



EYFS – Discovering

Christianity plus aspects of other religions as appropriate

EYFS curriculum/ Wiltshire Agreed Syllabus - references	Wiltshire Agreed Syllabus - Themes	Our Big Questions and 'I can' statements. (Knowledge) Teachers will set up learning experiences that enable children to be able to think and talk about:
<p>See Pg 27 - 29 of Wiltshire agreed syllabus</p> <p>Understanding the World - Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understanding the World - People, Culture and Communities - 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.</p> <p>Understanding the World - The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Being special Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Special people Talk about people who are special to them and say what makes their family and friends special to them. Identify some of the qualities of a good friend. Reflect on the question - Am I a good friend? Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them.</p> <p>Special Times Give examples of special occasions and suggest features of a good celebration. Recall simply stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.</p> <p>Special Places Talk about somewhere that is special to themselves saying why Be aware that some religious people have places which have special meaning for them Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world</p>	<p>Our Big Questions and 'I can' statements. (Knowledge) Teachers will set up learning experiences that enable children to be able to think and talk about:</p> <p>How am I special? I can share about how I am special and things that are unique to me. How do Christians show they are special to God? I can talk about how God is special to Christians and Christians special to God. What happens at a Christian Baptism? I can explain about what happens at a Christian Baptism/Christening.</p> <p>Which people who are special to us? I can share with others people who are special to me. How was Jesus a special person to others? I can talk about why Jesus was a special person. Am I a good friend? I can talk about how to be a good friend. Who is special to us? I can talk about special people from other faiths</p> <p>What places are special to us? I can talk about places which are special to me. I can talk about how a Church is a special place for Christians and can talk about features and things which happen there.</p> <p>What times are special to us? I can talk about why some times of year are special to different people. (Special times including Christmas, Diwali and Hanukkah, Chinese New Year) What times are special to Christians? I can talk about why Christians celebrate Christmas and Easter. I can talk about why a Church is a special building.</p>
<p>Cross curricular opportunities for RE (examples as to how RE links with all areas of the EYFS. Free access to a wide range of texts about and from different world religions will add to the rich and varied reading environment. Planned opportunities for children and adults to explore these texts together will ensure fair, quality access. (linked to Literacy). Children may write lists of animals for Noah or the colours of Josephs coat. Children may play instruments to express gratitude or joy. Children may learn a dance in celebration of Diwali. (linked to writing and Being Imaginative and Expressive) Making Chinese lanterns/Divalli patterns - Creating with materials/Fine Motor Skills Use all their senses. On-going 'everyday' opportunities for RE - Celebrating festivals, sharing special books, sharing special events, enjoying the seasons, experiencing 'awe and wonder'.</p>		

