



# Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

## Exploring Religious Education in the Early Years Foundation Stage

How does the curriculum provide a foundation of religious skills and knowledge in the EYFS?

Development Matters (linked to RE)	Early Learning Goals (linked to RE)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p><b>Three- and Four-Year Olds</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>Reception</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</li> <li>• They use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources.</li> <li>• They talk about how they and others show feelings.</li> <li>• They develop their own narratives in relation to stories they hear from different communities.</li> </ul> <p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>• They work as part of a group, taking turns and sharing fairly, understanding that groups of people</li> </ul>	<p><b>A. make sense of a range of religious and nonreligious beliefs</b></p> <ul style="list-style-type: none"> <li>• identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> </ul> <p><b>B. understand the impact and significance of religious and nonreligious beliefs</b></p> <ul style="list-style-type: none"> <li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>• give examples of ways in which believers put their beliefs into action</li> </ul> <p><b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b></p> <ul style="list-style-type: none"> <li>• think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>• give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• Know that our local church is called St. Michael and All Angels Church, in Kingsland.</li> <li>• Look at special features of St. Michael and All Angels Church, including the font</li> <li>• Attend daily worship, Songs of Praise and celebration worship.</li> <li>• Perform in a nativity tableau.</li> <li>• Be involved in enrichment days and activities e.g. Harvest, Easter, Experience Easter</li> <li>• Engage with Christian artefacts</li> <li>• To have time to be quiet and still, through story and circle time</li> <li>• Knowing and working with the curate of Kingsland church, Rev Rosie.</li> <li>• Engage with a range of speakers in Worship Time</li> <li>• Share special occasions e.g. birthdays.</li> <li>• Share Bible stories through art, drama, music and craft.</li> <li>• Celebrate traditions and festivals from different religions.</li> </ul>

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 can 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**

- 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**

- Children use their imaginations 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**

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

**Mathematics**

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

- Experience different religions through special days, handling artefacts, role play and stories.
- Experience a role play Baptism.
- Discuss and sharing their own thoughts, ideas and beliefs.
- Use their imagination
- Opportunities to engage with Messy Church and Open the Book
- Make a special memory box for themselves.
- Use of the Meadow Wildlife Wonder zone and pond area as special reflective spaces.
- Opportunities to engage with the class RE interactive station.
- Take part in the YR/Y1 Welcome Party, receiving a Storyteller Bible from the local churches
- Regularly visit Kingsland church for whole school worship events
- Engage with interfaith learning day
- Visit Leominster Priory to explore Christian places of worship
- Record RE learning in a special RE floor book, following the Herefordshire RE Syllabus and using the NATRE planning materials
- Daily grace prayer before lunch