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| **Phase 1 RE Objectives (EYFS 3-5yrs)** | | | **HRSE** | |
| **AT 1 RE Objectives** | | **Resources inc**  **‘Come & See’ links** | **Diocesan Guidance** | ***DfE Statutory Guidance*** |
| **AT1 Knowledge and Understanding** (learning *about* religion) | * Listen to and talk about religious stories and respond to what they hear with relevant comments. * Sing songs, make music and dance to express religious stories. * Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. * Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. * Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. * Read and understand simple sentences from scripture or from their own religious stories * Share religious stories they have heard and read with others. * Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories. * Write simple sentences about religious stories using phrases or words which can be read by themselves and others. * Listen, talk about and role play how people act in a particular way because of their beliefs. * Listen and talk about key figures in the history of the People of God. * Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. * Listen, talk about and role play how people behave in the local, national and universal church community. * Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.   **Religious & Specialist Vocabulary:**   * Decode key religious words appropriate to their age and stage of development. * Use key religious words appropriate to their age and stage of development. | Many links with EYFS curriculum areas, especially CL, Literacy, UW, EAD  EAD links  EYFS CL/Literacy links  EYFS Literacy links  Links with EYFS UW  EYFS Literacy links  e.g. Lent  e.g. come to know Mary as the Mother of God.  CAFOD; Universal Church links via Come & See topic Our World  Baptism focus (Come & See ‘Welcome’ topic).  Decoding linked with Reading in EYFS curric | 3.Children who know some things about God and can express what they know and understand  2. Children who can think about others  Celebrating our uniqueness – we are all made in the image and likeness of God  Children who know some things about how we share and celebrate our faith in God | **EYFS Early Learning Goals for PSED to be used primarily and alongside HRSE guidance, namely Self-confidence and self-awareness,**  **Managing feelings and behaviour,**  **Making Relationships**  **Mental Wellbeing** – recognising and talking about feelings and emotions and having the vocab to do so  **Families and People who care for me**  **Respectful relationships** – theimportance of respecting difference  **Families –** understanding that families are characterised by love and care, although they may look different to theirs  **Respectful Relationships** – the importance of respecting others with different backgrounds |
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| **Phase 1 RE Objectives (EYFS 3-5yrs)** | | | **HRSE** | |
| **AT 2 RE Objectives** | | **Resources/ ’Come & See’ (C&S) Links** | **Diocesan Guidance** | ***DfE Statutory*** |
| **AT2 Engagement and Response** (learning *from* religion) | **Beliefs & Values:**  - Answer ‘how’ and ‘why’ questions about their experiences and in response to religious stories or events. | Ongoing throughout all areas and RE topics. Specific links with CL  God’s wonderful world  Specific links with EYFS PSED  Come & See topic ‘Friends’  CAFOD & Mission Together resources on ‘Neighbours’  Learning to say ‘sorry’  EYFS UW links | 1. Children who notice others  2. Children who can think about others  4. Children who can talk about why they feel happy or sad  5. Children who choose kindness  8. Children who know some things about being a thoughtful friend  6. Children who know what the truth means | **Mental Wellbeing** – the importance of asking questions and talking about their thoughts and experiences  **Mental Well-being:** how to recognise and talk about their emotions, including having a vocabulary of words to use when talking about their own and other’s feelings  **Caring friendships**; learning how important friendships are in making us feel happy and secure, and how people can choose and make friends  **Respectful Relationships**:  Understanding the conventions of courtesy and manners |
| **Meaning & Purpose:**  **-** Show sensitivity to others’ needs and feelings  **-** Talk about how they and others show feelings  **-** Give attention to what others say and respond appropriately  **-** Talk about their own and others’ behaviours and its consequences  **-** Talk about past & present events in their own lives and the lives of family members |

* ***HRSE Focus for EYFS;***

**Caring Friendships (CF)** – how important friendships are in making us feel happy & secure and how people choose and make friends

**Respectful Relationships (RR)** – the importance of respecting difference, the value of self-respect and the conventions of courtesy and manners and respect of others, including those in positions of authority

**Families and People who care for me (F)** – the characteristics of happy, healthy family life and the value of growing up in a loving, secure and stable home environment

**Being Safe (BS)** – recognising the importance of personal safety and what to do/who to alert/speak to if they feel worried or unsafe

**Mental Well-being (MW)** – how to recognise and talk about emotions, including having an appropriate vocabulary of words to use when talking about their own and others’ feelings

* **Personal, Social and Emotional Development ELGs;**

**Self Confidence & Self Awareness** - Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Managing Feelings & Behaviour** - Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

**Making Relationships** - Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

* Also consider the following;

**Health & Self Care ELG (PD)** - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**People & Communities ELG (UW)** - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.