

RE in EYFS

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Norfolk Locally Agreed Syllabus 2019 - RE at EYFS will prepare children for the multi-disciplinary approach.

- Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship.
- Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions.
- They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

We use Understanding Christianity and the Emmanuel Project units to teach RE in EYFS. Which religions & world views need to be covered in EYFS? Christianity + at least one other religion, religious belief or worldview – Judaism.

Therefore, RE sits firmly within the Areas of Learning and development: Personal, Social and Emotional Development, and Understanding the World. Within which learners are encouraged to develop a sense of themselves and others, and to learn how to form positive & respectful relationships and have the opportunity to develop their emerging moral & cultural awareness too.

Development Matters	ELG Early Learning Goal	How this is achieved in EYFS	By the end of EYFS learners will know...
<p>Reception</p> <p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance • Be tolerant of others <p>Communication & Language</p> <ul style="list-style-type: none"> • Listen and talk about stories to build familiarity and understanding <p>Understanding of the World</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways 	<p>Understanding the World: People & Places</p> <ul style="list-style-type: none"> • Know some similarities and differences between religions 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 <p>PSED: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others' needs 	<p>-discuss and share family celebrations such as birthdays and Christmas</p> <p>-who lives and works in our community?</p> <p>-explore alternative festivals and celebrations through themes e.g. Christmas, Easter, Chinese New Year, Yom Kippur, Rosh Hashana, Harvest, Christingle, bonfire night - discuss similarities and differences</p> <p>-National festivals including Remembrance</p> <p>-share stories from around the world - discuss similarities and difference</p> <p>-who am I?</p> <p>-belonging e.g. family, community, friends, classes, school</p> <p>-who loves me?</p> <p>-how we help each other</p> <p>-RE through art</p> <p>-Bible stories</p> <p>-music & songs</p>	<p>Norfolk Agreed Syllabus 2019 Learners will be able to:</p> <p><u>Theology: Thinking through believing</u></p> <ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts <p><u>Philosophy: Thinking through thinking</u></p> <ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. <p><u>Human/Social Science: Thinking through living</u></p> <ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.

Vocabulary: God, creation, respect, stewardship, Wise Men, Magi, shepherds, nativity, Jesus, saviour, Good Friday, Easter Sunday, palm leaves, Palm Sunday, resurrection, the Good Samaritan, Jews, Judaism, Christianity, believe.