

An EYFS Scheme of Work for RE

Who is this scheme for?

- RE is a statutory requirement for children in the Reception year at school.
- This scheme of work for Early Years meets requirements for the Suffolk RE Agreed Syllabus 2012 which states what should be taught.
- It is suitable for Community and Voluntary Controlled C of E primaries. It may be adopted by Voluntary Aided C of E schools, Academies and Free schools.
- Other authorities and dioceses are welcome to use the materials on payment but should adjust them to their local RE requirements.

How does the scheme connect to the syllabus?

The scheme of work meets the requirements of the Suffolk Agreed Syllabus p.20-21 i.e.

- a. to introduce Christianity as the 'heritage religion' of the country and the one that most influences school and community life
- b. to build on religions represented among the pupils e.g. different Christian denominations or the major world religions, so the experiences and interests of children can be used as starting points for learning and teaching
- c. To sample from major world religions, outside the children's experience, in order to extend their knowledge and understanding.

Is the scheme flexible?

This is an example of how EYFS RE might be taught. It lends itself to delivery in many different ways and includes suggestions for alternative resources. Recommendations are given for enhanced provision activities. Trials suggested waiting a few weeks before starting the first unit to allow children to settle well.



Which units are available?

Ofsted (2013) criticized poor teaching of Christianity so this has been tackled with these units, ensuring children encounter a genuine and accurate portrayal of faith.

6 units for EYFS are available and constitute the whole scheme. Each unit is based on one of three key Christian beliefs: Creation, Incarnation and Salvation, but everything is unpacked at EYFS level, drawing on and extending children's experience.

Development of the concepts is supported by a carefully worded key question / unit title and an enquiry-type model.

What happens about teaching other faiths?

Simple encounters with other faiths are provided (see grid below) and enable children to expand their horizons.

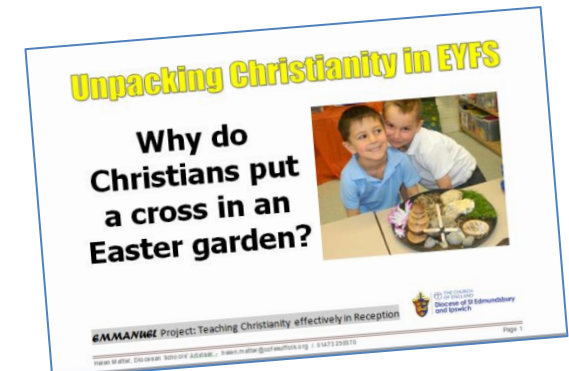
What approach has been taken to assessment?





Nationally we are at a major crossroads in relation to assessment of all kinds and it is an acknowledged weakness in RE so it is important to do something but do NOT assess everything.

For EYFS practitioners and teachers, Early Learning Goals take priority but the children are expected to make progress in RE too. Examples of things to aim at are provided in Level 1 statements and also in 'working towards' Level 1 statements. You can adapt the examples to match children's work more closely.

Use the levels to make RE more challenging and support progression in RE.

Contact helen.matter@cofesuffolk.org for further details.



| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|--|
| <p>Why is the word 'God' so important to Christians?</p>  | <p>Why do Christians perform nativity plays at Christmas?</p>  | <p>How can we help others when they need it?</p>  | <p>Why do Christians put a cross in an Easter garden?</p>  | <p>What makes every single person unique and precious?</p>  | <p>How can we care for our wonderful world?</p>  |
| including a simple encounter with: | | | | | |
| <p>Whispering Allah into Baby's ear: Muslim birth custom</p> | <p>The Muslim story of Muhammad caring for the Ants</p> | <p>The Sikh story of Guru Har Gobind saving the 52 Princes</p> | <p>The Buddhist story of the Monkey King</p> | <p>A Hindu festival for brothers and sisters: Raksha Bandhan</p> | <p>Tu B'shevat – the Jewish holiday for planting trees</p> |