<p>Wiltshire Agreed Syllabus - Themes</p> <p>KS1 – Exploring key questions</p>	<p>Wiltshire Agreed Syllabus Skills and Attitudes</p>		<p>Year 1 – Exploring Christianity plus aspects of at least one other principal Religion – Judaism.</p> <p>Our Big Questions and 'I can' statements. (Knowledge)</p>	<p>Year 2- Exploring Christianity plus aspects of at least one other principal Religion – Islam</p> <p>Our Big Questions and 'I can' statements. (Knowledge)</p>
<p>Term 1</p> <p>Being special</p> <p>Y1 -Myself</p> <p>Y2 -Belonging</p>	<p>Skills for Learning in RE Investigation:</p> <ul style="list-style-type: none"> asking relevant questions. <p>Expression</p> <ul style="list-style-type: none"> ability to explain concepts, rituals and practices <p>Interpretation -</p> <ul style="list-style-type: none"> draw meaning from stories, artefacts, works of art, poetry and symbolism suggest meanings of religious texts (stories) 	<p>Key attitudes in RE</p> <p>Self-awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule developing a realistic and positive sense of their own religious, moral and spiritual ideas recognising their own uniqueness as human beings and affirming their self-worth becoming increasingly sensitive to the impact of their ideas and behaviour on other people <p>Respect for all in religious education includes pupils:</p> <ul style="list-style-type: none"> developing skills of listening and 	<p>Being Special (Belonging)</p> <p>What does it mean to belong? (Q9)</p> <p>Focus: Christianity and Judaism</p> <p>I can talk about my family.</p> <p>I can talk about belonging.</p> <p>I can talk about what being a good friend means.</p> <p>I can understand about Christians belonging to a Church. (AT1)</p> <p>I can understand about belonging to another religion - Judaism. (AT1)</p>	<p>Being Special (Myself)</p> <p>How do we show we care for others? (Q10)</p> <p>Focus: Christianity and Islam</p> <p>I can explain how people can look after each other.</p> <p>I can explain the message in the story The Good Samaritan. (AT1) I can tell you one thing that Jesus was trying to teach Christians. (AT2)</p> <p>I can tell you how the story could help me in my own life.(AT2)</p> <p>I can talk about how the story of Jesus healing the paralyzed man shows the importance of caring.(AT2)</p> <p>I can explain the message in the Islamic story Be My Guest.(AT1) I can tell you why it's important to think of others, before yourself. (AT2)</p> <p>I can explain the story in the Islamic story of the Crying Camel. I can say how these stories can help me in my own life. (AT2)</p> <p>I can talk about another story from a World Religion. I can understand different points of view (Buddhism story). (AT2)</p>
<p>Term 2</p> <p>Special Times</p> <p>- Celebrations</p>	<p>Reflection -</p> <ul style="list-style-type: none"> reflect on feelings, relationships, experience, ultimate questions, beliefs and practices use stillness, mental and physical, to think with clarity and care about significant 	<p>Respect for all in religious education includes pupils:</p> <ul style="list-style-type: none"> developing skills of listening and 	<p>Special Times (Celebrations)</p> <p>Why do we celebrate special times? (Q5)</p> <p>Focus: Christmas and Hanukkah</p> <p>I can talk about times that are special to me and why.</p> <p>I can talk about how Hanukkah is a special time for people who are Jewish. (AT1)</p> <p>I can talk about how Hanukkah is celebrated. (AT1)</p> <p>I can explain when and why Christmas might be celebrated.</p> <p>I can sequence the Christmas Story.(AT1)</p> <p>I can tell you two ways Christmas might be celebrated.</p>	<p>Special Times (Celebrations)</p> <p>How does being Muslim affect family and celebration? (Q6)</p> <p>Focus: Christianity and Islam</p> <p>I can understand that people have many different beliefs and gods that they worship. (AT1)</p> <p>I can talk about Christian beliefs and the meaning behind them. (AT1)</p> <p>I can understand it is important to respect the beliefs of others. (AT2)</p> <p>I can describe the Five Pillars of Islam. (AT1)</p> <p>I can tell you why the Five Pillars of Islam are important to Muslims. (AT2)</p>

