

RE in the Early Years Foundation Stage: Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. RE is statutory for all pupils registered on the school roll, including all in reception classes. The statutory requirement for RE does not extend to nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum, learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception-age pupils and should be taught according to this syllabus.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils and should be taught according to this syllabus.
ELGs outline what pupils should achieve by the end of the Reception year. The National Curriculum is not taught.		The National Curriculum is taught alongside RE.
Some settings have children from both nursery and Reception in an EYFS unit. Planning will need to take account of the needs and expectations of both age groups.		

This syllabus sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experiences. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning as they plan continuous provision.

- Playing and exploring: children investigate and experience things, and 'have a go'.
- Active learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing things.

What do children get out of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, poems and songs. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression in religions and worldviews. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Following DfE Guidance ('Development Matters', 2021) RE can be taught through all areas of the curriculum, developing children's knowledge and abilities through the following possible opportunities.

Prime area: Communication and Language. RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, story-telling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about faith stories, non-fiction, rhymes, songs, poems.

Prime area: Personal, Social and Emotional Development. RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others, using a widening vocabulary of emotions and feelings
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story, through talking about how experiences make us feel
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas of caring, sharing, generosity + kindness from RE content: stories, sayings and songs.

Prime area: Physical Development. RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others

Specific area: Mathematics. RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply in relation to RE content.

Specific area: Understanding the World. RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world
- Extend their knowledge and familiarity with words that support understanding of values, religion and belief
- Talk about the lives of people around them, understanding characters and events from stories
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read, seen and experienced in class
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning

Specific area: Expressive Arts and Design. RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, creativity, vocabulary and ability to communicate through the arts
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively

RE in the reception class

Non-statutory guidance for RE for all 4–5 year olds in the reception class

The approach outlined for nursery will also serve reception class teachers, especially in the earlier months of the reception year. In addition to this, the following pages are suggestions of questions, outcomes and content that will ensure good provision for RE in reception.

The questions, outcomes and content below are non-statutory but should be read by all schools and settings to ensure that their provision is effective. For teaching to be high quality the questions, learning outcomes and content need to be taught together. It is not sufficient simply to use the questions suggested.

Religions and worldviews:

In the Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Six units are provided. Schools should teach at least four of these.

F1 Why is the word 'God' so important to Christians?
F2 Why is Christmas special for Christians?
F3 Why is Easter special for Christians?
F4 Being special: where do we belong?
F5 Which places are special and why?
F6 Which stories are special and why?

Staggered entry: Clearly, for most children, entry to school will be staggered. This means that there needs to be flexibility about when units are taught; so, for example, a unit supports around six hours of RE and can be fitted in to suit the needs of the children, rather than timetabled rigidly into each half term.

Note: Unit F4 (*Being special: where do we belong?*) is suggested as a good introductory section to use in the first term. For all schools, this is a time of integrating the children into the new school environment. The themes of myself, belonging and community are likely to be important elements of provision at this time, and practitioners should take the opportunity to include RE where appropriate. Stories, songs, play and other aspects of integrated provision all need a strong place in EYFS RE

Progression in knowledge: The value of checking pupils' knowledge, and planning for increasing knowledge and understanding, is built into every unit of the syllabus. Good teaching is not repetitive, but uses, reinforces and expands the knowledge taught to increase understanding. Learning processes such as reminding, recapping, checking facts, identifying misunderstandings and inviting learners to name what they know and what they need to know are a part of all good RE teaching.

Unit F4: Being special: where do we belong? (A good first unit of RE to teach)

