



**To Know You More Clearly
The Religious Education Directory**

The Early Years



Early Years Religious Education Curriculum

Teaching in the Early Years Foundation Stage is a specialism, needing careful planning and adaptations to ensure that every opportunity shared is a chance to learn and explore. The curriculum is holistic and teaching and learning weave into each area of learning.

Religious Education “...in accordance with the teachings, doctrines, discipline, general and particular norms of the Catholic Church” should be taught as a core subject, well-resourced and integrated clearly into other curriculum areas. “The special character of the Catholic school, the underlying reason for it, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils.” (1)

1. Code of Canon Law, Christ at the Centre, p20 Mgr. Marcus Stock, 2012

The Religious Education Curriculum in the Early Years Foundation Stage aims to be at the heart of the curriculum and at the core of learning where appropriate. The curriculum will inform schemes of work and programmes of study to enable well-written, quality holistic planning and resources for early learning. The curriculum for the Early Years follows each Branch as outlined in the Religious Education curriculum document and provides the adaptation of the statutory framework (1) to suit Early Years planning and teaching and learning.

It provides Religious Education within the Early Years **areas of learning** as a bespoke foundation for secure grounding for Key Stage 1 and beyond. The Religious Education *Ways of Knowing* to provide evidence of children’s outcomes and development. At the end of the foundation stage, there are Religious Education Early Learning Goals. (2) Religious Education may at times flow into areas of Mathematics, such as Creation and Myself topics may include counting birthdays. However, the links may be tenuous, and the distinctive Religious Education aim may be lost.

The curriculum for early religious learning has been guided by the DfE’s Statutory framework for the early years’ foundation stage 2021 - Setting the standards for learning, development and care for children from birth to five

The Religious Education Curriculum Directory serves the Bishops of England and Wales, the Catholic Education Service, diocese’ and Catholic schools in revealing the Good News and making the little stories of children meet the big stories told by the disciples. Wonder at God's gifts inevitably flows into reflection and enjoyment of the gifts, into prayers of praise and thanksgiving. Through the curriculum, children learn about the story of the life and death of Jesus through sacred texts, parables, sensory experiences, the symbols and gestures of the sacraments. The curriculum shares the importance of each individual’s gift and talents in producing, writing, using and learning. In responding to this encounter, children learn that dignity, loving friendships, responsibility, care for our world and its people, and peace are values they meet in Jesus, who calls everyone to live a life of love. All children can share the Gospel values and insights learned through Christian education.

Religious Educational programmes and schemes of work

Religious Educational programmes or schemes of work must include activities and experiences for children, as set out under each of the areas of learning.

Educational programmes or schemes of work should also contain:

*Effective teaching and learning for Religious Education activities should involve **playing, exploring, active learning, creating, thinking critically...** and include where possible... (2)*

wonder and awe - the Holy Spirit gives Catholics many gifts. One of those gifts is wonder and awe. Children are engaged when they experience moments of wonder and awe. Look at and comment on the astonishing things in nature and in everyday life. Experiences of even the smallest of wonders will enable children to welcome God’s presence and a sense of amazement.




Ways of Knowing in Early Years

The Religious Education Curriculum is enriched by *Ways of Knowing* and throughout the curriculum children will experience, be taught through and learn by understanding, discerning and responding. Children will be enabled to SEE-JUDGE-ACT. Early Years children will use the same process by using age-appropriate language.

What will I see and hear to help me understand?

How will I discover more?

What can I do now













Ways of Knowing		
Understand	Discern	Respond
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?
		





Religious Education and the Early Learning Goals













The Religious Educational Early Learning Goals are guided by the Statutory Framework 2021. This is to ensure the aim of including Religious Education where appropriate is at the heart of learning.





How to access and use...













1. Religious Education is outlined in **Branches** and follows **Hear, Believe, Celebrate and Live** lenses.
2. Early Years areas of learning are infused where appropriate with Religious Education **Ways of Knowing**.
3. The colour coding in the areas of learning matches the **Ways of Knowing**. **What will I see and hear to help me understand?** **How will I discover more?** **What can I do now?**
4. When planning activities through the curriculum, or when using written programmes led by the curriculum, teachers should use the *characteristics of effective teaching and learning for Religious Education activities*. – **wonder, awe, playing, exploring, active learning, creating and thinking critically**.
5. Teachers can help children achieve Religious Education *Ways of Knowing* and learning goals by using the relevant skills through a range of activities. This will serve to provide further evidence for teachers in readiness for Key Stage One.
6. At the end of the academic year identify where the children are by using the **RELG** Religious Education Learning Goals. Schools may wish to incorporate the RELG outcomes within their online data processes. This will further inform teachers, parents, senior leaders and governors of the provision and progress of Religious Education within the Early Years.







