

EYFS RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus LAS)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
1. LAS EYFS unit: Myself 2. Special people to me 3. Our Special Books 4. Salvation 5. Creation 6. LAS EYFS unit: Our beautiful world	- Understand their own place in the class/ school/ family/ community - Secure knowledge of who their key people are in their lives and explain why by referencing feelings - Know the importance of forgiveness - Link between actions and consequences - Feel responsible for looking after their own classroom/ school/ outdoor areas/ community	God Bible Humans Christians Me You Others Believe Special Believing Living Thinking Special times Senses	Trinity Relationship Harmony Sacred Precious Belonging Worship Celebrate Natural world Festival Stewardship Hope Forgiveness	Created Crucifixion Resurrection Influences Sources of authority Created Thankfulness Christian Muslim Hindu Jewish Sikh Buddhist Jesus Qur'an Prophet Muhammed
Four guiding Principles that shape our EYFS practice				
Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.	Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.	

Fundamental British Values

The fundamental British values can be broken down as: • Democracy • The rule of law • Individual liberty • Mutual respect and tolerance of different faiths and beliefs
British values should be included in the whole curriculum. The children in early years settings live in an increasingly diverse society and we will support encouraging them to learn that it is possible to live together peacefully, each of them a valuable part of our multicultural world. It is important to work closely with parents and communities and the concepts we cover will aid making those links and delivering a broad provision.

British values are embedded in the curriculum of our early years setting when children learn to be kind, helpful and respectful of others, to be part of their local community and to appreciate that it is acceptable to have a group where people believe different things and that they can support and respect each other in those different beliefs. In finding out about those times that are special to themselves and others and in learning to work together and accommodate different needs we are laying foundations that can be built on in the Key Stages to follow.

Knowledge

Substantive Knowledge

Myself (Term 1)

Know that belonging to a religious worldview is very important to some people and that some people believe in **God**

Know some key words used to describe people who are religious: Christian, Muslim, Hindu, Jewish, Sikh, Buddhist

Special People to Me (Term 2)

Know that some people are special to us because they help us and teach us how to live good lives

Know that **Jesus** is a special person to Christians and that **Bible** is a special book for Christians

Know that the Prophet Muhammad is a special person to Muslims and the Qur'an is a special book for Muslims

Know at least one special story for Christians and Muslims (e.g. the story of **creation**, the Lost Sheep [*Christianity*], the Prophet and the spider [*Islam*])

Our Special Books (Term 3)

Disciplinary Knowledge

Understanding believers

***Know how** to approach sources of authority from which people derive their beliefs.

***To interpret sources of authority**

Begins to use clear and simple language to retell a story (e.g. the Easter story)
Begin to make a link between a story and a belief/concept (e.g. the story of the Resurrection and beliefs about forgiveness).

Working as a community:

***Know ways** in which context affects ways of living

***To analyse** data that shows ways in which context affects ways of living
Begin to identify that different people have different beliefs about the world around them.

Begin to explore ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc)

Begin to describe ways in which people express/practise their beliefs

Working as a thinker

***Know different** ways in which humans seek knowledge/wisdom

***To reason using evidence**

Begin to ask questions about the world around them.

God: Christianity and Islam Know that the Bible and the Qur'an are key sources of authority for Christians and Muslims respectively . Know that Christians and Muslims believe in one God who created the world exactly as he wanted it to be (harmony – Islam). Know that Christians and Muslims believe that God created humans with special rights and responsibilities (stewardship – Christianity; 'abd and khalifa – Islam) Know that Christians believe that humans made a bad choice that damaged their relationship with God (the story of Adam and Eve). Salvation (Term 4): why do Christians put a cross in the Easter Garden? Know that we can find out things about the world around us using our senses Know that a cross is a special object for Christians Know that a prayer mat is a special object for Muslims Explore the full Easter story – forgiveness & consequences, hope What do you think or feel when you see a cross? Creation (Term 5): Why is the word 'God' so important to Christians? Know that Christmas is a special time for Christians and Eid ul Adha is a special time for Muslims Know that at Christmas, Christians celebrate the birth of Jesus. Know that Christians and Muslims believe that God created the natural world and that He gave humans a special responsibility to look after it. LAS Additional Unit (Term 6): Our Beautiful World Know that we can use all our sense to find out more about the natural world Know that Christians and Muslims believe the natural world is special because God created it. Know that Christians and Muslims believe that God created the natural world and that he gave humans a special responsibility to look after it. Know that Christians and Muslims carry out specific actions to try and look after the natural world. Know that Christians and Muslims believe the natural world is special because God created it.	Begin to make connections between using their senses and what they know about the world around them. Begin to use reasons to support personal opinions about religions and beliefs.
--	---

Concepts		
God	Behaviour	Holy Books
End of Year Assessment		
Children should know and understand: • about their own culture and beliefs and those of other people; that there are differences between people and that different does not mean better or worse • the symbolism and rituals which are part of everyday life • the significance of living things • about right and wrong and fairness and justice • Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences. • Using a religious celebration as a stimulus, children talk about the special events associated with the celebration. • Through artefacts, stories and music, children learn about important religious celebrations.		