**Early Years Foundation Stage Guidance**

**Cheshire West and Chester Council Agreed Syllabus 2019**

1. **Introduction**

Religion and World Views in Early Years Foundation Stage (EYFS),should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. The Religious Education (RE) curriculum provided should include opportunities for play, child initiated and adult initiated opportunities. During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Events of a religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom. There should be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

Through this syllabus we are asking Early Years Practitioners to design their own opportunities for RE, taking into account the faith views your families hold. Whilst your content should be majority Christianity (core knowledge below), we would also like you to mark events and festivals celebrated by the children in your class, look at links with your local community and international partnership schools, encounter beliefs which are different to those held by children in your class and promote uniqueness and diversity.

1. **Essential Knowledge for EYFS Christianity**

* The Christians believe in God and I have explored my views about God
* That Jesus is a special person for Christians and can tell you about his birth
* That the church is a special place for Christians where they can worship and there are people there who have special roles
* Can tell you about special events including Christmas and Easter
* The Bible is a special book for Christians
* Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all

By the end of the summer term foundation stage classes will be moving towards the statutory requirement for Key Stage 1 which is 36 hours per year (50 minutes a week or could be blocked).

1. **Our Top Tips for introducing and delivering Religion and World Views in EYFS**

* Look for festivals and special events throughout the year and have a long term plan for what you would ideally like to achieve
* Avoid literal stories where you may confuse children, approach stories from child’s level E.g. Noah’s Ark, focus on rainbow and God’s promise, saving animals, building a boat. Avoid talking about floods and disappearance of people
* Try whole school approach, topics and differentiate into classes i.e. awe and wonder (rainbows, spider’s webs, size of things, creation story, friendship, love. You could have a verse from a sacred text to link with a theme)
* Using parables to focus on prime areas earlier on, link parables to continuous provision e.g. The foolish Man, one builds house in sand, one in rock and then can discuss, this can be then linked to story tales, sand trays, block area etc
* Special areas and displays for RE, continuous symbols and special books, good practice to have an interactive area.
* Use a special mascot or teddy for RE time only, children can then identify that this is RE time, use familiar resources, books etc. alongside a mascot to fully engage children for example, puddles the cat and other familiar resources.
* Use different spaces for RE, use the forest school, teach in a tent, learn about Harvest in the school allotments
* Embedding practice with tangible resources
* Emphasise listening to others, all views are important, how you can show respect
* Develop a sense of belonging alongside personal identity
* Start to develop thinking skills by supporting children to design questions, look at a photo and ask children to finish your sentence “I wonder why…?”
* Introduce visits and visitors in Early Years, invite pupils’ families to come and share an aspect of their own faith
* Links to whole school SMSC provision (including British Values)
* Get involved with local networking opportunities for RE and share good practice with other schools.

1. **An example for learning opportunities about Baptism**

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| **BAPTISM** | | | |
| **Key Concept and RE Focus**  What happens inside a church?  Why is water used at a Baptism?  What does it mean to belong to a church family who care for each other? | **Early Years Goal Focus**  Communication and language – respond with comments, questions or actions in discussions.  Physical Development and Shape, Space and Measure – moving and handling special objects, experimenting with water | | **Resources**  Crystal glass  Photos of fonts  Class clip  Art activities  Baby Doll |
| **Learning and activities**  **Encounter -** Who knows what water is? How would you describe water to someone who has never seen it? How do you use water? How do we collect and carry water. Who can find an object around the class which we can collect water in? If we wanted a really special object to collect water in what would we use? *(Show a crystal glass or something similar.)* Christians use water as a way of making themselves clean as well but in a different way. We are going to look at some special containers for water which can be found in churches. They are called fonts. (Look at some photos of modern and traditional fonts, explore how they were made, details, care of the artist.) These aren’t just plastic beakers but they are containers for water, but for water that is going to do something special. The fonts are part of a special service called a Baptism, where a baby is welcomed into the family of the church by a little bit of water over their head. Sometimes they even have a special object to pour the water because the event is so important. Show a clip from BBC class clips of a Baby being Christened. Has anyone ever been to a service like that? What did you see happen in the clip?  **Response -** Children could reenact what they saw in the film, or water play carrying water as if it is a special gift, bubble art with blue power to dye the water and washing up liquid and straws, then cut it out to make the shape of a bowl/ font. | | | |
| **Links with other EYFS Goals**  Mathematics Shape, Space and Measure – work on capacity  Expressive arts – Create a dance sequence about the movement of water. | | **Assessment Examples (What the child may say)**  **Emerging** – The baby has water on their head at a special service.  **Expected** – A new baby is welcomed to the church family by having water on their head, it is called Baptism.  **Exceeding** – A Christian baby could be baptised at a font by a Minister. The family, friends and members of the church make promises. | |