Autumn	Branch 1 Creation and Covenant	Planning	Evidence/Assessment
Hear	<p>God made our beautiful world and everything in it.</p> <p>God made me.</p> <hr/> <p>The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen”</p> <p>God created the world and said, “Indeed it is very good” (Genesis 1:31)</p> <p><u>LS 84 – the whole of creation shows God love for us.</u></p>	  	
Believe	<p>God made me.</p> <p>God loves me. God loves everyone.</p> <p>God made the wonderful world.</p> <hr/> <p><u>God is love</u></p> <p>God made each one of them.</p> <p>God loves each one of them as a unique person.</p> <p>God made a wonderful world and what God creates is good.</p> <p>God loves us and we are part of a family-</p> <p>CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And, God tells us we must take good care of them. It is an important job! Stewardship</p>	  	
Celebrate	<p>The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen”</p> <p>Give thanks for God’s Wonderful World</p> <hr/> <p><u>Celebrate God’s beautiful world</u></p> <p>The words and actions of the Sign of the Cross. ...We enter God’s family <u>the Church through</u> Baptism</p>	  	
Live	<p>Look after me.</p> <p>Look after God’s world.</p> <hr/> <p>Care and love for self, family, others and God’s world.</p> <p>CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>	  	

Autumn	Branch 2 Prophecy and Promise	Planning	Evidence/Assessment
Hear	<p>Mary was going to have a baby. His name will be Jesus. <i>Mary's Baby is based on Luke 1:26-31,38.</i> Jesus was born in Bethlehem. <i>Based on Luke 2:4-7</i> Shepherds hurried to see Mary and Joseph and baby Jesus. <i>Based on Luke 2:8-20</i></p>		
	<p>The Annunciation <i>Luke 1:26-31, 38</i> The Nativity <i>Luke 2: 4-7</i> The Shepherds visit the manger <i>Luke 2:8-20</i></p>		
Believe	<p>Mary had a baby called Jesus</p>		
	<p>Mary was chosen by God to give birth to his son Jesus was born in a stable and laid in a manger Shepherds were told by angels to visit him</p>		
Celebrate	<p>Advent Wreath. The tradition of the crib Nativity celebration</p>		
	<p>The tradition of the crib to tell the story of Jesus' birth</p>		
Live	<p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all</p>		
	<p><u>Various cultures</u> celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. <i>The Dignity and Rights of Workers</i></p>		

Spring	Branch 3 Galilee to Jerusalem	Planning	Evidence/Assessment
Hear	<p>The Wise Men visit Jesus. Jesus welcomes the little children. <i>Mk 10: v16</i> Jesus blesses the little children (story retold)</p> <p>The visit of the Magi <i>Matt 2:1-12</i> What? Jesus blesses the little children <i>Mk 10:13-16</i> How? Feeding of 5000 <i>Jn 6:1-14</i></p>	  	
Believe	<p>Jesus was born for everyone.</p> <p>The Magi visited Jesus with gifts Jesus is God's son and came for everyone Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone Jesus takes care of everyone.</p>	  	
Celebrate	<p>The Glory Be is a special prayer.</p> <p>That the Church prays The Glory Be as a response to the coming of Jesus</p>	  	
Live	<p>Show love to everyone like Jesus.</p> <p>We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable</p>	  	

Spring	Branch 4 Desert to Garden	Planning	Evidence/Assessment
Hear	<p>Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great commandment) ...</p> <p>A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognize key events) The great commandment <i>Lk10:25-28</i></p>		
Believe	<p>Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.</p> <p>Listen to and talk about the season of Lent and Easter Jesus died on Good Friday and rose again on Easter Sunday Easter is a celebration that Jesus is with us still Easter celebrates new life Simple Religious symbols in Lent and Easter</p>		
Celebrate	<p>Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden</p> <p>The Church uses Purple and Ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: Palms, The cross- Easter Gardens, and symbols of New life</p>		
Live	<p>Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs,</p> <p>Various cultures celebrate Lent and Easter in different ways: For example, Pancakes, Hot Cross Buns, Easter eggs Trying to help others by what we do in Lent. Could include Raasa Parade (Kerela) and other Lent customs around the world CST Every single person on earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities</p>		

