Religious Education
Early Years Foundation Stage

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.
Understanding the World: This area comprises of 3 aspects:
People and communities
The world
Technology

Understanding the World

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Curriculum 2014 - *RE*

Purpose of study

Religious Education

Aims

- acquire and develop knowledge and understanding of Christianity and the other principle religions represented in the UK
- develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- develop the ability to make reasoned and informed judgements about religious issues, with reference to the teachings of the principal religions represented in Peterborough and the UK
- enhance their spiritual, moral, social and cultural development by:
  Developing awareness of the fundamental questions raised by human experiences, and how religious teachings can relate to them
  Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
  Reflecting on their own beliefs, values and experiences in the light of their study.

RE – years 1 and 2

RE - Statutory requirements

All pupils on the school roll are entitled to receive RE. this includes pupils in reception.
The Agreed Syllabus – Peterborough City Council is the legal basis for RE in our school
It is a legal requirement for pupils to have opportunities to learn about the principle religions in the UK

- early years foundation stage (EYFS) – Christianity and other religions or systems as represented by the school and local area
- key stage one (KS1) – Christianity + 1 (Islam)

In the foundation stage a reasonable amount of time should be allocated to RE. Key Stage 1 should be allocated 36 hours per year (Dearing Report 1993).

RE – Steps

Development Matters in the Early Years Foundation Stage (EYFS)	
Specific area: Understanding the World	
	Aspect **People and Communities**
Birth – 11 months 8-20 months	The beginnings of understanding of people and communities lie in early attachment and other relationships Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people
16-26 months	Is curious about people and shows interest I stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people.
22-36 months	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background Learns that they have similarities and differences that connect them to, and distinguish them from, others.
30-50 months	Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family and friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
40–60+ months	Enjoys joining in with family customs and routines. **Early Learning Goal:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

PCC Agreed Syllabus 2013		
Religious Education		
	Aspect Know and understand a range of religions and world views so they can: Describe, explain, analyse, investigate and enquire, respond, appreciate and appraise	**Aspect** Express ideas and insights about the nature, significance and impact of religions and world views so they can: Articulate, explain reasonably, express with discernment, appreciate and appraise.
Band 1: Beginning Beginning+ Within Within+ Secure Secure+	Know what makes a place special for Christian people. Know who Jesus was. Know what happens in a mosque. Know why Muhammad is important to Muslims. Know what are the key special religious occasions that Muslims celebrate.	Express some ideas from the New Testament.
Band 2: Beginning Beginning+ Within Within+ Secure Secure+	Know what most Christians celebrate.	Express how being a Muslim makes a difference to a family. Appreciate Muhammad's message. Express some ideas from the Old Testament. Articulate what Muslims believe about Allah and the creation of the world. Articulate what the bible says about creation.
Band 3: Beginning Beginning+ Within Within+ Secure Secure+	Investigate what the bible says. Investigate what the Quran teaches.	Begin to understand the impact of being a Christian/Muslim