1. **Examples of opportunities for learning in Religion and World Views linked to Festivals and Events**

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| **Festival** | **Recommended Resources** | **Questions/Activities** |
| Children to learn about why the school is having a **Harvest Festival.** | Harvest loaf food, photographs, seeds, pictures of children growing things at home,  Stories – Little Red Hen and The Gingerbread Man | What is harvest?  Show a fruit/ veg from shop- where has this come from?  Where does our food come from? (fields/show pictures of food growing/videos of harvesting)  Grow cress/ use in food making.  Make bread.  Giving thanks to parents/ farmers/God. How do Christians give thanks? What is a prayer? Who do they pray too?  Fairtrade  Observational drawings of fruit and veg – in the school and use for cooking and harvest with the children.  Link with giving to others/ donations from festivals.  Circle time about “what are you thankful for?”  Autumn and changes of the seasons.  Links with local food bank.  How does our local church celebrate Harvest?  How do other religions celebrate Harvest?  Build a Succah (Judaism). |
| Children to learn how Hindus celebrate **Diwali**. | Murtis, Divas, Tea Lights, Puja Tray, Diwali Cards, Rangoli photos, Chalks, Sand. | Share then role play / re-enact the Diwali story.  Class to work together to make themselves into a monkey bridge, did we work as a team to make the bridge strong.  Explore some Murtis showing the Ramayana (Rama and Sita story.) Was Hanuman a hero? What heroes do you know in real life and in stories?  Light some Divas and talk about how the flame makes you feel. How did the Divas help Rama and Sita? Make Divas and put tea lights in them.  Explore a Puja tray used for worship in the home. Experience what incense smells like.  Henna patterns, design on a paper hand, paint a pattern on a friend’s hand.  Look at gifts given during Diwali, money wallets, cards exchanging presents, special sweets. Make a card.  Taste some food associated with Diwali.  How families celebrate together.  Rangoli patterns using chalk on the floor outside or coloured sand in trays indoors. |
| Children to be able to tell the story of **Christmas** and why it is a happy time for Christians. | Nativity scenes,  Advent Candle, Advent wreath, calendar, costumes, small play characters, puppets, boxes with presents,  Christingle. | Tell the Story of Christmas  Advent- counting down- why do we do this? Where does it come from?  Why do we celebrate Christmas?  Who are these people in the nativity scene? Role play/ small world/ story telling  Christians believe Jesus is a gift from God and why is this gift so special and important to them?  What gifts do we give each other on special occasions and what gifts do we give each other every day?  What gifts can you not buy at the supermarket? / How does this make you feel? - circle time. (love/kindness etc)  Making gifts/cards for others.  Christingle- make them.  Taking part in school nativity play / carol service  Make a Christmas Angel and discuss what “Good News” the Angel would say to the Shepherds.  Go on a journey to the forest school and discuss the journey which Mary and Joseph went on. Find a different route back to the class.  Learn a traditional and a modern Christmas carol. |
| Children to find our why Easter Eggs are given and why **Easter** is a happy and sad time for Christians. | Pancake mix, bible, palm crosses, role play, Easter eggs, videos and pictures | Shrove Tuesday- pancakes- Why do we eat them? History behind this tradition and how it links to lent.  Why do we give things up?  What could we give up? (something special)  Palm Sunday- role play area.  Ash Wednesday- Invite local vicar/minister/ Visit church  Start with Easter egg- what does this represent /Tomb- new life  Spring- babies- new life.  Christians believe that Jesus died to take away unkind/ bad things that we have done to others / where we haven’t shown that we love them. Circle time of things we have done that do not show we have been kind and loving to others. Teacher writes ideas onto laminated sheet- puts this in water and wipes off to show a new start.  Easter egg hunt  Decorating Easter eggs  Discuss happy and sad times, how can we tell if people are happy or sad. Link to happy and sad times in the Easter story.  Why is this story important for Christians? What do you think about this story? What questions do you have about it?  Ordering Easter eggs – put them in order of size  Bible – special book – new testament/ old testament  Open the book – group from Church that share a story (Bob Hartman - stories written more simply)  Incubator with eggs and hopefully chicks! |
| Children to learn that many Muslims fast for a month (Ramadan) sunrise to sunset. At the end of Ramadan there is a celebration called **Eid-Al-Fitr.** | Qur’an, Eid cards  Cultural dress, food, samples of Arabic writing, | Eid party in the mosque  Make Eid cards  Share videos of children celebrating Eid bring in traditional dress  Henna tattoos –draw designs on paper hands, paint a pattern on a friend’s hand.  Big feast - samosas, pakoras, food tasting, make samosas  Family – give presents  Look at a film clip of a young Muslim celebrating Eid.  Discuss how Muslims worship, go to the Mosque and try to be the best they can be during Ramadan. What could you do for a whole month to be the best you can be?  Arabic writing – write name in Arabic  Look at the special book for Muslims called the Qur’an.  What is fasting, what food would you find really hard to give up for a month? |
| Children to learn what happens at a **Wedding.** | Rings, wedding outfits, wedding cards, Marriage Certificate, church visit. | Act out a wedding at a church.  Talk about promises and who we make promises to.  Write promises to each other, what promise would you like to make to God?  Special clothes- why for different things?  Vicar’s clothes- different colours for the time of the year.  Bring in wedding photos from home.  Dressing up in wedding outfits.  What is love?  Invite local minister to come to talk about leading events in a church and a florist to share pictures of wedding flowers. |

