



Kensington Community Primary School

Early Years Foundation Stage Religious Education Curriculum



Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Statutory framework for Early Years Foundation Stage		Kensington Community Primary School Religious Education Curriculum		
Areas of learning	Opportunities for learning	Nursery (Suggested themes/ideas)	Reception (Key questions)	Knowledge and Skills (Reception)
Communication and Language	<ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • They use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Children answer 'who', 'how' and 'why' questions about their experiences in 	Themes <ul style="list-style-type: none"> • Myself • People Who Help Us • Special Times • My Life • Friendship • Our Community • My Senses • Welcome • Special Books 	F5 – Where do we belong?	<ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • 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 Islam.

response to stories, experiences or events from different sources.

- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

- My Special Things Belonging Stories
- People Special to Me Special Places
- The Natural World

Ideas

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts,

including those designed for small children such as 'soft toy' artefacts or story books

- Seeing pictures, books and videos of places of worship and meeting believers in class
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Children think and talk about issues of right and wrong and why these questions matter. • They respond to significant experiences showing a range of feelings when appropriate. • They have a developing awareness of their own needs, views and feelings and be sensitive to those of others. • Children have a developing respect for their own cultures and beliefs, and those of other people. • They show sensitivity to others' needs and feelings, 		<p>F4 – Which times are special and why?</p>	<ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith are special times for believers.
---	--	--	---	---

	and form positive relationships.			
Understanding the World	<ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs. 		F6 – What is special about our world?	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • 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 • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it
Expressive Arts and Design	<ul style="list-style-type: none"> • Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. • They respond in a variety of ways to what they see, hear, smell, touch and taste. 		F2 – Which people are special and why?	<ul style="list-style-type: none"> • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • recall and talk about stories of Jesus as a friend to others • recall a story about a special person in Sikhism and talk about what can be learnt from it.
Literacy	<ul style="list-style-type: none"> • Children are given access to a wide range of books, poems and other written materials to ignite their interest. 		F3 – Which places are special and why?	<ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • be aware 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 • identify some significant features of sacred places

				<ul style="list-style-type: none"> • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Mathematics	<ul style="list-style-type: none"> • Children recognise, create and describe some patterns, sorting and ordering objects simply. 		F1 – Which stories are special and why?	<ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.