



Summerville Primary School

EYFS RE Curriculum

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

The EYFS Development Matters objectives which have direct links to the KS1/KS2 National Curriculum for RE are:

Communication and Language

- **Enjoy listening to longer stories and enjoy much of what happens**
- **Understand why questions**
- **Learn new vocabulary and begin to use it**
- **Articulate their ideas and put them into well thought sentences**
- **Listen to and talk about stories to build familiarity and understanding**
- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- They talk about how they and others show feelings
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- **Develop a sense of responsibility and membership of a community.**
- **See themselves as a valuable individual**
- **Think about the perspectives of others**
- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Continue to develop positive attitudes about the differences between people
- Use all their senses in hands on exploration of materials in the environment
- Begin to understand the need to respect and care for the natural environment and all living things.
- 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
 - taking children to places of worship and places of local importance to the community
 - invite visitors from different religious and cultural communities into the classroom
- Recognise that people have different beliefs and celebrate special times in different ways eg weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year, help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Show different emotions in their drawings-happiness, sadness, fear etc
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups
- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Engage in extended conversation about stories learning new vocabulary
- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Talk about and identify patterns around them
- Extend and create ABAB patterns ([link to Islamic art](#))
- Continue, copy and create repeating patterns
- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These are the building blocks that will enable the children to access the agreed syllabus programmes of study for RE in Year 1.

In order to create a smooth transition between our Early Years and Key Stage 1, we have linked the Framework and National Curriculum subjects so that it is clear to see how we build upon the firm foundations built in our EYFS unit. In the table below, examples are given of EYFS activities under the Development Matters objectives and how they link to the KS1/2 National Curriculum RE objectives.

	Across the academic year	Autumn Term	Spring Term	Summer Term
RE UNDERSTANDING THE WORLD	<p>In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:</p> <p>Some ideas for Religious Education in EYFS can include:</p> <ul style="list-style-type: none"> • Creative play, make-believe, role play, dance and drama • Dressing up and acting out scenes from stories, celebrations or festivals (ensuring that resources reflect diversity) • Making and eating festival food • Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books • Seeing pictures, books and videos of places of worship and meeting believers in class • Listening to religious 	<p><u>Autumn A Marvelous Me</u> <u>Where do we belong?</u></p> <p>Invite a new mum to bring a baby into the class and talk about how the baby was welcomed into their family-each person is unique and valuable</p> <p>Discuss how God's love for children is shown in Christianity through infant baptism and dedication. Have any of the children been christened, encourage to bring in pictures from home, sharing their experiences</p> <p>Discuss how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of Shahdah and cutting of hair, Humanist – naming ceremony, encourage to bring in pictures from home</p> <p>Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle.</p>	<p><u>Spring 1 Brrr...its cold...in here</u> <u>Which stories are special and why?</u></p> <p>Ask children to bring in their favourite books and stories from home, choose the favorite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.</p> <p>Ch to retell their favourite stories to others. Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work</p> <p>Hear and explore stories from the Bible and stories taken from major faith traditions and cultures</p> <p>Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.</p>	<p><u>Summer A Topic: Living Things</u> <u>What is special about our world and why?</u> <u>Learning outcomes</u></p> <p>Experience and explore the wonders and beauty of the natural world and life cycles of new life (baby chicks) (butterflies) growth and decay; explore the idea that the world is special and that some people believe it was created by God.</p> <p>Use art and creative activities to explore natural objects – shapes, pattern, grow and look after some plants and creatures (sunflower seeds, cress)</p> <p>Use stories and poems to talk about creation; explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts). Wonderful world song-Louis Armstrong Awe and wonder display</p>
		<p><u>Autumn 2 Light and Dark</u> <u>Festivals of Light</u> <u>Which times are special and why?</u></p> <p>Can the children think of a special time that they remember? Why was it special?- birthday, Christmas, Eid</p> <p>Discuss the importance and value of celebration in children's own lives</p> <p>Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother's day</p> <p>Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali;</p> <ul style="list-style-type: none"> • Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times. <p>Christmas-</p>	<p><u>Easter story</u> <u>Visit to a church/vicar to come into school to tell the Easter story</u></p> <p><u>Chinese New Year-</u> -Talk about the traditions of the Chinese New Year celebrations create own Chinese artefacts –moneywallets, dragons, taste Chinese food, calendars, zodiac animal story -Retell, act out, discuss, draw and write the ancient story of the animals / Chinese zodiac Story of cleversticks</p> <p><u>Spring 2: I Need A Hero</u> <u>Which people are special and why?</u></p> <p>Talk about significant people within the school and the wider community, for</p>	<p><u>Summer B Topic: Pirates, mermaid and under the sea</u> <u>Which places are special and why?</u></p> <p>Discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there?</p> <p>Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special.</p> <p>Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. Discuss why some places are special and what makes them significant Discuss when people like to go there and</p>

	<p>music</p> <ul style="list-style-type: none"> • Starting to introduce religious terminology • Work on nature, growing and life cycles or harvest • Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions. 	<p>-Talk about how we celebrate Christmas in our homes/school, creating Christmas artefacts(cards,calendars, presents, decorations).</p> <p>-Read , retell and role play, the Christmas story and talk about the birth of Jesus.</p> <p>- Perform Christmas Nativity play, learn Carols</p> <p>-Ask questions about the past.</p> <p><u>Diwali</u></p> <p>- Read, act out and draw images of the traditional story of Rama and Sita.</p>	<p>example showing pictures of the caretaker, lollypop person, headteacher, vicar, police community support officer, and discussing what they do.</p> <p>Role-play the special visitors using appropriate dressing-up clothes.</p> <p>Talk about people who are special to us, whom we admire#</p> <ul style="list-style-type: none"> • Meet a special person that helps them, e.g. crossing guide. ‘Hot seat’ the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. • Meet a person with a religious faith, e.g. vicar or a parent. ‘Hot seat’ the invited guest. Ask why he/she believes and what is important in his/her life. • Discuss the benefits and responsibilities of friendship and the ways that people care for others. • Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said. 	<p>what they like to do there.</p> <p>Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims.</p> <p>Visit a local place of worship.</p> <p>Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection.</p>
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