

# Baytree RE/SMSC continuum

## GOLDEN THREADS – independence and communication

### Early Years Foundation Stage

*By the end of EYFS learners will have experienced/be able to...*

**Prime areas:**

- Communication and Language
- Understanding the World
- Personal, social and emotional development

**Additional areas:**

- Learning about British Values

**Communication and Language**

**ELG - Listening, Attention and Understanding  
- Speaking**

- Listening to stories and remembering what happens
- Sing a large repertoire of songs
- Using words and actions to express a point of view with an adult or a friend

**Understanding the World**

**ELG – Past and Present  
- People, Culture and Communities**

- Talk about what they say
- Begin to make sense of their own story and family’s history
- Develop positive attitudes about the differences between people

**Personal, social and emotional development**

**ELG – self-regulation  
- managing self  
- building relationships**

- Develop their sense of responsibility
- Play with one or more other children
- Talk about their feelings (happy, sad, angry, worried)
- Begin to understand how others may be feeling

# Baytree RE/SMSC continuum

<p><b>Playing and exploring</b> – engagement</p> <p><b>Active learning</b> – motivation</p> <p><b>Creating and thinking critically</b> – thinking</p>	<p><b>Playing and exploring</b> <i>children investigate and experience things, and 'have a go'.</i></p> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials.</li> <li>• Plan and think and about how they will explore or play with objects.</li> <li>• Guide their own thinking and actions by talking to themselves while playing.</li> <li>• Make independent choices.</li> <li>• Bring their own interests and fascinations in school.</li> <li>• Respond to new experiences that you bring to their attention.</li> </ul> <p><b>Active learning</b> <i>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p> <ul style="list-style-type: none"> <li>• Participate in routines.</li> <li>• Being to predict sequences because they know routines.</li> <li>• Show goal directed behaviour.</li> <li>• Use a range of strategies to reach a goal they have set themselves.</li> <li>• Begin to correct their mistakes for themselves.</li> <li>• Keep on trying when something is difficult.</li> </ul> <p><b>Creating and thinking critically</b> <i>children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play.</li> <li>• Review their progress as they try to achieve a goal.</li> <li>• Solve real problems.</li> <li>• Use pretend play to think about the 'here and now' and to understand another perspective.</li> <li>• Know more, so feel confident about coming up with their own ideas.</li> <li>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>
<p><b>EYFS curriculum approaches</b></p>	
<p>Outdoor play curriculum Play based curriculum</p>	

# Baytree RE/SMSC continuum

<b>GOLDEN THREADS – independence and communication</b>			
<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<i>By the end of primary school, learners will have experienced/be able to:</i>		<i>By the end of secondary school, learners will have experienced /be able to:</i>	
<b>RE and SMSC Framework</b>			
<b>Christianity and Islam to be revisited at each stage to reflect the religious traditions and cultural heritage in Great Britain and reflects the principal faiths and beliefs in the locality.</b>			
<b>Year A</b>		<b>Year B</b>	
KS1 – Christianity and Judaism  Our Precious World A Special Gift Friendships Palm Sunday Shabbat Rosh Hashanah  Taking Care of our World Gifts for Jesus Bible Stories Welcome Shabbat Yom Kippur  KS2 – Christianity and Judaism , Christianity and Islam Gifts from God Passover Spring		KS3 – Sikhism and Christianity , Hinduism and Christianity Belief in Action Christmas Nativity Scenes Values My Destiny Prayer and Worship Famous Christians – Martin Luther King Prayer and Worship Christmas in the media Hindu Beliefs Holy Week Karma Famous Christians – Mother Teresa  KS4 – Islam and Christianity Muslim Prayer Mary, Mother of Jesus Forever Christian Charities	

# Baytree RE/SMSC continuum

<p>Jews and God Rites of Passage Being Kind Advent Calenders Prayer at Home Easter Eggs Community and Belonging Hajj</p>	<p>Moral Values (taught across terms 5 and 6) Muslims and Charity Christian Christmas Traditions Heaven Christian Buildings Leading a Good Life(taught across terms 5 and 6)</p>
<p><b>Different beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• Christianity, Islam, and Judaism</li> <li>• Performing the nativity</li> <li>• Exploring picture and videos of special buildings and places including churches and temples</li> <li>• Taking part in religious festivals and holy days by listening to traditional music, tasting food, exploring faith stories</li> <li>• Students encounter stories and celebrations from Christmas, Easter, Diwali, Holi, Eid, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</li> <li>• Using Art, music, stories and poetry to respond to ideas about different religions and faiths</li> </ul>	<p><b>Different beliefs and practices</b></p> <ul style="list-style-type: none"> <li>• Christianity, Islam, Hinduism, and Sikhism</li> <li>• Carols by candlelight</li> <li>• Exploring own beliefs and thinking about important experiences for the future</li> <li>• Extending students' knowledge of different religions by discovering more about celebrations, worships, rituals, symbols and artefacts.</li> <li>• Understand religious practice such as 5 pillars of Islam and</li> <li>• Exploring similarities and differences between religions</li> </ul>
<p><b>Religious and moral stories</b></p> <ul style="list-style-type: none"> <li>• Sharing a book that is special to each student</li> <li>• Role play and dress up to act out stories</li> <li>• Sharing a variety of toys and games within a group</li> <li>• Making good choices around school and at home</li> <li>• Listening to religious stories with moral meanings</li> </ul>	<p><b>Religious and moral stories</b></p> <ul style="list-style-type: none"> <li>• Playing games and interacting together</li> <li>• Discussing feelings and how it feels to be left out</li> <li>• Role play scenarios of right and wrong</li> <li>• Encouraging students to actively make choices</li> </ul>
<p><b>Belonging (to a community or faith)</b></p> <ul style="list-style-type: none"> <li>• Joint assemblies/celebrations during harvest and other religious events i.e Easter, Christmas</li> </ul>	<p><b>Belonging (to a community or faith)</b></p> <ul style="list-style-type: none"> <li>• Sharing important experiences</li> </ul>

