



RE in the Early Years

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for RE are taken from *Personal, Social and Emotional Development* (prime area of learning) and *Understanding the World* (specific area of learning). The targets that relate to the RE curriculum, as set out by Development Matters guidance, are as follows:

Personal, Social and Emotional Development

1. Develop their sense of responsibility and membership of a community.
2. Think about the perspectives of others.
3. See themselves as a valuable individual.
4. Show sensitivity to their own and others' needs (ELG -Building Relationships).

Understanding the World

1. Continue to develop positive attitudes about the differences between people.
2. Talk about members of their immediate family and community.
3. Name and describe people who are familiar to them.
4. Understand that some places are special to the members of their community.
5. Recognise that people have different beliefs and celebrate special times in different ways.
6. Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class (ELG - People, Culture and Communities).
7. Talk about the lives of the people around them and their roles in society (ELG - Past and Present).
8. Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG - Past and Present).

RE in the Early Years at Danson Primary School

At Danson Primary School, we believe RE is an integral part of Early Years education. Our rich indoor and outdoor environments provide our children with a wide variety of opportunities for RE skills and knowledge to be developed, through a mixture of adult led sessions and child initiated learning. Please see the table for the breakdown of how the objectives from Development Matters guidance EYFS feed into our RE curriculum.



Danson Primary School - Religious Education

Strands

Believing

Expressing

Living

Year Group

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Discovering

Exploring

Connecting

Investigating	<ul style="list-style-type: none"> I can identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> I can recognise some Christian symbols and images used to express ideas about God (A3). 	<ul style="list-style-type: none"> I can talk about a special book and a holy book. (A2) I can ask and suggest answers to questions arising from The Lost Sheep (C1). 	<ul style="list-style-type: none"> I can describe the practice of prayer in Islam, Christianity and Hinduism(A2). 	<ul style="list-style-type: none"> I can describe how Christians celebrate Holy Week and Easter Sunday (A1). 	<ul style="list-style-type: none"> I can outline Jesus' teaching on how his followers should live (A2) 	<ul style="list-style-type: none"> I can outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
Reflecting	<ul style="list-style-type: none"> I can identify a sacred text e.g. Bible I can talk about the Calming of the Storm I can recognise some religious words and use the correct ones in their own retellings of stories covered in this unit 	<ul style="list-style-type: none"> I can talk about issues of good and bad, right and wrong arising from the stories heard (C3). 	<ul style="list-style-type: none"> I can identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). I can retell The Lost Sheep; suggest the meaning(s) of this story (A2). 	<ul style="list-style-type: none"> I can describe ways in which prayer can comfort and challenge faith believers (B2). 		<ul style="list-style-type: none"> I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). 	
Expressing	<ul style="list-style-type: none"> I can talk about the story of the two brothers talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do 	<ul style="list-style-type: none"> I can retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). 	<ul style="list-style-type: none"> I can Independently give reasons why a holy book is considered to be 'holy'. (A2) I can talk about issues of good and bad, right and wrong arising from the teachings of Jesus (C3). 	<ul style="list-style-type: none"> I can describe ways in which prayer can comfort and challenge faith believers (B2). 		<ul style="list-style-type: none"> I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	<ul style="list-style-type: none"> I can express ideas about how and why religion can help believers when times are hard, giving examples (B2).



<p>Interpreting</p>	<ul style="list-style-type: none"> I can talk about some religious stories recognise some religious words, e.g. about God I can talk about the story of the revelation of the Qur'an Recognise some religious words, e.g. messenger, Muhammad, Angel 	<ul style="list-style-type: none"> I can talk about some simple ideas about Christian beliefs about God and Jesus (A1). 	<ul style="list-style-type: none"> I can retell The Lost Sheep; suggest the meaning(s) of this story (A2). I can recognise that sacred texts contain teachings which are special to many people (B3). 	<ul style="list-style-type: none"> I can make connections between what Muslims believe about prayer and what they do when they pray (A3). I can make connections between what Christians believe about prayer and what they do when they pray (A3). I can make connections between what Hindus believe about prayer and what they do when they pray (A3). 	<ul style="list-style-type: none"> I can make connections between some of Jesus' teachings and the way Christians live today (A1). 	<ul style="list-style-type: none"> I can present different views on why people believe in God or not, including their own ideas (C1). 	
<p>Empathising</p>	<ul style="list-style-type: none"> I can identify some of their own feelings in response to events in the story 	<ul style="list-style-type: none"> I can ask some questions about believing in God and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> I can re-tell the story of the Exodus (A2). I can talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). 			<ul style="list-style-type: none"> I can express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). 	
<p>Applying</p>	<ul style="list-style-type: none"> I can identify a sacred text e.g. Qur'an 	<ul style="list-style-type: none"> I can make links between what Jesus taught and what Christians believe and do (A2). 	<ul style="list-style-type: none"> I can clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. (A3) I can make links between the messages within Jesus' teachings from the Bible and the way people live (A2). 	<ul style="list-style-type: none"> I can describe the practice of prayer in Hinduism, Islam and Christianity (A2). 	<ul style="list-style-type: none"> I can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<ul style="list-style-type: none"> I can outline clearly a Christian understanding of what God is like, using examples and evidence (A2). 	