	<p>events and emotions.</p> <p>Empathy:</p> <ul style="list-style-type: none"> the ability to ponder on the thoughts, feelings, experiences, attitudes, beliefs and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow the ability to see the world through the eyes of others, and see issues from their point of view <p>Application:</p> <ul style="list-style-type: none"> making the association between religions and individual, community, national life. identifying key religious values 	<p>a willingness to learn from others, even when others' views are different from their own</p> <ul style="list-style-type: none"> being ready to value difference and diversity for the common good being prepared to recognise and acknowledge their own bias being sensitive to the feelings and ideas of others <p>Open-mindedness and questioning in religious education includes pupils:</p> <ul style="list-style-type: none"> being willing to learn and gain new understanding engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions being willing to go beyond 	<p>I can explain why celebrating Christmas is important to many Christians.(AT2)</p> <p>I can understand that most Christians believe Jesus was a gift from God. (AT1)</p>	<p>To know the names and times of the five daily prayers and explain why prayer is important to Muslims. (AT1)</p> <p>I can talk about how the hijab is important to Muslims. (AT1)</p> <p>I can talk about why Christmas is a special time for Christians and recall the main points of the Christmas story. (AT1) I can understand the significance of the birth of Jesus to Christians.(AT2)</p>
<p>Term 3</p> <p>Special people - Believing</p>			<p>Special People - (Believing & Stories)</p> <p>What do some people believe about God? (Q1)</p> <p>Why do Christians love the stories of Jesus? (Q4)</p> <p>Focus: Christianity</p> <p>I can talk about people who are special to me.</p> <p>I can understand that stories in the Bible tell us about forgiveness. (AT2)</p> <p>I can understand that the bible is a special book for Christians I can talk about how Christians worship in a church. (AT1)</p> <p>I can talk about remembering.</p> <p>I can understand that it is important to for Christians to remember that Jesus died and to think about this during Holy Communion. (AT1)</p> <p>I know that Jesus told stories and these are important to his followers. (AT1)</p> <p>I can talk about how Jesus did special things called miracles which helped people. (AT1)</p>	<p>Special People (Believing)</p> <p>What do people believe about the beginning of the world? (Q2)</p> <p>Why is God important for Muslims? (Q3)</p> <p>Focus:</p> <p>I can tell you the key parts of the Christian creation story and know that this is a Christian belief. (AT1)</p> <p>I can tell you the key parts of the Muslim creation story and know that this is a Muslim belief. (AT1)</p> <p>I can tell you the key parts of the Hindu creation story and know that this is a Hindu belief. (AT1)</p> <p>I can tell you the key parts of the Aboriginal creation story and know that this is an Aboriginal belief. (AT1)</p>
<p>Term 4</p> <p>Special Times</p> <p>Y1 - Celebration and Storys</p> <p>Y2 - Celebrations</p>	<p>Discernment</p> <ul style="list-style-type: none"> explaining the significance of aspects of religious belief and practice 		<p>Special Times (Celebrations)</p> <p>Why do we celebrate special times? (Q5)</p> <p>Focus: Easter</p> <p>I can explain why Palm Sunday is important to Christians. (AT1)</p> <p>I can explain what happened on Maundy Thursday. (AT1)</p> <p>I can explain why the cross is an important symbol for Christians. (AT1)</p>	<p>Special Times (Celebrations)</p> <p>Why do we celebrate special times? (Q5)</p> <p>Focus: Eid-ul-Fitr</p> <p>I can talk about different types of celebrations.</p> <p>I can tell you what happens when a Muslim baby is born. (AT1)</p> <p>I can describe what happens at an Aqiqah ceremony. (AT1)</p> <p>I can talk about the celebration of Ramadan and key elements of this celebration. (AT1)</p>

