

RE within Understanding the World in EYFS at St Dennis Primary Academy



Scope and Approach – In the Foundation Stage, RE knowledge and understanding is developed through the People and Community area of learning within Understanding the World. Early Years follows the Statutory Framework and uses Development Matters as the spine throughout the curriculum. The main aim is to begin to understand that some places are special to members of their community.

In line with EYFS curriculum, children are encouraged to recognise that people have different beliefs and celebrate special times in different ways. They are introduced to different religions and identify why different stories are special to different religions, often re-telling these stories in a range of different ways. They share their own experiences of religious celebrations in their local community. For example, a visit to the chapel, Nativity performance, creating their own 'worlds' using dough and drawings, knowing the church is a special place in the community, learning the Easter story and eating foods associated with celebrations e.g. hot cross buns.

Vocabulary – RE vocabulary (including Tier 2 and Tier 3 words), is mapped to ensure children are prepared for their RE learning in Key Stage 1 and they use words including **God, faith, heaven, Christians, baptism, religious, believers, bible** and **holy**.

Assessment – Assessment is formative and on-going with achievements noted on planning used by all adults. This is responded to through tailored group work and 1:1 support where needed through all provision. We use a Pupil Progress document to record children who are 'on track' or 'of concern' and what actions are in place to address this. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Opportunities and activities in Reception

- Children name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible e.g. **talking about christenings and Godparents when learning about families**.
- Children have opportunities to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Children are taken to places of worship and places of local importance to the community e.g. **Church and Chapel visits to visit the Festival of Trees**.
- Children have visitors from different religious and cultural communities into the classroom to share their experiences with children.
- Children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others e.g. **learning Christmas Carols or reading books about different families and beliefs as well as books about children from around the world**.