Summer	Branch 5 To the Ends of the Earth	Planning	Evidence/Assessment
Hear	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.	  	
	Story of Pentecost (Simple Telling) The early Christian community (Acts 2:42-47)		
Believe	The Holy Spirit is our friend. The Holy Spirit looks after us.	  	
	Coming of the Holy Spirit at Pentecost The Good News of Jesus lived out by the early Christian community		
Celebrate	The parish church is a special place where we meet our friends. We sing and say prayers.	  	
	Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate		
Live	The parish church. We gather with friends at church, especially on Sunday.	  	
	<p>The parish church and the parish family meet there to celebrate.</p> <p>CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. <i>We Are Called to Live as Family and Community</i></p> <p>CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God's family. <i>Solidarity</i></p>		

	Branch 6 Dialogue and Encounter	Planning	Evidence/Assessment
Encounter	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition.</p>	  	
Dialogue	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>	  	

Branch 6 Dialogue and encounter

In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences. Many children will begin to encounter Christianity for the first time. They will learn about some of the religious and secular times that are part of British cultural life, for example, the importance of Diwali in some Dharmic traditions or Remembrance Day. Developing these behaviours and understandings forms part of good Early Years provision. These opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions.

Teachers should also use visitors to the school (where possible), create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour. Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day.

Throughout their time in Early Years, children should experience diverse representations of Christianity to appreciate that it is a global faith. In learning about Jesus, children could begin to understand that Jesus lived in the past in a place called Nazareth in Palestine. Children should begin to understand that Jesus would have looked and dressed like everyone else in Palestine at that time and would have had brown skin and dark hair. Re-imagined historical images from the time of Jesus (e.g., Nazareth Village website) could help deepen this appreciation.

In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions. The first religion they study beyond Catholicism will be Judaism because Jesus was born and lived his earthly life as a part of the Jewish community and Hebrew scriptures are an integral part of Christian beliefs.

Religious Education within the Early Years Areas of Learning




Teaching and learning through...

wonder, awe, playing, exploring, active learning, creating and thinking critically.

Using skills to...

Identify, name or label something or someone previously seen, heard or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall.

	What will I see and hear to help me understand? 	How will I find out more? 	What can I do now? 
Religious Education within Personal, Social and Emotional Development <i>Religious Education in shaping their social world.</i>	Hear how Scripture shares how people make good friends, cooperate with one another and resolve conflicts peaceably.	Develop strong, warm and supportive relationships with adults in their care as their role models.	Talk about their feelings and emotions in response to how they can live out the Scripture messages.
		Develop an understanding that Jesus is a role model.	Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
		Enable children to learn how to understand their own feelings and those of others.	Know that they are precious in the eyes of God.
		Learn how to be a good friend, cooperate and resolve conflicts peaceably.	Set simple goals that help them to live out Scripture.
		Say sorry Shake hands to share peace with their friends.	Look after themselves and look after others.

<u>Religious Education within Communication and Language</u> <i>Religious Education in a language-rich environment.</i>	Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate and live.	Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions and from the Bible and religious stories they have heard.	Sharing their understanding and what they are wondering about with support.
	Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns and prayers.	Using the Bible and religious stories they have heard in conversation, storytelling and role play.	Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.
		Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers and hymns they have heard and used.	Confidently speak in a familiar group and talk about their ideas.
		Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers and hymns they have heard and used.	Express themselves effectively, showing awareness of listeners' needs.

<u>Religious Education within Physical Development</u> <i>Religious Education in the pursuit of happy, healthy and active lives.</i>	Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.	Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor	Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding. Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.
	Small world activities, puzzles, arts, crafts related to people and stories they have heard.		

<u>Religious Education within Literacy</u> <i>Religious Education stories as part of a lifelong love of reading.</i>	Talk with children about the stories found in the Bible and in religious stories.	Explore the stories they have heard and how they can be linked to the world around them.	Confidently speak in a familiar group and talk about their ideas.
	Read simple age-appropriate Scripture and Psalms with children. Enjoy hymns that tell the Scripture stories they have heard.	Read aloud key religious words that will enable children to recognise key religious people and events.	
	Repeat and enjoy phrases from Scripture, including Psalms and hymns.	Recognise and retell Bible and religious stories they have heard with hymns and songs.	Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
		Begin to use key religious words to label, match, sort and use in sentences.	

