

Section 1

RE in the Foundation Stage

Matching Early Learning Goals
to the Solihull Agreed Syllabus
for Religious Education

Religious Education in the Foundation Stage

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CONCEPTS

	Agreed Syllabus Objective : The development of concepts	Early Learning Goals	Areas of Learning	Expectations at the end of the Foundation Stage	Agreed Syllabus Expectations at the end of KS1
C1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Concept of God: about the word 'God' and what it may mean to different people; that some people think there is a special power called God; • Belief: that God is important to many people; 	<p>Children can:</p> <ul style="list-style-type: none"> • have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others; • develop respect for their own cultures and beliefs and those of others; • understand that people have different needs, views, cultures and beliefs; • look closely at similarities, differences, patterns and change; 	<p>PSED</p> <p>PSED</p> <p>PSED</p> <p>KUW</p>	<p>Pupils should</p> <ul style="list-style-type: none"> • be familiar with the word 'God'; • begin to understand that God is important for some people; • begin to appreciate that there are lots of different ways of imagining what God might be like; • begin to understand that people do things to show they believe in God; 	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to talk about God and about specific ways in which people show their belief in God;
C2	<ul style="list-style-type: none"> • Morality: that we all do things that are right and wrong sometimes; • Forgiveness: that we can all be forgiven and we can all forgive; 	<ul style="list-style-type: none"> • understand what is right and what is wrong, and why; 	<p>PSED</p>	<ul style="list-style-type: none"> • understand what is right and what is wrong and why; • be familiar with the word 'forgiven' and begin to understand what it means to forgive and be forgiven: to say sorry; 	<ul style="list-style-type: none"> • be able to explore the difference between right and wrong and understand the importance of forgiveness;
C3	<ul style="list-style-type: none"> • Symbols: that pictures and objects are used by lots of people to help them think about God. 	<ul style="list-style-type: none"> • investigate objects and materials, using all the senses; • respond in a variety of ways to see, hear, smell, touch, taste; • explore colour, texture, shape, form and space. 	<p>KUW</p> <p>CD</p> <p>CD</p>	<ul style="list-style-type: none"> • recognise that some pictures and objects are used by some people to help them think about God. 	<ul style="list-style-type: none"> • be able to identify some religious symbols.

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KNOWLEDGE

	Agreed Syllabus Objective : The development of knowledge	Early Learning Goals	Areas of Learning	Expectations at the end of the Foundation Stage	Agreed Syllabus Expectations at the end of KS1
K1	<p>Pupils should be taught</p> <ul style="list-style-type: none"> • Sacred writings: that some books, and the stories in them, are sacred and precious to some people; that the relationship between God and people is expressed in story; 	<p>Children can:</p> <ul style="list-style-type: none"> • listen with enjoyment and respond to stories; • have a developing respect for their own cultures and beliefs and those of other people; • retell narrative in correct sequence; 	<p>CLL</p> <p>PSED</p> <p>CLL</p>	<p>Pupils should</p> <ul style="list-style-type: none"> • know that some stories are sacred to some people and be able to remember some of them; 	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to re-tell some religious stories;
K2	<ul style="list-style-type: none"> • Prayer: that some people pray, which, they believe, is talking to God; • Worship: that some people want to make God happy and want to be close to God; • Celebration: that people like to come together and share with each other at important times; • Symbols that some shapes have deep, and sometimes hidden, meaning; 	<ul style="list-style-type: none"> • have a developing respect for their own cultures and beliefs and those of other people; • find out about past/ present events in our lives, families and people we know; • find out about and identify some features about objects and events; • respond in a variety of ways to what they see, hear, smell, touch and taste; • talk about, recognise and recreate simple patterns; 	<p>PSED</p> <p>KUW</p> <p>KUW</p> <p>CD</p> <p>MD</p>	<ul style="list-style-type: none"> • know that some people who believe in God want to talk to God and show that they love God in many different ways; • know that some shapes/patterns are important; 	<ul style="list-style-type: none"> • be able to identify some specific religious festivals, practices and symbols;
K3	<ul style="list-style-type: none"> • Faith: that some people believe in God and think that God helps them. 	<ul style="list-style-type: none"> • have a developing respect for their own cultures and beliefs and those of other people; • understand that people have different needs, views, cultures and beliefs that need to be treated with respect; 	<p>PSED</p> <p>PSED</p>	<ul style="list-style-type: none"> • begin to be able to talk about some religious people. 	<ul style="list-style-type: none"> • be able to name or talk about some religious people.

