



Archdiocese of
Liverpool

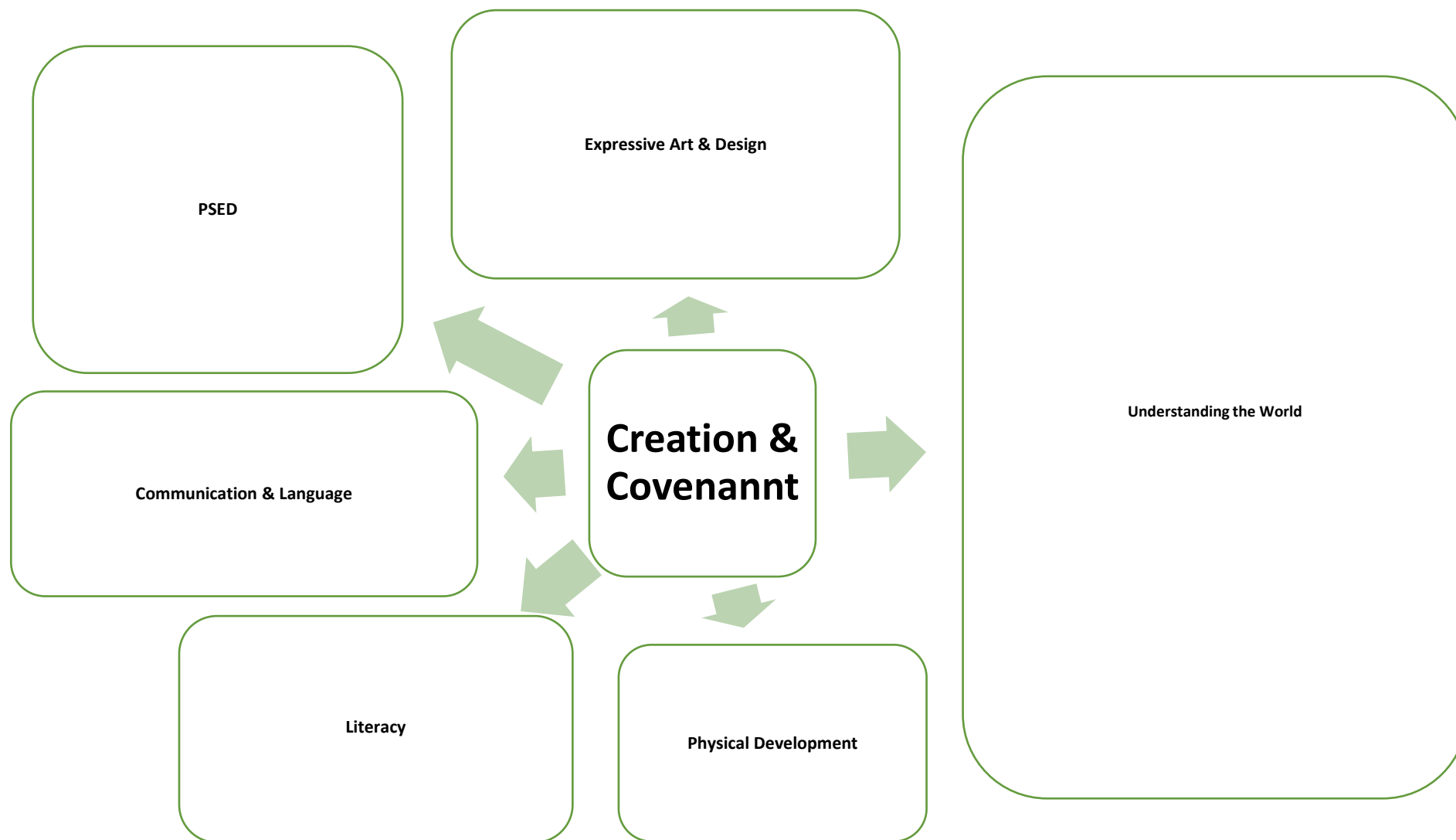


To Know You More Clearly
The Religious Education Directory
EYFS Reception Scheme of Work
Creation & Covenant
Education Department