<u>Religious Education within Expressive Arts and Design</u> <i>Religious Education through self-expression, creativity and cultural awareness</i>	Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories. Share stories of key figures from the Bible they have read and heard about with peers and their teacher.	Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories. Create art, music, dance to express how a Bible story or Psalm makes them feel. Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function that depicts the liturgical season or bible stories they have heard.	Share the beauty of the art, music, dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
	Retell Bible stories using oral storytelling and small world play people.	Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.	
	Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.	Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.	
	Recount poems and prayers		Share their creations and talk about what this represents from their learning.

Religious Education within Understanding the World Religious Education in the people and community around them.	Make visits to their local parish church and their parish priest. Invite the parish priest into class and members of the parish community. Talk about their roles and how they help the community. Talk about what happens when we gather together as a parish for Mass.	Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. Roleplay the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.	Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately.
	Talk about Baptism. Look at photographs or film clips to retell that when Christians are Baptised, they are welcomed into God's family.	Know that we are all in God's family and he made each one of us and love us all. Baptism is one way of welcoming a person to the parish.	Talk about past and present events in their own lives and in the lives of family members.
	Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.	Recognise that God created the world and the natural world around them. Recognise that God gave us gifts to build and make. To be a policeman, lollipop person etc.	Describe the beauty, awe and wonder they have seen and talked about.
	Listen to a variety of stories that help them to understand and show love, peace, kindness, saying sorry just as Jesus told us about.	Respond to the stories that give them gifts of peace and love etc to use in the world and community around them – role-play, small world, song etc.	Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Talk about their own and others' behaviour and its consequences.
	Listen to a variety of stories about children and families of different faiths and religions.	Respond to different faiths and religions by making, creating artefacts, paintings etc to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips etc	
	Talk about people who live in other countries around the world. Talk about the similarities and differences.	Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD and Mission Together, Aid for the Church in Need etc.	Celebrate our neighbours that live near to us and far away. How can we all live happily together?

RELG: Religious Education Learning Goals within ...

Religious Education	Please refer to the Branches table	
Personal, Social and Emotional Development	<p><i>Self-Regulation</i></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. • Begin to share thoughts about what is fair, unfair, caring and sharing. • Begin to understand how to show love for others in appropriate ways. <p><i>Managing Self</i></p> <ul style="list-style-type: none"> • Aware of the need for rules, know right from wrong and try to behave accordingly. • Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships. • Begin to experience how the Sacrament of Reconciliation can help them to say sorry to God. <p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • Using the example of Jesus in stories they have heard and read be able to work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. <p>Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.</p>	
Communication and Language	<ul style="list-style-type: none"> • Listen attentively and respond to Bible and religious stories with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. • Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. • Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher. 	
Physical Development	<ul style="list-style-type: none"> • Use fine and gross motor skills to express feelings, and to recognise and describe events within Bible and religious stories they have heard or read about. • Capture religious experiences and respond through the use of e.g., dance, role-play arts and crafts. • Express themselves when responding to songs and hymns they have listened to and learned. 	

<p>Literacy</p>	<p><i>Comprehension</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate – where appropriate – key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role play. <p><i>Word Reading</i></p> <ul style="list-style-type: none"> • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture. <p><i>Writing</i></p> <ul style="list-style-type: none"> • Recognise and begin to spell key religious words. <p>Write simple phrases and sentences about Bible and religious stories or simple prayers.</p>	
<p>Understanding the World</p>	<p><i>Past and Present</i></p> <ul style="list-style-type: none"> • Talk about the lives and roles of the Parish Priest and people in their local parish. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. • Begin to understand the past through settings, people and events encountered in Bible and religious stories. • Recognise key people in the history of the people of God. <p><i>People Culture and Communities</i></p> <ul style="list-style-type: none"> • Talk about their immediate environment around them noticing God’s wonderful world. • Build an understanding that they are part of a parish, school, local and global community. • Know that they are a child of God. God made them and loves them. • Recognise experiences of Baptism and being welcomed into the church and parish family. • Know some similarities and differences between different religious and faith communities in this country and/or their community. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols. <p><i>The Natural World</i></p> <ul style="list-style-type: none"> • Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder and seasons of the natural world. • Talk about the gifts given to people by God that help us to make and build and work. • Know some similarities and differences between people and places around the world. <p>Know that they are responsible for looking after their world and experience ways in which they can make a change.</p>	




