



## RE in the Early Years at Whitleigh Primary School

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development**) underpin and are an **integral part** of children's learning in all areas.

### **Statutory Educational Programme:**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Statutory ELG (used as an assessment at the end of the Summer Term in Reception)**

#### People, Culture and Communities

##### Children at the expected level of development will:

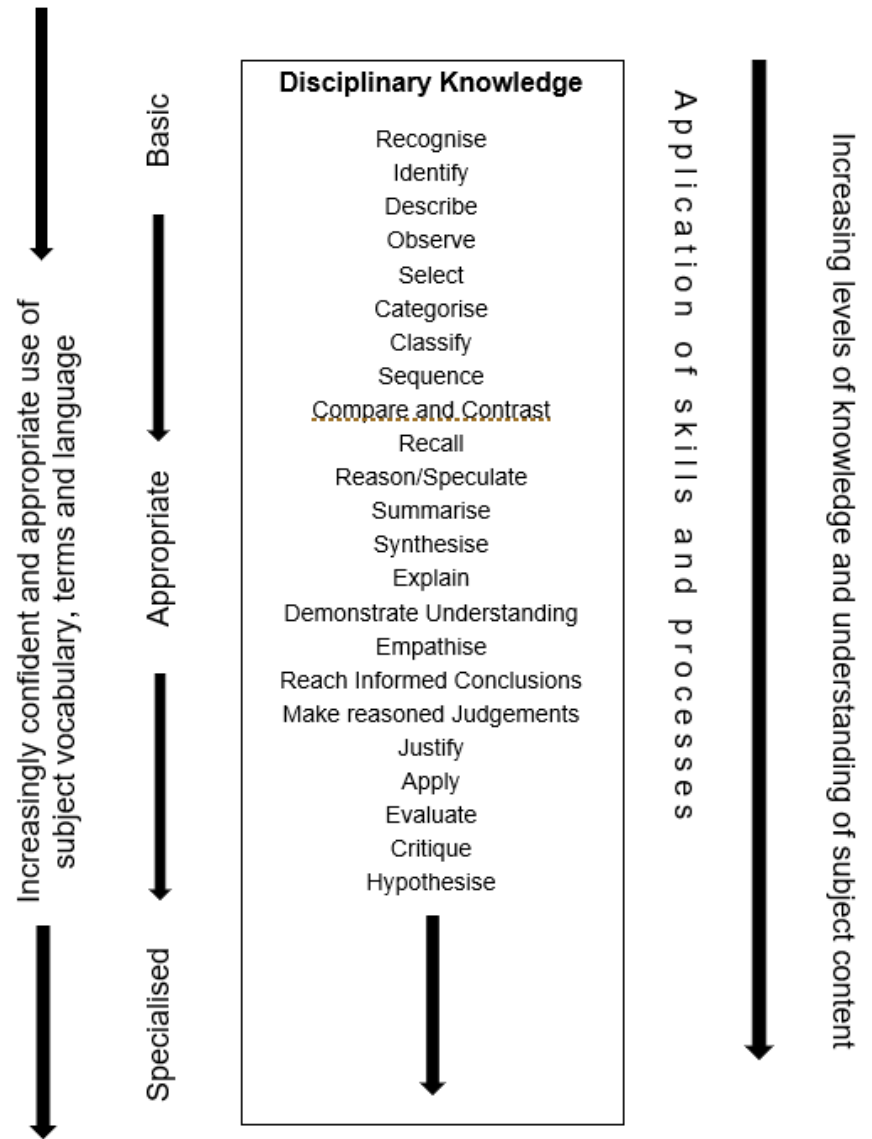
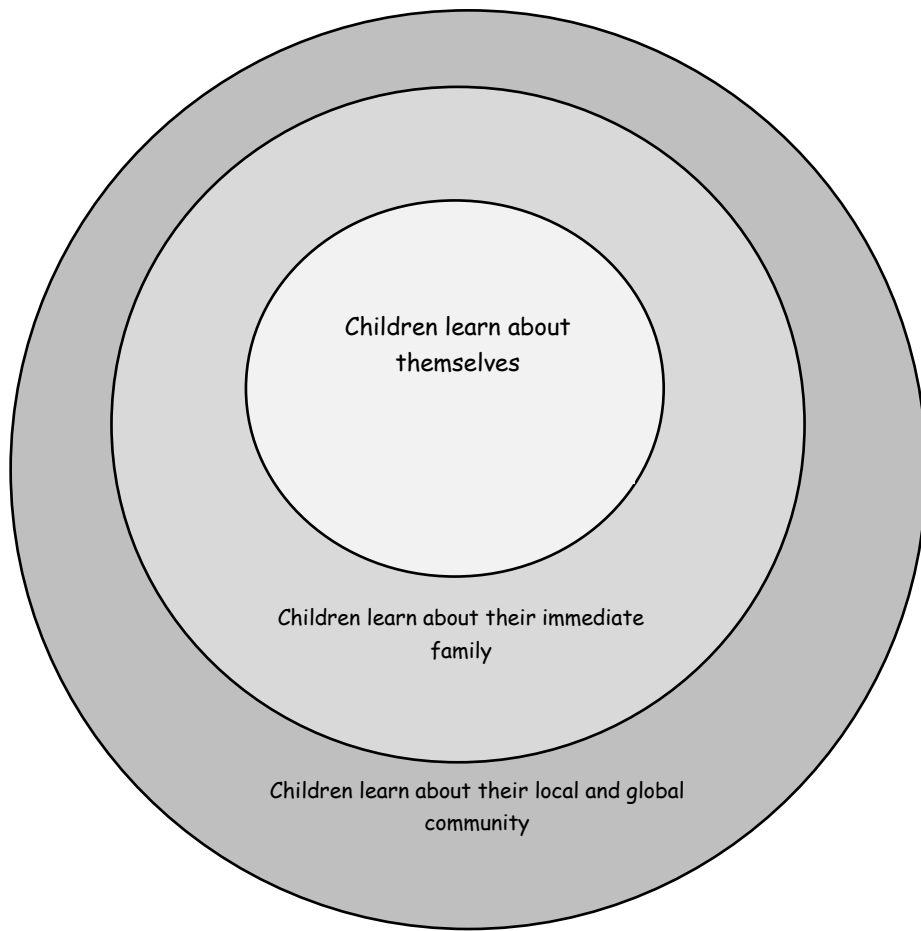
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain 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.

