

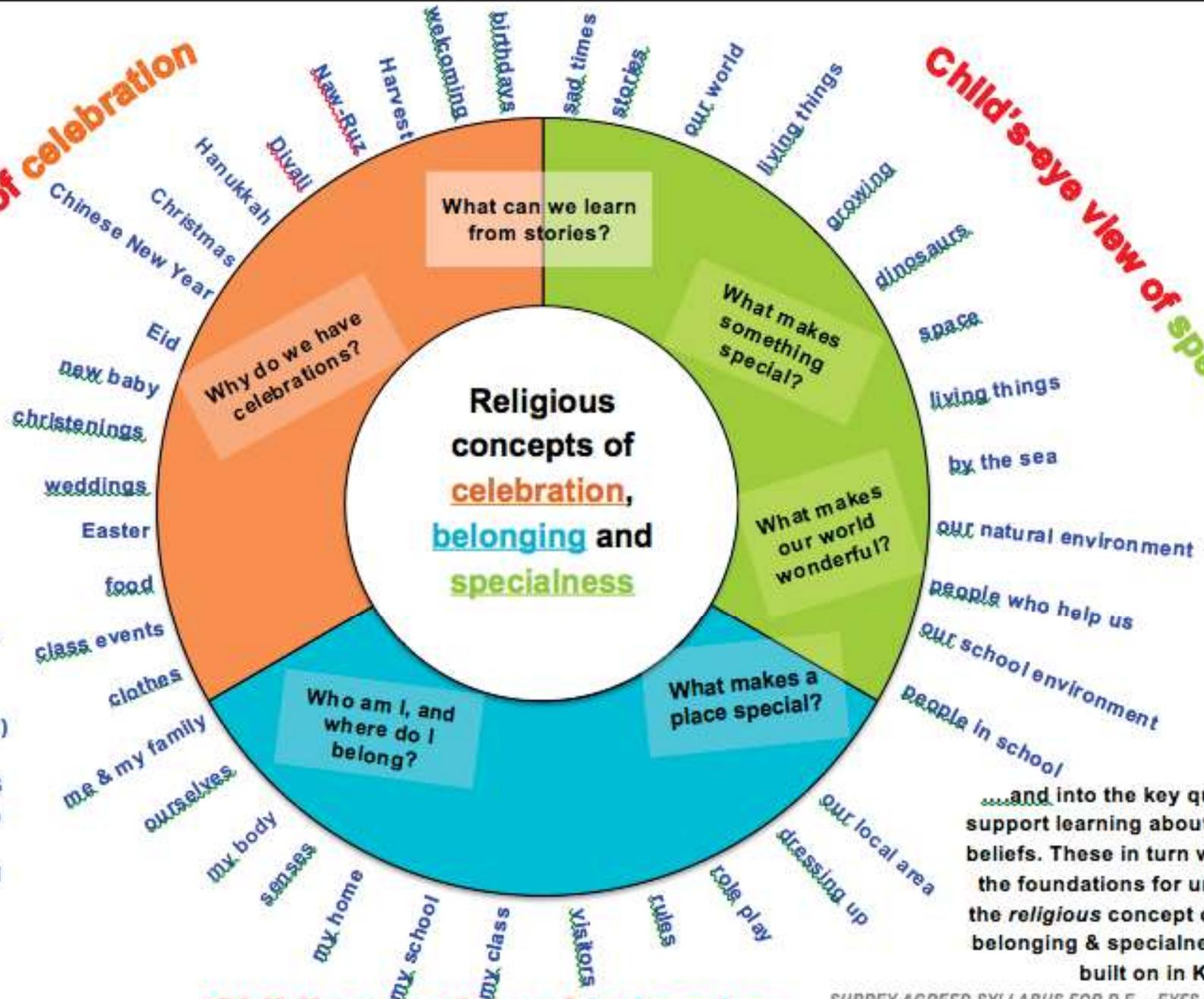
UNDERSTANDING THE RE CURRICULUM FOR EYFS

The RE curriculum in EYFS starts where the child is (a 'child's-eye view'), and explores the world around them from this starting point....

Child's-eye view of celebration

Child's-eye view of specialness

...the elements in blue are common to many early years settings (and not limited to these listed here!) Many have natural connections with the EYFS RE curriculum through the wider concepts of celebration, belonging and specialness...