# Baytree RE/SMSC continuum

<ul style="list-style-type: none"> <li>Identifying self and members of family from photographs</li> <li>Explore family trees</li> </ul>	<ul style="list-style-type: none"> <li>Using maps, internet, questionnaires to explore faiths in the local community</li> <li>Recognising members of different faiths</li> <li>Engaging in class jobs to demonstrate responsibility</li> </ul>
<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Exploring favourite items</li> <li>Using mirrors and photographs to gain an understanding of self-image</li> <li>Identifying family and peers which are important to them</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Exploring favourite items</li> <li>Encouraging independent skills and being responsible i.e. making own drinks, tidying up after themselves, independence within cooking sessions</li> <li>Creating autobiographies sharing important items, activities, people and beliefs</li> </ul>
<p><b>The Wider World</b></p> <ul style="list-style-type: none"> <li>Explore and experience different aspects of our natural world</li> <li>Exploring natural spaces around school</li> <li>Visiting a variety of natural places in the community</li> <li>Forest School</li> <li>Using sensory exploration to experience the story of creation</li> </ul>	<p><b>The Wider World</b></p> <ul style="list-style-type: none"> <li>Discussions about what we do in our environment</li> <li>Identifying positive and negative impacts people have on the environment</li> <li>Discuss and explore images and videos on pollution, deforestation, farming, conservation, landfill etc</li> <li>Creating and acting on action plans as to how to improve and look after the environment</li> </ul>
<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"> <li>PSHE</li> <li>Humanities</li> <li>KS2/3 – Forest School      KS4 – Duke of Edinburgh Bronze Award</li> <li>Peer to peer learning opportunities</li> <li>Self-directed learning</li> <li>Communication – making choices, being in control</li> <li>Educational visits</li> </ul>	

# Baytree RE/SMSC continuum

<b>GOLDEN THREADS – independence and communication</b>			
<b>Post – 16</b>			
<i>By the end of post 16 learners will have experienced/be able to...</i>			
	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
<b>Preparation for adulthood</b> <ul style="list-style-type: none"> <li>○ Employment</li> <li>○ Independent living skills</li> <li>○ Friends, relationships and community</li> </ul>	<b>Employability</b> <ul style="list-style-type: none"> <li>• The ability to understand how people have thought and acted in different places and times, and the complexity of how social behaviours are shaped by beliefs and values.</li> <li>• Contextualised critical and analytical skills, applied to the real world, and dealing with issues arising from multiple and conflicting interpretations of texts and traditions with sensitivity and empathy;</li> <li>• Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions;</li> <li>• Studying religion encourages self-awareness, initiative, creativity and teamwork.</li> </ul> <b>Independent living skills</b> <ul style="list-style-type: none"> <li>• Develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder;</li> <li>• share their own views, ideas and experiences, in a supportive learning environment, without fear or embarrassment;</li> <li>• develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues;</li> <li>• develop both dependant and inter-dependant learning in RE;</li> <li>• express their own ideas and responses in a variety of ways such as creative writing, oral work, the use of ICT, drama, story and music;</li> <li>• engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings.</li> </ul> <b>Friends, relationships and community</b> <ul style="list-style-type: none"> <li>• reflect on, express and justify their own opinions in light of their learning about and from religion and their study of religious, philosophical, moral and spiritual questions</li> </ul>		

# Baytree RE/SMSC continuum

- develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about and from religions and beliefs
- relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life
- develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving, and communication in a variety of media.

## Cross curricular links

PSHE – Sense of belonging, people and communities, feelings and emotions, food bank

Music – religious ceremonies, celebrations and festivals, Songs and poems, using instruments, music workshops

Creative Arts

Education visits

Community champions - actively taking a role in their immediate and wider community, mini-enterprise, running a local shop selling products made by young people in the town centre alongside other learners from other local SEND schools.

- *Careers* – SEND Gatsby benchmarks, work placements (sheltered and independent), work experience personalised to their future interests, workplace encounters, careers meetings, what does my future look like,