Expressive Art & Design	<p><i>Creating with materials</i></p> <ul style="list-style-type: none">• Share their creations and talk about what this represents from their learning.• Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. <p><i>Being imaginative and expressive</i></p> <ul style="list-style-type: none">• Recount Bible stories, poems, and prayers.• In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher.• Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year.• Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.	
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Example planning for EYFS Branch 1 Creation & Covenant

1. Add your existing planning to the branch – within Hear, Believe, Celebrate and Live.

Religious Education Creation and Covenant	Personal, Social and Emotional Development Being me in my world: Self-identity	Communication and Language Listening games following instructions	Physical Development Playdough – pinching, pushing, squeezing Fairy tales: ball specific skills	Literacy Stories with familiar settings & traditional tales The Family Book by Todd Parr Nursery: Dear Zoo and Goldilocks and the Three Bears Reception: The Tiger who came to tea, The three little pigs, Alternative version of ‘The three little pigs’.	Understanding the World Nursery My history and my immediate family Diwali & Hannukah Animals: Learn all about bears Reception My extended family and changes within my lifetime The Local area Diwali & Hannukah Animals: Where do animals live & what do they need?	Expressive Art & Design Drawing & colour: Joan Mitchell	Liturgical & other calendar events Welcome Service Macmillan Coffee morning Harvest Environment Day (Pope Francis)
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2. Add ways of knowing to Hear, Believe, Celebrate and Live

Religious Education within Personal, Social and Emotional Development is Education in shaping their social world.	What will I see and hear to help me understand? 	How will I find out more? 	What can I do now? 
	Hear how Scripture shares how people make good friends, cooperate with one another and resolve conflicts peaceably.	Develop strong, warm and supportive relationships with adults in their care as their role models.	Talk about their feelings and emotions in response to how they can live out the Scripture messages.
		Develop an understanding that Jesus is a role model.	Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
		Enable children to learn how to understand their own feelings and those of others.	Know that they are precious in the eyes of God.
		Learn how to be a good friend, cooperate and resolve conflicts peaceably.	Set simple goals that help them to live out Scripture.

<p>Autumn 1</p>	<p>Branch 1 Creation and Covenant Including ... EYFS Autumn plan Ways of Knowing for Religious Education Ways of Knowing for RE within the Areas of Learning</p>	
<p>Hear</p>	<p>God made our beautiful world and everything in it. God made me.</p> <p>The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen” God created the world and said, “Indeed it is very good” (Genesis 1:31) LS 84 – the whole of creation shows God love for us.</p>	<p>Personal, Social and Emotional Development Being me in my world: Self-identity (of creation)</p> <p>Communication and Language Listening games following instructions (retelling Scripture, the Sign of the Cross) What will I see and hear to help me understand? Commenting on and echoing back using key religious vocabulary about what children have heard. Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture and Sign of the Cross (prayer)</p> <p>Physical Development Playdough – pinching, pushing, squeezing (creating my world) What will I see or hear to help me understand? Support gross and fine motor skills with Scripture stories they have heard. Small world activities, puzzles, arts, crafts related to people and stories they have heard. How will I find out more? Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor What can I do now? Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding.</p> <p>Literacy What will I see or hear to help me understand? Talk with children about the stories found in the Bible. Read simple age-appropriate Scripture with children. Enjoy hymns that tell the Scripture stories they have heard. Repeat and enjoy phrases from Scripture, including hymns. How will I find out more? Read aloud key religious words that will enable children to recognise key religious people and events. Recognise and retell Bible and religious stories they have heard with hymns and songs.</p> <p>Expressive Art & Design (Our beautiful world - It is very good) Drawing & colour: Joan Mitchell What will I see or hear to help me understand? Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories. Share stories of key figures from the Bible they have read and heard about with peers and their teacher. Retell Bible stories using oral storytelling and small world play people.</p>

