




EYFS – Ways of Knowing Summary

Ways of Knowing		
Understand 	Discern 	Respond 
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

Religious Education and the Early Learning Goals

The Religious Educational Early Learning Goals are guided by the Statutory Framework 2021. This is to ensure the aim of including religious education where appropriate is at the heart of learning.

How to access and use...

1. Religious education is outlined in **Branches** and follows **Hear, Believe, Celebrate, and Live** lenses.
2. Early Years areas of learning are infused where appropriate with religious education ways of knowing.
3. The colour coding in the areas of learning matches the ways of knowing.

What will I see and hear to help me understand?

How will I discover more?

What can I do now?

4. When planning activities through the curriculum, or when using written programmes led by the curriculum, teachers should use the characteristics of effective teaching and learning for religious education activities – **wonder, awe**, playing, exploring, active learning, creating, and thinking critically.
5. Teachers can help children achieve Religious Education ways of knowing and learning goals by using the relevant skills through a range of activities. This will serve to provide further evidence for teachers in readiness for Key Stage 1.
6. At the end of the academic year, identify where the children are by using the **RELG** Religious Education Learning Goals. Schools may wish to incorporate the RELG outcomes within their online data processes. This will further inform teachers, parents, senior leaders, and governors of the provision and progress of Religious Education within the Early Years..

Process

How to access and use...

1. Religious Education is outlined in branches and follows **Hear, Believe, Celebrate, and Live** lenses.
2. Early Years areas of learning are infused, where appropriate, with Religious Education **Ways of Knowing**.
3. The colour coding in the areas of learning matches the Ways of Knowing.

What will I see and hear to help me understand?

How will I discover more?

What can I do now?

4. When planning activities through the curriculum, or when using written programmes led by the curriculum, teachers should use the characteristics of effective teaching and learning for Religious Education activities: **wonder, awe**, playing, exploring, active learning, creating, and thinking critically.

EYFS - Autumn Term

Identify, name, or label something or someone previously seen, heard or encountered.

Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

	Branch 1 - Creation and Covenant	Branch 2 - Prophecy and Promise
Hear	<p>God made our beautiful world and everything in it. God made me.</p>	<p>Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).</p>
	<p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84-88).</p>	<p>The Annunciation (Lk 1:26-31, 38). The Nativity (Lk 2: 4-7). The Shepherds visit the manger (Lk 2:8-20).</p>
Believe	<p>God made me. God loves me. God loves everyone. God made the wonderful world.</p>	<p>Mary had a baby called Jesus.</p>
	<p>God is love. God made each one of us. God loves each one of us as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship</p>	<p>Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him.</p>
Celebrate	<p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world</p>	<p>Advent wreath. The tradition of the crib. Nativity celebration.</p>

	<p>Celebrate God's beautiful world. The words and actions of the sign of the cross. We enter God's family, the Church, through baptism.</p>	<p>The tradition of the crib to tell the story of Jesus' birth.</p>
Live	<p>Look after me. Look after God's world.</p>	<p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p>
	<p>Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>	<p>Various cultures celebrate Jesus' birthday in different ways. CST By our work in Advent, we help others and ourselves and we show our love to God. CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers</p>

Spring Term

Identify, name, or label something or someone previously seen, heard or encountered.

Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

	Branch 3 – Galilee to Jerusalem	Branch 4 – Desert to Garden
Hear	The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold).	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).
	The visit of the Magi (Matt 2:1-12). What? Jesus blesses the little children (Mk 10:13-16). How? Feeding of 5000 (Jn 6:1-14).	A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).
Believe	Jesus was born for everyone.	Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate.
	The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.	Listen to and talk about the season of Lent and Easter. Jesus died on Good Friday and rose again on Easter Sunday. Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple religious symbols in Lent and Easter.
Celebrate	The Glory Be is a special prayer.	Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden.
	That the Church prays the 'Glory Be' as a response to the coming of Jesus.	The Church uses purple and ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life.
Live	Show love to everyone like Jesus.	Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.
	We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry.	Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs.

<p>CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</p> <p>An Option for the Poor and Vulnerable</p>	<p>Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world.</p> <p>CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities</p>
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Identify, name, or label something or someone previously seen, heard or encountered.
Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

Branch 5 – To the ends of the Earth

Hear	<p>Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.</p> <p>Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).</p>
Believe	<p>The Holy Spirit is our friend. The Holy Spirit looks after us</p> <p>Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.</p>
Celebrate	<p>The parish church is a special place where we meet our friends. We sing and say prayers.</p> <p>Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.</p>
Live	<p>The parish church. We gather with friends at church, especially on Sunday</p> <p>The parish church and the parish family meet there to celebrate.</p> <p>CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community.</p> <p>CST All people are God’s children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God’s family. Solidarity</p>
	Branch 6 – Dialogue and Encounter
Dialogue	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).</p> <p>Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition.</p>
Encounter	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>

Branch 6 – Dialogue and Encounter

In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences. Many children will begin to encounter Christianity for the first time. They will learn about some of the religious and secular times that are part of British cultural life, for example, the importance of Diwali in some Dharmic traditions or Remembrance Day. Developing these behaviours and understandings forms part of good Early Years provision. These opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions. Teachers should also use visitors to the school (where possible), create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour. Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day.