...and into the key questions that support learning about religions and beliefs. These in turn will give pupils the foundations for understanding the religious concept of celebration, belonging & specialness, which are built on in KS1.

RE IN EYFS: THREE CORE CONCEPTS and SIX KEY QUESTIONS

The RE syllabus for EYFS is presented as six 'topics' each exploring one of the key questions and building understanding of core concepts (specialness, celebration and belonging) from both the child's and a religious point of view, broadly covering the following areas:

Specialness

- ourselves as special and unique **and** other people as also special and unique
- people who are special to us e.g. family, friends, teachers
- special 'religious' people e.g. Jesus as a special person for Christians
- special places, special times, special objects, special books / stories – specifically the Bible as the special book for Christians, containing stories about Jesus
- the natural world as a place of wonder & something that should be looked after; the world as something that religious people believe God created
- respecting things that are special

Celebration

- personal celebrations such as birthdays, weddings, baptisms
- 'welcoming' celebrations e.g. starting at school; new baby
- festivals celebrated at school: Harvest, Christmas & Easter
- festivals & celebrations that might be important for children in your class e.g. Eid-ul-Fitr, Divali, Sukkot, Hanukkah, Naw-Ruz, Guru Nanak's birthday etc. as appropriate)
- celebrating as a way of expressing 'belonging'

Belonging

- belonging in a class and home family
- belonging in a school community (and, if part of a church school, the wider church 'family')
- the Church as the place where the Christian 'family' meets and 'belongs' together
- other places of belonging such as mosque, synagogue etc. as appropriate
- ways of welcoming e.g. to a new school, a new baby etc.
- recognising where people belong e.g. by clothing, special objects etc.

Each unit in the revised syllabus has been written with a distinct purpose in mind: these are set out below to help schools to structure their planning more effectively. As has already been stated, in EYFS, schools may decide for themselves whether they keep the subject content within the ‘umbrella’ of the key question, or whether they explore the RE content as it naturally arises out of children’s prior learning e.g. in an EYFS topic about ‘Homes’, subject content from ‘What makes a place special’, ‘Who am I and where do I belong?’ and even ‘Why do we have celebrations?’ might feature as the identified RE within this topic. There are naturally many places where the concepts overlap. **In the support materials for the Agreed Syllabus, there are some examples of learning experiences for EYFS already planned, to help schools to interpret the subject content linked with each key question.**

Key questions:

There are 6 key questions that are compulsory for all Foundation Stage pupils. These are designed to connect RE with the rest of the EYFS curriculum, and build children’s understanding of the three core concepts of **specialness**, **celebration** and **belonging**. Key questions may feature more than one concept.

Key question	What is the purpose of this learning?	Core Concept
Who am I, and where do I belong?	To explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they ‘belong’. Pupils should also consider how new babies are welcomed into the world as way of celebrating the uniqueness of a new life, and investigate different ways in which different people show they ‘belong’, including sharing stories about religious leaders.	Belonging
Why do we have celebrations?	To explore the idea of ‘celebration’ as an important religious concept, the starting point being the celebrations that are a part of the lives of the pupils in your class. This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us to understand more about what different people believe.	Celebration
What makes a place special?	To know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God.	Specialness (Belonging)
What makes something special?	To think about the different ways in which an object might be considered ‘precious’ or ‘special’, including religious artefacts – and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.	Specialness (Celebration)
What can we learn from stories?	To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders. They will also consider whether stories can teach people things.	Specialness
What makes our world wonderful?	To engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others’ ideas.	Specialness Belonging

KEY STAGE	FS	KEY QUESTION:	WHO AM I, AND WHERE DO I BELONG?	CONCEPT: BELONGING
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Through this key question, pupils in EYFS will explore questions of identity e.g. what makes them special and unique, valuing others etc. as well as thinking about the different places where they 'belong'. Pupils should also consider how new babies are welcomed into the world as way of celebrating the uniqueness of a new life. They will also investigate different ways in which religious people show they 'belong', including sharing stories about religious leaders.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to:
<ul style="list-style-type: none"> • that every person is special and unique • that some people believe that God made them this way • how new babies are welcomed • that people belong together in different ways • that religious people have different ways of showing they 'belong' together • about special people in different religions (e.g. Jesus / Muhammad / Moses) 	<ul style="list-style-type: none"> • recognise what makes them special and unique • suggest what makes other people special and unique • talk about the different places where they belong e.g. family, clubs etc. • recognise how they are part of their school community • talk about how a new baby is welcomed – and why it's important • talk about how different people 'belong' to other communities (e.g. a church, synagogue or mosque community) • respond to stories about important religious people and leaders