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable children to-	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What feels special about being welcomed into a group of people? 5 key words to teach: Baby-welcoming, symbol, celebration, religion, community.	- re-tell religious stories making connections with personal experiences - 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/or dedication - recall simply what happens when a baby is welcomed into a religion other than Christianity	One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family. - Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from Mum/Dad/carer/friend) and special events (a birthday). - Talk with the children about 'who we are' in terms of the things we get from our families. Boy or girl? First child or later in the family? Talk about our different skin colours, hair colours and eye colours, and our ethnicities. Talk about the different religions children have heard of. Does anyone know who celebrate Diwali? Eid? Christmas? Explain that some people have a religious identity, but others are non-religious. We can all share one school – and one world! - Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). Who do we know who makes children feel special? - Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication. People from other communities have different ways of welcoming new babies. Refer as appropriate to other religions and worldviews and the various ways of making a baby welcome. - Consider signs and symbols used in the welcoming of children into the faith community, e.g. water (pure and clean) and a baptismal candle. Look at photos; handle artefacts (robes, cards, etc.); use role play with a persona doll. - Talk about how children are welcomed into another faith or belief community, e.g. the Islamic Aqiqah ceremony, whispering of adhan and cutting of hair; compare how non-religious families welcome new babies, e.g. some atheists (people who believe there is no God) might hold a Humanist naming ceremony. - Consider ways of showing that people are special from other religions, e.g. stories about Hindus celebrating Raksha Bandhan, which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold and red threads around the right hand of her brother. - Celebrate the fact that we are all special. No fingerprints are the same, and neither are our identities, but we all share one classroom – and one world.

RECEPTION AUTUMN 2

Unit F2: Why is Christmas special for Christians?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable children to ...	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
What special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God? 5 key words to teach: God, Christian, Bible, Christmas festival	• talk about people who are special to them, including their family and friends • recall simply what happens at a traditional Christian festival (Christmas) • begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • re-tell religious stories, making connections with personal experiences	A way into this section could be to ask children to use special bits and pieces to make a lovely picture for a special person, to talk about the person they have created it for and why they are special and then take it and give it to that person. This unit is about Christianity, but all religions have some special annual festivals. Make appropriate connections. • Show baby photos of known adults to the children. Can they match the photo to the adult? • Use a story sack to introduce a crib scene, beginning with the three figures – Mary, Joseph and baby Jesus – and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children's Bible, matching the figures as you read. Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as Jesus (the term for this is <i>incarnation</i>). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story. • A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, banners, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations with the next suggestion ... • Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols. Do note with the children that many people enjoy Christmas, but not all do so from a religious point of view. • Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated love for all people by sending Jesus to Earth – they say that shows how precious people are to God. • Provide follow-up activities to respond to the story as part of your continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc. These outcomes and activities are abridged from <i>Understanding Christianity</i> (Unit F2: Why do Christians perform nativity plays at Christmas?), published by RE Today © 2016. Used by permission.

RECEPTION SPRING 1

Unit F1: Why is the word 'God' special to Christians?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable children to ...	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
- What does the word 'God' mean? - Which people believe in God? (Notice that some people do not.) - Which people believe God is the Creator of everything? - What is amazing about the world? - What do Christians say about God as Creator? - What is the story that Christians and Jews use to think about the Creator? - What do Christians and other people, including for example Jewish people, Muslims, non-religious people, think about the world and how we should treat it? 5 key words to teach: God, creator, Christian, Bible, religion.	- talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world, including some things that spoil the world and some things that care for the world - re-tell stories, talking about what they say about the world, God, human beings - say how and when Christians may like to thank their Creator	One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it. - Note that some units refer to particular religions, but any unit can be taught in ways that recognise plurality. Muslims, Jewish people and Sikhs all give special importance to the word 'God'. - Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, parrot). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the Sun and the Moon to the display. Pupils draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world. - Introduce the idea that many people around the world think that the whole world was created by God. Point out to the children that some people do not believe in God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day, in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created <i>life</i>. Talk about how special the word 'God' is for Christians (and others) – because they believe he is the Creator. - Many Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) in church and outside. Talk about why they do it, and what they are saying. - Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark music's 'Combined Harvest' songs; Fischy Music; iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it. - Make links between how Christians think God is amazing, and so are careful with how they use God's name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing. Notice that some people believe in God, others do not. Decide some things that children could do to treat the world and other people well. To show thankfulness. Try to do those things!

These outcomes and activities are abridged from *Understanding Christianity*, published by RE Today © 2018. Used by permission.