**6) An example of a weekly overview with an RE Focus – The Parable of The Prodigal Son**

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| **Activities:**  Small World farm/ Role play farm.  Digging tools and gardening  equipment outdoors.  Role play party/feast in home corner.  Invitations to the homecoming party.  Letters from the son to the father saying sorry.  Children to write sorry cards and post them in the box of forgiveness.  Counting money activities  Halving activities  Coin recognition  Division through sharing, (sharing animals, jobs on the farm, sharing food between the animals etc)  Healthy eating – eating the pigs’ food is this healthy? What is healthy?  Sorting animals  Maps to show the son the way home | **Stimulus:**  Tell the story of the ‘The Prodigal Son’  Talk about the feelings of each character at different points in the story.  Children could retell the story through drama. | **Key Questions:**  How did the father feel when the son wanted to leave?  How did the father feel when the son came home?  Did the father still love the son when the son was away?  How did the big brother feel?  Why was the big brother cross when the father had a party?  Why wasn’t the father cross when the son came home?  If one of our friends makes the wrong choice should we forgive them?  Why do Christians think of God as being their Father?  What is my view about God?  *The following questions depend on the faith views of your class.*  How does God feel when we make bad choices?  Does God still love us when we make bad choices?  Will God forgive us when we are sorry? |
| http://r53.cooltext.com/rendered/cooltext301449342588192.png |
| **Response:**  Take steps to resolve conflicts with other children.  Show sensitivity to others’ needs and feelings and form positive relationships.  Observe children’s interactions with one another. |

1. **An example of what a Year of EYFS Religion and World Views may look like**

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| **Term** | **Topic** | **Teacher led ideas** | **Continuous Provision opportunities** |
| Autumn 1 | **Belonging/ special people**  **Harvest** | Discussions about family, what makes a family (diversity)  Resources: ‘What’s in the egg little Pip’ ‘puddles lends a paw’  Looking at differences- photographs of us as a baby  Special people in school  Why is Jesus special?  What is a Church?  Harvest- Change in weather, hibernation, being thankful, making vegetable soup, food bank | Buddy system  Photographs of themselves as a baby/ family member  Babies and home corner  Relevant stories  Role play cooking |
| Autumn 2 | **Diwali**    **Christmas**  **Remembrance Day** | Nativity- learning the story and songs  Discuss what Christmas means to us?- Differences  Visiting Church  Being thankful- discuss not just taking; giving  Advent candle  Knowing that other people do different things/ traditions- Christmas decorations/ Christmas dinner- share pictures | Role play- nativity  Stage  Putting up a Christmas tree  Advent calendar |
| Spring 1 | **New life**  **Shrove Tuesday**  **Valentine’s Day** | Resource- the ugly duckling  Looking at differences in weather  Plant beanstalks/ looking at daffodils growth  Talking about who we love and why; different types of love  Church- baptism | Plant shop/ watering can  Babies & role play |
| Spring 2 | **Mother’s Day**  **Easter** | ‘God gives us the light of love’  Easter story  Visiting church  Forgiveness- talk about how to resolve conflicts  Trust- who can we trust? Link to police offers etc. ‘Stranger danger’ | Role play- clothes for job roles  Chicks/ butterflies  Trust detectives/ police hats & note pads |
| Summer 1 | **Story time** | Special books- bring in special books and then show the bible- why is it special to them?  Also can bring in the Quran and other faiths  Moral stories- the boy who cried wolf, good Samaritan, the lost sheep | Role play opportunities for each story  Variety of books in the reading corner  Photographs of children reading a special book in reading area |
| Summer 2 | **Special places** | Discuss family holidays.  Visit to a Church.  What are your favourite places, share a photo of your favourite place during circle time.  How do favourite places make you feel?  If you wanted to go somewhere special to think near or in your home where would you go?  Look at photos of local places of worship and in different places around the world. Why are they special places to those who worship there?  What happens inside a place of worship?  Visit a special place in the school grounds, e.g. tent, tree house. | Small world and Lego opportunities to build places of worship  Making stained glass windows  Build a large place of worship using boxes, soft bricks etc.  Looking at maps of where special places are.  Map of local area with route to place of worship.  Display of our special places. |

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