



### How RE should look in the Early Years Foundation Stage

At Busill Jones Primary school, pupils should encounter religions and worldviews through special people, books, times, places, and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to new subject specific vocabulary and use all of their senses to explore beliefs, practices, and forms of expression. They can ask questions about religions and reflect on their own feelings and experiences. They can use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE is a legal requirement for all pupils on a school roll, including those in Reception.

*In line with the DfE's new 2020 EYFS Profile- Schools are to plan RE which, through purposeful play and a mix of adult led and child-initiated activity, provides the following opportunities for pupils:*

#### **Prime Area: Communication and Language- RE enables children to:**

- Listen attentively and respond to questions, comments, and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories, and celebrations they encounter- using new vocabulary.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs, and poems.



**Prime Area: Personal, Social and Emotional Development- RE enables children to:**

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values such as: right and wrong, good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and other' needs and feelings.



**Specific Area: Literacy- RE enables children to:**

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems, and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

**Specific Area: Mathematics- RE enables children to:**

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

**Specific Area: Understanding the World- RE enables children to:**

- Talk about the lives of people around them, understanding characters and events from stories.
  - Describe their immediate environment- e.g., on a visit to a place of worship.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
  - Explore the natural world around them making observations of animals, plants, environments, and seasons, creating responses of joy, wonder, awe and questioning.
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**Specific Area: Expressive Arts and Design- RE enables children to:**



- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work, being imaginative and expressive.
- Adapt and recount religious stories inventively, imaginatively, and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role-play stories to represent their own ideas through thoughts and feelings.
- Respond in a variety of ways they see, hear, smell, touch and taste.

**Reception Medium Term Plan:**

Programme of study for RE for all 4–5-year-olds in Reception. The content and questions in the table below are to be taught together, contributing to continuous provision. Pupil’s voice should be recorded alongside any other evidence or photographs of achievement and provision.

<b>EYFS: A Discovering Stage. RE in the reception class applies the Early Learning Goals</b>	
Autumn 1	Special People: Which people are special and why?
Autumn 2	Special Times: What times are special and why?





Spring 1	Special Stories: What stories are special and why?
Spring 2	Special Places: What places are special and why?
Summer 1	Being Special: Where do we belong?
Summer 2	Special World: What is special about our world and why?

### Autumn 1 (Theme 1): Special People- Which people are special and why?

<b>1) Theme</b> Supplementary questions to explore:	<b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to...	<b>3) Implementation- suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
Who is special to you and why?	<ul style="list-style-type: none"> <li>• Talk imaginatively and expressively about people who are special to them.</li> <li>• Say what makes their family and friends special to them.</li> </ul>	Talk about, list and enjoys stories about people who are special to us and those whom we admire. Make 'My Hero' pictures in a range of art activities. Notice how we 'belong to each other'.
What is a good friend like? How can you show that you are a good friend?	<ul style="list-style-type: none"> <li>• Identify some of the qualities of a good friend</li> <li>• Reflect on the question 'Am I a good friend?'</li> </ul>	Choose one friend and take a walk with them around the school grounds and experience enjoying each other's company.



		Think about the benefits and responsibilities of friendship and the ways that people care for others.
What stories did Jesus tell about being a friend and caring for others?	<ul style="list-style-type: none"><li>• Recall and talk about stories of Jesus as a friend to others using new vocabulary.</li></ul>	Hear some stories from the Bible about friendship and care for others, with a focus on what Jesus did and said. Examples include: <ul style="list-style-type: none"><li>• Zacchaeus (Luke 19)</li><li>• Jesus choosing the 12 disciples (special friends and helpers) (Matthew 4.17-22)</li><li>• Stories of Jesus helping and healing people e.g., Jairus's daughter (Mark 5.21-43)</li><li>• Healing the man at the pool (John 5.5-9)</li><li>• Blind Bartimaeus (Mark 11.46-52).</li></ul>
What stories do Muslims or Jewish people tell about being a friend and caring for others?	<ul style="list-style-type: none"><li>• Recall stories about special people in other religions and talk about what we can learn from them.</li><li>• Know some similarities and differences between different religious and cultural communities in this country.</li></ul>	Hear stories of a key religious leader from another religion and find out how these stories are important to people today (e.g. Moses, Guru Nanak, Prophet Muhammad [PBUH]).





## Autumn 2 (Theme 4): Special Times- Which times are special and why?

<b>1) Theme Supplementary questions to explore:</b>	<b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to....	<b>3) Implementation-suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
What special times have you had? What did you celebrate? Why? Who were you with? What happened?	<ul style="list-style-type: none"><li>• Give examples of special occasions and suggest features of a good celebration.</li><li>• Recall simply stories connected with Christmas/ Easter and a festival from another faith.</li></ul>	-The importance and value of celebration in children's own lives some major religious festivals and celebrations e.g. seasonal festivals including Christmas and Easter, and the stories associated with them.
What stories do you know about Jesus' birth and when he died? What do you think about	<ul style="list-style-type: none"><li>• Talk about what makes Christmas and/ or Easter a special time for Christians.</li><li>• Talk about celebrating special days in the</li></ul>	-Drama, songs and pictures which explore the festivals in playful and entertaining ways. -Use and think about special foods, artefacts, clothes and presents.





