow the jigsaw scheme for PSHED</b></p>
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## PSHE

*Follow the jigsaw scheme for PSHE*  
**Focusing on the 3 R's in school – Respect, resilience, responsibility.**

**Fundamental British values –**  
**What we do and what we say every single day**

<b>Democracy</b> <i>Making decision together</i>	<b>Rule of law</b> <i>Understanding that rules matter as cited in PSED</i>	<b>Individual liberty</b> <i>Freedom for all</i>	<b>Mutual respect and tolerance for those with different faiths</b> <i>Treat others as you want to be treated</i>
<ul style="list-style-type: none"> <li>Encouraged to make choices and decisions about what they want to explore and how they're going to use the resources.</li> <li>Share views/voting on tasks in the classroom.</li> <li>Support turn-taking, sharing and collaboration.</li> <li>Encourage to see their role in school.</li> <li>Know their views count, value each other's views and values and talk about their feelings,</li> </ul> <p>Be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p>	<ul style="list-style-type: none"> <li>Managing their own feelings and behaviour.</li> <li>Learning right from wrong.</li> <li>Behaving within agreed and clearly defined boundaries.</li> <li>Dealing with the consequences.</li> <li>Understanding rules in the world we live in e.g., traffic lights</li> </ul>	<ul style="list-style-type: none"> <li>Developing a positive sense of themselves.</li> <li>Opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</li> <li>Give time to reflect on their differences and preferences to understand that we are all free to have different opinions.</li> <li>Range of experiences that allow to explore the language of feelings and responsibility.</li> </ul> <p>Reflect on their differences and understand we are free to have different opinions.</p>	<ul style="list-style-type: none"> <li>Acquire a tolerance and appreciation of and respect for their own and other cultures.</li> <li>Know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</li> <li>Being part of a community, managing our feelings and behaviour; and forming relationships with others</li> </ul>

Here are the Early Learning Goals which will support this area of the National Curriculum.

### Communication and Language

*ELG: Listening, Attention and Understanding Children at the expected level of development will:*

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*ELG: Speaking Children at the expected level of development will:*

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

#### *ELG: Self-Regulation Children at the expected level of development will:*

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### *ELG: Managing Self Children at the expected level of development will:*

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;

#### *ELG: Building Relationships Children at the expected level of development will:*

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## **Literacy**

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Understanding the World**

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- 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;

## **Expressive Arts and Design**

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.