# St. Mary of the Angels
## EYFS Religious Curriculum- RED 'To Know You more Clearly'

### 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 |
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| Hear | God made our beautiful world and everything in it.<br>God made me. | Mary was going to have a baby.<br>His name will be Jesus (Lk 1:26-31, 38).<br>Jesus was born in Bethlehem (Lk 2:4-7).<br>Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). |
| Hear | The words and actions of the sign of the cross:<br>'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.<br>God created the world and said, 'Indeed it is very good' (Genesis 1:31).<br>The whole of Creation shows God love for us (Laudato Si' 84–88). | The Annunciation (Lk 1:26-31, 38).<br>The Nativity (Lk 2: 4-7).<br>The Shepherds visit the manger (Lk 2:8-20). |
| Believe | God made me.<br>God loves me. God loves everyone.<br>God made the wonderful world. | Mary had a baby called Jesus. |
| Believe | God is love.<br>God made each one of us.<br>God loves each one of us as a unique person.<br>God made a wonderful world and what God creates is good.<br>God loves us and we are part of a family.<br>**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*** | Mary was chosen by God to give birth to his Son.<br>Jesus was born in a stable and laid in a manger.<br>Shepherds were told by angels to visit him. |
| Celebrate | The words and actions of the sign of the cross:<br>'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.<br>Give thanks for God's wonderful world | Advent wreath.<br>The tradition of the crib.<br>Nativity celebration. |
| Celebrate | Celebrate God's beautiful world.<br>The words and actions of the sign of the cross.<br>We enter God's family, the Church, through baptism. | The tradition of the crib to tell the story of Jesus' birth. |
| Live | Look after me.<br>Look after God's world. | Celebrate Advent, it is a time to get ready for Christmas.<br>God sent Jesus to love us all. |
| Live | 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*** | Various cultures celebrate Jesus' birthday in different ways.<br>**CST** By our work in Advent, we help others and ourselves and we show our love to God.<br>**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*** |

## 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 |
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| **Hear** | The Wise Men visit Jesus (Matt 2:1-12).<br>Jesus welcomes the little children (Mk 10:v16).<br>Jesus blesses the little children (story retold). | Lent is a time to care for others.<br>Jesus died on a cross. It is a sad time.<br>Jesus was given new life by God his Father. Jesus rose and everyone celebrates.<br>Love God and love everyone (great commandment). |
| | The visit of the Magi (Matt 2:1-12).<br>**What?**<br>Jesus blesses the little children (Mk 10:13-16).<br>**How?**<br>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.<br>Jesus died on a cross.<br>Jesus rose and we celebrate. |
| | The Magi visited Jesus with gifts.<br>Jesus is God's Son and came for everyone.<br>Jesus' birth is celebrated at Christmas.<br>Jesus came to show God's love and welcomes everyone.<br>Jesus takes care of everyone. | Listen to and talk about the season of Lent and Easter.<br>Jesus died on Good Friday and rose again on Easter Sunday.<br>Easter is a celebration that Jesus is with us still.<br>Easter celebrates new life.<br>Simple religious symbols in Lent and Easter. |
| **Celebrate** | The Glory Be is a special prayer. | Simple signs of Lent – colour purple, seeds, growing.<br>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.<br>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.<br>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.<br>We are called to help the poor and hungry.<br>**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.<br>***An Option for the Poor and Vulnerable*** | Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs.<br>Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world.<br>**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*** |

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| | **Summer Term**<br>*Identify, name, or label something or someone previously seen, heard, or encountered.*<br>*Use the skills words to complete a variety of activities.*<br>*recognise, talk about, label, name, match, sort, retell, sequence, recall* |
| | **Branch 5 To the ends of the Earth** |
| **Hear** | Jesus went back to his Father.<br>He sent a special friend, the Holy Spirit, to look after us. |
| | Story of Pentecost (Simple Telling).<br>The early Christian community (Acts 2:42-47). |
| **Believe** | The Holy Spirit is our friend. The Holy Spirit looks after us. |
| | Coming of the Holy Spirit at Pentecost.<br>The Good News of Jesus lived out by the early Christian community. |
| **Celebrate** | The parish church is a special place where we meet our friends. We sing and say prayers. |
| | Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate. |
| **Live** | The parish church. We gather with friends at church, especially on Sunday. |
| | The parish church and the parish family meet there to celebrate.<br>**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***.<br>**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*** |
| | **Branch 6 Dialogue and encounter** |
| **Dialogue** | Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.<br>Explore a range of pictures of Jesus from a non-European tradition. |
| **Encounter** | 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. |

## 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.