

## Section 3 The Lancashire Agreed Syllabus for Religious Education

### Religious Education and the Early Years Foundation Stage

Religious Education is a statutory requirement for all pupils registered on the school roll, including those children in EYFS in reception classes.

Although this legal requirement does not extend to children under compulsory school age, it is good practice for **all early years' settings** to teach children to **respect and celebrate each other's differences by developing an understanding of diversity beyond their immediate family experience**. The promotion of equality, diversity and British values should be at the heart of all early years' settings and as such will form a distinct area of enquiry as part of any Ofsted inspection. In reception classes the beginnings in Religious Education can be taught through the Statutory Early Years Framework through the strand '**People and Communities**' within the area of development entitled '**Understanding the World**' (EYFS Statutory Framework 2021).

The knowledge, skills and understanding that should be acquired by the end of the reception year is as follows:

**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**

Religious Education can also make an active contribution and support development within other areas of learning and development, in particular:

- **Communication and Language** (Listening and Speaking).
  - **Literacy** (Comprehension, Word Reading and Writing).
  - **Personal, Social and Emotional Development** (self-regulation, managing self and building relationships).
  - **Expressive Arts and Design** (creating with materials and performing).
  - **Understanding the World** (past and present, the natural world).
- Effective Early Years practice applies and in reception classes Religious Education should be taught through a mix of **adult led, child initiated and guided activity**. Skills should be carefully modelled during whole class or group teaching and wherever possible within enhanced areas of provision. At this early stage children should be encouraged to follow lines of enquiry, ask and answer questions and discuss and express their ideas. Opportunities to create a calm and reflective space to enable children to consider, discuss and express their ideas should be promoted.

To teach quality Religious Education aligned to the Lancashire Agreed Syllabus planning should align to the four elements within the Field of Enquiry. Key questions for investigation are as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Why are some things special?	<b>Special times:</b> How and why do we celebrate? What times are special to different people and why?		<b>Special stories:</b> Why are some stories special? What special messages can we learn from stories?		<b>Special places:</b> What buildings and places are special to different people? OR What is special about our world?	

Children will study Christianity and compare this with the beliefs and practices of other religions represented in their class, school or local community.

Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside. A multi-sensory, play based approach should be promoted. Teachers should enable children to develop characteristics of effective learning by providing opportunities to:

- Investigate and experience new things
- Play and explore
- 'Have a go': concentrating, persevering, developing strategies
- Develop own ideas, problem solve and follow lines of enquiry.

Planning exemplifications to support medium term planning can be downloaded from the RE website. These resources are free to Lancashire schools or accessible via subscription from:

**[advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)**