		<p>Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.</p> <p>Recount prayers (Sign of the Cross)</p> <p>How will I find out more? Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories.</p> <p>Understanding the World What will I see or hear to help me understand? Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.</p> <p>How will I find out more? Recognise that God created the world and the natural world around them.</p> <p>What can I do now? Describe the beauty, awe and wonder they have seen and talked about.</p>
Believe	<p>God made me. God loves me. God loves everyone. God made the wonderful world.</p> <hr/> <p>God is love God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family-</p> <p>CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And, God tells us we must take good care of them. It is an important job! Stewardship</p>	<p>Personal, Social and Emotional Development Being me in my world: Self-identity (of creation)</p> <p>How will I find out more? Develop strong, warm and supportive relationships with adults in their care as their role models.</p> <p>What can I do now? Develop a positive and confident sense of self, knowing they are made in the image and likeness of God. Know that they are precious in the eyes of God. Look after themselves and look after others</p> <p>Communication and Language Listening games following instructions (retelling Scripture)</p> <p>What will I see and hear to help me understand? Commenting on and echoing back using key religious vocabulary about how people believe. Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture</p> <p>How will I find out more? Providing quality conversations and questions with adults and peers about the Catholic faith from the Bible. Using the Bible and religious stories they have heard in conversation, storytelling and role play.</p> <p>What can I do now? Sharing their understanding and what they are wondering about with support.</p> <p>Physical Development Playdough – pinching, pushing, squeezing (creating my world)</p> <p>What will I see or hear to help me understand? Support gross and fine motor skills with Scripture stories they have heard and explored. Small world activities, puzzles, arts, crafts related to people and stories they have heard.</p> <p>How will I find out more? Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor</p> <p>What can I do now? Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding.</p> <p>Literacy Stories with familiar settings <i>The Family Book by Todd Parr</i> <i>Nursery: Dear Zoo</i></p>

		<p>What will I see or hear to help me understand? Talk with children about the stories found in the Bible. Read simple age-appropriate Scripture with children. Enjoy hymns that tell the Scripture stories they have heard. Repeat and enjoy phrases from Scripture, including hymns.</p> <p>How will I find out more? Explore the stories they have heard and how they can be linked to the world around them. Read aloud key religious words that will enable children to recognise key religious people and events. Recognise and retell Bible and religious stories they have heard with hymns and songs. Begin to use key religious words to label, match, sort and use in sentences.</p> <p>Understanding the World (unique person, Stewardship) Nursery My history and my immediate family Animals: Learn all about bears</p> <p>Reception My extended family and changes within my lifetime Animals: Where do animals live & what do they need?</p> <p>What will I see or hear to help me understand? Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God’s world around them.</p> <p>How will I find out more? Know that we are all in God’s family and he made each one of us and love us all. Recognise that God created the world and the natural world around them.</p> <p>What can I do now? Describe the beauty, awe and wonder they have seen and talked about.</p> <p>Expressive Art & Design (Portrait, still life) Drawing & colour: Joan Mitchell</p> <p>What will I see or hear to help me understand? Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories. Retell Bible stories using oral storytelling and small world play people. Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.</p> <p>How will I find out more? Make use of props and materials when role-playing people, they have heard about in Bible narratives and stories. Create art, music, dance to express how a Bible story or Psalm makes them feel. Express themselves effectively, showing awareness of listeners’ needs as they retell the story using small world play people. Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.</p> <p>What can I do now? Share the beauty of the art, music, dance they have encountered to express a Bible story. Express how they feel because of the artistic representation. Share their creations and talk about what this represents from their learning.</p>
<p>Celebrate</p>	<p>The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen” Give thanks for God’s Wonderful World</p>	<p>Communication and Language Listening games following instructions (retelling Scripture, Sign of the Cross)</p> <p>What will I see and hear to help me understand? Commenting on and echoing back using key religious vocabulary about how people celebrate.</p>

Celebrate God's beautiful world
The words and actions of the Sign of the Cross.
...We enter God's family the Church through Baptism

Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns and prayers.

How will I find out more?

Providing quality conversations and questions with adults and peers about the Catholic faith from the Bible.

Using the Bible and religious stories they have heard in conversation, storytelling and role play.

What can I do now?

Sharing their understanding and what they are wondering about with support.

Physical Development

How will I find out more?

Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor

What can I do now?

Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding.

Literacy

Stories with familiar settings

The Family Book by Todd Parr

Nursery: *Dear Zoo*

What will I see or hear to help me understand?