	<ul style="list-style-type: none"> developing insight into people, motives, actions. seeing clearly how individuals might learn from the religions they study for themselves 	<p>surface impressions</p> <p>Curiosity, appreciation and wonder in religious education includes pupils:</p> <ul style="list-style-type: none"> developing their imagination and curiosity recognising that knowledge is bounded by mystery appreciating the sense of wonder at the world in which they live developing their capacity to respond to questions of meaning and purpose <p>Critical awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> having a willingness to examine ideas, questions and disputes about religious and spiritual questions developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions 	<p>I can explain what a surprise is and how you might feel when you have one.</p> <p>I can explain how the disciples felt on Easter Sunday. (AT2)</p> <p>I can talk about how Christians celebrate Easter. (AT1)</p> <p>Special Places (Symbols) Why and how do special places and symbols help people show what they believe? (Q7) Focus: The Church and the Synagogue</p> <p>I can talk about a place that is special to me.</p> <p>I can name and talk about some examples of places of worship.(AT1)</p> <p>I can talk about some important things that Christians believe. (AT1)</p> <p>I can name and talk about some important parts of a Christian church. (AT1)</p> <p>I can place objects within a church plan accurately and know why the shape of a church can be important. (AT1)</p> <p>I can begin to think about what happens in a church. (AT1)</p> <p>I can explain what a place of worship is. (AT1)</p> <p>I can name and talk about some important parts of a Jewish synagogue. (AT1)</p> <p>I can talk about some important things that Jewish people believe. (AT1)</p> <p>I can identify and name important parts and objects from a synagogue. (AT1)</p> <p>I can talk about some of the ways a place of worship might make a religious believer feel. (AT2)</p> <p>I can think about why a place of worship might be important to different people. (AT2)</p> <p>Special Times (Celebrations) How does being Jewish make a difference to family and celebration? (Q6) Focus:</p>	<p>I know why Eid-al Fitr is celebrated and talk about some of the things that happens. (AT1)</p> <p>I can tell you why Easter is celebrated by Christians. (AT1)</p> <p>I can talk about elements of the Christian Easter Story. (AT1)</p> <p>Special Places (Symbols) Why and how do special places and symbols help people show what they believe? (Q7) Focus: The Mosque</p> <p>I can talk about a place that is special to me.</p> <p>I can choose appropriate words to describe what a place of worship is like.</p> <p>I can talk about how places of worship are similar or different. (AT1)</p> <p>I can share my own experiences of going to a place of worship. (AT2)</p> <p>To know what a Christian church is and what it is used for. (AT1)</p> <p>To identify some features of a Christian church. (AT1)</p> <p>I can identify key features of a mosque. (AT1)</p> <p>I can describe what a visitor to a mosque might see. (AT1)</p> <p>I can label the main features of a mosque. (AT1)</p> <p>I can explain what I know about some places of worship. (AT1)</p> <p>I can include some features of the places of worship I have learnt about in my design. (AT2)</p> <p>I can produce and explain images to help other understand my vision of the special place. (AT2)</p> <p>Special People (Leaders and Teachers) Who is an inspiring person and who inspires you? (Q8) Focus</p>
<p>Term 5 Special Places - Symbols</p>	<p>Analysis</p> <ul style="list-style-type: none"> drawing out essential ideas and being able to sort out their component parts distinguishing between opinion, belief and fact distinguishing between the features of different religion <p>Synthesis</p> <ul style="list-style-type: none"> connecting different aspects of life into a meaningful whole <p>Evaluation</p> <ul style="list-style-type: none"> the ability to debate issues of religious significance 			
<p>Term 6 Y1 - Special Times - celebrations</p>				

<p>Y2- Special People - Leaders and Teachers.</p>			<p>I can talk about my own experiences of a wedding and think about how they are celebrated around the world. (AT2) I can talk about some of the ways a Jewish wedding is celebrated. (AT1) I can talk about my own experiences of a new baby in my family. I can think about how the birth of babies are celebrated around the world. I can begin to think about and understand why bar-mitzvahs and bat-mitzvahs are celebrated. (AT1) I can tell you how Shabbat is celebrated. (AT1)</p>	<p>I can recognise some famous people and talk about what they have done and how they might inspire others. I can share what I want to do when I grow up. I can talk about people who inspire me in my own family. I can talk about people who help us in the community and talk about why that is important. I can talk about a famous person (David Walliams) and think about what he has done which is inspiring. I know what a good role model is and can talk about Marcus Rashford and why he is a good role model. I can talk about religious leaders - those who lead in different religions. (AT1) I know the leaders of the main religions - Christianity - God/Jesus. Islam - Prophet Muhammad, Judaism- God. (AT1)</p>
--	--	--	---	---

*Q and numerical reference refers to key questions from the Agreed Syllabus.

Attainment target 1: Learning about religion and belief(Knowledge) AT1

Attainment target 2: Learning from religion belief (Application) - AT2

Skills and Attitudes are taken from the Wiltshire Agreed Syllabus. The Skills and Attitudes included in this document are those which are relevant to KS1 and the age of the children.