



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 share occasions when others have made them feel special. I can share occasions when things have happened in my life that made me feel special. 	<ul style="list-style-type: none"> I can recognise symbols of belonging from their own experience (A3) I can recognize symbols of belonging for Christians (A3) I can recognize symbols of belonging for Jews or Muslims (A3) 	<ul style="list-style-type: none"> I can Investigate different groups that they are part of. 	<ul style="list-style-type: none"> I can Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). I can ask good questions about what Christians do to show their faith (B1). 			<ul style="list-style-type: none"> I can consider similarities and differences between beliefs and behaviour in different faiths (B3).
Reflecting	<ul style="list-style-type: none"> I can share occasions when things have happened in my life that made me feel special. 	<ul style="list-style-type: none"> I can think about why symbols of belonging matter to believers (A3) I can show an awareness that some people belong to different religions (B1). 	<ul style="list-style-type: none"> I can talk about how religions teach that people are valuable, giving simple examples (B1). 	<ul style="list-style-type: none"> I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). 	<ul style="list-style-type: none"> I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<ul style="list-style-type: none"> I can describe and reflect on the significance of the Holy Qur'an to Muslims (B1). 	
Expressing	<ul style="list-style-type: none"> I can share and record occasions when they belong to a group I can recall simply what happens at a traditional Christian infant baptism. I can recall simply what happens when a baby is welcomed into the 	<ul style="list-style-type: none"> I can give examples of ways in which believers express their identity and belonging within faith communities I can identify two ways people show they belong to each other 	<ul style="list-style-type: none"> I can use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<ul style="list-style-type: none"> I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). 			<ul style="list-style-type: none"> I can express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).



	Muslim tradition	when they get married (A1).					
Interpreting		<ul style="list-style-type: none"> I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). 		<ul style="list-style-type: none"> I can describe some ways in which Christians express their faith through hymns and modern worship songs (A2). 			<ul style="list-style-type: none"> I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).
Empathising	<ul style="list-style-type: none"> I can retell the story of Jesus blessing the children, making connections with personal experiences 	<ul style="list-style-type: none"> I can respond sensitively to differences in the way believers express their identity and belonging (B2). 	<ul style="list-style-type: none"> I can identify ways that some people make a response to God by caring for others and the world (B1). 		<ul style="list-style-type: none"> I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). 		<ul style="list-style-type: none"> I can outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
Applying			<ul style="list-style-type: none"> I can retell Bible stories and stories from another faith about caring for others and the world (A2). I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). 	<ul style="list-style-type: none"> I can discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	<ul style="list-style-type: none"> I can describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 	<ul style="list-style-type: none"> I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2) 	<ul style="list-style-type: none"> I can describe some Christian and Humanist values simply (B3).



<p>Discerning</p>			<ul style="list-style-type: none"> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). 	<ul style="list-style-type: none"> I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2) 			
<p>Analysing</p>		<ul style="list-style-type: none"> I can respond sensitively to differences in the way believers express their identify and belonging (B2) 		<ul style="list-style-type: none"> I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). 			<ul style="list-style-type: none"> I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
<p>Synthesising</p>		<ul style="list-style-type: none"> I can Identify some similarities and differences between the ceremonies studied (B3). 	<ul style="list-style-type: none"> I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) 	<ul style="list-style-type: none"> I can discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1) 	<ul style="list-style-type: none"> I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). 	<ul style="list-style-type: none"> I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). 	<ul style="list-style-type: none"> I can make connections between beliefs and behaviour in different religions (A1).
<p>Evaluating</p>				<ul style="list-style-type: none"> I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). 		<ul style="list-style-type: none"> I can make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<ul style="list-style-type: none"> I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).



Vocabulary	special, occasion Baptism/Christening naming ceremony Islam, Christian Font, Church, Mosque, Imam, minister, welcome unique, valued belonging, group religion, blessing Aqiqah ceremony star and crescent Raksha Bandhan Rakhi Aum	symbol, belonging, cross, crucifix, Rosary ICHTHUS, Baptism, Christening, welcome, ceremony, vicar, Holy water, font, Aqiqah calligraphy, Ka'ba Hajj, Allah, Akbar, Razor scales, gold, marriage, wedding, promises, rings, Chuppah Hebrew	unique, important, teachings, values benefits, responsibilities caring, gifts, serving Alms, Zakat, charity Tzedakah, inspired, Mother Theresa, Dr Barnardo, creation, spoiled, environment, representatives, Tikkun, Olam, heal, duties	Crucifix, palm, cross, Christingle, advent, rituals Hymns, Holy Communion Eucharist, confirmation, Anglican, Pentecostal, Catholic, Baptist, Methodist, Messy Church Sunday School, Food Bank, Christian aid, Church	Hinduism, Hindu Sanatana Dharma Deities, Bhagavad Gita, Ceremony, Values, Moksha Reincarnation, Artha Kama, Karma Mandir, Temple Community	Muslim, Islam, Five Pillars, Ibadah, Shahadah, Salat Sawm, Zakat, Hajj Ummah, Community Qur'an, Prophet Muhammad, Mosque, Sunnah Hadith	Christianity, Christian Humanism, Hinduism Hindu, Muslim Islam, 'Code for Living' Morality, Freedom Justice, Forgiveness Honesty, Values Karma, Reincarnation Ummah, Grace, Ahimsa Community
Agreed Syllabus Units/Key Questions	<p style="text-align: center;"><i>F5 Living</i> Where do we belong? C H M</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. Develop their sense of responsibility and membership of a community. <p><u>Reception</u></p> <ul style="list-style-type: none"> Think about the perspectives of others. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Show sensitivity to their own and others' needs (ELG -Building Relationships). 	<p style="text-align: center;"><i>1.7 Living</i> <i>What does it mean to belong to a faith community?</i></p> <p style="text-align: center;">C M J</p>	<p style="text-align: center;"><i>1.8 Living</i> How should we care for others and the world and why does this matter?</p> <p style="text-align: center;">C M J</p>	<p style="text-align: center;">2.7 What does it mean to be a Christian in Britain today?</p> <p style="text-align: center;">C</p>	<p style="text-align: center;"><i>L2.8 Living</i> What does it mean to be a Hindu in Britain today?</p> <p style="text-align: center;">H</p>	<p style="text-align: center;"><i>U2.6 Living</i> What does it mean to be a Muslim in Britain?</p> <p style="text-align: center;">M</p>	<p style="text-align: center;"><i>U2.7 Living</i> What matters most to Christians and Humanists? C NR</p> <p style="text-align: center;"><i>U2.8 Living</i> What difference does it make to believe in ahimsa, grace and/or Ummah? C H M</p>