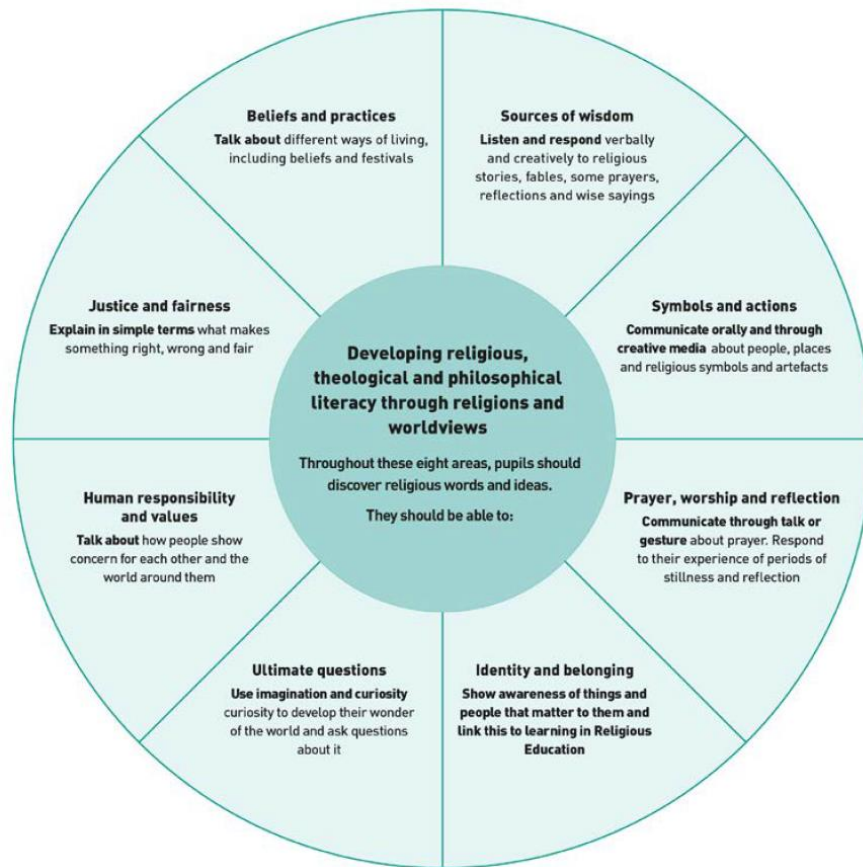


FOUNDATION STAGE RELIGIOUS EDUCATION

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Agreed Syllabus will help with these, especially PSED and Understanding the World, so we encourage using this for that age-group.

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.



Beliefs and practices

Share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond

Sources of wisdom

Listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings

Symbols and actions

Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance for a religious family. They should share their own experiences of places which are important to them

Prayer, worship and reflection

Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness

Identity and belonging

Explore how people know that they belong to a family and other groups, including religious groups

Ultimate questions

Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers

Human responsibility and values

Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own values and those of others

Justice and fairness

Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others

RELIGIOUS EDUCATION AND EARLY YEARS

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Hertfordshire Agreed Syllabus will help with these, especially through PSED and Understanding the World.

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.

At Ladbroke we use our progression ladders (see main curriculum document) to plan activities that support the agreed syllabus. Below are the skills and knowledge developed in Nursery and reception which then feed into the RE National Curriculum Y1-Y6

	NURSERY
Beliefs & practices	<p>LAU8: Can answer simple questions about themselves.</p> <p>S7: Able to tell their own short story or anecdote.</p> <p>S8: Describe events that have already happened</p> <p>PP7: Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests</p> <p>PP9: Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines.</p> <p>PCC7: Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.</p> <p>PCC9: Can talk about festivals and celebrations that are marked within their own culture.</p>
Sources Of wisdom	<p>LAU7: Listens to and remembers simple stories with pictures</p> <p>LAU8: Listens to others and stories in small groups. Asks simple questions related to the story.</p> <p>PCP9: Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.</p>
Symbols & actions	<p>LAU7: Responses show an understanding of an experience or event.</p> <p>LAU7: Can describe an action or experience in the present tense.</p> <p>PP8: Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community</p> <p>PCC8: Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p>

Prayer, worship And reflection	PP8: Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community
Identity and belonging	PCC9: Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
Justice and Fairness	SR7: Shows more awareness of the feelings of others. SR9: Can take turns, accepts the needs of others and is aware of the consequences of their actions.
Ultimate Questions	LAU9: Understands simple who, what and where questions. Understands 'how' and 'why' questions. S9: Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. PCC8: Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.
Human responsibility And values	LAU9: Listens to the opinion of others when in a small group PCC7: Shows care and concern for living things and the environment.

	RECEPTION
Beliefs & practices	S10: In a range of situations, begins to offer their ideas and simple explanations. S11: Recounts experiences and imagine possibilities, often connecting ideas. PCC10: Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. PCC11: Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect

<p>Sources Of wisdom</p>	<p>LAC10: Responds to stories, asking questions and making comments, showing interest in new vocabulary explored. LAU11: Answers 'how' and 'why' questions about their experiences and in responses to stories or events.</p>
<p>Symbols & actions</p>	<p>LAU11: Answers 'how' and 'why' questions about their experiences and in responses to stories or events. LAU12: After listening to stories can express views about events or characters in the story and answer questions about why things happened. PP10: Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community. PCC10: Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. PCC11: Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.</p>
<p>Prayer, worship And reflection</p>	<p>LAC8 Listens to others and stories in small groups. Asks simple questions related to the story. PP11: Talks about the lives of the immediate people around them and their roles in the wider community. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect NW12: Can describe some actions which people in their own community do that helps to maintain the area they live in</p>
<p>Identity and belonging</p>	<p>PP10: Talks about similarities and differences between themselves and others and among families and communities.</p>
<p>Justice and Fairness</p>	<p>BR10: Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations. BR11: Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. BR12: Plays group games with rules. Understands someone else's point of view can be different from their own. SR11: Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences MS11: recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect</p>

Ultimate Questions	LAC9: Understands 'how' and 'why' questions
Human responsibility And values	PCP12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect