



Early Year Skills, Knowledge and Vocabulary Map

Autumn, Spring and Summer term coverage

R.E

Lincolnshire Agreed Syllabus for Religious Education

RE plays an important role in **promoting** the spiritual, moral, social and cultural development of our children, in line with the government strategies which promote access, inclusion and individual learning and understanding of British Values. We fully support the view that 'Every Child Matters' by giving opportunities for exploration of religious and ethical teachings. R.E. should enable each child to explore our shared human experiences, promote respect, sensitivity and cultural awareness as well as giving pupils the ability to think about and develop their own beliefs and values. RE also aims to empower pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Lincolnshire and the UK. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase as the main religion studied or through optional modules provided by the Lincolnshire Locally Agreed Syllabus (2018).

All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**). This is usually provided within a daily assembly.

Early years key areas of learning

Personal, social and emotional development

- Develop a sense of responsibility and membership of community [3-4-year olds]
- See themselves as a valuable individual [Reception]
- Show sensitivity to their own and others' needs [ELG]

Understanding the world

- Continue to develop positive attitudes about the differences between people [3-4-year olds]
- Talk about members of their immediate family and community, name and describe people who are familiar to them/ understand that some places are special to members of their community/ recognise that people have different beliefs and celebrate special times in different ways [Reception]
- Talk about the lives of people around them and their roles in society/ understand the past through settings, characters and events encountered in books read in class and storytelling [ELG]

People and communities

- 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 [ELG]



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Coverage	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	<p><u>Myself</u> Introduce people who belong to a religious group</p> <p>Key vocabulary: Christian Muslim Jew Hindy God</p>	<p><u>Special people to me</u> Introduce people who are important to members of a religious group e.g. Jesus, Prophet Muhammad Vicar, Imam etc)</p> <p>Key vocabulary: Vicar Imam Rbbi Jesus Muhammad God</p>	<p><u>Our special books</u> Introduce stories from religious and important books for members of a religious group</p> <p>Key vocabulary: Bible Qur'an Torah</p>	<p><u>Our special things</u> Introduce objects that are important to members of religious groups e.g. cross, subha beads, prayer mat etc</p> <p>Key vocabulary: Artefact Cross Prayer beads Prayer mat</p>	<p><u>Our special places</u> Introduce places of worship e.g. church, mosque</p> <p>Key vocabulary: Church Mosque Synagogue</p>	<p><u>Our beautiful world</u> Introduce stories about creation and some beliefs about the natural world e.g. the duty to care for the environment</p> <p>Key vocabulary: Muslim Jew Hindu God Creation Care Responsibility Beautiful</p>
	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills
Key knowledge and skills	-I know some examples of people who belong	-I know some special people in religion	-I can listen to some stories from religious books	-I can explore different artefacts from different religions	I can explore different artefacts from different religions	-I can listen to different stories of creation



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covered in each unit	to religious communities -I know that religion is important to some people	-I know that in some religious communities some people have special jobs -I know the different jobs special people to me have	-I can think about how religious people treat books to respect them	-I can think about what the artefacts are used for -I can think about how the artefacts help people understand about God -I can think about how the artefacts help people understand about the world -I can think about how the artefacts help people understand about each other better	-I can investigate how the artefacts are used by religious people in their places of worship	-I can explore different beliefs about the natural world -I can explore different beliefs about how humans should look after the world
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