



Subject Leader: RE – Where your subject sits in EYFS

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

EYFS Understanding the World Educational Programme (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, nonfiction, 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 UW People and Communities (RE) Skills

Communication	Influence and Impact	Experiences and Feelings	Religious Beliefs and Sources	Religious Expression	Questions and Values
Talk about religion from sources of information and use some simple everyday religious terms. Talk about their community.	Show some awareness of religions. Listen to what children say about their own experiences with people who are familiar to them.	Begin to talk about their own experiences and feelings. Listen to what children say about their own experiences with people who are familiar to them.	Begin to recall parts of religious stories Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – ongoing	Can recognise some symbols of religion both verbal and visual. Find out about places of worship and places of local importance to the community.	Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.

EYFS UW People and Communities (RE) Knowledge

Nursery	Reception
<p>To know about Christmas. To learn about its significance and some traditions that different people have. (AUT 2)</p> <p>To know that some people celebrate different festivals – Divali (Aut 2)</p> <p>To know about who celebrates Easter and what is its significance. (Sp2)</p> <p align="center">Throughout the Year</p> <p align="center">Using stories/books talk about and discuss a range of different festivals throughout the year</p> <p align="center">Talk about and discuss traditions that the children have</p>	<p>By the end of this unit all pupils should know: (Special Me)</p> <p>To know what is important to themselves.</p> <p>To know that everybody is unique</p> <p>To know what makes them unique</p> <p>To know the special people in our lives</p> <p>To know about where we live</p> <p>To know that God is special to Christians</p>

To know that Christians use the Bible
To know where people might worship

By the end of this unit all pupils should know: (Incarnation)

Christians believe God came to Earth in human form as Jesus.

Christians believe Jesus came to show that all people are precious and special to God.

To know that we were all babies

To know that Jesus' birth was special for Christians

To know that Christmas is the celebration of Jesus' birth.

To know that the three wise men gave gifts to baby Jesus and that Jesus was a gift to us all from God

To know that Carols are a way that Christians celebrate Christmas.

To know that everyone celebrates Christmas in different ways and are important to them.

To know why Christians celebrate Christmas and why

By the end of this unit all pupils should know: (Special Places)

To know that some places are special to people and why

To know that we might all have a different special place

Know that the Christian Holy book is called the Bible.

To know that Christians worship in a church

To know that the church has some special features

To know about our school church

To know that Christians welcome children into their Christian church family through baptism

To know some artefacts used in a baptism e.g. candle

To know that different religions worship in different places to Christians

To know that different religions have a special object that they read from (book) e.g. Torah

By the end of this unit all pupils should know: (Salvation)

To know what Shrove Tuesday and Ash Wednesday are.

To know what is Palm Sunday and why Christians celebrate this day.

To know what parts of a hot cross bun mean to Christians.

To know why making a garden is important during Easter, to understand why Jesus gave his own life for us.

To understand what forgiveness is and a new start.

To know that Jesus said and taught us.

To know the importance of Easter in the Christian calendar
Christians remember Jesus' last week at Easter.
Jesus' name means 'He saves'.
Christians believe Jesus came to show God's love.
Christians try to show love to others.

By the end of this unit all pupils should know: (creation/God)

The word God is a name.
Christians believe God is the creator of the universe.
Christians believe God made our wonderful world and so we should look after it.
To know that Christians believe God created the world.
To know that Christians believe that God is the giver of life and created our world.
To know that Christians perform acts of worship to praise God for making the world
To know that God created humans to be different
To know that our planet is precious and we need to take care of it.
To know that God is special to Christians

By the end of this unit all pupils should know: (Special stories)

To know that Christians use the Bible
To know that the Bible is a big book of stories
To know some stories they may find in the Bible (creation, nativity, Easter)
To know what the Bible says about God/Jesus

Throughout the Year

Using stories/books talk about and discuss a range of different festivals throughout the year

Talk about and discuss traditions that the children have

Development Matters: (Non-Statutory Guidance)

- 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.

Assessment

- Can talk about people that they may have come across within their community, such as vicars, imams etc
- Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible.

- Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others

Vocabulary

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

ELG: People, Culture and Communities

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, nonfiction texts and – when appropriate – maps

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