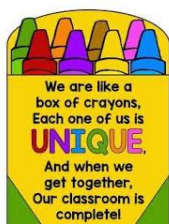




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



RE in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Understanding the World:

‘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.’

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for RE within the national curriculum.

The most relevant statements for RE are taken from the following area of learning:

- Personal, Social and Emotional Development
- Understanding the World

Age Range	
3 – 4 Year olds	Personal, Social and Emotional Development Develop their sense of responsibility and membership of a community Understanding the World Continue to develop positive attitudes about the differences between people
Reception (4 – 5 year olds)	Personal, Social and Emotional Development See themselves as a valuable individual Think about the perspective of others Understanding the World Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways
End of Reception Early Learning Goals (ELG)	Personal, Social and Emotional Development :- Building relationships:- Shows sensitivity to their own and others needs Understanding the World – 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 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
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Key vocabulary used for the teaching and learning of RE in the Early Years

God	Father	Jesus	Love	creation
harvest	prayer	Thank you	Mary	Joseph
pray	Christmas	Bethlehem	shepherds	Star
Bible	Gospels	parable	Easter	Disciples
Holy Week	Palm Sunday	crucified	cross	Church
Mosque	Mandir	Temple	synagogue	holy
anniversary	birthday	christening	wedding	Celebration
Holy Spirit	friend	friendship	trust	risen
Old Testament	New Testament	Lord's Prayer	awe	wonder

EYFS Yearly Topic Cycle (from Natre) (subject to change with differing intake and interests)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit 1</u> Why is the word God so important to Christians? Creation / God Christianity In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) Incarnation Christianity In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to	<u>Unit 3</u> Being special : where do we belong? Thematic Christianity Hindu Dharma Islam The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims	<u>Unit 4</u> Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) Salvation Christianity In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of	<u>Unit 5</u> Which places are special and why? Thematic Islam Christianity This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.	<u>Unit 6</u> Which stories are special and why? Thematic Christianity Judaism Islam

	return to and study the original text.	and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.	Easter and be able to talk about why these are important for believers.		
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B Whitfield
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