

RE Whole School Curriculum Map

<p>EYFS</p> <p>Please see the Bucks Agreed Syllabus for more detail regarding RE in EYFS</p>	<p><u>RE in the Early Years and Foundation Stage (EYFS)</u></p> <p>Nursery provision (FS1) does not have to follow the Agreed Syllabus, but may use the materials here as guidance if they so choose.</p> <p>In Reception, pupils' learning and progress are structured within the EYFS, and the areas of learning and development. As much learning in EYFS is pupil-initiated, there is no prescription as to the religions included other than that Christianity must predominate. RE provides good opportunities for learning and development in both the prime and some specific areas and should follow the interests and backgrounds of the children and staff.</p> <p>In order to meet the Early Learning Goals (ELG) and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (e.g. on festivals, special places) for developing children's knowledge and understanding of religious beliefs (e.g. through circle time, show and tell and story-time, as well as unplanned, child-initiated opportunities and every day routines).</p> <p>The Areas of Learning identified in the EYFS ensure that breadth of learning is possible across a range of individual experiences and activities. Teachers use their professional expertise to elicit development in a number of areas from planned activities and learning experiences. The guidance provided here is to help teachers and staff to see how RE can contribute to learning and development in the EYFS. In this way, the teacher may refer to shape when looking at the Star of David, or use number in counting how many of the children do/do not believe in God. The important thing to bear in mind here is that teachers do justice to both the RE activity and the areas of learning.</p> <p>Opportunities for learning, both child-initiated and adult-led, should be planned as for any other aspect of learning appropriate to children of this age. Suggested approaches include:</p> <ul style="list-style-type: none"> • Role-play, the use of artefacts, stories, show and tell, festivals and celebrations, food, art and music; • The use of persona dolls to explore different cultural and religious practices is very good for developing the children's questioning and linking their own experience to new content; • The adults' spontaneous perceptions and awareness, as pupils work and talk together, of developing their thinking and questioning, as in Philosophy for Children (P4C) for Early Years, provide excellent ways to develop knowledge and understanding; <p>Cultures and faiths represented locally should be a focus for the children's learning.</p>
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	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Autumn	Judaism and Christianity: Harvest, gifts and giving.	Christianity: The Story of Christmas.	Judaism: Introducing Judaism	Christianity: Christmas Nativity	Hinduism: Sacred Celebration	Christianity: Christmas	Hinduism: The heart of Hinduism		Islam: Sacred Sites		Multi-faiths: Gossiping with God.	
Spring	Christianity: Place of worship	Christianity: The Easter Story	Judaism: New Years Resolutions: Lent, Passover and Pancakes.		Christianity and Islam: Faith Leaders	Christianity: Easter	Christianity, Hinduism and Islam: Parables and faith stories		Christianity: God's Kingdom	Multi-faiths: Art in the afterlife	Multi-faiths: Where is God?	
Summer	Christianity: Creation		Christianity: Creation- Stewardship		Christianity: Creation and fall	Islam: Place of Worship	Christianity: Paintings of Pentecost		Islam: Food and Fasting: Eid and Ramadan		Multi-faiths: Faith in action	

Judaism

Christianity

Hinduism

Islam