



RE Overview for Reception (EYFS)		
Children in reception will be...	RE is taught...	RE in reception looks like...
<p><b>(INSERT STRANDS FOR RECEPTION FROM DEVELOPMENT MATTERS HERE)</b></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>See themselves as valuable individuals.</p> <p>Think about the perspective of others.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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.</p>	<p><b>What themes of learning does your subject fit into? during what terms would you expect to see teaching?</b></p> <p>RE fits a multitude of themes within EYFS. The Surrey EYFS RE Syllabus is built around 6 key questions –</p> <p>Why do we have celebrations? (Aut 2)</p> <p>Who am I, and where do I belong? (Aut 1)</p> <p>What can we learn from stories? (Spr 2)</p> <p>What makes something special? (Sum 1)</p> <p>What makes our world wonderful? (Sum 2)</p> <p>What makes a place special? (Spr 1)</p> <p>These may be fitted in any term/any theme Including: Aut 1 All about me Aut 2 Celebrations</p>	<p><b>Teacher Led and activities</b></p> <p><b>What do you expect to see in your subject in lessons? How is it delivered?</b></p> <p>We use the GDBE Surrey Syllabus for RE. This is not specifically divided into terms, but interspersed as appropriate and as celebrations, and direct experiences. The sessions taught are for 20 mins and there will be an adult directed activity associated to the 6 key questions, and the sessions within these units, supporting children's learning in EYFS.</p> <p>Within each question, children will be given an opportunity to engage, enquire &amp; explore, evaluate and finally answer the question through expression. The 3 'Golden Threads' will help enable links between different religions and beliefs: ideas about God (theological), Community (sociological) and Identity (philosophical), all through different opportunities such as celebrations and direct experiences, <i>(detailed explanations and information given in the EYFS RE new syllabus 2023 document from GDBE).</i></p>
<p><b>Key Vocabulary</b></p> <p><b>What is the basic vocabulary taught in reception?</b></p> <p><b>Is there any challenging vocabulary for the more able?</b></p> <p>Assembly God Pray Prayer Amen Church Worship Jesus Special</p>		<p><b>Wider provision</b></p> <p><b>How is your subject represented as part of enhanced provision that the children have free choice access to?</b></p> <p><b>Communication and Language:</b> Religious events - Christmas and Easter (stories, music, religious artefacts available to handle, role-play with, explore). Visits to places of worship. Table for questions/drawing thoughts. Families sharing their own pictures / experiences.</p> <p><b>Personal, Social and Emotional Development:</b> Stories from different cultures and traditions Role-play and puppets being available to explore ways people show concern and love for others and talk about</p>



<p>Unique Individual Values Rights</p>		<p>why this is important.                  Discussions – thinking about right and wrong (justice) and how humans can help each other as they occur.                  Pictures helping children explore what makes everyone unique, special, and, most importantly, valued.  <b>Literacy:</b>                  Stories available to look at/be read to.                  Puppets explore what people do and say.  <b>Expressive Arts and Design:</b>                  Religious artefacts, art, music, dance, stories, imaginative play and role-play – used to explore feelings.                  Tuff trays see, hear, smell, touch, taste objects to explore.  <b>Natural World:</b>                  Opportunities to explore the natural world around them – Forest School weekly.                  Planting seeds - sunflowers.  <b>People, Culture and Communities:</b>                  Looking at maps, non-fiction texts, discussions and personal observations. Use of culture/world faith dolls to support.                  Stories of faiths around the world.                  Celebrating Divali</p>
<p><b>By the end of reception, children will be able to...</b></p>		
<p><b>INSERT ELG FOR SUBJECT HERE from EYFS framework.</b></p> <p><b>Understanding the world:</b>  <b>ELG – Past and Present:</b>                  Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.  <i>talking about their own families and exploring similarities / differences to others' families</i>  <i>meeting members of local faith and belief communities or visiting places of worship</i>  <i>investigating and enjoying stories associated with religious events, activities &amp; teaching e.g. from the Bible, Torah or Qur'an etc., exploring how people lived 'then' and what might be different to 'now' or how families celebrate in different ways; hearing stories about other people (past and present) who have had an impact on people's lives today, including religious leaders &amp; non-religious thinkers.</i></p> <p><b>ELG – The Natural World:</b></p>		



Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

exploring stories about our world, including creation, or how different people show they care for it, and why they think this is important

☑ experiencing the wonder of the natural world at different times of year / weather or on school visits

☑ looking after their own school environment, including classroom, school garden or similar; looking after pets / plants (school /home)

☑ expressing curiosity about the natural world e.g. looking for minibeasts, asking questions in response to exploration

☑ appreciating the resources that the natural world provides, showing responsibility in the way that they treat the environment

### **ELG - People, culture and communities:**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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.

*investigating how different people believe different things or celebrate special times in different ways e.g. Christmas, Eid, Diwali, Chinese New Year etc.*

☑ *visiting places of worship, real or virtually; building a sukkah*

☑ *experience different cultures through the way that people live; explore resources from different parts of the world*

☑ *use books / videos that feature the real lives of different children and families e.g. Belonging & Believing series or CBeebies 'Let's Celebrate!'*

☑ *exploring special objects / artefacts from a range of cultures / religions e.g. cross, hijab, turban, prayer beads, divas etc.*