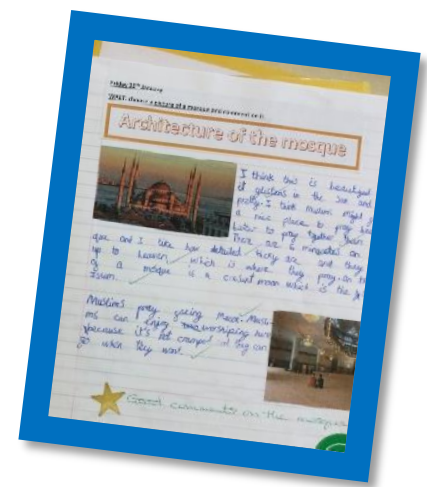




## Learning Journey: Religious Education



The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

### Religious Education (RE)

#### How does RE in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

**Playing and Exploring:** children investigate and experience things, and 'have a go'

**Active Learning:** children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

**Creating and Thinking Critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including RE.

### EYFS: Understanding of the World (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as

building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Principal aim of RE in KS1/2**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The EYFS curriculum develops the first steps towards this aim.

**Early learning Goals (statutory): Understanding of the World**

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;
- ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts

**RE**

*The EYFS Experience*

<p><b>Believing</b> Know about and understand a range of religious and non-religious worldviews</p>	<p><b>Expressing</b> Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews</p>	<p><b>Living</b> Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews</p>	<p><b>Discussion</b></p>
<ul style="list-style-type: none"> <li>• Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Look at what makes us the same and different to others.</li> <li>• Understand that some places are special to</li> </ul>	<ul style="list-style-type: none"> <li>• Develop compassion for others through a caring and supportive environment</li> <li>• Develop positive attitudes about the differences between people</li> </ul>	<p>Children will be able to talk about their thought and beliefs respectfully</p>

<p>try to celebrate the festivals that the children in the class will celebrate at home</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country</li> </ul>	<p>members of their community</p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Recognises some differences and similarities between life in this country and life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>• drawing on their experiences and what has been read in class;</li> <li>• Work cooperatively with others</li> <li>• Be sensitive towards others</li> <li>• Develop positive attachments to adults</li> </ul>	
---	---	--	--

<p><b>EYFS (Reception) key questions:</b></p> <ul style="list-style-type: none"> <li>• Which people are special and why?</li> </ul>	<p><b>EYFS (Reception) key questions:</b></p> <ul style="list-style-type: none"> <li>• What times are special and why?</li> <li>• Which places are special and why?</li> </ul>	<p><b>EYFS (Reception) key questions:</b></p> <ul style="list-style-type: none"> <li>• Where do we belong?</li> <li>• What is special about our world?</li> </ul>	
---	--	---	--

**Development Matters (non-statutory guidance)**

**Great ideas for school and home**

- ✓ 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.
- ✓ Recognise some similarities and differences between life in this country and life in other countries.

**Assessment: are we ready for the next step in our learning journey?**

- ✓ Can children talk about some similarities and difference between different religious and cultural communities in the UK?
- ✓ Can children describe some different beliefs and celebrations?

- ✓ Can children name some places which are special to their community?
- ✓ Can children discuss and share ideas respectfully?

### Vocabulary

Christian, Christianity, belief, Bible, faith, symbol, God, Jesus, cross, candle, old testament, new testament, Christmas, baptism, birthday, wedding, celebrate, scared, special, festival, event, light, nativity, Mezuzah, Shabbat, teaching, Mohammed, Chanukkah, Pesach, Sukkot, Torah, Qur'an, Muslim, Jewish, miracle, parable, right, wrong, good, bad, respond, holy, ceremony, sign, artefact, worship, church, alter, crucifix, font, lectern, ark, Ner-Tarnid, synagogue, Bimah, Tzit zit (tassles), tefillin, tallit (shawl), Kippah

### Gallery

#### Nursery



#### Reception



#### Year 1



#### Year 2

