**EYFS R.E Curriculum – Autumn Term 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Being special. Where do we belong?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Making connections:**   * Talk about things they find interesting,   puzzling or wonderful and also about  their own experiences and feelings  about the world  • Talk about what people do to mess  up the world and what they do to look  after it. • Think about the wonders of the natural world, expressing ideas and feelings  **Making sense:**  • Retell stories, talking about what they  say about the world, God, human  beings  **Understanding impact:**  • Say how and when Christians like to  thank their Creator | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning. |
| unique | Being the only one of a particular type. | Aqiqah | Aqiqah is a means of expressing gratitude to Allah for the blessing of having a child. |
| Jesus | Christians believe that he is the son of God and was sent to save humans from sins they had committed. | Baptism | Baptism is a ceremony that symbolises a commitment to living a life as a Christian |
| Christian | The belief that Jesus is the Christ, or chosen one, whom God sent to the world to save human | Raksha Bandhan | Raksha Bandhan is an Indian celebration of sisterly and brotherly respect and love. |
| Islam | The word Islam means “surrender” or “submission,” submission to the will of the one God (in Arabic, Allah). Muslims are those who have submitted themselves. |  |  |
|  |  |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
|  | | | | | What spaces are special and why?  What time/stories are special and why? (Foundation Summer term) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To discuss that each person is unique and valuable. Talk about events that make them feel special (everyday events kike a hug / special events like birthdays) | | * Know each person is unique, valuable and special. | | | | * Investigative/ discussion skills | |
| 1. To introduce that religions teach each person is special. | | * Know in Christianity and Judaism God loves people before they are born (Psalm 139) and has the names in the palm of his hand (Isaiah 49:16). | | | | * Investigative skills/ reflective skills | |
| 1. To know the story of Jesus wanting to meet the children. | | * Know the story (Mark 10:13-16) Jesus blesses the little children. | | | | * Investigative and interpretive skills | |
| 1. To understand God’s love through infant baptism. | | * Know babies are baptised to be welcomed into the Christian faith community | | | | * Interpretive skills | |
| 1. To know about the Islamic Aqiqah ceremony. | | * Know children are welcomed to the Islamic faith by cutting their hair and whispering adhan | | | | * Interpretive skills | |
| 1. To know about the Hindu celebration of Raksha Bandhan (bond between a brother and sister). | | * Know the sister ties a band of red and gold threads around her brother’s right hand. | | | | * Interpretive skills, reflective skills | |
|  | | | | | | | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 2 and 3 | | | | | | |
| **Understand the impact** | * Lesson 2, 4 | | | | | | |
| **Make connections** | * Lesson2, 3, 4, 5, 6 | | | | | | |