



**RE**

**2022-2023**

Aged 3 - 4
<p>Understanding the world</p> <p><b>Continue to develop positive attitudes about the differences between people</b>, by ensuring that resources reflect the diversity of modern life in Britain and encouraging children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p>
Children In Reception
<p>RE in EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore and understand religion, religious and non-religious beliefs and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression associated with religion and worldviews.</p> <p>EYFS to focus on-</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. At least one other religion, religious belief or non-religious worldview.</li> </ol> <p>See p.17 of Essex RE syllabus for examples of questions to ask in EYFS from a multi-disciplinary approach-Theology, Philosophy, Human/Social Sciences</p>
Early Learning Goal
<p>Understanding the world</p> <p><b>Understand that some places are special to members of their community</b> by naming and explaining the purpose of places of worship and places of local importance to the community, drawing on the children's own experiences where possible. Also, to take children to places of worship and places of local importance. Invite visitors from different religious and cultural communities into the classroom to share their experiences with the children.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways</b> by weaving opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p>
Year 1
<p><b>How did the universe come to be?</b></p> <p><b>Philosophy</b></p> <ol style="list-style-type: none"> <li><b>The Nature of knowledge, meaning and existence</b> -Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.</li> <li><b>How and whether things make sense</b> - Give a simple reason using the word 'because' when talking about religion and belief linked to the origin of the universe. Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).</li> <li><b>Issues of right and wrong, good, and bad</b>- Using religious and belief stories to talk about how beliefs impact on how people behave. Know that beliefs about the origin of the universe influence how individuals treat the world around them.</li> </ol>

## How does a celebration bring a community together?

### Human/Social Sciences

- a. The diverse nature of religion** -Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews
  
- c. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**- Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Recognise practices associated with festivals and celebrations and that celebrations can encourage a sense of belonging within a faith community.

## What does the cross mean to Christians?

### Theology

- A. Where beliefs come from**- Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview (Easter story).
- C. How beliefs relate to each other** Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs (Easter story contains beliefs about salvation).
- D. How beliefs shape the way believers see the world and each other**- Give an example of how Christians use beliefs to guide their daily lives (recognise that the Easter story is a source of hope for Christians).

## What do my senses tell me about the world of religion and belief?

### Philosophy

- A. The Nature of knowledge, meaning and existence**- Ask questions about the world around them (I wonder... questions) and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.
- B. How and whether things make sense**- Give a simple reason using the word 'because' when talking about religion and belief. Using their senses to investigate worship in different religious traditions.
- C. Issues of right and wrong, good, and bad**- Using religious and belief stories to talk about how beliefs impact on how people behave. Using their senses to justify a belief that they hold.

## What do Jewish people remember on Shabbat?

### Theology

- A. Where beliefs come from**- Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview (Jewish story of Creation).
- C. How beliefs relate to each other** Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.
- D. How beliefs shape the way believers see the world and each other**- Give an example of how Jews use beliefs to guide their daily lives. Recognise that the practice of Shabbat shows a strong relationship between Jewish people and God.

**Why is light an important symbol for Christians, Jews and Hindus?**

**Theology**

- A. Where beliefs come from** - Retell a narrative, story, or important text from at least one religion or worldview (where light is an important symbol) and recognise a link with a belief. Recognise different types of writing from within one text.
- D. How beliefs shape the way believers see the world and each other** - Recognise that the narratives used by different religions reflect their key beliefs. Give different examples of how \_\_\_\_\_ beliefs influence daily life

**What does the Nativity story teach Christians about Jesus?**

**Theology**

- A. Where beliefs come from**  
Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. (Retell the Christmas story).
- C. How beliefs relate to each other**  
Recognise that some beliefs connect together and begin to talk about these connections. (Recognise that Christians believe Jesus was sent by God to be him in the flesh. Recognise the connection between Christmas and Easter.
- D. How beliefs shape the way believers see the world and each other**  
Give different examples of how \_\_\_\_\_ beliefs influence daily life. (Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.

**How do Christians belong to their faith family?**

**Human/Social Sciences**

- A. The diverse nature of religion**  
Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- B. Diverse ways in which people practice and express beliefs**  
Identify evidence of religion and belief especially in the local area. (Identify how Christian beliefs impact on their worship and sense of belonging. Identify some symbols and artefacts.)
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**  
Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. (Identify the different ways in which Christians show they belong to their faith family.

## **How do Jewish people celebrate Passover?**

### **Human/Social Sciences**

#### **A. The diverse nature of religion**

Recognise the names of different religions, religious beliefs and worldviews and use them correctly. (Recognise that Passover is a Jewish festival).

#### **B. Diverse ways in which people practice and express beliefs**

Identify evidence of religion and belief especially in the local area.

#### **C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**

Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. (Identify ways in which Passover can have an impact on Jewish daily life and family)

## **Why do people have different views about the idea of God?**

### **Philosophy**

#### **A. The Nature of knowledge, meaning and existence**

Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them

Talk about what people mean when they say they 'know' something. (To give a reason why a member of at least one religious community might believe in God/not believe in God). (To give an example of what a member of a religious community might believe about God).

#### **B. How and whether things make sense**

Give a reason to say why someone might hold a particular belief using the word 'because'. (Make connections between people's beliefs of right and wrong and their belief about God).