Talk with children about the stories found in the Bible.

Read simple age-appropriate Scripture with children.

Enjoy hymns that tell the Scripture stories they have heard.

Repeat and enjoy phrases from Scripture, including hymns.

How will I find out more?

Explore the stories they have heard and how they can be linked to the world around them.

Read aloud key religious words that will enable children to recognise key religious people and events.

Recognise and retell Bible and religious stories they have heard with hymns and songs.

Begin to use key religious words to label, match, sort and use in sentences.

Expressive Arts & Design

What will I see or hear to help me understand?

Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories.

Share stories of key figures from the Bible they have read and heard about with peers and their teacher.

Retell Bible stories using oral storytelling and small world play people.

Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.

Recount prayers (Sign of the Cross)

Understanding the World (give thanks)

Nursery

My history and my immediate family

Animals: Learn all about bears

Reception

My extended family and changes within my lifetime

Animals: Where do animals live & what do they need?

What will I see or hear to help me understand?

Make visits to their local parish church and their parish priest.

Talk about Baptism. Look at photographs or film clips to retell that when Christians are Baptised, they are welcomed into God's family.

		<p>Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.</p> <p>How will I find out more?</p> <p>Recognise the key people in their parish, such as the parish priest. Recognise the roles they play.</p> <p>Know that we are all in God's family and he made each one of us and love us all.</p> <p>Baptism is one way of welcoming a person to the parish.</p> <p>Recognise that God created the world and the natural world around them.</p>
Live	<p>Look after me.</p> <p>Look after God's world.</p>	<p>Personal, Social and Emotional Development</p> <p>Being me in my world: Self-identity (of creation)</p> <p>How will I find out more?</p> <p>Develop strong, warm and supportive relationships with adults in their care as their role models.</p> <p>Learn how to be a good friend, cooperate and resolve conflicts peaceably.</p> <p>What can I do now?</p> <p>Talk about their feelings and emotions in response to how they can live out the Scripture messages.</p> <p>Set simple goals that help them to live out Scripture.</p> <p>Look after themselves and look after others.</p>
	<p>Care and love for self, family, others and God's world.</p> <p>CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. <i>The Dignity of the Human Person</i></p>	<p>Communication and Language</p> <p>Listening games following instructions (retelling Scripture, using the Sign of the Cross)</p> <p>What will I see and hear to help me understand?</p> <p>Commenting on and echoing back using key religious vocabulary about how people live.</p> <p>Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns and prayers.</p> <p>How will I find out more?</p> <p>Providing quality conversations and questions with adults and peers about the Catholic faith from the Bible.</p> <p>Using the Bible and religious stories they have heard in conversation, storytelling and role play.</p> <p>What can I do now?</p> <p>Sharing their understanding and what they are wondering about with support.</p>
Dialogue	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them.</p>	<p>Physical Development</p> <p>Playdough – pinching, pushing, squeezing (creating my world)</p> <p>What will I see or hear to help me understand?</p> <p>Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.</p> <p>Small world activities, puzzles, arts, crafts related to people and stories they have heard.</p> <p>How will I find out more?</p> <p>Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor</p> <p>What can I do now?</p> <p>Respond in a variety of ways e.g., dance, song, movement and art to express and share their religious understanding.</p>
	<p>Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>	<p>Literacy</p> <p>Stories with familiar settings</p> <p><i>The Family Book by Todd Parr</i></p> <p>Nursery: <i>Dear Zoo</i></p> <p>What will I see or hear to help me understand?</p> <p>Talk with children about the stories found in the Bible.</p> <p>Read simple age-appropriate Scripture with children.</p> <p>Enjoy hymns that tell the Scripture stories they have heard.</p> <p>Repeat and enjoy phrases from Scripture, including hymns.</p>
Liturgical & other calendar events	<p>Environment Day (Pope Francis)</p> <p>Welcome Service</p> <p>Macmillan Coffee morning</p> <p>Harvest</p>	

How will I find out more?

Explore the stories they have heard and how they can be linked to the world around them.
Read aloud key religious words that will enable children to recognise key religious people and events.
Recognise and retell Bible and religious stories they have heard with hymns and songs.
Begin to use key religious words to label, match, sort and use in sentences.

Expressive Arts & Design

What will I see or hear to help me understand?