EYFS Reception Creation & Covenant

<p>Overview</p> <p>Creation and covenant: <i>'The heavens are telling the glory of God' (Ps 19:1).</i></p> <p>In this branch, pupils will encounter the God who creates and calls a people.</p>	<p>Introduction</p> <p><i>Introduction of the Bible to children.</i></p> <p><i>*Prior Learning - Introducing God "This is a very special book; do you want to feel how heavy it is? It is different from our other story books. Why? It is bigger, it has lots of words, not many pictures ...This book is called a Bible. Can you say Bible...</i></p> <p><i>*The Bible tells us all about God. We have to keep this in a very special place (prayer space/focus, place the book with the title Bible and the 'word' God)</i></p> <p><i>*Can you remember where our special book is? Who can remember what the book is called? Remember this book tells us all about God. Would you like to hear a special story about God today? Leading to the Creation story.</i></p> <ul style="list-style-type: none"> • Please remember to use a Good News Bible – whilst this is not an accessible read for children they need to experience what a Bible looks like, and how it is used – just as in other religions in Christianity this is a sacred book and needs to be treated with the utmost respect and care. • Children will see how you as an adult use the Bible – they may not understand the words but it is our job then to retell the story in as many ways as possible – through retelling, crafts, art, dance etc... etc... 	<p>General Guidance</p> <ul style="list-style-type: none"> • Planning aims to progress the children in understanding who God is and what we can do as part of God's wonderful world. Please begin with Hear for each sequence. • The sequences themselves as a whole may be best suited in a different order especially considering the age and stage of the children. • Also, there may be times when you may wish to teach Believe, Celebrate and Live in a different order following Hear or together to suit the needs of the children. • The activities within the sequences are suggested and you do not need to cover them all! Just ensure you are covering 10% of your curriculum time each week for Religious Education. • The first teaching sequence will be what the Bible is and introducing to some about God.
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		<p>Prayer & Liturgy opportunities ... through the Sign of the Cross, the Creation story.</p>
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HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
*Prior Learning - Introducing God “This is a very special book; do you want to feel how heavy it is? It is different from our other storybooks. Why? It is bigger, it has lots of words, but not many pictures ...This book is called the Bible. Can you say Bible...	The Bible tells us all about God. We have to keep this in a very special place (prayer space/focus, place the book with the title Bible and the ‘word’ God)	<i>Introduce... The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen”</i>	Can you remember where our special book is? Who can remember what the book is called? Remember this book tells us all about God. Would you like to hear a special story about God today? Leading to the Creation story.	UNDERSTAND What will I see and hear to help me understand? <ul style="list-style-type: none">• Introduction of the Bible to children. Please use the italics as you see fit in class over time and please adapt to suit the needs of the children• Begin to see, hear about the Sign of the Cross• Begin to see and hear about the Bible
				DISCERN How will I discover more?
				RESPOND What can I do now?
Scripture (HEAR) Good News Translation				
HEAR				
Teacher notes				
Suggested Resources <ul style="list-style-type: none">• Golden box• Good News Bible• Cloth• Bible stand			Learning Activities <ul style="list-style-type: none">• Gather the children together whilst playing calm music – Explain to the children that you brought something so precious for them to see that it needs to be kept very safe and handled with great care.• Show children a golden box or similar. Carefully lift out the Bible “This is a very special book, show a storybook, this very different why?; it is very heavy, would you like to feel it? Demonstrate to the children	

	<p>how to handle with great care – it is precious – explore the word precious (add to a word wall). Pass the Bible around the circle –</p> <ul style="list-style-type: none"> • This is called a bible – Can you say Bible? My turn, Bible Our Turn, Bible Your turn, Bible
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BELIEVE

<p>Suggested Resources</p> <ul style="list-style-type: none"> • Golden box • Good News Bible • Cloth • Bible stand <p>Word Wall</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • This Bible tells us all about God, it has lots of stories in it that we are going to listen to together. It is so special that we need to make sure it stays safe – how can we do that? Introduce the children to the focus area and explain that we can come here to pray. Dress the focus table together - Demonstrate putting it on the focus table on the stand – explain that it is ok to look at it but we must handle it with care and it must always live in this special place. • Add the words Bible and God to the word wall. <p>Continuous Provision</p> <ul style="list-style-type: none"> • Prayer focus area
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CELEBRATE

<p>Suggested Resources</p> <ul style="list-style-type: none"> • School prayers • Sing Sign of the Cross – John Burland <p>https://www.youtube.com/watch?v=B_gGERoghW0</p> <ul style="list-style-type: none"> • Sign of the Cross around the World • https://www.youtube.com/watch?v=QwFausSrBuc • You tube clip – Making the sign of the cross <p>https://www.youtube.com/watch?v=yq36ol-OuvQ</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Add the school prayers to the focus table and introduce the concept of prayer – a time when we talk to God or think about God inside our heads – we can be silent. • Introduce the words and actions of the Sign of the Cross. “In the name of the Father and the Son and of the Holy Spirit. Amen • Say the school prayer – begin and end with the Sign of the Cross <p>Continuous Provision</p> <ul style="list-style-type: none"> • Prayer focus area • Mirror sign of the Cross
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LIVE

Suggested Resources	Learning Activities
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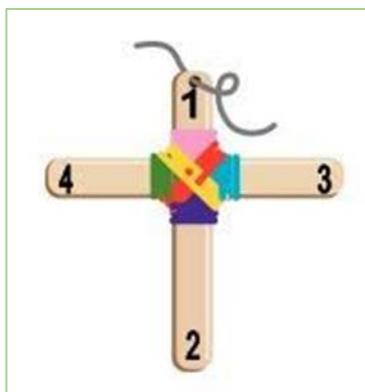
- Key Vocabulary from Word Wall



- Play calm music as the children gather – Can children recall why we have gathered in this special place? Can you remember where our special book is? Can you remember what it is called? Can you remember what it tells us? Remind them it contains stories about God.
- Put a mirror in the role-play corner so that children may practice making the Sign of the Cross.
- Make crosses – using a variety of media – beads, painting wooden crosses, lolly sticks, modelling clay.

