



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discovering	Exploring		Connecting			
Investigating	<ul style="list-style-type: none"> I can talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. 	<ul style="list-style-type: none"> I know that there are special places where people go to worship, and talk about what people do there (A1). 	<ul style="list-style-type: none"> I can talk about how the mezuzah in the home reminds Jewish people about God (A3). 	<ul style="list-style-type: none"> I can ask questions and suggest some of my own responses to ideas about God (C1). 	<ul style="list-style-type: none"> I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). 		
Reflecting	<ul style="list-style-type: none"> I can retell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. 	<ul style="list-style-type: none"> I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). 	<ul style="list-style-type: none"> I can recall and talk about the Jewish story of creation 	<ul style="list-style-type: none"> I can ask questions and suggest some of my own responses to ideas about God (C1). 	<ul style="list-style-type: none"> I can suggest why some people see life as a journey and identify some of the key milestones on this journey (A2) 		
Expressing	<ul style="list-style-type: none"> I can express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel. I can express ideas about how to look after wildlife in response to the story of Muhammad and the 	<ul style="list-style-type: none"> I can show that I have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat I can express my own ideas about the value 	<ul style="list-style-type: none"> I can discuss and present my own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts 	<ul style="list-style-type: none"> I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people 		



	<p>Kittens.</p> <ul style="list-style-type: none"> I can Think about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature. 		<p>of times of rest, reflection and prayer in the light of their learning about why Jewish people choose to keep Shabbat in these ways (C1).</p>		(B2).		
Interpreting	<ul style="list-style-type: none"> I can talk about what the story of Muhammad and the Crying Camel says about God, the world and human beings. I can talk about what the story of Muhammad and the Kittens says about God, the world and human beings. 	<ul style="list-style-type: none"> I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). 	<ul style="list-style-type: none"> I can retell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means (A2). I can retell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). 	<ul style="list-style-type: none"> I can retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). 	<ul style="list-style-type: none"> I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	<ul style="list-style-type: none"> I can select and describe the most important functions of a place of worship for the community (B3). 	<ul style="list-style-type: none"> I can suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
Empathising	<ul style="list-style-type: none"> I can talk about what people do to mess up the world and what they do to look after it. I can talk about my own experiences and feelings about when the world is and is not looked after. 			<ul style="list-style-type: none"> I can discuss and present my own ideas about why there are many ideas about God (C1). I can identify how and say why it makes a difference in people's lives to believe in God (B1). 			<ul style="list-style-type: none"> I can show understanding of the value of sacred buildings and art (B3).
Applying			<ul style="list-style-type: none"> I can make links between some Jewish teachings and how Jewish people live (A2) I can make links between some Jewish teachings and how Jewish people keep Shabbat (A2) 	<ul style="list-style-type: none"> I can identify how and say why it makes a difference in people's lives to believe in God I can describe some of the ways in which Christians, Hindus, Muslims describe God (A1). 		<ul style="list-style-type: none"> I can make connections between how believers feel about places of worship in different traditions (A3). 	



				<ul style="list-style-type: none">I can identify beliefs about God that are held by Humanists: that there is no God. (B1). (B1).I can suggest why having a faith or belief in something can be hard (B2).			
Discerning			<ul style="list-style-type: none">I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of my learning about why Jewish people choose to celebrate in these ways (C1)	<ul style="list-style-type: none">I can suggest why having a faith or belief in something can be hard (B2).I can identify some similarities and differences between ideas about what God is like in different religions (B3).			
Analysing				<ul style="list-style-type: none">I can identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).I can identify how and say why it makes a difference in people's lives to believe there is no God (B1).		<ul style="list-style-type: none">I can give examples of how places of worship support believers in difficult times, explaining why these matters to believers (B2).	
Synthesising				<ul style="list-style-type: none">I can compare and contrast some of the ways in which Hindus, Muslims and Christians describe God (A1).		<ul style="list-style-type: none">I can present ideas about the importance of people in a place of worship, rather than the place itself (C1).	<ul style="list-style-type: none">I can apply ideas about values and from scriptures to the title question (<i>Is it better to express your religion in arts and architecture or in charity and generosity?</i>)(C2).



<p>Evaluating</p>				<ul style="list-style-type: none"> I can ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God. (C1). 			<ul style="list-style-type: none"> I can describe and make connections between examples of religious creativity (buildings and art) (A1).
<p>Vocabulary</p>	<p>creation, creator, nature wonderful, puzzling, Torah awe, wonder, Bible, God care, celebration festival occasion, New Year resolution, Jewish people Sukkot, Sukkah, Diwali Raksha, Bandhan</p>	<p>sacred/Holy worship pray/prayer Church symbol altar cross/Crucifix font, lectern candles, light Icons, stations of the Cross, pulpit Holy week Jerusalem Palm Sunday Last Supper, Mosque/Masjid Wudu calligraphy prayer mat prayer beads Minbar, Mihrab Muezzin</p>	<p>trust, faith, believing experience, trinity Father/Son/Holy Spirit listener of prayers, faithfulness, Moses burning bush, Saul, St Paul conversion, Shahadah 99 Names of God, Subha beads/Tasbih, devotion reciting, merciful Prophet Muhammad (pbuh) Qur'an, Trimurti Brahma - Creator Vishnu-Preserver Shiva - Destroyer Durga, humanist, humanism, freedom</p>	<p>Islam, Muslim, Hindu Hinduism, Christian Christianity, church, Mosque, temple, icon Ka'bah, Rosary beads prayer beads, Puja tray Bible, Qu'ran Upanishads The Vedas, God, Trinity Trimurti, Allah, prayer mat Gods/Goddesses, Aum</p>	<p>milestone, community ceremonies confirmation Baptism first communion confession sacred thread ceremony, symbol life after death belonging, belief</p>	<p>places of worship pilgrimage, Jewish people, Judaism Hinduism, Hindus Synagogue, church Christianity, Christian prayer, temple, Puja</p>	<p>religious art, architecture Christian, Muslim, poverty charity, Mosques, Church cathedrals</p>
<p>Agreed Syllabus Units/Key Questions</p> <p>Religions</p>	<p>F6 <i>Expressing</i> What is special about our world and why? C M J</p> <p>*F4 <i>Expressing</i> Which times are special and why? C H M J Easter Unit</p> <p>Development Matters <u>Three and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p><u>Reception</u></p>	<p>1.5 <i>Expressing</i> What makes some places sacred? C M J</p> <p>*1.6 <i>Expressing</i> <i>How and why do we celebrate special times?</i> C M J Easter Unit</p>	<p>L2.1 <i>Believing</i> What do different people believe about God? C H M</p> <p>Easter Unit</p>	<p>L2.4 <i>Expressing</i> Why do people pray? C H M</p> <p>Easter Unit</p>	<p>L2.6 <i>Expressing</i> Why do some people think that life is like a journey and what significant experiences mark this? C H J NR Easter Unit</p>	<p>U2.4 <i>Expressing</i> If God exists everywhere why go to a place of worship? C H J Easter Unit</p>	<p>U2.5 <i>Expressing</i> <i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i> C M NR Easter Unit</p>



	<ul style="list-style-type: none">• See themselves as a valuable individual.• Think about the perspectives of others.• 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 county, drawing on their experiences and what has been read in class (ELG - People, Culture and Communities).						
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