

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Religious Education in EYFS



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RE in EYFS at The Good Shepherd:

Nursery and Reception follow 'Come and See' but will be transitioning to the RED curriculum 24-25
The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World
- The EYFS to Key stage 1 bridging curriculum has been added

| RE | | |
|--------------------------|--|---|
| Three and Four-Year-Olds | Personal, Social and Emotional Development | <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community. |
| | Understanding the World | <ul style="list-style-type: none">• Continue to develop positive attitudes about the differences between people. |
| Reception | Personal, Social and Emotional Development | <ul style="list-style-type: none">• See themselves as a valuable individual.• Think about the perspectives of others. |
| | Understanding the World | <ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways. |

Religious Education

| Organisation of knowledge | Believing | Living | Expressing |
|---------------------------|---|---|--|
| Relevant ELG | <p>ELG: listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: self-regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>ELG: people, culture and communities</p> <ul style="list-style-type: none"> - 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 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps | | |
| KS1 readiness objectives | <ul style="list-style-type: none"> • To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories | <ul style="list-style-type: none"> • To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions | <ul style="list-style-type: none"> • To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions |