

Greenbank Primary School

EYFS Religious Education Progression



ELG (End of Reception)	ELG: People and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Greenbank EYFS Composite knowledge

	Nursery	Reception
Believing	<ul style="list-style-type: none"> Share some religious stories e.g. Christmas story Recognise some religious words e.g. God Begin to identify own feelings and opinions Know the importance of saying thank you Identify people who are special to them Begin to identify what makes them and others special Begin to identify what makes a good friend Share stories of special people in other religions 	<ul style="list-style-type: none"> Talk about some religious stories e.g. Christmas story, Diwali story Recognise and use religious words e.g. God, Qur'an Identify a sacred text e.g. Bible, Qur'an Identify own feelings and opinions Talk about what Jesus teaches about saying 'thank you' and why it is important Talk about people who are special to them Say what makes them and others special Reflect on the question 'Am I a good friend?' Recall stories of Jesus as a friend to others Recall stories about special people in other religions
Expressing	<ul style="list-style-type: none"> Begin to talk about special places e.g. home Start to be aware that some religious people have somewhere that is special e.g. mosque Begin to recognise some places of worship Talk about personal experience of special occasions e.g. Eid, Christmas 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Be aware that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Name and recognise places of worship e.g. church, mosque Identify some significant features of sacred places

	<ul style="list-style-type: none"> Share stories connected to celebrations e.g. Christmas story 	<ul style="list-style-type: none"> Give some examples of special occasions and talk about features e.g. decorations, visits to places of worship Recall simple stories connected to celebrations Say why Christmas/Easter/Eid is a special time for Christians/Muslims
Living	<ul style="list-style-type: none"> Begin to re-tell religious stories Share occasions which have made them feel special Children to share their own religious events e.g. baptism, celebrations Begin to talk about things they find interesting, puzzling or wonderful in the world Begin to identify how to look after animals and plants 	<ul style="list-style-type: none"> Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication, begin to compare to other religions e.g. Islam Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Express ideas about how to look after the world

Vocabulary

belief, Christian, Muslim, Jewish, Hindu, Christianity, Islam, Judaism, Hinduism, God, Allah, Prophet Mohammed, celebrate, festival, Christmas, Easter, Diwali, Eid Al Adha, Eid Al Fitr, care, birth, baptism, welcome, friend, question, church, mosque, synagogue, temple, vicar, imam, rabbi,

Key Experiences

Nursery	<ul style="list-style-type: none"> Dressing up and acting out scenes from stories, celebrations or festivals Making and eating festival food Sharing stories from other religions Exploring religious artefacts Listening to religious music Starting to introduce religious terminology Opportunities to care for the environment e.g. watering the plants Seizing opportunities to recognise celebrations, festivals, the birth of a new baby, weddings or the death of a pet etc. Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.
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Reception

- Look at holy texts e.g. Children's Bible, Qur'an and share stories e.g. saying 'thank you' (Ten Lepers Luke 17:11-19), Prophet Muhammad and the night of power.
- Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.
- Talk about people who are special to us, whom we admire.
- Have visits from special people in the community e.g. Lollipop lady, Vicar
- Discuss what makes a good friend
- Discuss why some places are special and what makes them significant.
- Visit a local place of worship.
- Discuss the importance and value of celebration in children's own lives
- Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother's day
- Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali;
- Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.
- Discuss how children are welcomed into faith or belief community e.g. Christian Baptism, Islam Aqiqah ceremony, whispering of *adhan* and cutting of hair, Humanist – naming ceremony.

Continuous Provision opportunities

- Wide range of books including stories from other religions and non-fiction texts
- Photographs reflecting different families, religions, cultures and places
- Enhancements to domestic role play areas e.g. decorations, cookware
- Range of costumes and materials representing different cultures
- Opportunities to role play stories using puppets or props