KEY STAGE	FS	KEY QUESTION:	WHY DO WE HAVE CELEBRATIONS?	CONCEPT: CELEBRATION
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Through this key question, pupils in EYFS will explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the lives of the pupils in your class. This unit creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us to understand more about what people believe.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to:
<ul style="list-style-type: none"> • each person has a "birth-day" and this is celebrated on the day s/he was born • celebrations are joyful times • a celebration is often a time to say "thank you" • that Christians celebrate special festivals e.g. Harvest, Christmas, Easter • that other religions have different festivals 	<ul style="list-style-type: none"> • know that birthdays are important and that they celebrate their birth-day, the day they were born, once a year • begin to recognise how and why some festivals are celebrated • recognise that what they know about celebrations can help them to understand what's important to different people • identify a time that is special to them • recognise a time that is special to others • show they can be sensitive to the needs and feelings of others through their actions

KEY STAGE	FS	KEY QUESTION:	WHAT MAKES A PLACE SPECIAL?	CONCEPT: SPECIALNESS / BELONGING
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Through this key question, pupils in EYFS will know that places are special for different people and that some places hold special memories. They will begin to understand that some people go to special buildings to pray to or be close to God.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to:
<ul style="list-style-type: none"> that some people have places that are special to them; that there are special buildings where some people go to think and learn about God that some people feel close to God anywhere or in their own special places 	<ul style="list-style-type: none"> talk about their homes and their belongings say why a place is special for them begin to develop an awareness that some people go to special buildings to think and learn about God talk about other places where people can talk to God say why another place may be special for someone else

KEY STAGE	FS	KEY QUESTION:	WHAT MAKES SOMETHING SPECIAL?	CONCEPT: SPECIALNESS / CELEBRATION
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Through this key question, pupils in EYFS will think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts – and begin to articulate why this is. It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to:
<ul style="list-style-type: none"> that different things are special to people for different reasons; how to look after special things and respect things that are special to others; people can use objects to help them remember special times and places; that memories can be special that some objects are 'religious' objects and help people to think about God 	<ul style="list-style-type: none"> identify something that is special to them say how they would look after something special identify a memory that is special to them identify something that is special to others say why something is special suggest why a religious artefact might be special

KEY STAGE	FS	KEY QUESTION:	WHAT CAN WE LEARN FROM STORIES?	CONCEPT: SPECIALNESS
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Through this key question, pupils in EYFS will explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders. They will also consider whether stories can teach people things.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils will:
<ul style="list-style-type: none"> • that people can have favourite stories • that through stories people share ideas and values about how to live • that some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God • that some stories are about special people e.g. Jesus, Muhammad (pbuh*), Moses etc. 	<ul style="list-style-type: none"> • talk about their own favourite stories and say why they are special • begin to be aware that stories teach us things • begin to relate ideas from stories to their own lives • recognise that some books are special to different faith groups e.g. the Bible, Torah and Qur'an • respond to stories from the Bible and from other beliefs and cultures • name the important people in some religious stories

**pbuh (Peace and blessings be upon him) is spoken or written after the name of Muhammad (or any other prophets of Islam)*

KEY STAGE	FS	KEY QUESTION:	WHAT MAKES OUR WORLD WONDERFUL?	CONCEPT: SPECIALNESS
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Through this key question, pupils in EYFS will engage with their natural sense of wonder about the natural world, and their part in it as unique individuals. Pupils will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question. This key question also offers opportunities to explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.

SUBJECT CONTENT Pupils should learn:	EXPECTED ATTAINMENT By the end of their time in EYFS, most pupils should be able to:
<ul style="list-style-type: none"> • that our world is a place of wonder • that people are naturally 'creative' • that some people believe our world was created by God and that this is an important story in their special books • that we should look after our world 	<ul style="list-style-type: none"> • recognise and celebrate their own and others' creativity • identify things in the natural world that they think are 'wonder-ful' • be thankful for the world around us • say why they think some people say God made the world • say what they think about our world • show that they can care for the world around them e.g. watering plants