



# Cradley CE Primary School—RE in EYFS



## Key knowledge and skills

### PSED Links

- talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- identify some of their own feelings in the stories they hear
- talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right) etc.

### Understanding of the World Links

- say how and when Christians like to thank their Creator
- talk about what people do to mess up the world and what they do to look after it.
- talk about people who are special to them
- say what makes their family and friends special to them
- recall simply what happens at a traditional Christian festival (Christmas)
- Recognise and re-tell stories connected with celebration of Easter
- Say why Easter is a special time for Christians
- Talk about ideas of new life in nature.
- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, and make connections with signs of new life in nature
- Talk about some ways Christians remember these stories at Easter.
- share and record occasions when things have happened in their lives that made them feel special
- recall simply what happens at a traditional Christian infant baptism and dedication
- recall simply what happens when a baby is welcomed into a religion other than Christianity
- recognise that some religious people have places which have special meaning for them
- talk about the things that are special and valued in a place of worship
- express a personal response to the natural world.
- identify a sacred text e.g. Bible, Torah

### Communication and Listening links

- begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus
- re-tell religious stories, making connections with personal experiences
- re-tell stories, talking about what they say about the world, God, human beings
- think about the wonders of the natural world, expressing ideas and feelings
- re-tell religious stories making connections with personal experiences
- talk about somewhere that is special to themselves, saying why
- begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- express a personal response to the natural world.
- talk about some religious stories
- recognise some religious words, e.g. about God

## Vocabulary

⇒ special,	⇒ Islam	⇒ Palm Sun-	⇒ Noah	⇒ creator
⇒ unique	⇒ Muslim	⇒ day	⇒ promise	⇒ Prayer
⇒ talent	⇒ Holy	⇒ crucifixion	⇒ Zacchaeus	⇒ praise
⇒ belonging	⇒ Candle	⇒ resurrec-	⇒ sinner	⇒ Caretaker
⇒ Christian	⇒ Font	⇒ tion	⇒ forgiveness	
⇒ Christiani-	⇒ Mosque	⇒ Bible	⇒ Qu'ran	
ty	⇒ Prayer hall	⇒ sacred	⇒ Mu-	
⇒ Jesus	⇒ prayer mat	⇒ New	⇒ hammed	
⇒ God	⇒ Minaret	⇒ testament,	⇒ Allah	
⇒ cross	⇒ Easter	⇒ Old	⇒ creation	
⇒ Church	⇒ celebration	⇒ testament	⇒ Sabbath	

## Developing language

Adults working with children will support language development through modelling and narration. They will facilitate conversations which encourage children to notice what they are doing, to verbalise and elaborate on their experiences and to make connections. They will use key vocabulary in context and encourage children to develop well constructed sentences through the use of sentence starters.

## Experiences

Staff will plan a variety of learning experiences around key topics and themes which reflect the children's interests and build on previous learning. Opportunities to develop religious literacy will be both adult led and child led and will take place indoors and outdoors. Children will be encouraged to reflect on their work, talk about what they have done and make connections to prior learning and future opportunities. Children will also have the opportunity to visit places of worship and handle religious artefacts.

## EYFS outcomes

### Early learning goals

#### *Understanding the world*

**People and Communities:** 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.

**Past and Present:** Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling

#### *Personal, Social and Emotional Development*

**Building Relationships:** Show sensitivity to their own and others' needs