Throughout their time in Early Years, children should experience diverse representations of Christianity to appreciate that it is a global faith. In learning about Jesus, children could begin to understand that Jesus lived in the past in a place called Nazareth in Palestine. Children should begin to understand that Jesus would have looked and dressed like everyone else in Palestine at that time and would have had brown skin and dark hair. Re-imagined historical images from the time of Jesus (e.g., Nazareth Village website) could help deepen this appreciation.




In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions. The first religion they study beyond Catholicism will be Judaism because Jesus was born and lived his earthly life as a part of the Jewish community and Hebrew scriptures are an integral part of Christian beliefs.

Religious education within communication and language

Religious education in a language-rich environment.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

<p>Understand</p> 	<p>Discern</p> 	<p>Respond</p> 
<p>See</p>	<p>Judge</p>	<p>Act</p>
<p>What will I see and hear to help me understand?</p>	<p>How will I discover more?</p>	<p>What can I do now?</p>

Teaching and learning through... **wonder, awe, playing, exploring, active learning, creating, and thinking critically.**

<p>Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate, and live.</p>	<p>Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard.</p>	<p>Sharing their understanding and what they are wondering about with support.</p>
<p>Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.</p>	<p>Using the Bible and religious stories they have heard in conversation, storytelling, and role-play.</p>	<p>Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.</p>
	<p>Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.</p>	

RELG: Religious Education Learning Goal

- Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

Speaking Children at the expected level of development will:




- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
- Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
- Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.

Religious education within physical development

Religious Education in the pursuit of happy, healthy, and active lives

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

Understand		Discern		Respond	
See		Judge		Act	
What will I see and hear to help me understand?		How will I discover more?		What can I do now?	

Teaching and learning through... **wonder, awe, playing, exploring, active learning, creating, and thinking critically.**

Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.	Repeated and varied opportunities to re-enact Scripture stories in a variety of ways, both indoor and outdoor.	Respond in a variety of ways, e.g., dance, song, movement, and art to express and share their religious understanding. Express themselves effectively, showing awareness of others. Give their attention to what others say and do and respond appropriately.
Small world activities, puzzles, arts, crafts related to people and stories they have heard.		

RELG: Religious Education Learning Goal




- Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
- Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
- Express themselves when responding to songs and hymns they have listened to and learned.

Religious education within personal, social, and emotional development

Religious education in shaping their social world.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

Understand		Discern		Respond	
See		Judge		Act	
What will I see and hear to help me understand?		How will I discover more?		What can I do now?	

Teaching and learning through... **wonder, awe, playing, exploring, active learning, creating, and thinking critically.**

Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably.	Develop strong, warm, and supportive relationships with adults in their care as their role models.	Talk about their feelings and emotions in response to how they can live out the Scripture messages.
	Develop an understanding that Jesus is a role model.	Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
	Enable children to learn how to understand their own feelings and those of others.	Know that they are precious in the eyes of God.
	Learn how to be a good friend, cooperate, and resolve conflicts peaceably.	Set simple goals that help them to live out Scripture.
	Say sorry. Shake hands to share peace with their friends.	Look after themselves and look after others.

RELG: Religious Education Learning Goal
Self-regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

Managing self

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building relationships


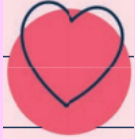

- Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

Religious education within literacy

Religious education stories as part of a lifelong love of reading.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

<p>Understand</p> 	<p>Discern</p> 	<p>Respond</p> 
<p>See</p>	<p>Judge</p>	<p>Act</p>
<p>What will I see and hear to help me understand?</p>	<p>How will I discover more?</p>	<p>What can I do now?</p>

Teaching and learning through... **wonder, awe, playing, exploring, active learning, creating, and thinking critically.**

<p>Talk with children about the stories found in the Bible and in religious stories.</p>	<p>Explore the stories they have heard and how they can be linked to the world around them.</p>	<p>Confidently speak in a familiar group and talk about their ideas</p>
<p>Read simple age-appropriate scripture and psalms with children. Enjoy hymns that tell the Scripture stories they have heard.</p>	<p>Read aloud key religious words that will enable children to recognise key religious people and events.</p>	
<p>Repeat and enjoy phrases from Scripture, including psalms and hymns.</p>	<p>Recognise and retell Bible and religious stories they have heard with hymns and songs.</p>	<p>Express themselves effectively, showing awareness of listeners' needs.</p>
	<p>Begin to use key religious words to label, match, sort, and use in sentences.</p>	<p>Give their attention to what others say and respond appropriately.</p>

RELG: Religious Education Learning Goal Comprehension

- Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.
- Anticipate - where appropriate - key events in Bible and religious stories.
- Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word reading

- Begin to recognise and read key religious words.


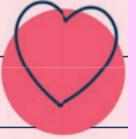

- Read aloud their own sentences using key religious words about Bible and religious stories they have heard.
- Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.
- Recognise and begin to spell key religious words.
- Write simple phrases and sentences about Bible and religious stories or simple prayers.

Religious education within understanding the world

Religious education in the people and community around them.

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

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<p>Understand</p> 	<p>Discern</p> 	<p>Respond</p> 
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<p>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</p>		
<p>Make visits to their local parish church and their parish priest.</p> <p>Invite the parish priest into class and members of the parish community.</p> <p>Talk about their roles and how they help the community.</p> <p>Talk about what happens when we gather together as a parish for Mass.</p>	<p>Recognise the key people in their parish, such as the parish priest. Recognise the roles they play.</p> <p>Roleplay the parish roles, such as the parish priest, the reader, a person who welcomes the parishioners for Mass.</p>	<p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Give their attention to what others say and respond appropriately.</p>
<p>Talk about the Sacrament of Baptism. Look at photographs or film clips to retell that when Christians are baptised, they are welcomed into God's family.</p>	<p>Know that we are all in God's family and he made each one of us and loves us all. Baptism is one way of welcoming a person to the parish.</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p>
<p>Talk about their classroom, the outdoor areas, visit the local park,</p>	<p>Recognise that God created the world and the natural world around them.</p>	<p>Describe the beauty, awe, and wonder they have seen and talked about.</p>

etc., to see and appreciate God's world around them.	Recognise that God gave us gifts to build and make. To be a policeman, lollipop person, etc.	
Listen to a variety of stories that help them to understand and show love, peace, and kindness, saying sorry just as Jesus told us about.	Respond to the stories that give them gifts of peace and love, etc., to use in the world and community around them – roleplay, small world, song etc.	Show sensitivity to others' needs and feelings. Talk about how they and others show feelings.
Listen to a variety of stories about children and families of different faiths and religions.	Respond to different faiths and religions by making, creating artefacts, paintings, etc., to retell how different people live and show their faith. Invite visitors of other faiths and religions to look at and talk about photographs, film clips, etc.	Talk about their own and others' behaviour and its consequences.
Talk about people who live in other countries around the world. Talk about the similarities and differences.	Recognise the differences and similarities of different people around the world. Use materials from Catholic agencies/charities such as CAFOD, Mission Together, Aid for the Church in Need, etc.	Celebrate our neighbours that live near to us and far away. How can we all live happily together?

RELG: Religious Education Learning Goal
Past and present

- Talk about the lives and roles of the parish priest and people in their local parish.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard.
- Begin to understand the past through settings, people, and events encountered in Bible and religious stories.
- Recognise key people in the history of the people of God.

People, culture, and communities

- Talk about their immediate environment around them, noticing God's wonderful world.
- Build an understanding that they are part of a parish, school, local, and global community.
- Know that they are a child of God. God made them and loves them.
- Recognise experiences of baptism and being welcomed into the Church and parish family.

- Talk about what they know about religious beliefs and listen to the beliefs of others.
- Know some similarities and differences between life in this country and life in other countries.
- Recognise religious signs and symbols.

The natural world


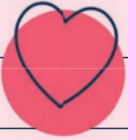

- Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder, and seasons of the natural world.
- Talk about the gifts given to people by God that help us to make, build, and work.
- Know some similarities and differences between people and places around the world.
- Know that they are responsible for looking after their world and experience ways in which they can make a change.

Religious education within expressive arts and design

Religious education through self-expression, creativity, and cultural awareness

Skills: Identify, name, or label something or someone previously seen, heard, or encountered. Use the skills words to complete a variety of activities.

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<p>Teaching and learning through... wonder, awe, playing, exploring, active learning, creating, and thinking critically.</p>		
<p>Through art, artefacts, hymns, psalms, dance, music, and sensory play to recount narratives from Bible stories.</p> <p>Share stories of key figures from the Bible they have read and heard about with peers and their teacher.</p>	<p>Make use of props and materials when role-playing people they have heard about in Bible narratives and stories.</p> <p>Create art, music, or dance to express how a Bible story or psalm makes them feel.</p> <p>Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function that depicts the liturgical season or Bible stories they have heard.</p>	<p>Share the beauty of the art, music, or dance they have encountered to express a Bible story. Express how they feel because of the artistic representation.</p> <p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Give their attention to what others say and respond appropriately.</p>
<p>Retell Bible stories using oral storytelling and small world play people.</p>	<p>Express themselves effectively, showing awareness of listeners' needs as they retell the story using small world play people.</p>	
<p>Sing and perform a range of rhymes, songs, and new and</p>	<p>Use songs and hymns to move and dance in time to the music,</p>	<p>Share their creations and talk about what this represents from their learning.</p>

<p>traditional hymns that are connected to the religious stories they have read and heard about, and that are linked to the liturgical year.</p>	<p>expressing their feelings in response to Bible stories and religious experience.</p>	
<p>Recount poems and prayers.</p>		
<p>RELG: Religious Education Learning Goal Creating with materials</p> <ul style="list-style-type: none"> • Share their creations and talk about what this represents from their learning. • Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. • Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience. 		