			<ul style="list-style-type: none">I can recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).				
Discerning			<ul style="list-style-type: none">I can make links between the messages within the Ten Commandments and the way people live (A2)	<ul style="list-style-type: none">I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)			<ul style="list-style-type: none">I can explain some similarities and differences between beliefs about life after death (B2).
Analysing				<ul style="list-style-type: none">I can describe ways in which prayer can comfort and challenge believers (B2).		<ul style="list-style-type: none">I can explain the impact Jesus' example and teachings might have on Christians today (B1).	
Synthesising				<ul style="list-style-type: none">I can make connections between what people believe about prayer and what they do when they pray in the religions being studied(A3).		<ul style="list-style-type: none">I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).	<ul style="list-style-type: none">I can explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
Evaluating				<ul style="list-style-type: none">I can consider and evaluate the significance of prayer in the lives of people today (A1).	<ul style="list-style-type: none">I can identify the most important parts of Easter for Christians and say why they are important (B1).		



Vocabulary	Story, parable, Bible, Qu'ran Muhammad, angel, Jesus religious words, religious stories, believe, Christmas star, Muslim, Hindu, Diwali Rama, Sita, Diwa lamp	God, Jesus, stories, parable, belief, symbol Image, faith, symbol Message, teaching, belief good, bad, right, wrong role, miracle, Lord's Prayer, forgive temptation, sin, heaven	Bible, sacred texts, respect, 10 Commandments, rules laws, Holy book, Exodus Jesus, parable/teaching messages, treat respect, rules, nativity Bethlehem, angel Gabriel saviour, innkeeper Stable, manger, shepherd gold, frankincense myrrh, Jewish people, Torah, Tenakh	pray, prayer, God, Allah deity, ritual, puja, prayer mat, head covering, home shrine, Icon cross, Rosary beads, Church, Mosque, temple	Gospel, incarnation salvation, Jesus, values, Holy week Easter, resurrection Forgiveness, sin Death, Christians prayer, worship, fairness, sacrifice service	theist, agnostic atheist, Christians God, belief love, forgiveness justice, fairness generosity, gospel	Christianity, Hinduism Christian, Hindu life, death, suffering prayer, after-life, judgement, heaven salvation, karma soul, Samsara reincarnation, Moksha humanism, liturgies
Agreed Syllabus Key Questions	<p style="text-align: center;"><i>F1 Believing</i> Which stories are special and why? C H M</p> <p style="text-align: center;">Christmas Unit (School Unit)</p> <p>Development Matters</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • 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 the members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in 	<p style="text-align: center;"><i>1.1 Believing</i> Who is a Christian and what do they believe? C</p> <p style="text-align: center;">Christmas Unit (School Unit)</p>	<p style="text-align: center;"><i>1.4 Believing</i> What can we learn from sacred books? C M J</p> <p style="text-align: center;">Christmas Unit (School Unit)</p> <p style="text-align: center;"><i>1.2 Believing</i> Who is a Muslim and what do they believe? M Spring units</p> <p style="text-align: center;"><i>1.3 Believing</i> Who is Jewish and what do they believe? Spring unit J</p>	<p style="text-align: center;"><i>L2.4 Expressing</i> Why do people pray? C H M</p> <p style="text-align: center;">Christmas Unit (School Unit)</p>	<p style="text-align: center;"><i>L2.3 Believing</i> Why is Jesus inspiring to some people? C</p> <p style="text-align: center;">Christmas Unit (School Unit)</p>	<p style="text-align: center;"><i>U2.1 Believing</i> Why do some people think God exists? C NR</p> <p style="text-align: center;"><i>U2.2 Believing</i> What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) C</p> <p style="text-align: center;">Christmas Unit (School Unit)</p>	<p style="text-align: center;"><i>U2.3 Believing</i> What do religions say to us when life gets hard? C H NR</p> <p style="text-align: center;">Christmas Unit (School Unit)</p>



class (ELG - People, Culture and Communities).

- Talk about the lives of the people around them and their roles in society (ELG - Past and Present).
- Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG - Past and Present).

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