

EYFS Curriculum Progression

Personal, Social and Emotional Development - RE

Teaching RE in the Early Years Foundation Stage is underpinned by the Characteristics of Effective Learning, linking both Personal, Social and Emotional Development and Understanding the World (people and communities).

We celebrate and learn about religions from around the world, which allows our children to feel a part of the wider community. We provide an opportunity for children to express their individual interests and ideas and reflect on their own experiences and actions.

We plan our RE based activities to cover many other learning outcomes to ensure the children are engaged and as they progress are finding new ways to explore their own similarities and differences.

Through a mixture of adult initiated and child led activities, we aim to:

Engage interest in the lives of others.

Promote understanding of other beliefs and traditions.

Provide our children with a sense of the wider community.

Teach children to understand that we are unique but can have similarities and differences with others and to promote and celebrate these.

Implementation:

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2 Year Old Provision	<p>Values Through emotion coaching our children are encouraged to make choices with empathy. Books and resources available detailing religious teachings and practises.</p>	<p>Kind, kind hands, care, share, help, feelings, happy, sad, cross, worried, family, friends, home</p> <p>Me, I, you, same, different, choose,</p>	<p>Establish their sense of self.</p> <p>Express preferences and decisions.</p>



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	<p>Displays, visual aids, and role play ideas include links to a range of cultural backgrounds.</p> <p>Celebrations Activities planned around celebrations of all religions.</p> <p>Crafts activities are planned to engage and teach children about traditions.</p> <p>For example, traditional Rangoli patterns to celebrate Diwali.</p> <p>The use of colours such as red and gold and the meanings behind this for Chinese New Year.</p> <p>We encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>We support questioning and encourage discussion, talking positively about different appearances, skin colours and hair types.</p>	<p>feelings vocabulary</p> <p>Christmas, Easter,</p>	<p>They also try new things and start establishing their autonomy.</p> <p>Thrive as they develop self-assurance.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>
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Preschool	Values		
	<p>Children are encouraged to follow the 'Golden Rules' and are actively involved in teachings of the 'Christian Values' through play, books, resources, displays, group times and planned activities.</p> <p>Celebrations</p> <p>Through activities children are taught about the meaning behind Christian traditions they may have already heard of such as 'Pancake Day,' Christmas and why and how they can be celebrated.</p> <p>Children are encouraged to talk about their own experiences.</p> <p>Children are taught about other religions and relate to how they celebrate their own traditions.</p> <p>We encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>We support questioning and encourage discussion, talking positively about different appearances, skin colours and hair types.</p>	<p>Kind, kind hands, care, share, help, feelings, happy, sad, cross, worried, family, friends, home.</p> <p>Me, I, you, them, they, us, friends, family, help.</p> <p>Children are taught to respond to their own feelings and opinions.</p> <p>Questions: how did that make you feel?</p> <p>Christmas, Easter, Pancake Day (Shrove Tuesday), Diwali, Chinese New Year, St's Days, Mother's Day/Father's Day,</p> <p>I wonder why..... I can see.....</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>



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Reception	Values Children are encouraged to follow the 'Golden Rules' and are actively involved in teaching through play, books, resources, displays, group times and planned activities. Children are taught to be aware of their own actions and how they can affect others and to look closely at what makes them unique. Celebrations Children are taught through resources, books, group times, play and planned activities what other religions/cultural backgrounds celebrate and believe in. Children are made aware of the wider community and taught about a number of religious festivals and lifestyle choices from a range of faiths and cultures including: <ul style="list-style-type: none">• Diwali• Chinese New Year• Christmas	Kind, kind hands, care, share, help, feelings, happy, sad, cross, worried, family, friends, home. Me, I, you, them, they, us, special, people, like, dislike, same, different. Children are taught to respond to their own feelings and opinions. Questions: how did that make you feel? Christmas, Easter, Pancake Day (Shrove Tuesday), Diwali, Chinese New Year, St's Days, Mother's Day/Father's Day. Children are taught to celebrate their similarities and differences within the setting and as part of the wider community. I wonder if..... I can see.....	Enjoys joining in with family customs and routines. Early Learning Goal Show sensitivity to their own and to others' needs. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
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