Religious Education Directory

Early Learning Goals[[1]](#footnote-1)

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| **RELG: Communication**   * Listen attentively and respond to Bible and religious stories with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. * Make comments about what they have heard and ask questions to clarify their understanding. * Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.   ***Speaking*** Children at the expected level of development will:   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. * Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. * Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher. |

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| **RELG: Physical Development**   * Use fine and gross motor skills to express feelings, and to recognise and describe events within Bible and religious stories they have heard or read about. * Capture religious experiences and respond through the use of e.g., dance, role-play arts and crafts. * Express themselves when responding to songs and hymns they have listened to and learned. |

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| **RELG: PSE**  *Self-Regulation*   * Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. * Begin to share thoughts about what is fair, unfair, caring and sharing. * Begin to understand how to show love for others in appropriate ways.   *Managing Self*   * Aware of the need for rules, know right from wrong and try to behave accordingly. * Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships. * Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.   *Building Relationships*   * Using the example of Jesus in stories they have heard and read be able to work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and others’ needs and know about similarities and differences between themselves and others. |

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| **RELG: Knowledge and Understanding**  *Past and Present*   * Talk about the lives and roles of the Parish Priest and people in their local parish. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. * Begin to understand the past through settings, people and events encountered in Bible and religious stories. * Recognise key people in the history of the people of God.   *People Culture and Communities*   * Talk about their immediate environment around them noticing God’s wonderful world. * Build an understanding that they are part of a parish, school, local and global community. * Know that they are a child of God. God made them and loves them. * Recognise experiences of Baptism and being welcomed into the church and parish family. * Talk about what they know about religious beliefs and listen to the beliefs of others. * Know some similarities and differences between life in this country and life in other countries. * Recognise religious signs and symbols.   *The Natural World*   * Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder and seasons of the natural world. * Talk about the gifts given to people by God that help us to make and build and work. * Know some similarities and differences between people and places around the world. * Know that they are responsible for looking after their world and experience ways in which they can make a change. |

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| **RELG: Expressive Arts and Design**  **Creating with Materials**   * Share their creations and talk about what this represents from their learning. * Make use of props and materials when role-playing people they have heard about in Bible narratives and stories.   **Being Imaginative and Expressive**   * Recount Bible stories, poems and prayers * In a variety of ways, recount narratives and stories about Bible stories key figures from the Bible they have read and heard about with peers and their teacher * Sing and perform a range of rhymes, songs, new and traditional hymns that link connected to the religious stories they have read and heard about, and that link to the liturgical year. * Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience |

1. (RED p 71ff) [↑](#footnote-ref-1)