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SKILLS

	Agreed Syllabus Objective: The development of skills.	Early Learning Goals	Areas of Learning	Expectations at the end of the Foundation Stage	Agreed Syllabus Expectations at the end of KS1
S1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Language: start to understand that religion has its own words and language; 	<p>Children can:</p> <ul style="list-style-type: none"> • extend their vocabulary, exploring the meanings and sounds of new words; 	CLL	<p>Pupils should:</p> <ul style="list-style-type: none"> • begin to use some religious words in an appropriate context; 	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to use a number of religious words;
S2	<ul style="list-style-type: none"> • Sources begin to understand that we can learn about our world in lots of ways, using, eg: pictures, photos, stories, music, dance, words and artefacts; • Creative arts: start to understand that some people use lots of ways to help them express and understand their faith and explore some of them; 	<ul style="list-style-type: none"> • select and use activities and resources independently; • sustain attentive listening and respond appropriately; • use imagination in art, design, music, dance, imaginative, role play and stories; • explore colour, texture, shape form, and space in 3 & 2 D; 	PSED CLL CD CD	<ul style="list-style-type: none"> • begin to be aware that religious ideas are expressed in many different ways; 	<ul style="list-style-type: none"> • be able to find simple information about religion and be aware that ideas are communicated in a variety of ways;
S3	<ul style="list-style-type: none"> • Reflection: start to think about their own experiences and those of other people; • Empathy: start to understand how other people might feel and act; • Self expression: start to express their own ideas in variety of ways, eg: role play, music, dance, artwork. 	<ul style="list-style-type: none"> • be confident to try new activities, initiate ideas and speak in a familiar group; • interact with others, negotiating plans and activities and taking turns in conversation; • maintain attention, concentration and sit quietly when appropriate (ie. reflective time, etc); • use spoken and written language for play and learning; • respond to significant experiences, showing a range of feelings when appropriate. 	PSED CLL PSED CLL PSED	<ul style="list-style-type: none"> • begin to be able to talk about their own ideas about themselves and other people. 	<ul style="list-style-type: none"> • have begun to reflect upon their own experiences and those of others and express their own thoughts.

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ATTITUDES

	Agreed Syllabus Objective: The development of attitudes	Early Learning Goals	Areas of Learning	Expectations at the end of the Foundation Stage	Agreed Syllabus Expectations at the end of KS1
A1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Social awareness/social responsibility: start to understand that we should care for others; • Ecological Responsibility: start to care for the physical world; • Integrity: start to be honest about their feelings to themselves and others; • Tolerance: start to respect other people's different views, needs, beliefs and approaches to life; • Sensitivity: start to respect and be sensitive to other people's feelings; 	<p>Children can:</p> <ul style="list-style-type: none"> • respond to significant experiences, showing a range of feelings, when appropriate; • have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others; • form good relationships with adults and peers; • work as part of a group or class... understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously; • find out about their environment and talk about those features they like and dislike; • understand what is right and what is wrong and why; • understand that people have different needs, views, cultures and beliefs that need to be treated with respect; 	<p>PSED</p> <p>PSED</p> <p>PSED</p> <p>PSED</p> <p>KUW</p> <p>PSED</p> <p>PSED</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • begin to recognise their own and others' worth as individuals; • show concern for the well-being of others and the world around them; 	<p>Pupils should:</p> <ul style="list-style-type: none"> • begin to value themselves, others and the world in which they live, recognising that they have responsibilities;
A2	<ul style="list-style-type: none"> • Enquiry: be curious and start to ask own questions. 	<ul style="list-style-type: none"> • begin to know about their own cultures and beliefs and those of other people; • ask questions about why things happen and how things work. 	<p>KUW</p> <p>KUW</p>	<ul style="list-style-type: none"> • be able to raise questions which show that they are beginning to develop an enquiring approach to life. 	<ul style="list-style-type: none"> • be able to raise questions which show that they are developing an enquiring approach to life.

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**EXPLORATION
OF HUMAN
EXPERIENCE**

	Agreed Syllabus Objective: The exploration of human experience	Early Learning Goals	Areas of Learning	Expectations at the end of the Foundation Stage	Agreed Syllabus Expectations at the end of KS1
E1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spirituality: value the 'wow' moments of awe and wonder in their experiences and their inner life; • Relationships: start to understand the "me-ness" of 'me'; start to understand and to develop relationships with others; • Morality: start to understand that not everyone in the world is treated fairly; • Fundamental life questions: start to think about life's big questions, eg: Where did I come from? Why are things unfair? What might God be like? 	<p>Children can:</p> <ul style="list-style-type: none"> • respond to significant experiences, showing a range of feelings when appropriate; • form good relationships with adults and peers; • work as part of a group or class... understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously; • continue to be interested and motivated to learn; • understand what is right and what is wrong and why; • ask questions about why things happen; 	<p>PSED</p> <p>PSED</p> <p>PSED</p> <p>KUW</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • begin to be aware of themselves in relationship with others and respond to their own and others' experiences; 	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to recognise that people have a variety of life experiences;
E2	<ul style="list-style-type: none"> • Emotions: understand that we have a range of emotions and that they can be controlled and talked through; • Daily experiences: start to think about the experiences of everyday life. 	<ul style="list-style-type: none"> • respond to significant experiences showing a range of feelings when appropriate; • extend their vocabulary, exploring the meanings and sounds of new words; • have a developing awareness of their own needs views, feelings, and be sensitive to others. 	<p>PSED</p> <p>CLL</p> <p>PSED</p>	<ul style="list-style-type: none"> • be aware of how they, and others, are feeling and begin to be able to express their feelings. 	<ul style="list-style-type: none"> • be able to recognise a range of emotions in themselves and others.

So how do I plan for RE in the Foundation Stage?

The answer to this question is, in short, that planning for RE is done in just the same way as you do for all the other areas of learning. RE sits most naturally in Personal, Social and Emotional Development and Knowledge and Understanding of the World, under the broad heading of Cultures and Beliefs. The dilemma has been how to marry together the Curriculum Guidance for the Foundation Stage (2000) and the statutory requirement to teach specific Religious Education to children in full time school, as specified in the Agreed Syllabus. It is hoped that this work will go some way to helping early years' practitioners to resolve the dilemma and to enable them to teach RE in a lively, exciting and coherent way that is consistent with best Foundation Stage practice, in the context of an integrated, inter-related, interdependent curriculum.

For those settings using the LEA 6 term curriculum, a Culture and Beliefs section has now been (or will soon be) added. However, the objectives are presented not as a continuum of learning but as a range of experiences and opportunities that will contribute to the children's knowledge and understanding when linked to a learning theme. In the context of medium term planning therefore, when mapping out a block of learning and teaching opportunities, Cultures and Beliefs can be confidently included in the process. Furthermore, practitioners can be assured that the philosophies of both the Foundation Stage and religious education are followed.

When the learning theme has been decided, in planning for Cultures and Beliefs, practitioners can refer to this book and select 'bits of religious stuff' that relate to the theme and be confident that no theological compromises are being made. As far as possible, the intention has been to ensure that the links into learning themes are appropriate and not tentative or contrived.