Through art, artefacts, hymns, Psalms, dance, music and sensory play to recount narratives from Bible stories.
Sing and perform a range of rhymes, songs, new and traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.
Recount prayers (sign of the Cross)

What can I do now?

Share the beauty of the art, music, dance they have encountered to express a Bible story. Express how they feel because of the artistic representation.
Share their creations and talk about what this represents from their learning.

Understanding the World (Dignity of the Human Person)

Nursery

My history and my immediate family
Animals: Learn all about bears
Diwali & Hannukah

Reception

My extended family and changes within my lifetime
Animals: Where do animals live & what do they need?
The Local area. Diwali & Hannukah

What will I see or hear to help me understand?

Invite the parish priest into class and members of the parish community.
Talk about their roles and how they help the community.
Talk about their classroom, the outdoor areas, visit the local park etc to see and appreciate God's world around them.
Listen to a variety of stories about children and families of different faiths and religions in your school community.

How will I find out more?

Know that we are all in God's family and he made each one of us and loves us all.
Respond to different faiths and religions by making, creating artefacts, paintings etc to retell how different people live and show their faith.
Invite visitors of other faiths and religions to look at and talk about photographs, film clips etc

What can I do now?

Talk about past and present events in their own lives and in the lives of family members.
Describe the beauty, awe and wonder they have seen and talked about.
Celebrate our neighbours that live near to us and far away. How can we all live happily together?

Progression

Autumn	EYFS Creation and Covenant	YEAR 1 Creation and Covenant	YEAR 1 EXPECTED OUTCOMES – Creation and Covenant
Hear	God made our beautiful world and everything in it. God made me.	By the end of this unit of study, pupils will have studied the following key texts: The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God’s world. The opening of the Nicene Creed ‘I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible’. An introduction to the ideas presented in Laudato Si’ 13.	<p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> <p>Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God’s world and retell this story in any form. (RVE)</p> <p>Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE)</p> <p>Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.</p> <p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</p> <p>Know that Pope Francis wrote a letter, called Laudato Si’, about the gift of Creation and the importance of taking care of the world as it is everyone’s home.</p> <p>Recognise that prayer is a way of drawing closer to God.</p> <p>Discern</p> <p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p> <p>Talking about how God’s gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.</p> <p>Talking about why caring for God’s world matters for them and their local community. (RV)</p> <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>Reflecting on different ways to pray.</p> <p>Listening to stories from different communities and their experiences about how they care for the world. (RVE)</p> <p>Talking about how they can care for God’s world. (RVE)</p>
	The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen” God created the world and said, “Indeed it is very good” (Genesis 1:31) LS 84 – the whole of creation shows God love for us.		
Believe	God made me. God loves me. God loves everyone. God made the wonderful world.	By the end of this unit of study, pupils will know that the Church teaches: That all that is comes from God. God is our Father. God’s love and care for humanity is experienced through the beauty and order of Creation. Prayer is a way we draw closer to God.	<p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>Reflecting on different ways to pray.</p> <p>Listening to stories from different communities and their experiences about how they care for the world. (RVE)</p> <p>Talking about how they can care for God’s world. (RVE)</p>
	God is love God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family- CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And, God tells us we must take good care of them. It is an important job! <i>Stewardship</i>		
Celebrate	The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen” Give thanks for God’s Wonderful World	By the end of this unit of study, pupils will know: That praying is a way people draw close to God. That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him.	<p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>Reflecting on different ways to pray.</p> <p>Listening to stories from different communities and their experiences about how they care for the world. (RVE)</p> <p>Talking about how they can care for God’s world. (RVE)</p>
	Celebrate God’s beautiful world The words and actions of the Sign of the Cross. We enter God’s family the Church through Baptism		
Live	Look after me. Look after God’s world.	By the end of this unit of study, pupils will know that the Church teaches: God wants us to love and care for the world because the world is God’s gift to us. Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore: How a community in another part of the world cares for Creation.	<p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on what the words of the Our Father and the opening words of the Creed say to them.</p> <p>Reflecting on different ways to pray.</p> <p>Listening to stories from different communities and their experiences about how they care for the world. (RVE)</p> <p>Talking about how they can care for God’s world. (RVE)</p>
	Care and love for self, family, others and God’s world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person		

The Religious Education Curriculum in the Early Years Foundation Stage aims to be at the heart of the curriculum and at the core of learning where appropriate.