Continuous Provision

- Prayer focus area
- Mirror – Sign of the Cross
- Cross templates craft



Assess Pupils'WAYS OF KNOWING	Informal / Formal Assessment Comments
UNDERSTAND What will I see and hear to help me understand? <ul style="list-style-type: none"> • Introduction of the Bible to children. Please use the italics as you see fit in class over time and please adapt to suit the needs of the children • Begin to see, hear about the Sign of the Cross • Begin to see and hear about the Bible 	

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TEACHING SEQUENCE	EYFS RECEPTION BRANCH 1
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HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
<p>God created the world and said, "Indeed it is very good."</p> <p>(Genesis 1:31)</p> <p>ONGOING The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen"</p>	<p>God made a wonderful world and what God creates is good.</p> <p>CST Stewardship God made the earth and sky. God made all of the animals. God made all of 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!</p>	<p>The words and actions of the Sign of the Cross.</p> <p>Thanking God for our wonderful world.</p>	<p>Caring for God's world.</p> <p>CST Stewardship God made the earth and sky. God made all of the animals. God made all of 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!</p>	<p>UNDERSTAND What will I see and hear to help me understand?</p> <ul style="list-style-type: none"> Hear about the first story in the Bible. God created the world and said, "Indeed it is very good." God made a wonderful world and what God creates is good. Begin to experience Catholic Social Teaching – Stewardship – It is an important job to take care of God's world. The words and actions of the Sign of the Cross Thanking God for our wonderful world. Caring for God's world. <p>DISCERN How will I discover more?</p> <ul style="list-style-type: none"> Retelling and role playing about the first Bible story – God created the world. Finding out the good things that God made. Exploring why God made the good things in our world. Using the Sign of the Cross before and after prayers. Talk to God and thank him for the wonderful world. Looking after the good things in God's world. <p>RESPOND What can I do now?</p> <ul style="list-style-type: none"> Practice the Sign of the Cross Use prayers at home, in school and in church Keep animals safe and look after them. Help to do important jobs that will help God's world be a good place to live in.

Scripture (HEAR) Good News Translation

Good News Translation – Genesis 1:32

³¹ **God looked at everything he had made, and he was very pleased.** *Instead of 'Indeed it is very good.'*

In the Good News version it says – *he was very pleased* – the version used for the RED is sometimes different. So instead please change the words by holding the Bible and say –

'The Bible's first story is all about the world. God made so many things. After everything he made, he said ***'Indeed it was very good.'***

HEAR

Teacher notes

*Remind children of the special place where we keep the Bible in class. Remember there are lots of words but you will help them to know and understand more about the stories that are in the Bible.

- It is very tempting to read all about God's creation story in full. However, in Reception we are to stick to the understanding and celebration that God made a wonderful world and it was very good. Going beyond this will require other learning and takes away from the overall theme of – **God who creates and calls people.**
- The children will experience how an adult cares for and reads from the sacred Scriptures (the stories within the Bible)
- **Please follow the advice for the first reading from the Good News Bible (see above)**

Suggested Resources

- Good news Bible
- Golden Box
- Globe
- Photos/images of what God made.
- Word wall

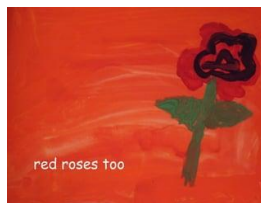
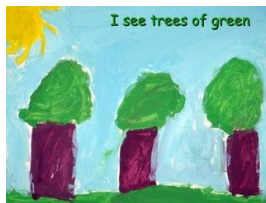
Learning Activities

- Talk about the story in the Bible. We heard about God who made many things – but we don't know what? He also said that everything he made was very good. Can you think of anything in our world that is very good?
- Re-tell using a golden box and place items in that will represent – perhaps using sensory materials. Voile is good to use for the sea, and clouds and let the children feel this.
- Share the story using the Golden Story Box. Pull out a dark cloth to begin with and create a dark space. Shed light on the cloth. Add blue cloth and then patches of artificial grass/green material for the land. Then add animal figures.
- Share the word **good** – add this to the word wall. Exploring the school environment indoors and outdoors Find items, pictures, images – that they think are good - go exploring – outside and inside – collect things

	<p>from nature that the children think are good. Ask the children Do you think God said that leaves were good? The grass was good. Water was good. Can they talk a little more about why they are good?</p> <ul style="list-style-type: none"> • Make a table for sorting/exploring good things that God made. • Create a timeline – add The creation story to it. Over time add all of the things that God made that is good. • Autumn activities • Go on a walk to the park or other local area to find and spot good things. <p>Continuous Provision</p> <ul style="list-style-type: none"> • Prayer focus area • Golden Box – sensory items • Collection of good things to sort • Autumn crafts/messy table
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BELIEVE	
<ul style="list-style-type: none"> • God made a wonderful world and what God creates is good. • CST Stewardship God made the earth and sky. God made all of the animals. God made all of 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! 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Word Wall • Wonderful World https://www.youtube.com/watch?v=rBrd_3VMC3c • Wonderful World book and Song https://www.youtube.com/watch?v=UYbKOUzfMHY • Wonderful World Board Book & PDF https://www.amazon.co.uk/What-Wonderful-World-Bob-Thiele/dp/019274447X https://www.fivewaysschool.co.uk/wp-content/uploads/2020/06/what-a-wonderful-world-book.pdf 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Reinforce the good things that God made. Include the words of Scripture ('Indeed) it was very good.' Add items to the Golden box using repetitive language – (indeed) it was very good etc ... can the children say why? • Use real photos from around the world of all different environments to allow the children to see the goodness of all that God created. Introduce the word wonderful to the children. Sing and join in with What a Wonderful World by Louis Armstrong ... https://www.youtube.com/watch?v=rBrd_3VMC3c • Make your own class Wonderful World book as an art project taking each line of the story to paint/draw etc... – <i>I see trees of green</i> – • Add the word 'wonderful' to the word wall. • Using the real photos again this time adding in photos of environments that are littered or unloved etc... now can the children decide what is good and what is not good?

- Wonderful World Book
<https://www.amazon.co.uk/What-Wonderful-World-Books-Hardcover/dp/0689800878>
- Slide show of children's painting for ideas to the words of Wonderful World
<https://www.slideshare.net/slideshow/what-a-wonderful-world-1351195/1351195#10>



- List using picture prompts all of the things that God made – earth, sky, animals, plants, air, ground, water – God wants us to take very good care of them – can we remember why – link to photos of unclean etc environments.
- We have a very important job – introduce role play for a Rangers Station – Learners can role play taking care of woodlands by planting new trees, removing dead plant life, building log piles for bugs to thrive and keeping a look out for and protecting deer, foxes, hedgehogs, badgers and birdlife. Other ideas for environmental play through <https://www.educationnaturepark.org.uk/sites/default/files/2023-09/Role%20Play%20Guide.pdf>
- Role Play - This can be based in your construction, loose parts zone or with a pile of natural resources collected from a natural green space. Each week a new environmental scenario can be set, and learners can use the construction materials to work on it. See link above for more ideas.

Continuous Provision

- Prayer focus area. Add God's Wonderful World items
- Golden Box – retell the story – items within the box to reinforce message.
- Autumn craft activities
- Outdoor role play – Garden Centre/Rangers/Vets taking care of God's animals etc...

CELEBRATE


The words and actions of the Sign of the Cross.

Thanking God for our wonderful world.

Suggested Resources

Learning Activities

- Introduce a prayer thanking God for our wonderful world. Open and conclude with words and actions of the Sign of the Cross.
- Make thank you area/display/crafts – paper plates decorated with things they are thankful for.
- Provide a prayer basket/box for the children to place items/pictures of things they want to thank God for and use this in Collective Worship.
- Send home wonderful world prayer cards to complete *Thank You God for*

	<ul style="list-style-type: none"> • Make God's Wonderful World prayer cards to display in the Parish Newsletter and/or display in church. If children are taking part in a Sunday Mass or school mass they could read them out. This may be an opportunity to invite your local priest/deacon or parish worker into class. <p>Continuous Provision</p> <ul style="list-style-type: none"> • Add Thank You God prayer cards to the prayer table • Thank you God for – add to the prayer basket
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LIVE	
<ul style="list-style-type: none"> • Caring for God's world. • CST Stewardship God made the earth and sky. God made all of the animals. God made all of 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! 	
<p>Suggested Resources</p> <p>Hymns</p> <ul style="list-style-type: none"> • All things bright and beautiful & He's got the whole world <p>https://missiontogether.org.uk/sing-with-mission-together/</p> <p>Baking</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Activities based on your school's Live Simply Award – whether you have been awarded or working towards it – what goal might you set for the class this term/year? • Taking part in Harvest festival and activities linked to Autumn and giving thanks to God. • Make a collage for a banner Caring for God's World and children to add to the letters to decorate using a variety of recycled materials. Display in class. Talk with the children about reusing items rather than throwing them away. • Go on an environmental walk, stop and take time to reflect- admire the beauty of things they find. Children to take photos/draw pictures of their environment – lie down and look at the sky – admire the beauty of it. Ask children what the favourite thing was they saw – allow the children to write/ mark make or scribe for them. • Bake creation cookies ahead of an environment walk – talk about what you found whilst enjoying the snack. • Create a book called 'Caring for God's world' – stick in their photographs and their writing. Did they spot any places where God's world is not being cared for? Can we do anything to help? • Create artwork by using recycled items/ junk modelling. • We have a very important job – continue the role play for a Rangers Station and or children can extend this to Explores – mini beast hunting using tools and magnifying glass to help them hunt. Talk to the children about



- Creation Cookies (taken from Bake through the Bible <https://www.thegoodbook.co.uk/bake-through-the-bible>) The book is also on the Sharepoint.

their important jobs in caring for God's world – how do they think they are helping? What do we need to help the small animals they have found?

- This could also be extended to bird watching if the space allows – children could make fat balls for the birds to feed on as the weather gets colder in the Autumn.

Continuous Provision

- Prayer focus area. Add Caring for God's world items
- Golden Box – retell the story – items within the box to reinforce the message.
- Autumn/ Harvest craft activities
- Outdoor role play – Garden Centre/Rangers/Vets/Explorers taking care of God's animals etc...
- Caring for God's world banner

Assess Pupils'WAYS OF KNOWING

UNDERSTAND

What will I see and hear to help me understand?

Informal / Formal Assessment Comments

<ul style="list-style-type: none"> • Hear about the first story in the Bible. • God created the world and said, “Indeed it is very good.” • God made a wonderful world and what God creates is good. • Begin to experience Catholic Social Teaching (CTS) – Stewardship – It is an important job to take care of God’s world. • The words and actions of the Sign of the Cross • Thanking God for our wonderful world. • Caring for God’s world. 	
DISCERN How will I discover more? <ul style="list-style-type: none"> • Retelling and role playing about the first Bible story – God created the world. • Finding out the good things that God made. • Exploring why God made the good things in our world. • Using the Sign of the Cross before and after prayers. • Talk to God and thank him for the wonderful world. • Looking after the good things in God’s world. 	
RESPOND What can I do now? <ul style="list-style-type: none"> • Practice the Sign of the Cross • Use prayers at home, in school and in church • Keep animals safe and look after them. • Help to do important jobs that will help God’s world be a good place to live in. 	

TEACHING SEQUENCE	EYFS RECEPTION BRANCH 1
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HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
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<p>God created the world and said, “Indeed it is very good.” (Genesis 1:31)</p> <p>ONGOING The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen”</p>	<p>God made me. I am special. I am unique. God made my family. God made my friends. God made each one of them. God loves each one of them as a unique person.</p>	<p>The words and actions of the Sign of the Cross:</p> <p>Thank God for me.</p> <p>Thank God for my family.</p> <p>Thank God for my friends.</p>	<p>Care and love for self, family, others and God’s world.</p> <p>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</p>	<div data-bbox="976 177 2134 576"> <p>UNDERSTAND What will I see and hear to help me understand?</p> <ul style="list-style-type: none"> • Recognise and retell the first story in the Bible - God created the world and said, “Indeed it is very good.” • God made me. I am special. I am unique. God made my family and my friends. • God loves everyone as a unique person. • Thank God for me, my family and my friends. • Care and love for self, family, others and God’s world. • CST Treat others in a caring way because God made them. <i>The Dignity of the Human Person</i> </div> <div data-bbox="976 576 2134 975"> <p>DISCERN How will I discover more?</p> <ul style="list-style-type: none"> • Finding out what makes me, my family and friends special/unique. • Sharing how we are all made differently. • Exploring how God loves us by making us special and giving us a wonderful world to live in. • Using the Sign of the Cross at the start and end of prayers • Saying thank you prayers for making me, my family and friends. • Learning ways I can look after myself and other people. </div> <div data-bbox="976 975 2134 1082"> <p>RESPOND What can I do now?</p> <ul style="list-style-type: none"> • Make promises and find ways to look after everything that God made. </div>
<p>Scripture (HEAR) Good News Translation</p>				
<p>God created the world and said, “Indeed it is very good.” (Genesis 1:31)</p>				
<p>HEAR</p>				
<p>Teacher notes</p>				
<p>Suggested Resources</p>	<p>Learning Activities</p>			

- Thank You, God | Written by Sarah Bradshaw
Illustrated by Sanja Rescek | Story Time with Mrs. Scull - YouTube

<https://www.youtube.com/watch?v=rDOD2iEOJWM>



- Talk to the children about the important jobs they have been doing to care for God's wonderful world.
- Explain to the children that sometimes without us helping the world might not be as good as God wants it to be.
- Share the Golden box with the Scripture words and other items to remember the last sequence of work. Add in play people or photos/pictures of themselves and the teachers in class. Say that God also said that we are very good. God made us too. Talk to the children about why they think that they are very good and that God is happy that he made us...
- God loves everything that he made and he loves us too.
- Read and share Thank you God.
- Use and talk about the 2 images from God's Story 1. And God said... 'Indeed...' and 'Take care ...' Reinforce the previous learning but this time we are adding ourselves – God wants us to take care of his world and ourselves and one another.

BELIEVE

God made me. I am special. I am unique.

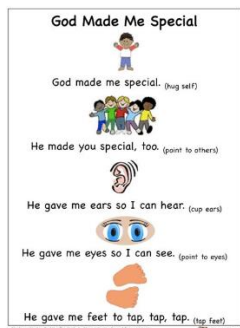
God made my family.

God made my friends.

God made each one of them.

God loves each one of them as a unique person.

Suggested Resources

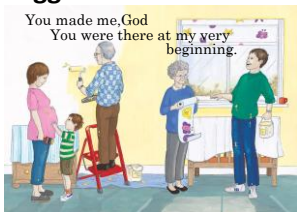



Hymns

Learning Activities

- Share God made me special (see poster in resources) this could lead to sensory curriculum resources.
- We are very special and each one of us is made differently – explore differences in hair, eyes, etc...
- Use this opportunity for Journey in Love activities and/or PSHE – emotions work etc...
- Painting/Crafts self-portraits – talk about why God made each one so special.
- Story – What makes us unique <https://www.youtube.com/watch?v=ZNpnj0-AkYo>
- Story – Only One You <https://www.youtube.com/watch?v=FVFOGREdsNg>
- Create a class poster/display with photographs of themselves and their families.
- Every family is different – RSHE link – God made all of my family.
- God made my friends – make friendship bracelets/cards/paint pebbles as a gift for your friend in class – add these to the prayer table to share how many friends we have in class.

<ul style="list-style-type: none"> • Bernadette Farrell I am Special https://www.youtube.com/watch?v=Y5kxasqP-W8 <ul style="list-style-type: none"> • He's got the Whole World in His Hands • John Burland <ul style="list-style-type: none"> ➤ <i>God Loves Me</i> ➤ <i>God's Love Is...</i> ➤ <i>I'm So Special</i> ➤ <i>LOVE God</i> 	<ul style="list-style-type: none"> • God made everyone • God loves me!
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CELEBRATE	
<p>The words and actions of the Sign of the Cross: Thank God for me. Thank God for my family. Thank God for my friends.</p>	
<p>Suggested Resources</p>  <p>God's Story 1</p> <p>How many people can you see? What are they doing? (painting, talking, getting ready for something) Why are they doing all this? Do you think they are happy? Help children to remember God who made everything and all people. Do you think God is happy? You watched me grow inside my mother. This psalm may be used in prayer with the child(ren) adding 'Thank you God' as a response to each line.</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • <i>Use the Believe activities from the previous section...in liturgical celebrations.</i> • Begin each liturgy with Sign of the Cross and end with the Sign of the Cross. • Prayer baskets/Golden boxes – include pictures/paintings/self-portraits, etc – family and friendship items • Add keywords Thank God for me. Thank God for my family. Thank God for my friends. <ul style="list-style-type: none"> • Reiterate the message – God loves everyone <p style="text-align: center;"> 'You made me, God. I am wonderfully made and everything you made is wonderful.' </p>  <p>How many people can you see? What are they doing? Help children to think what might be in a book called 'Baby Names' and why choosing a name is important.</p>

	<p>What name would you choose for a new baby?</p> <p>What is the little girl doing?</p> <p>Do you think she drew the pictures?</p> <p>Can you find her name?</p> <p>What is the little boy doing?</p> <p>Can you find his name?</p> <p>What is your name?</p> <p>Does anyone call you by another name?</p> <p>Is there anyone in your family with the same name?</p> <p><i>Fill out the message</i></p> <p>"This is God's message," said Isaiah.</p>
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LIVE

Teachers Notes

- 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
- The whole of Creation shows God love for us (Laudato Si' 84–88)

"Chapter Two: The Gospel of Creation" draws on the Bible as a source of insight. The Genesis creation stories are interpreted as enjoining responsible cultivation and protection of nature. Past attempts to justify the absolute human domination of other species are "not a correct interpretation of the Bible" (LS 67). The natural world is further portrayed as a **gift, a message, and a common inheritance of all people**.

Why did God make human beings?


Catholics believe that human beings have the highest dignity of all the created world. BUT humanity is charged with taking care of the rest of creation. Being the highest of creation obliges us to guard and protect, not abuse and destroy. We can therefore use animals for food or clothing or research if it is ordered toward the good of humanity, provided we treat them with their due dignity.

***It is enough for children to understand that we can see the world as a gift, a message from God. Laudato Si – is a letter written by Pope Francis – and will be explored further into the year and in Year 1 Creation in more detail.**

Suggested Resources

Learning Activities

- God made me and God made you. God made everyone. He made us all special.

	<ul style="list-style-type: none"> • There will be many links to be made here with any of the topics that are happening around 'All about Me, Myself' or similar • We also have an important job to do – to look after one another and look after ourselves • We are a gift from God. The World is a gift from God. • Covenant means God's promise. Create promise trees or similar with important jobs to do in the first tree with promises in looking after one another and the second - looking after ourselves (links to PSHE, RSHE etc) You may wish to split the tree in three helping myself, helping my family, helping in school – this might be a good way to reinforce rules in class/school. • Choose a way that the promises made can be achieved each day/week over time - e.g. choosing one promise a day etc – build on the impact of - if we do this ... how does it show love or help others? Do you think this will make God happy? (leaves of the tree could be linked with autumnal activities) • The promises could be used for home and around the school/parish.
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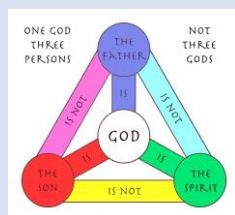
Assess Pupils'WAYS OF KNOWING	Informal / Formal Assessment Comments
<p>UNDERSTAND</p> <p>What will I see and hear to help me understand?</p> <ul style="list-style-type: none"> • Recognise and retell the first story in the Bible - God created the world and said, "Indeed it is very good." • God made me. I am special. I am unique. God made my family and my friends. • God loves everyone as a unique person. • Thank God for me, my family and my friends. • Care and love for self, family, others and God's world. • CST Treat others in a caring way because God made them. <i>The Dignity of the Human Person</i> 	
<p>DISCERN</p> <p>How will I discover more?</p> <ul style="list-style-type: none"> • Finding out what makes me, my family and friends special/unique. • Sharing how we are all made differently. 	

<ul style="list-style-type: none"> • Exploring how God loves us by making us special and giving us a wonderful world to live in. • Using the Sign of the Cross at the start and end of prayers • Saying thank you prayers for making me, my family and friends. • Learning ways I can look after myself and other people. 	
<p>RESPOND What can I do now? Make promises and find ways to look after everything that God made.</p>	

Teachers Notes – Further Understanding

Towards the end of this Branch children will have heard and explored their understanding of God. The next Branch is how as teachers we introduce Jesus.

The concept of young children understanding that God is Jesus and the Holy Spirit is very difficult. It is difficult for adults to understand it. In Christianity we call this the Trinity and can be explained to adults below...



Children will learn them separately and begin to make connections at a later stage of learning.

For now, **before the end of the Branch**, place the Holy Family – Mary, Joseph and Jesus in a special place in the classroom.

As the next sequence talks about families and humans – and we thank God for them - this may spark questions with the children about this new family they will learn about soon. You may wish to say/or something similar... *this is a family that we are going to learn all about soon. There are lots of stories about this family in the Bible.*

This enables the child to wonder about and link that there are other stories to hear about from the special book.

Introducing God

This book tells us stories about God.
It is a special book called a Bible.
e will read stories from the book so you will **hear how special God is.**
(Where is it kept? Why? Where else around the school?)
Would you like to hear a story about God?
What about Jesus?



TEACHING SEQUENCE

EYFS RECEPTION BRANCH 1

HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
The Church/Parish family.	God loves all of our	The words and actions of the		UNDERSTAND What will I see and hear to help me understand? <ul style="list-style-type: none"> Fr... is part of our parish family

ONGOING The words and actions of the Sign of the Cross: “In the name of the Father, and of the Son and of the Holy Spirit. Amen”	Church/Parish family. God loves each one of them as a unique person.	Sign of the Cross: Thank God for our Church/Parish family. We enter God’s family - the Church through Foundations of Sacrament - Baptism		<ul style="list-style-type: none"> • Our Church is special because lots of people meet together and say prayers and sing hymns to God. • God loves our parish family. God loves them all. • Our parish family prays together. • We can say prayers to thank God for our parish family. • We can be part of God’s family by being Baptised. <div> DISCERN How will I discover more? <ul style="list-style-type: none"> • Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. • Know that we are all in God’s family and he made each one of us and love us all. • Baptism is one way of welcoming a person to the parish family. </div> <div> RESPOND What can I do now? <ul style="list-style-type: none"> • Say what they are wondering about – the different families they have heard about </div>
Scripture (HEAR) Good News Translation				
The Church/Parish family.				
HEAR				
Teacher notes The Church/Parish family. <ul style="list-style-type: none"> • This may be the first time that children are introduced to the parish family. It may be an opportunity to invite your local parish priest/deacon and/or parish workers to come into class and talk to the children. Or visit the parish church with the children. • The parish church is a principal focus for the life of the Catholic community. The Eucharist is the expression, celebration and deepening of communion with Christ and in Christ with one another. It helps to remember that our English name ‘Mass’ comes from the final, encouraging command ‘Go in peace to love and serve the Lord’. (In Latin, <i>Ite missa est.</i>) • “Through the liturgical life of a local Church, Christ, the light and salvation of all peoples, is made manifest to the particular people and culture to which that Church is sent and in which she is rooted.” (CCC 1202) 				
Suggested Resources		Learning Activities		

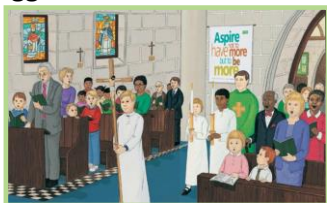


- Using images from Church's Story 1 – retell and revise learning so far – what they know and what is new – the Church family.
- We have made promises to ourselves, our family and our school – what can we find out about our Church family. Either a visit or visitor ... ***The Church family comes together to celebrate.***

BELIEVE

God loves all of our Church/Parish family.
God loves each one of them as a unique person.

Suggested Resources



The Church family comes together to celebrate.

Learning Activities

- **The Church family comes together to celebrate.**
- **Enlarge the church picture and/or use a photograph from your own parish/or visit...**
What do you see? (people, altar servers, priest, crucifix, hymn books, benches)
What is happening? (gathering song is being sung, servers and priest are processing in)
What is the same when you go to church? What is different?
What is the name of the priest(s) in the parish you go to/to which the school belongs?
Find out the name of your parish church and parish priest.
Find a hymn/song that you like to sing in church.

	<ul style="list-style-type: none"> • Recognise that all the people in the picture/or from your own parish are different – they are unique and special too. God made every one of them. God loves his Church family. You may wish to take photographs of the parish priest etc and display them. • How can we help our Church family? This may be an opportunity to invite some parishioners or Fr and families into class to share their work on God's Wonderful World. And pray together as a school, church and home family. Perhaps sharing Creation biscuits too!
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CELEBRATE

The words and actions of the Sign of the Cross:

Thank God for our Church/Parish family.

We enter God's family - the Church through

Foundations of Sacrament - **Baptism**

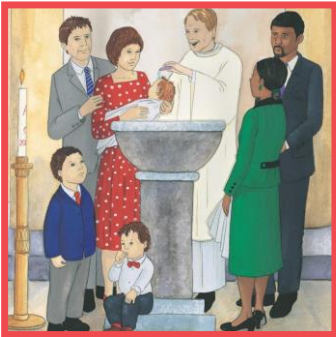
This may be the first time that children are introduced to the word Baptism. Sometimes the wording can be muddled – remember to say Baptism and not Christening – the word Christening is generally used in Church of England and other Christian services, although they also use the word Baptism when the water is poured over the head of the person making their Baptism. **For simplicity use the word Baptism.**

Some children may have been Baptised and other not. **Be careful** when saying 'We become part of God's family when we are baptised.' In the eyes of the Catholic Church, we are all part of God's family, and God loves everyone.

The sacrament of Baptism is the basis of all Christian life. The Catechism describes it as 'the gateway to life in the Spirit' and 'the door' to the other sacraments. 'Baptism' comes from a Greek word meaning to 'plunge into' or 'immerse' in water. In Baptism the pouring of water is a symbolic action. It signifies the immersion of the person into Christ's death and resurrection and through him to new life.

