



Foundations in RE

This document is being reviewed in line with the Early Years Foundation Stage Themes & Principles (www.standards.dfes.gov.uk/eyfs).

All children in the Foundation Stage will be working towards the Early Learning Goals. ELGs which are particularly relevant to the area of RE include:

1. Personal, Social and Emotional Development

- Being Imaginative and explorative
 - Expressing Joy
 - Being Thankful
 - Learning for others, Animals and the Environment
 - Creating Unity and Harmony
 - Cultivating inclusion, identity and belonging
 - Sharing and Being Generous
 - Being Merciful and Forgiving
 - Being Fair and Just
 - Living By Rules
 - Being Accountable and Living with Integrity
 - Participating and willing to lead
 - Remembering Roots
 - Being Loyal and Steadfast
 - Being open, honest and truthful
 - Being reflective and self critical
 - Being courageous and confident
- Respond to significant experiences, showing a range of feelings when appropriate
 - Using feelings fans to show their emotions at different points during an activity or story
 - Take digital photo's of children making facial expressions to accompany a story



- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
 - Children role-play in home corners – e.g. nativity scene. Children dress up as characters, share and develop language, begin to develop empathy with characters and start to consider beliefs about Jesus.
 - After listening to the Christmas story, a child shows excitement as the nativity figures are unpacked for the first time

- Have a developing respect for their own cultures and beliefs and those of other people
 - Children find out about different celebrations and festivals
 - Provide opportunities for children to acknowledge and respond to others' feelings about different festivals and celebrations.
 - Give information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences.
 - Read stories from a range of cultures
 - Use a range of activities such as role play to engage children in different aspects of various festivals and celebrations


- Form good relationships with adults and peers

- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
 - Children look at an artefact and take it in turns to say how they think it could be used
 - Help to put together a class photograph album and give children opportunities to reflect on the times when 'We all

- Understand what is right, what is wrong, and why
 - Children learn on works/actions of a story and decide what they would have done in a similar situation
 - Involve children in agreeing codes of behaviour and taking responsibility for their implementation.
 - Encourage children to explore rules and codes through role-play.
 - Read fiction books that help children explore themes related to behaviour and moral issues, e.g. ***It was Jake, So Much, The Rainbow Fish.*** Make connections to the themes found in the examples from religious traditions

- Consider the consequences of their works and actions for themselves and others
 - Provide opportunities for children to work in pairs, mirroring facial expressions.
 - Children role-play scenarios e.g. being unfair, welcoming, not sharing
 - Children respond to “What would you do if...”
 - Use stories to explore how characters feel, e.g. Elmer or Titch.
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
 - Children share their special objects with the class and talk about why it’s special and how they look after it. Then look at special religious objects and find out how they are used, treated and why they are special.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

2. **Communication, Language and Literacy**

- Expressing Joy
 - Being Thankful
 - Being fair and just
 - Living by Rules
 - Being temperate, exercising self discipline and Cultivating Serene Contentment
 - Being modest and listening to others
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- Interact with others, negotiating plans and activities and taking turns in conversation
 - Encourage children to share things that are important to them outside of school connected with families and/or groups.
 - Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
 - On a visit to a local place of worship, children listen and ask questions

- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
 - Children listen to the telling of the Divali story and make appropriate sound effects and actions for characters e.g. booing and hissing, applause, musical accompaniment

3. Knowledge and Understanding of the World



- Appreciating Beauty
- Caring for others, Animals and the Environment
- Being regardful of suffering
- Investigate objects and materials by using all of their senses as appropriate
 - Use feely bags, artefacts, festival foods and music to stimulate a variety of senses
- Find out about past and present events in their own lives, and in those of their families and other people they know
 - Children create family boards looking at celebrations and special occasions e.g. birthdays, weddings, festivals, moving house
- Observe, find out about and identify features in the place they live and the natural world
 - Having looked at creation stories children go on a nature walk around school or the local park, collecting things for a creation table
 - Children collect autumn treasures to decorate a large Sukkah in the classroom
- Begin to know about their own cultures and beliefs and those of other people
 - Use books, pictures, videos give opportunities for children to encounter different types of groups (communities that children may or may not have encountered - these may be religious, secular, geographic differences, cultural etc).



4. Creative Development

- Being Imaginative and Explorative
 - Appreciating Beauty
 - Being Hopeful and Visionary
 - Being curious and valuing knowledge
 - Being silent and attentive to, and cultivating and sense of, the sacred and transcendence
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- Use their imagination in art and design, music, dance, imaginative and role play and stories
 - Children decorate an egg cosy with designs associated with Easter
 - Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.
 - Children make Easter gardens, sowing seeing of cress and watching them grow
 - Listening to appropriate music children dance to illustrate the changing seasons