

Foundation Stage Guidance

The Foundation Stage describes the phase of a child's education up to the age of five. RE is statutory for all pupils of this age registered on the school roll. This statutory requirement for RE does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with a syllabus approved by the governing body, which will have considered any requirements set out in the school's trust deed.

Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development. This will also support children develop knowledge and understanding about where they belong within their family and the wider community. It will also promote the development of appropriate religious vocabulary.

They will be developing the following attitudes and skills:

- A sense of curiosity
- Respect for themselves and others
- Interest and enjoyment in discovery
- Empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting and/or having visitors from places of worship. Representatives of local religious communities, including children's family members, who can talk about their beliefs and experiences, should be invited into school to enrich pupils' learning.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

RE can make a strong contribution to the following areas of learning in the EYFS curriculum:

Personal, social and emotional development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and those of others, and explore them in various ways
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children play co-operatively and talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong, how some behaviours are unacceptable and how humans help one another.

Communication and language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences and stories and answer 'how' and 'why' questions about them
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration, listening attentively to one another
- Through artefacts, stories and music, children learn about important religious celebrations

Understanding the world

- Children ask and answer questions about religions and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship and/or receive visitors from faith communities. Through these experiences children learn new words associated with the faith, showing respect and learn about similarities and differences between themselves and others, and among families, communities and traditions
- They listen and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.

Expressive arts and design

- Using religious artefacts, music, art, dance, drama, role play etc., children think about and initiate their own activities associated with the stimulus.
- Children share their own experiences and feelings and those of others, and are encouraged to respond to these in creative ways.



Attainment and Achievement

In the Foundation stage the 3 Characteristics of learning: Active Learning- motivation, Playing and exploring- engagement, Creating and thinking critically- thinking are the building blocks for holistic development and are woven into the ethos of play based learning. They will impact on the laying of, and building on, the foundations for promoting the development of religious literacy. At the end of EYFS the children are assessed against the Early Learning Goals which determine whether they are ready for Key Stage 1 and time for reflection needs to be included at all stages of RE.

Suggested Content and Questions for EYFS

1 Religious figures	2 Religious stories	3 Religious times	4 Religious places	5 Religious objects
<p>Religious leaders e.g.</p> <ul style="list-style-type: none"> • vicars • Priests • Rabbis • Imams • Gurus • Granthis • Lamas • Pandits • Teachers <p>Great religious figures e.g.</p> <ul style="list-style-type: none"> • Jesus, Mary, St Francis and other saints (C) • Gotama Buddha, Milarepa (B) • Ganesh, Rama, Krishna, Hanuman (H) • Prophet Muhammad (pbuh) • Moses, Ruth, David (J) • Guru Nanak, Guru Har Gobind, Bhai Ghanaya (S) 	<p>Stories from faith traditions e.g.</p> <ul style="list-style-type: none"> • Jesus and Zacchaeus (C) • Siddattha and the swan (B) • Rama and Sita (H) • Muhammad and the sleeping cat (I) • Muhammad and the crying camel (I) • Ruth and Naomi (J/C) • Moses (J/C) • Guru Har Gobind's cloak (S) • Sacha Sauda - beginning of the Langar (S) <p>Other religious stories e.g.</p> <ul style="list-style-type: none"> • Krishna, Ganesh, Hanuman (H) • Joseph (J/C) • Jonah (J/C) • David and Goliath (J/C) • Noah <p>Stories Jesus told e.g.</p> <ul style="list-style-type: none"> • the Good Samaritan (C) • The Lost Sheep 	<ul style="list-style-type: none"> • Christmas, Harvest, Easter, Church colours for seasons (C) • Mothering Sunday (C) • Chinese New Year, Bahá'í New Year (Ba) • Divali, Raksha Bandhan (H) • Eid ul Fitr, The Prophet Muhammad's (pbuh) birthday (I) • Sukkot, Hanukkah, Simchat Torah, Shabbat (J) • birthday of Guru Nanak (S) • Wesak (B) • Summer and Winter solstices • baptism • naming ceremonies • weddings • death • times of prayer and worship 	<ul style="list-style-type: none"> • Local places of worship • Memorials e.g. seats, windows, grave stones • home shrines • the environment and the world • Jesus birth in Bethlehem (C) • Jerusalem (C, I, J) • Makkah (I) • River Ganges (H) • The Golden Temple in Amritsar (S) • Bodhgaya, Sarnath (B) • Haifa (Ba) • Stonehenge 	<ul style="list-style-type: none"> • clothes e.g. clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), 5 Ks (S) • food e.g. Shabbat (J), Langar (S), Prashad (H & S), festival foods • artefacts e.g. home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J), divas (H), mala (B), Buddha rupas (B)

Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions
<ul style="list-style-type: none"> • Who am I? • What makes me, my family and friends special? • Who are these religious figures and what makes them special? • What do you think about...? • I wonder who is most important to...? 	<ul style="list-style-type: none"> • Why do you like this religious story? • What makes this religious story important? • How do we know this is an important story? • What can we learn from this story? • I wonder which story you like best? • I wonder which character in the story is most/least like you? 	<ul style="list-style-type: none"> • Why do we/others celebrate special or religious times? • How can we/others celebrate special times? • Why should we/others give thanks? • Why is praying so important to some people? • I wonder which festival is most important to...? • I wonder which festival you would most like to go to? 	<ul style="list-style-type: none"> • Why are some places special? • Why do we/ others go to special places? • How do we/ others feel in these places? • I wonder which place we would most like to visit? • I wonder whether we can make somewhere special? 	<ul style="list-style-type: none"> • Why are some things precious? • How should we/others treat things that are precious? • I wonder what is most precious to you? • I wonder if everybody has something special?

Key: Ba – Baha’i, B – Buddhism, C – Christianity, H – Hinduism, I – Islam, J – Judaism, S - Sikhism

Suggested Themes and religious material for EYFS

Learning Themes	Possible religious material
All about me/myself/ourselves	Baptism The Mezuzah David and Goliath Ganesh Jonah Prayer beads The Good Samaritan The Lord's Prayer Joseph Zacchaeus
Animals/creatures/minibeasts	Chinese New Year St Francis Ganesh Hanuman Muhammad (pbuh) and the sleeping cat/crying camel
Babies	Baptism/Christening/thanksgivings Christmas/Nativity The adhan
Celebration	Chinese New Year Christmas, Easter, Harvest Divali, Dushera, Raksha Bandhan Eid-ul-Fitr, Prophet Muhammad's (pbuh) birthday Sukkot, Hanukkah, Simchat Torah, Shabbat Birthday of Guru Nanak, Divali (Bandi Chorr) Wesak Baptism, naming ceremonies Weddings
Clothes	Clothes worn by the clergy Weddings Kippah, tallit The Five Ks Joseph's coat Monks' robes
Favourite stories/ books	Zacchaeus Houses built on sand and rock Siddattha and the Swan Muhammad (pbuh) and the sleeping cat/crying camel Krishna, Ganesh, Hanuman Joseph Jonah David and Goliath

	Ruth Guru Har Gobind's Cloak
Food	Festival foods e.g. Easter, Harvest, Shabbat, Passover, Langar Prashad
Growing/spring/gardens	Easter Harvest - Sukkot Gotama Buddha and the Bodhi Tree
Homes/where I live/the local environment	Harvest Places of worship Times of prayer Memorials Houses built on sand and rock Gotama Buddha and the Bodhi Tree Home shrines Prayer mat The Mezuzah, Sukkah Shabbat Noah and the rainbow
The natural world	Harvest Houses build on sand and rock Siddattha and the Swan Muhammad (pbuh) and the crying camel Noah and the rainbow
My family/families	Weddings St Francis Raksha Bandhan Ganesh Prayer Mat Joseph Ruth The Five Ks
Materials	Houses built on sand and rock Prayer Mat Tallit, kippuah Guru Har Gobind's Cloak
People who help us/others	Religious leaders Stories of Jesus healing the sick The Good Samaritan St Francis Siddattha and the Swan

	<p>Muhammad (pbuh) and the sleeping cat/crying camel</p> <p>Hanuman</p> <p>Ruth</p> <p>Guru Har Gobind's Cloak</p> <p>Guru Nanak - Sacha Sauda - beginning of the langar</p> <p>Bhai Ghanaya</p>
Seasons	<p>Chinese New Year</p> <p>Easter</p> <p>Harvest</p> <p>Diwali</p> <p>Sukkot</p>
Water	<p>Baptism</p> <p>Noah and the rainbow</p>
Weather	<p>Houses built on sand and rock</p> <p>Noah and the rainbow</p>