RECEPTION SPRING 2

Unit F3: Why is Easter special for Christians?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable children to ...	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs? 5 key words to teach: God, Christian, Jesus, Easter, Festival.	• recognise and re-tell stories connected with celebration of Easter • talk about ideas of new life in nature • recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc, and make connections with signs of new life in nature • talk about some ways Christians remember these stories at Easter	A way into this unit could be to bring some crocus or daffodil bulbs and tree buds into the classroom early in the term, and to observe how they grow over the weeks. This unit is about Christianity, but all religions have some special annual festivals. Make appropriate connections. • Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons. • Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for. • Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church') and find out about how Christians celebrate it today. • Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare it with the cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.) • Create an Easter garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – they are symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations? • Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross. • Talk to someone who celebrates Easter: find out what parts of the celebration are most special to them. These outcomes and activities are abridged from <i>Understanding Christianity</i> (Unit F3: Why do Christians put a cross in an Easter garden?), published by RE Today © 2016. Used by permission.

RECEPTION SUMMER 1

Unit F5: Which places are specially valued and why?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable children to ...	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special? What do we want to know about both religious and non-religious 'special places'? 5 key words to teach: Holy building, God, religion beliefs.	- talk about somewhere that is special to themselves, saying why - talk about the things that are special and valued in a place of worship - begin to recognise that for Christians, Muslims or Jews, some special places and things link to beliefs about God - get to know and use appropriate words to talk about their thoughts and feelings when visiting a holy building - express a personal response to the natural world	One way of introducing this question is to discuss places that are important to children, for example: places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small-world play, to talk about what happens in a library, hospital, football ground, etc., and why. - Invite visitors to talk about/show pictures of places that are spiritually significant to them and to say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses in a way that is meaningful to them. - Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there. - Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small-world model of something they find in a place of worship, such as a cross or a pulpit, a minaret or a building with a dome (not essential but common features of mosques). - Consider a place of worship for members of another faith, e.g. a synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting some photos under each. - Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad and special. Find out which parts are important for Christians/believers and why. - Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well so that everyone can enjoy it. - Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc. Talk with children about special places: some may be religious places, but others are natural, or remind us of some important idea or experience.

RECEPTION SUMMER 2

Unit F6: Which stories are specially valued and why?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore	Impact: learning outcomes: Plan learning experiences that enable pupils to ...	Implementation. Suggested content: Teachers can select content from this column to help pupils achieve the Impact: learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making sense' and 'Understanding the impact' are woven through this unit: as you explore the stories with children, talk about what they teach people about how to live:</i>
What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (or is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories? 5 key words to teach: God, Holy Books, religion, prayer	- recognise some religious words, e.g. about God - identify some of their own feelings in the stories they hear - identify a sacred text e.g. the Bible or the Torah - talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)	One way of introducing this question is to ask children to bring favourite books and stories from home, to choose a favourite story in the class, or for the teacher could share their favourite childhood story and explain why they liked it so much. - Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc. - Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. the Butterworth and Inkpen series or Scripture Union's <i>The Big Bible Storybook</i>. Hear and explore some stories from major faith traditions and examples of non-religious moral stories. Choose from the following: - Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'), e.g. David the Shepherd Boy (1 Samuel 17) or the story of Ruth (the Book of Ruth in the Bible). Muslims share Qur'anic versions of Prophets' stories about, for example, Ibrahim, Moses / Musa and Jesus / Isa. - Jews read the story of Hanukkah (found in the Books of Maccabees, not included in the Christian Old Testament). - Christians use stories Jesus told and stories from the life of Jesus, e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. - Muslims use stories about the Prophet Muhammad, e.g. Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin. - Three Abrahamic faiths, Jewish, Muslim and Christian, share many stories of prophets / patriarchs or key leaders including Noah, Abraham, Moses, David and Jesus (Muslims sometimes use different spellings). - Hindus enjoy the story of Rama and Sita, the story of Ganesha and stories about Krishna. - You might also use non-religious stories that provoke thought and depth alongside those that go with religions. There are hundreds to choose from. Ask: what are the hidden messages in these stories? Reinforce this learning through follow-up activities: Pupils could read and share the books in their own time, on their own or with friends. They could role-play some of the stories using costumes and props. You could use the BBC Teach series 'Religions of the World' which tells ten multi-faith stories in simple animations. https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpq8