

## EYFS Curriculum Pathway – Religious Education

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

### Our approach to the RE Curriculum in Early Years Foundation Stage

We know that children are inquisitive and will begin to ask themselves and others' questions to help them make sense of their world, such as;

- What is important to me?
- Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?
- What do I believe? Why do people have different opinions and views to me?
- What happens to people when they die?
- Where was I before I was born?
- What is right and what is wrong?

We recognise it is important to encourage children to ask questions and explore answers which will support children to develop emotionally, spiritually and morally and;

- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to;

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring – Finding out and exploring)
- Using senses to explore the world around them (Playing and Exploring – Finding out and exploring)
- Representing their experiences in play (Playing and Exploring – Playing with what they know)
- Acting out experiences with other people (Playing and Exploring – Playing with what they know)

The EYFS refers to **spiritual wellbeing**, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond. Through the child's time in our EYFS we aim to help children develop children's moral compass. To help them to become reflective and explore what big ideas mean to them. Of course, as with anything, we seize the moment when individual

children's experiences of their faith, beliefs and culture come up, E.g. someone is going to a wedding/baptism, someone or a pet has died, etc.

In Early Years we cover themes which feed into the KS1 Gateshead Agreed Syllabus for RE.

Religious Education		
	A Unique Child	What this looks like at Ryton Federation
Autumn 1	<p>To be confident in talking to other children when playing and communicate freely about own home and community.</p> <p>To be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>To usually adapt behaviour to different events, social situations and changes in routine.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</p> <p>To show interest in the lives of people who are familiar to them.</p> <p>To be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To describe self in positive terms and talk about abilities.</p>	<p>Myself/Families/belonging: When children first start in school in a new class with new teachers we explore togetherness, belonging and explore socialising in different ways. Children learn to recognise that everyone is important and that there are things that are the same between people and things that are different. We teach children to celebrate and respect differences between themselves and others, from physical similarities and differences to more abstract things such as likes and dislikes, different families and routines. We explore themes such as myself, families, birthdays.</p>
Autumn 2	<p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To enjoy joining in with family customs and routines.</p> <p>To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and</p>	<p>Festivals, food, Autumn and Colour: During harvest we celebrate the importance of growing food, give thanks to those that provide our food and we discuss the importance of sharing, giving and charity. During November we learn about Hindu and Sikh festival of Diwali – we listen to the story and learn about how this is celebrated through watching videos, non-fiction books and art. During Christmas we learn our first story from the Bible. The Nativity and we learn about Jesus' and his birth. We learn this story and learn to tell a simple version through ordering and acting it out. Through advent we count down on a calendar learning about the month/dates and we learn about important Christian symbols at Christmas such as a wreath and a star on a tree. We sing more</p>

	<p>differences between themselves and others, and among families, communities and traditions.</p>	<p>traditional hymns and introduce children to Religious vocabulary such as God, Christian, prayer, Jesus, Christmas, holy, church, symbol.</p>
Spring 1	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about why things happen and how things work.</p> <p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>In Spring we often think about babies, growth and change, weddings, gardens and new life through stories.</p> <ul style="list-style-type: none"> <li>• visuals - photos, pictures</li> <li>• toys and puppets</li> <li>• handling real artefacts</li> <li>• role play</li> <li>• creativity – dance, drama, art and design</li> <li>• non-fiction books</li> <li>• discussion</li> </ul>
Spring 2	<p>To show interest in different occupations and ways of life.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To enjoy joining in with family customs and routines.</p>	<p>In preparation for Mothers' Day children learn about appreciation for those who love and care for them and how to show thanks. Children who have more than one Mum or a Mother figure make something to show thanks. This is done very sensitively with respect given to all children's individual circumstances and with the family/carer's involvement when needed. We also explore other people who help us and have a focus on helping others.</p> <p>During Easter the Easter story from the Bible is shared sensitively. We explore the celebrations and traditions and take part in our own school egg/bonnet competitions, hunts and talk about the symbolism of the egg.</p>
Summer 1	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about why things happen and how things work.</p> <p>To explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>To know about similarities and</p>	<p>In Summer we often find more mini-beasts and explore and care for the natural world through practical hands on experiences which provide children with opportunities for lots of awe and wonder.</p>

	<p>differences in relation to places, objects, materials and living things. They talk about features</p> <p>of their own immediate environment and how environments might vary from one another.</p>	
Summer 2	To explain own knowledge and understanding, and ask appropriate questions of others.	Towards the end of the year we talk about moving on, friendships and togetherness again as children prepare to move to their new phases of education with new teachers and, at times, peers