



RE in the Early Years

Reception



EYFS (EYFS Statutory Framework 2021)

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.

EYFS – Religious Education Intent

Christian Values	Understanding Christianity Unit	Syllabus Thematic Unit

Development Matters

Children 3 to 4 are learning to:

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations.
- Explore how things work.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in reception are learning to:

- 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.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Implementation

- Weekly RE objectives and direct teaching (6 hours per unit)
- Opportunities within provision to future experience and engage in RE
- Whole School Worship
- Daily invitation to Prayer – Children’s Prayer and Daily Prayers
- Provide opportunities to work together to develop and realise creative ideas.
- Share children’s experiences of religion and experiences that have made them feel special.
- Explore Christian Value (see Cycle A and B) and immerse in value throughout all areas of curriculum.
- Visit Holy Trinity Church, identifying features of church.
- Compare places of worship.
- See and experience Sacred Text
- Opportunities to engage in religious stories
- Share, learn and retell many religious stories and their importance, make connections to children’s personal experiences.
- Recognise religious symbols
- Become familiar with places of worship and places of local importance to the community.
- Learn about religious celebrations throughout the year, e.g. Christmas, Easter, Diwali,
- Talk about their community
- Show awareness of a range of religions
- Talk about religion from sources of information and introduce/use religious terms

Vocabulary

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, Bible, font, Qur’an, Torah, Baptism, Holy, Prayer, Moses, Judaism, Hinduism, Islam, Diwali, church, Temple, Mosque, Synagogue

ELG: People, Culture and Communities (Statutory)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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 and – when appropriate – maps.

Assessment

Autumn

Autumn 1:

Christian Value Cycle A – Respect – What should respect look like?

Christian Value Cycle B – Thankfulness – How do we show thanks?

Understanding Christianity Unit F1 – God/Creation

What is the word of God so important to Christianity?

I can talk about God as a VIP for Christians. That God is an important and special person in their lives.

Explore the Idea that God is the giver of life

I can retell a story about God being the giver of life.

Know that Harvest is a Christian festival celebrated in Church

Visit a church and take part in a Harvest festival

I know that Christians respect God's name and use it with love care

I know that Christians say the Lords Prayer

Christianity

Autumn 2:

Christian Value Cycle A – Service – How many ways can you show you care?

Christian Value Cycle B – Friendship – What makes a good friend?

Understanding Christianity Unit F2 – Incarnation

Why do Christians perform nativity plays at Christmas?

Understand that Jesus was a special Baby.

I know that Jesus Birth is important to Christians.

I know Christians believe that Jesus is Gods Son.

I can retell the Christmas story.

I know Christians Celebrate Christmas in church.

I know why Christians give gifts to each other.

I can retell the story of Jesus getting lost in the temple.

Christianity

Spring

Spring 1:

Christian Value Cycle A – Perseverance – What does it mean to keep going?

Christian Value Cycle B – Trust – What does trust mean?

Syllabus Thematic Unit F4 – Being Special

Where do we belong?

I can retell religious stories, making connections with personal experiences.

I can share and record occasions when things have happened in their lives that made them feel special.

I can recall simply what happens at a traditional Christian infant baptism and dedication.

I can recall simply what happens when a baby is welcomed into a religion other than Christianity.

Christianity, Judaism, Hinduism, Islam

Spring 2:

Christian Value Cycle A – Hope – What is hope?

Christian Value Cycle B – Forgiveness– What is forgiveness?

Understanding Christianity Unit F4 – Salvation

Why do Christians put a cross in an Easter Garden?

I can retell the story of Palm Sunday

I know Easter is very important to Christians

I know the cross is a symbol to remember Jesus

I know Christians believe Jesus died to forgive sins

I know that Christians believe Jesus died and rose again on Easter Sunday

Christianity

Summer

Summer 1:

Christian Value Cycle A – Compassion – How can we show compassion?

Christian Value Cycle B – Peace – What is peace? What does it look/sound like?

Syllabus Thematic Unit F6 – Special Stories

Which stories are special and why?

Summer 2:

Christian Value Cycle A – Truthfulness – Is telling the truth right?

Christian Value Cycle B – Courage – What is courage? What does courage look like?

Syllabus Thematic Unit F5 – Special Places

Which places are special and why?

I can talk about some religious stories.

I can recognise some religious vocabulary, e.g. about God.

I can identify some of my own feelings in the stories I have heard.

I can identify a sacred text e.g. Bible, Qur'an

I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.

I can talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.

Christianity, Judaism, Hinduism, Islam

I can talk about somewhere that is special to themselves, saying why.

I can recognise that some religious people have places which have special meaning for them.

I can talk about the things that are special and valued in a place of worship.

I can identify some significant features of sacred place.

I can recognise a place of worship.

I am able to know and use appropriate words to talk about my thoughts and feelings when visiting a church.

I can express a personal response to the natural world.

Christianity, Judaism, Hinduism, Islam