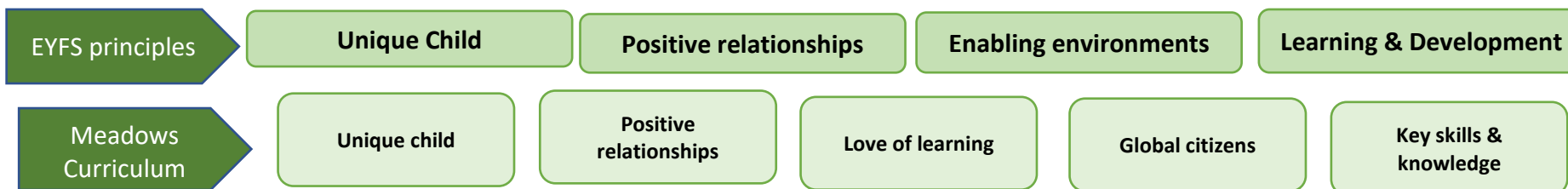


Meadows First School R.E in the EYFS



Our Meadows curriculum drivers are built on the 4 principles from the EYFS framework and our wellbeing wheel. The rich opportunities in the EYFS provision and planned curriculum will enhance children's experiences, opportunities and vocabulary. There will be opportunities for children to explore their learning through play as well as through explicit teaching where appropriate. The enabling environment inside and outside will enhance learning opportunities in specific areas.

EYFS Area of Learning: (Understanding of the World – People, Culture & Communities and Past & Present) (Personal Social Emotional Development – Building relationships) National Curriculum subject links: RE			
<p>I begin to: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion etc. Develop friendships with other children. Talk about members of their immediate family and community and places of worship if children talk about these</p> <p>I am encouraged to: -manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. -learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Develop their sense of responsibility and membership of a community. Help all children to feel that they are valued, and they belong. Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p>	<p>Early learning Goals: KUW – People Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious/cultural communities in this country, drawing on their experiences & what has been read in class. PSED Building relationships Show sensitivity to their own and to others' needs.-</p>	<p>Support/ scaffolding: Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship. Provide items that reflect different ethnicities, such as combs/ hair coverings etc. to stimulate pretend play around their interests. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Invite artists, musicians and craftspeople into the setting, introduce children to the work of artists from across times and cultures. Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>	<p>Focussed learning opportunities: Planned sequences of RE delivered 1 week each term linked to theme as well as continuous provision to support PSED. Links to other topics and themes such as around the world, Diwali – celebration of diversity in class Aut 1 Marvellous me – we are the same and different Christianity (other faiths introduced) Where do we belong? Aut 2 Why is Christmas special for Christians? Inc Diwali other celebrations Spring 1 Which places are special and why? Spring 2 Why is Easter special for Christians? Inc Eid other celebrations Sum 1 & 2 Why is the word GOD important and which stories are special and why?</p> <p>Where would you see this subject specific learning: Taught sessions (1 week per topic) (as well as above) Enrichment – Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p> <p>Resources, continuous and enhanced provision (rotation) photographs of places of worship – people from different communities and religions small world people from around the world hijabs/ clothing / garments and accessories (menorah) etc relevant to different religions books of different communities and faiths with photographs for discussion Bible cross Christmas – stable / nativity tableau</p>
<p>Subject specific vocabulary: Plan and introduce new vocabulary related to exploration of RE and encourage children to use it: bible, temple, church, gurdwara, synagogue, Sikh, Hindu, Christian, Jew, menorah, hijab, worship, font, baptism, ceremony, celebration, Eid, Diwali, Easter, Holi, prayer mats, cross – crucifix, Hannukah, Bethlehem,</p>			