RE IN THE EYFS CURRICULUM AT WINS

In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads. We will always find ways to draw on the wealth of religious or spiritual experiences that our families may bring with them.

In the EYFS RE sits very firmly within the areas of Understanding the World and Communication and Language. Aspects of RE can also be found in Personal, Social and Emotional development, Literacy and Expressive Arts and Design.

Understanding the World – Early Learning Goal 13: People, Culture and communities- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.*

Communication and Language – Early learning Goal 1: Listening, Attention and Understanding *- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

Early Learning Goal 2: Speaking - *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

The EYFS framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

During their time in EYFS children will encounter religious and non-religious worldviews in a variety of ways. This may be different depending of the cohort of children and where possible we like to reflect the communities and traditions of the children's own lives and the lives of their family members. A really important way children in EYFS will learn about RE is through story. They will listen to and talk about stories from different traditions. They will be encouraged to ask questions and reflect on their own feelings and experiences. Some of the other ways children in EYFS may learn about RE is through special people, objects or visiting places of worship. Reverend Catherine Cleghorn visits school and delivers assemblies several times a year.

Children in EYFS begin their learning in Religious Education by finding out about festivals and worship. Children are introduced to subject specific words and terminology, using them in context as they take part in discussions. They use all their senses to explore beliefs, practices and forms of expression. Children will talk about times, events and objects that are special to them and their family. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In Nursery

Nursery RE is non-statutory, but it forms a valuable part of the educational experience of the children here at WINS. Teachers will incorporate aspects of RE where they feel it is appropriate to give the children a foundation with which to build on as they go through the school.

In Reception

Reception Children will encounter Christianity and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it. Reception RE is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to the Agreed Syllabus.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Nursery	•dressing up and acting out scenes from stories, celebrations or festivals •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 music •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.					
Possible topics to link with	*Myself *Our Community *My Special Things * People Special to Me * The Natural World *Friendship * Belonging					
Reception	F5 Where do we belong?	F4 Which times are special and why?	F6 What is special about our world and why?	F1 Which stories are special and why?	F3 Which places are special and why?	F2 Which people are special and why?
Possible topics to link with	*Celebrations (especially in Autumn 2) * Looking after our world and environment *Families and important people in our lives *Belonging *people who help us in the community *family heritage *food					













RE IN THE KEY STAGE ONE CURRICULUM AT WINS

'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.'

RE ALONGSIDE THE NATIONAL CURRICULUM

Purpose of study

A1 The purpose of RE

- **Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.**
- **In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.**
- **Pupils learn to evaulate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.**
- **Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.**
- **It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.**
- **Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.**
- **Pupils should be given the opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.**
- **Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.**

Aims

A2 The aim(s) of RE. The curriculum for RE aims to ensure that all pupils:

1. **Know about and understand a range of religious and non-religious worldviews, so that they can:**

- **describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals**
- **identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religious and non religious worldviews**
- **appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.**

2. **Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**

- **Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities**
- **express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues**
- **appreciate and appraise varied dimensions of religion.**

3. **Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**

- **investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively**
- **enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all**
- **articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.**

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and non-religious worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Subject content - Key stage 1

Pupils should be taught:

Keys questions from across all three strands

Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)
Living (Religious practices and ways of living; questions about values and commitments)

WINS RE KEY STAGE ONE CURRICULUM OVERVIEW

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	1.1 Who is a Christian and what do they believe? (Believing)		1.5 What makes some places sacred? (Christians, Muslims and/or Jewish people) (Expressing)		1.7 What does it mean to belong to a faith community? (Christians, Muslims and Jewish people) (Living)	
Throughout the year	1 .6 How & why do we celebrate special and sacred times (Christians, Jewish people and/or Muslims) (Expressing)					

Year Two	1.2 Who is a Muslim and what do they believe? (Believing)	1.4 What can we learn from sacred books? (Christians, Muslims and/or Jewish people) (Believing) Easter Story-retelling Harvest Festival, Christmas Story, Christianity-Saints St Paul, Valentines Day saints Christianity,	1.8 How should we care for ot hers and the world, and why d oes it matter? (Christians, Muslims and/or Jewish people) (Living)
Throughout the year	1 .6 How & why do we celebrate special and sacred times (Christians, Jewish people and/or Muslims) (Expressing)		
	Pupils will also encounter other religions and worldviews in thematic units, where appropriate. Hinduism-Puja shrine, Rama and Sita and Diwali, Holi Festival-piece of art, Raksha Bandhan (make bracelet)		





