



## Quinton Church Primary School EYFS to KS1 Bridges

### RE EYFS to KS1 bridge

Specific Area of Learning	ELG 14 People and Communities	How this is achieved in EYFS	RE KS1
<u>Understanding the World</u>	<ul style="list-style-type: none"> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and when appropriate, maps.</li> </ul>	<ul style="list-style-type: none"> <li>Daily collective worship – with opportunities to explore the bible and Christian music. Explicit links are made to Christianity from around the world.</li> <li>Sharing stories that reflect diversity of experiences.</li> <li>Exploration of key Christian events i.e. Nativity, Easter, Christmas &amp; Advent.</li> <li>Exploration of key religious events from other faiths: Diwali.</li> <li>Inclusion of small world characters from different faiths and cultures.</li> <li>Regular visits to Church</li> <li>Following of Understanding Christianity RE scheme</li> <li>Recognising and living out our school values</li> </ul> <p>Activity examples:</p> <ul style="list-style-type: none"> <li>Diwali celebrations and assembly</li> <li>Nativity</li> <li>Easter</li> <li>Lent</li> <li>Harvest</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Make sense of a range of religious and nonreligious beliefs.</b></li> <li><b>Identify the core beliefs and concepts studied and give a simple description of what they mean.</b></li> <li><b>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</b></li> <li><b>Give clear, simple accounts of what stories and other texts mean to believers</b></li> <li><b>B. Understand the impact and significance of religious and nonreligious beliefs.</b></li> <li><b>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</b></li> <li><b>Give examples of ways in which believers put their beliefs into action</b></li> <li><b>C. Make connections between religious and nonreligious beliefs, concepts, practices and ideas studied.</b></li> <li><b>Think, talk and ask questions about whether the ideas they have been studying have</b></li> </ul>



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			<p><b>something to say to them</b></p> <ul style="list-style-type: none"><li>• Give a good reason for the views they have and the connections they make.</li></ul> <p><b>Subject content links:</b></p> <ul style="list-style-type: none"><li>• Stories from the bible</li><li>• Simple accounts of what the story means to Christians</li><li>• Two examples of ways which Christians show their belief in God as loving and forgiving e.g. say sorry and forgiving others &amp; saying sorry to God.</li><li>• Simple account of Jesus' birth and why Jesus is important to Christians</li><li>• Decide what they personally have to be thankful for</li><li>• Recognise special places where people go to worship and what people do there.</li><li>• Identify objects of worship.</li><li>• Examples of how people worship in a church</li><li>• Think, talk and ask good questions about what happens in church.</li><li>• Talk about what makes some places special to people.</li><li>• Tell stories of Holy Week and Easter.</li><li>• Recognise that Jesus gives</li></ul>
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			<p>instructions about how to behave.</p> <ul style="list-style-type: none"><li>• Recognise ways Christians show their belief in Jesus death.</li><li>• Give examples of stories used in Sikh life and worship.</li></ul>
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