

## RE in the EYFS 2021-22

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	RE in KS1
<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Build constructive &amp; respectful relationships</li> <li>Express their feelings and the feelings of others</li> <li>Show resilience and perseverance</li> <li>Be tolerant of others</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>People &amp; Places</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b><u>Autumn Term</u></b>  <b>RE: People, Culture and Communities</b>            Key Question F2:            Which people are special and why?  <b>RE: People, Culture and Communities</b>            Key Question F1:            Which stories are special and why?  <b>What times are special and why?</b>            Diwali, Hannukah,            Are all celebrations the same?  <b>Which stories are special and why?</b>            Christmas, Hannukah, Diwali,            What happens in my house at Christmas?            Children will know why Christians perform nativity plays.</p> <p><b><u>Spring Term</u></b>  <b>RE: People, Culture and Communities</b>            Key question F3:            Which places are special and why?            Children will know what the church is and why the local church is linked to our school.  <b>RE: People, Culture and Communities</b>            Key question F4:            Which times are special and why?            Children will know why Christians put three crosses in an Easter garden.            Children will know how Easter Day is different to Good Friday.            Children will know why Christians are happy on Easter.</p> <p><b><u>Summer Term</u></b>  <b>RE: People, Culture and Communities</b>            Key Question F5:            Where do we belong?  <b>RE: People, Culture and Communities</b>            Children will know what Creation teaches Christian's about God.            Key Question F6:            What is special about our world?</p> <p>Also through...</p>	<p><b><u>Knowledge:</u></b>  <b>God/Creation – I know that...</b></p> <ul style="list-style-type: none"> <li>Christians believe that God created the heavens and the earth.</li> <li>Christians believe that they must treat God's name with respect.</li> <li>They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals.</li> <li>Jesus told stories or parables about how much God loves Christians (the parable of the precious pearl).</li> </ul> <p><b>Incarnation – I know that...</b></p> <ul style="list-style-type: none"> <li>The key events from the nativity story.</li> <li>That Jesus was two or three when the wise men arrived.</li> <li>That stories have changed over time and that we must go back to the original texts to understand what happened.</li> <li>Understand why people perform nativity plays and where the first ones came from.</li> <li>Jesus welcomes everyone even the little children.</li> <li>Jesus loves everyone so much that he even knows the number of hairs on someone's head.</li> </ul> <p><b>Salvation – I know that...</b></p> <ul style="list-style-type: none"> <li>Christians remember Jesus' last week at Easter.</li> <li>Jesus' name means 'He saves'.</li> <li>Christians believe Jesus came to show God's love.</li> <li>Christians try to show love to others.</li> </ul> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>God/Creation</li> </ul>	<p>Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum.</p> <p>'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life''</p> <p>Section 2 79 (1) School Standards and Framework Act.</p> <p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe the main beliefs of a religion;</li> <li>describe the main festivals of a religion.</li> </ul> <p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise, name and describe religious artefacts, places and practices;</li> <li>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> </ul>

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		<ul style="list-style-type: none"> <li>• Daily worship</li> <li>• End of the day prayer</li> <li>• Discuss and share family celebrations such as Christmas and birthdays.</li> <li>• Who lives and works in our community? - What can we do you 'Spur them on with love and good deeds?'</li> <li>• Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night.</li> <li>• National festivals explored including Remembrance Day.</li> <li>• Share stories from around the world – discuss similarities and differences seen.</li> <li>• Who loves me?</li> <li>• How can we spur each other on?</li> <li>• Looking at RE through Art.</li> <li>• Sharing bible stories</li> <li>• Role playing stories from the bible.</li> <li>• Music and songs</li> </ul>	<p>God Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious,</p> <ul style="list-style-type: none"> <li>• Incarnation Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, God, Saviour, Herod, World,</li> <li>• Salvation Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan.</li> <li>• Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.</li> </ul>	<ul style="list-style-type: none"> <li>• observe when practices and rituals are featured in more than one religion or lifestyle.</li> </ul> <p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name religious symbols and the meaning of them;</li> <li>• learn the name of important religious stories;</li> <li>• retell religious stories and suggest meanings in the story.</li> </ul> <p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify things that are important in their lives;</li> <li>• ask questions about the puzzling aspects of life;</li> <li>• understand that there are similarities and differences between people.</li> </ul> <p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can</p>
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