

Non-statutory long term planning draft exemplar for EYFS modelling the eight key areas of the programmes of study
 (taken from the Hertfordshire Agreed Syllabus of Religious Education 2017-2022 p.9-10) see <http://www.thegrid.org.uk/learning/re/publications/>

EYFS	Nursery RE will be taught flexibly according to the statutory requirements of the EYFS	UC link	Reception RE will be taught flexibly according to the statutory requirements of the EYFS	UC link
A U T U M N	Beliefs and practices; Symbols and actions; Sources of Wisdom; Celebrating joyous occasions, harvest Exploring artefacts, dress and food Celebrating Christmas	<i>F.2 Why do Christians perform nativity plays at Christmas?</i>	Beliefs and practices; Sources of Wisdom; Symbols and actions Let me tell you a story Exploring places, dress, food and music Jesus' birthday story	<i>F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper)</i>
S P R I N G	Identity and belonging; Prayer, worship and reflection; Sources of wisdom Celebrating belonging to a family and community Exploring places of prayer, worship and reflection Exploring the Easter story	<i>F.3 Why do Christians put a cross in an Easter garden?</i>	Identity and belonging; Sources of Wisdom; Symbols and actions Exploring wedding ceremonies Creation, awe and wonder of the natural world Remembering Jesus at Easter	<i>F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)</i>
S U M M E R	Human responsibility and values; Justice and fairness; Ultimate questions How do we show care and concern for each other? What makes the world so wonderful?	<i>F.1 Why is the word 'God' so important to Christians?</i>	Prayer, worship and reflection; Justice and fairness; Human responsibility and values; Ultimate questions Sacred spaces, simple prayers and time to reflect Treating the world fairly - taking responsibility God and other big questions	<i>F.1 Why is the word 'God' so important to Christians? (Digging Deeper)</i>

Beliefs and practices
Sources of wisdom
Symbols & actions
Prayer, worship and reflection
Identity and belonging
Ultimate questions
Human responsibility and values
Justice and fairness

Non-statutory medium term planning exemplar, modelling the eight key areas of the programme of study for EYFS (2017-2022)

See 'Religion for Today and Tomorrow' pages 3-15 <http://www.thegrid.org.uk/learning/re/publications/>
with suggested links to the Understanding Christianity resource

EYFS	Nursery	Reception
<p>A U T U M N</p> <p>T E R M</p>	<p>Celebrating joyous occasions, harvest - Beliefs and practices; How and why do we prepare for and celebrate a joyous occasion? How and why do Christians celebrate Harvest? How do we know that it's Harvest time? Talk about, prepare and participate in tasting foods for celebrations.</p> <p>Exploring artefacts, dress and food - Symbols and actions Talk about lifestyle, religious and cultural places and practices, dress, food and music</p> <p>Celebrating Christmas Beliefs and practices <i>Why do Christians perform nativity plays at Christmas? (UC Incarnation F.2)</i></p> <p>Sources of wisdom Hear religious stories Share the Christmas story and for example, Puddles and the Christmas Play by Gill Vaisey Using puppets, small world or Lego figures, retell stories from holy books</p> <p>Symbols and actions Explore some religious artefacts through the senses showing respect for beliefs, for example, an advent wreath</p>	<p>Festivals, people and communities - Beliefs and practices How and why do we prepare for and celebrate a joyous occasion? What are the similarities and differences between people's joyous times? What are some of these festivals all about? (choose from, for example, Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid)</p> <p>Exploring places, dress, food and music - Symbols and actions Which place do you know that is important to you? Why is it important Which religious symbols can you see in the local place of worship? Explore their meaning Explore some religious artefacts through the senses showing respect for beliefs Why light a candle? Using creative media, replicate places of worship and make their own artefacts, for example, talk about and over a period of time, create a Hindu shrine</p> <p>Jesus' birthday story Sources of wisdom How do Christians celebrate the birth of Jesus? What presents did the characters in the nativity story give?</p> <p>Beliefs and practices What is the best gift we can give? <i>Why do Christians perform nativity plays at Christmas? Digging deeper (UC Incarnation F.2) including digging deeper</i></p>