To help the planning process further, the 'bits of stuff' are mapped to well-used early years' themes. The overview is by no means exhaustive; there are other connections and possibilities. Potential

learning contexts are also identified with each 'bit of stuff'. To provide a range of experiences through a year or phase, practitioners might wish to select a range of material across the six sections:

- ***Stories about God,***
- ***People talking to God,***
- ***People loving God,***
- ***People celebrating,***
- ***People understanding about God;***
- ***People believing in God.***

Such an approach to planning will help to provide foundations for the content of the Agreed Syllabus in Key Stage 1. However, this is not essential and the practitioner's main concern must be to provide material that will fit the whole picture of the children's learning.



PLANNING

Learning themes	Religious material
All about me/Myself/Ourselves	Baptism
	Coming Home: The Mezuzah Case
	David and Goliath
	Ganesha
	Jonah
	Prayer Beads
	Singing in Worship
	Talking with God
	The Good Samaritan
	The Lord's Prayer
	The story of Joseph
	Zacchaeus
	Animals/All creatures great and small/Minibeasts
Ganesha	
Hanuman	
Muhammad and the Animals	
St. Francis	
St. Jerome and the Lion	
Babies	Baptism
	Christmas
	Nativity
	The Birth of Jesus
Celebration	Chinese New Year
	Easter
	Harvest
	Raksha Bandhan
	Shabbat
	Simchat Torah
	Singing in Worship
	The Dreidel: Celebrating Hannukah
	The Wedding
Challenging the gifted and more able	Hanuman

Learning themes	Religious material
Christmas	Christmas
	Nativity
	The Birth of Jesus
Clothes	Hajj
	The Kara
	The Priest
	The Story of Joseph
	The Wedding
Favourite stories/Traditional Tales/Books	Bismillah
	Sacred Writing
	Simchat Torah
	Stories of Jesus
	The Wedding
	What is the Bible?
Food	Easter
	Harvest
	Shabbat
Growing/Growth/Gardens/Springtime	Buddha and the Bodhi tree
	Easter
	Harvest
	The Mustard Seed
Homes/Where I live/the Local Environment	Buddha and the Bodhi Tree
	Coming Home: The Mezuzah Case
	Going to Worship God
	Harvest
	Muhammed and the Animals
	Prayer Mat
	Praying Together
	Shabbat
	The Crescent Moon
	The Great River
	The Hermit's Cell
	The House on the Rock
	The Kara
The Rainbow	

Learning themes	Religious material
Journeys	Hajj
	Healing the man who couldn't walk.
	Jonah
	The Crescent Moon
	The Good Samaritan
	The Great River
My family/Families	Beginning to Believe: The Haggadah
	Coming Home: The Mezuzah Case
	David and Goliath
	Ganesha
	I am the Good Shepherd
	Prayer Mat
	Praying Together
	Raksha Bandhan
	Shabbat
	St. Francis
	The Lord's Prayer
	The story of Joseph
	The Wedding
	What is the Bible?
Materials	Prayer Mat
	The House on the Rock
	The Great River
People who help us	Hanuman
	Healing the man who couldn't walk
	I am the Good Shepherd
	The Good Samaritan
	The Priest
Seasons	Buddha and the Bodhi Tree
	Chinese New Year
	Crescent Moon
	Easter
	Harvest
	Mustard Seed

Learning themes	Religious material
The Natural World	Buddha and the Bodhi Tree
	Harvest
	The Crescent Moon
	The Great River
	The Hermit's Cell
	The House on the Rock
	The Mustard Seed
Toys	The Rainbow
	Beginning to Believe: The Haggadah
	Chinese New Year
	The Dreidel: Celebrating Hannukah
Water	Simchat Torah
	Baptism
	The Great River
Weather	The Hermit's Cell
	The House on the Rock
	The Rainbow

Please refer to *The Story Candle (Page 222)* a teaching session which stands on its own as an introduction to sacred stories.

