



Religious Education can make an active contribution to all areas of the EYFS curriculum, but makes a particularly important contribution to the following goals:

**Personal, social and emotional development**

- (3-4) Develop their sense of responsibility and membership of a community.
- (R) See themselves as a valuable individual.
- (R) Think about the perspectives of others.
- (ELG) Show sensitivity to their own and others' needs

**Understanding the World**

- (3-4) Continue to develop positive attitudes about the differences between people
- (R) Talk about members of their immediate family and community.
- (R) Name and describe people who are familiar to them.
- (R) Understand that some places are special to members of their community.
- (R) Recognise that people have different beliefs and celebrate special times in different ways. (ELG) Talk about the lives of the people around them and their roles in society.
- (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling.
- (ELG) 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.

**In RE:**

- Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
- Using role play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children visit local places of worship and talk about why they are important for some people.
- Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other.
- Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play.
- Using religious artefacts as a stimulus, children sensitively handle a religious object and talk about why it might be special for some people, showing respect.
- Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling.
- Having visited a local place of worship, children learn new words associated with the place, showing respect
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration
- Children identify and talk about the sequence of events in a story about love and forgiveness.
- Using religious artefacts as a stimulus, children think about uses and meanings associated with the artefact.
- Visit a place of worship and explore different methods / explore relevant foods using senses.
- Using appropriate software children find out about special events in religious traditions.
- Children talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.
- Using stories from religious traditions as a stimulus, children talk about the importance of valuing and looking after the environment.
- Through artefacts, stories and music, children learn about important religious celebrations.