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<p>S P R I N G T E R M</p>	<p>Celebrating belonging to a family and community- Identity and belonging Develop curiosity and begin to ask questions about their own and other people's home and community life</p> <p>How do people, including those from religious groups, celebrate belonging? For example, choose from Muslim Aqiqah, a Hindu, Humanist or Sikh naming ceremony How do Hindu brothers and sisters show protection for one another at Raksha Bandhan?</p> <p>Exploring places of prayer, worship and reflection- Prayer, worship and reflection Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces. Where do you go to be silent/still/pray/reflect? Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection Listen to sounds, music, voices and instruments and listen in silence to their own thoughts</p> <p>Exploring the Easter story Sources of wisdom Read an account of the Easter events from a children's bible</p> <p>Symbols and actions <i>Why do Christians put a cross in an Easter garden? (UC Salvation F.3)</i></p>	<p>Exploring wedding ceremonies - Identity and belonging Explore what happens at a wedding and what is important about the ceremony. Invite the local vicar to talk about church weddings and ask about why some people get married in church. Recall and re-enact a traditional Christian wedding. What promises do people make to one another? Explore similarities between weddings in a variety of cultures and religious traditions (Share A Wedding Day Wish for Puddles – by Gill Vaisey)</p> <p>Creation, awe and wonder of the natural world - Sources of wisdom What is happening in the natural world this term? Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world Which natural things appear dead but are really alive? What happens at Easter time to make life new again? How did God make the world and us? Introduce themes from the Spirited Arts competition (www.natre.org.uk)</p> <p>Remembering Jesus at Easter Sources of wisdom What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story?</p> <p>Symbols and actions <i>Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story?</i> <i>Why do Christians put a cross in an Easter garden? (UC Salvation F.3) including Digging Deeper</i></p>

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<p>S U M M E R T E R M</p>	<p>How do we show care and concern for each other? - Human responsibility and values Who cares for us and who do we care for? Explore how and why religious people in the local community help others through their work Listen to stories about religious characters including leaders helping others. For example, Puddles Lends a Paw by Gill Vaisey</p> <p>How can we help others when they need it? - Justice and fairness Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals. For example, the Muslim stories of 'The Crying Camel', 'The Tiny Ants' and 'Seven New Kittens'</p> <p>What makes the world so wonderful? - Ultimate questions Share a range of stories from different faith traditions about the beginning of the world Human responsibility and values Share works of art and listen to religious stories, poetry and music, which express awe and wonder at the natural world. Christians believe God is the creator of the universe. Share a story to illustrate this. <i>Why is the word 'God' so important to Christians? (UC God F.1)</i></p> <p>Explore themes from the Spirited Arts competition (www.natre.org.uk)</p>	<p>Sacred spaces, simple prayers and time to reflect - Prayer, worship and reflection Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence Share a short Christian/Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it Compose, use and think about the words of simple prayers or reflections Which places are important to the pupils, people in the community and a religious family? Talk to a visitor about why they go to the local place of worship and find out why it is important to them. Visit a church to find out some of the features that support people in their prayer, worship and reflection. Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection</p> <p>Treating the world fairly - taking responsibility Justice and fairness; Human responsibility and values; How do we know what is right/ wrong/ fair? Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? For example, the Buddhist Jakata tales, 'The Lion and the Jackal', the Hindu Panchatantra stories about animals and the Sikh story 'The Water Carrier' by Bhai Khanya Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita, 'Puddles Lends a Paw' by Gill Vaisey What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other?</p> <p>God and other big questions - Ultimate questions How did God make the world? What makes the world so wonderful? Who is God? Where is God? Christians believe God made a wonderful world. How should they look after it? <i>Why is the word 'God' so important to Christians? (UC God F.1)</i> including Digging Deeper Further explore themes from the Spirited Arts competition (www.natre.org.uk)</p>