<p>Jesus? What do Christians say about Jesus? What happens at Christmas, and why? What happens at Easter and why?</p>	<p>family: birthdays or holidays are good examples.</p>	<p>-Learn and use new religious vocabulary about festivities.</p>
<p>What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals?</p>	<ul style="list-style-type: none"><li>• Talk about what makes a special time for different people.</li><li>• Talk about celebrating special days in the family: birthdays or holidays are good examples of 'big days'.</li></ul>	<p>These examples are suitable: Judaism: Sukkoth Hindu community: Divali Sikhi: Vaisakhi Islam: Eid Al Fitr</p>
<p>What are the similarities and differences between different peoples' special times?</p>	<ul style="list-style-type: none"><li>• Answer simple questions about festival from Christian, Muslim, Hindu, Sikh or Jewish religion and life.</li><li>• Know some similarities and differences between differences religious and cultural communities in this country.</li></ul>	<p>Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.</p>

## Spring 1 (Theme 2): Special Stories- Which stories are special and why?





<b>1) Theme</b> Supplementary questions to explore:	<b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to....	<b>3) Implementation-suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
What is your favourite story? What do you like about it, and why?	<ul style="list-style-type: none"> <li>• Identify some of their own feelings in the stories they hear.</li> <li>• Use new religious vocabulary to talk expressively about the stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore stories (including films) pupils especially like, re-telling stories to others and sharing features of the story they like.</li> <li>-Noticing and talking about the feelings in the stories: happy and sad, worrying, scary, exciting, or joyful etc.</li> <li>-Using multi-sensory approaches to engage expressively with the stories and values in them.</li> </ul>
What stories do you know about Jesus? Can you talk about what Jesus teaches us about saying 'thank you' and why it is good to thank and be thanked.	<ul style="list-style-type: none"> <li>• Recognise some religious words, e.g. about the word 'God', which is a very important word to some people.</li> </ul>	<ul style="list-style-type: none"> <li>-Hear and explore stories from the Bible.</li> <li>-Experience thanking and being thanked, praising and being praised, saying 'thank you' (you could use the story of Jesus and the 10 Lepers from Luke 17:11-19).</li> <li>-Look at some pictures of Jesus. Even though he lived so long ago that no one knows what he looked like, people often make pictures to show him as a calm, kind, generous or interesting person. Which pictures show these qualities?</li> </ul>
Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in	<ul style="list-style-type: none"> <li>• Talk about some religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Hear stories Jesus told, stories from the life of Jesus, or other stories from the Bible (e.g. David and the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28-32).</li> <li>-Use 'small world' people, Lego or modelling clay to make playful versions of the story and explore religious stories through play.</li> </ul>







the story? Does the story tell you about God? What do you learn?		
What stories do you know that tell you how you should behave towards other people?	<ul style="list-style-type: none"> <li>• Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> </ul>	-Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders and founders within faith.
What are the similarities and differences between different peoples' special stories?	<ul style="list-style-type: none"> <li>• Explore stories from religious sources</li> <li>• Know some similarities and differences between different religious and cultural communities in this country.</li> </ul>	Explore stories through play, role-play, freeze-framing, model-making, puppets and shadow puppets, art, dance and music etc. Find some stories here: <a href="http://shop.retoday.org.uk/find/Stories/1">http://shop.retoday.org.uk/find/Stories/1</a> RE today: 'Share a story...' a product for the whiteboard to introduce plural religion <a href="http://shop.retoday.org.uk/find/shareastory">http://shop.retoday.org.uk/find/shareastory</a>

### Spring 2 (Theme 3): Special Places- Which places are special and why?

<b>1) Theme</b> Supplementary questions to explore:	<b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to...	<b>3) Implementation-suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
What special places matter to people?  What different holy buildings can we learn about?	<ul style="list-style-type: none"> <li>• Notice that some religious people have places which have special meaning for them.</li> <li>• Talk about the things that are special and</li> </ul>	-Invite visitors to talk about/ show pictures of places that are spiritually significant to them and say why they are special. (e.g. visit an art gallery and looking at how the pictures made them feel). -Notice and ask questions about holy buildings near to the school: when do





What are the holy buildings near our school?	valued in a place of worship.	people like to go there? What do they like to do there? What are the buildings like inside? -Find out about the church building as a special place for Christians. Make simple models of various kinds of churches as part of play based learning.
What special places matter to people?	<ul style="list-style-type: none"><li>• Notice that some outdoor places, parks, beaches, mountains, rivers, gardens, might make useful places if you want some peace, calmness, excitement, or delight.</li></ul>	-Why are some places are special and what makes them special? -When do people like to go there and what do they like to do there?
Where is special to me?	<ul style="list-style-type: none"><li>• Talk about somewhere that is special to themselves using new vocabulary.</li></ul>	-This should build towards learning towards understanding special places for religious people. Children share and record their own special places in a variety of ways that is meaningful to them.
Where is a special place for believers to go and why?	<ul style="list-style-type: none"><li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a Church, Mosque, Synagogue, or Gurdwara.</li><li>• Know some similarities and differences between different religious and cultural communities in this country.</li></ul>	Find out from photos or video clips about places of worship for members of different faiths e.g. a Synagogue, a Gurdwara or a Mosque. -Learn to identify a main symbol for the different religions (cross, menorah, moon and star, khanda) and link the symbol to a religious building (Church, Synagogue, Mosque, Gurdwara).