At Whitleigh Primary School we have an expectation that RE will be embedded within the youngest of our children. We believe that RE in the Early Years is not easier than other areas of the school. Children are being challenged proportionate to their age and stage of their learning journey. What underpins RE in the Early Years is a strong emphasis on the 'big ideas' (concepts). We strongly believe that early familiarity with these concepts will help in the future.

*"In the Early Years, we teach the concepts, skills and language of working artistically and some knowledge"*

These concepts include - Belonging, story-telling and celebration

At Whitleigh Primary School, we see the progression of RE in the Early Years as a ripple effect, starting with the youngest of our children.



EYFS RE Skills	
2 Year old Nursery	<p>Recognise Easter and Christmas are special times</p> <p>Recognise things which have made them feel special</p> <p>Recognise that some people make them feel special.</p> <p>Recognise some of their own feelings when listening to stories</p>
Pre-School	<p><b>Identify</b> and <b>describe</b> why Easter/Christmas is a special time for Christians</p> <p><b>Identify</b> and <b>describe</b> connections with personal experiences</p> <p><b>Identify</b> and <b>describe</b> things which have made them feel special</p> <p><b>Identify</b> and <b>describe</b> people who are special to them</p> <p><b>Identify</b> some of their own feelings in stories they hear</p> <p><b>Identify</b> and <b>describe</b> ideas about new life in nature</p>
Reception	<p><b>Sequence</b> and <b>recall</b> some religious stories connected with celebrations e.g Easter</p> <p><b>Recognise</b> some religious words e.g about God</p> <p><b>Recall</b> stories, talking about what they say about the world, God, human beings</p> <p>Begin to <b>recognise</b> that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p><b>Compare and contrast</b> religious stories to connections with personal experiences</p> <p><b>Recall</b> occasions when things have happened in their lives that made them feel special</p> <p><b>Describe</b> what makes their family and friends special to them</p> <p><b>Describe</b> some of their own feelings in the stories they hear</p> <p><b>Recall</b> somewhere that is special to themselves, saying why</p> <p><b>Recall</b> a personal response to the natural world.</p>
Links to KS1 Curriculum	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Recognise and name features of religions and beliefs</p> <p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of religious expression</p> <p>Recount outlines of some religious stories</p> <p>Recognise features of religious life and practice</p> <p>Recognise some religious symbols and words</p> <p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Identify things they find interesting or puzzling, in religious materials studied</p> <p>Identify what is of value and concern to themselves, in religious material studied</p>
EYFS RE Knowledge	
2 Year Old Nursery	<p>I know Christmas and Easter are special times.</p> <p>I know the names of some people who are special to me.</p> <p>I know the names of some feelings.</p> <p>I know some things that have made me feel special.</p>
Pre-School	<p>I know why Easter/Christmas is a special time for Christians</p> <p>I know about my own personal experiences</p> <p>I know about events in my life that make me feel special</p> <p>I know people who are special to me</p>

	<p>I know about my own feelings</p> <p>I know about new life in nature</p>
<b>Reception</b>	<p>I know some religious stories</p> <p>I know some religious words, e.g. about God</p> <p>I know some stories that talk about the world, God and human beings.</p> <p>I know that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>I know what makes my family and friends special to me</p> <p>I know about my own feelings in the stories I hear</p> <p>I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world</p> <p>I know about the wonders of the natural world, expressing my ideas and feelings</p> <p>I know what people do to destroy the world and what they do to look after the world</p> <p>I know somewhere that is special to me and say why it is a special place</p>
<b>Key Vocabulary (not limited to)</b>	
<p>religion, Christian, personal, special, belong, Christmas, festival, God, Jesus, Easter, celebration, symbols, cross, eggs, new life, creation, important, world, human beings, look after, Muslims, Jews, worship, special, church</p>	

Discuss different ways we all celebrated Christmas/Easter /Birthdays

Jigsaw PSHE scheme of learning

Assemblies

Discuss who is special to us and why

Reading stories celebrating a range of festivals - Diwali, Chinese New Year, Easter

Christmas Nativity Performance

What does this look like in our provision?

Celebrate all children's beliefs and religion

Dressing up clothes, role playing religious festivals/ceremonies that are taking place in a child's life

Children create symbols of religious celebrations - Diwali (Rangoli patterns/diva lamps)

Visit/explore different places of worship in the local area

Signs of Spring - New Life