## Summer 1 (Theme 5): Being Special- Where do we belong?





<b>1) Theme</b> Supplementary questions to explore:	<b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to...	<b>3) Implementation-suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
How do we show respect for one another? How do we show love/ how do I know I am loved?	<ul style="list-style-type: none"> <li>• Re-tell religious stories about belonging making connections with personal experiences.</li> <li>• Use the idea of our thumbprints being unique and explore ways in which we are special or unique.</li> </ul>	-The idea that each person is unique and valuable. -Religious beliefs that each person is unique and valuable because God made us who we are (a shared belief for Muslims, Christians, Jewish people, and Sikhs). -Religious beliefs about God loving each person, e.g., Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 V.16). -Sikh ideas about the ‘Wonderful Lord’ who cares for all.
Who do you care about? How do we show care/how do I know I am cared for?	<ul style="list-style-type: none"> <li>• Share and record occasions when things have happened in their lives that made them feel special.</li> </ul>	-Children could draw around their hands, write their names on the palm and decorate; Christian’s beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13-16). -How Christians believe God’s love for children is shown through infant baptism and dedication.
How do you know what people are feeling? What things can we do better together rather than on our own?	<ul style="list-style-type: none"> <li>• Share and record occasions when things have happened in their lives that made them feel special.</li> </ul>	-Signs and symbols used in the welcome of children into the faith community.





<p>What makes us feel special about being welcomed into a group of people?</p>	<ul style="list-style-type: none"> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication or another baby welcoming celebration or another festival about belonging.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country.</li> </ul>	<p>-Ways of showing that people are special from other religions e.g., Hinduism: Stories about Hindus celebrating Rakshan Bandhan- which celebrates the special bond between brothers and sisters. His sister ties a band of Rakhi of gold or red threads around the right hand of a brother.</p>
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**Summer 2 (Theme 6): Special world- What is special about our world?**

<p><b>1) Theme</b> Supplementary questions to explore:</p>	<p><b>2) Impact: Learning outcomes:</b> Teachers will create learning experiences that will enable pupils to...</p>	<p><b>3) Implementation-suggested content and activities:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.</p>
<p>What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you?</p>	<ul style="list-style-type: none"> <li>• Talk about things they find interesting, puzzling, or wonderful using new vocabulary</li> </ul>	<p>-Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth, and decay. -Explore the idea that the world is special and that some people believe it was created by God and is 'holy' or 'sacred'.</p>





<p>Why do some people say the world is special?          What do you think is special about the world?          What stories of creation do Christians tell?</p>	<ul style="list-style-type: none"> <li>• Talk about their own experiences and feelings about the world.</li> <li>• Re-tell stories, talking about what they say about the world, God and human beings.</li> </ul>	<p>-Use art and creative activities to explore natural objects- shapes, pattern, or use micro-hike or listening walk, grow and look after some plants or creatures.          -Use stories and poems to talk about creation (e.g. God’s Quiet Things by Nancy Sweetland).          -Explore stories with stilling exercises, acting out stories etc.          -Link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts, singing voices, laughter and teamwork- what is the most amazing thing about a human person?)</p>
<p>What do people say about how we should look after the world?          How do you think we should look after the world?</p>	<ul style="list-style-type: none"> <li>• Think about the wonders of the natural world- expressing ideas and feelings.</li> </ul>	<p>-Use a simple child-friendly but authentic version is the Biblical creation story (e.g. ‘In the Beginning by Steve Turner) and explore in mime, express through art and drama.          -Reflect on ways in which the world is ‘very good’. Do the children like the idea that it is ‘God’s good earth?’</p>
<p>What are the similarities and differences between different peoples’ ideas about the world?</p>	<ul style="list-style-type: none"> <li>• Express ideas about how to look after animals and plants.</li> <li>• Talk about what people do to mess up the world and what they do to look after it.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country.</li> </ul>	<p>-Hear/ roleplay stories from faiths about care for animals and the world. E.G From Islam: Muhammed and the ant (talk about caring for animals and looking after pets).          -Muhammed and the thirsty camel (talking about how the camel felt, whether they have ever done something they are sorry for).          -Seven New Kittens/ The Tiny Ants (Muslim stories retold by Gill Vaisey <a href="http://www.articlesoffaith.co.uk">www.articlesoffaith.co.uk</a>)</p>