In Come and See there was a lot of emphasis on Baptism – in this new RED we revisit Baptism in smaller chunks – the reason Baptism is in Creation and Covenant is because of the links to God's family. God loves us from the moment we are conceived. We are born into a loving family. We go to school and meet a new family. We become part of the Church's family and may wish to be Baptised **as part** of God's family. There is also the link with the Sign of the Cross which can be used to reinforce when children are role playing Baptism.

Suggested Resources	Learning Activities <ul style="list-style-type: none"> • Some children may have been Baptised and they may wish to share their photographs & some children may be due to be Baptised. • When we are Baptised we go to our Church family with our family and friends. • You may wish to use activities from Come and See to introduce Baptism to the children and add to role play.
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I baptise you
in the name of
the Father
and of the Son
and of the
Holy Spirit.

Church's Story 1 P19/20

Slide 10 Pages 19-20

I baptise you in the name of the Father and of the Son and of the Holy Spirit.

- *Encourage children to name the people, actions and place. (baby, mum and dad, priest, friends, other children)*
- *Help the children to identify the sacramental actions and symbols. New words to introduce: font, baptism, pouring water, cross, Easter candle, godparents, white garment, Christian family, the Church.*
- *(Everyone is gathered round the font. The priest is pouring water on the baby's head. He says, "I baptise you (baby's name) in the name of the Father and of the Son and of the Holy Spirit." The cross in the window and the tall Easter candle remind us of Jesus. Jesus died on the cross but the candle is a sign of his new life. The godmother is holding a white shawl. The priest will put this round the baby as a sign that he/she is a new Christian and is beginning life in the Christian family, the Church.)*
- *Make connections*
Look at photos of family baptisms. Talk about choosing names, about the children's godparents, about who was there at their baptisms.
- *Find the font in church and look at the holy water.*
- *Something to do*
Learn to make the sign of the cross. Find the holy water stoup on the way into church; making the sign of the cross with holy water when entering the church is a reminder of baptism and a sign of belonging.

Continuous Provision

- Baptism role play

LIVE

Suggested Resources

Learning Activities

Assess Pupils'WAYS OF KNOWING

Informal / Formal Assessment Comments

<p>UNDERSTAND</p> <p>What will I see and hear to help me understand?</p> <ul style="list-style-type: none"> • Fr... is part of our parish family • Our Church is special because lots of people meet together and say prayers and sing hymns to God. • God loves our parish family. God loves them all. • Our parish family prays together. • We can say prayers to thank God for our parish family. <p>We can be part of God's family by being Baptised.</p>	
<p>DISCERN</p> <p>How will I discover more?</p> <ul style="list-style-type: none"> • Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. • Know that we are all in God's family and he made each one of us and love us all. • Baptism is one way of welcoming a person to the parish family. 	
<p>RESPOND</p> <p>What can I do now?</p> <p>Say what they are wondering about – the different families they have heard about</p>	

Assess WAYS OF KNOWING	Informal / Formal Assessment Comments
<p>UNDERSTAND</p> <p>What will I see and hear to help me understand?</p> <ul style="list-style-type: none"> • Introduction of the Bible to children. Please use the italics as you see fit in class over time and please adapt to suit the needs of the children • Begin to see, hear about the Sign of the Cross • Begin to see and hear about the Bible • Hear about the first story in the Bible. • God created the world and said, "Indeed it is very good." • God made a wonderful world and what God creates is good. • Begin to experience Catholic Social Teaching (CTS) – Stewardship – It is an important job to take care of God's world. • The words and actions of the Sign of the Cross • Thanking God for our wonderful world. • Caring for God's world. • Recognise and retell the first story in the Bible - God created the world and said, "Indeed it is very good." • God made me. I am special. I am unique. God made my family and my friends. • God loves everyone as a unique person. • Thank God for me, my family and my friends. • Care and love for self, family, others and God's world. • CST Treat others in a caring way because God made them. <i>The Dignity of the Human Person</i> • Fr... is part of our parish family • Our Church is special because lots of people meet together and say prayers and sing hymns to God. • God loves our parish family. God loves them all. • Our parish family prays together. 	

<ul style="list-style-type: none"> • We can say prayers to thank God for our parish family. • We can be part of God's family by being Baptised. 	
<p>DISCERN How will I discover more?</p> <ul style="list-style-type: none"> • Retelling and role playing about the first Bible story – God created the world. • Finding out the good things that God made. • Exploring why God made the good things in our world. • Using the Sign of the Cross before and after prayers. • Talk to God and thank him for the wonderful world. • Looking after the good things in God's world. • Finding out what makes me, my family and friends special/unique. • Sharing how we are all made differently. • Exploring how God loves us by making us special and giving us a wonderful world to live in. • Using the Sign of the Cross at the start and end of prayers • Saying thank you prayers for making me, my family and friends. • Learning ways I can look after myself and other people. • Recognise the key people in their parish, such as the parish priest. Recognise the roles they play. • Know that we are all in God's family and he made each one of us and love us all. • Baptism is one way of welcoming a person to the parish family. 	
<p>RESPOND What can I do now?</p> <ul style="list-style-type: none"> • Practice the Sign of the Cross • Use prayers at home, in school and in church • Keep animals safe and look after them. • Help to do important jobs that will help God's world be a good place to live in. • Make promises and find ways to look after everything that God made. • Say what they are wondering about – the different families they have heard about 	
<p>Enhancing the Religious Education Curriculum</p> <ul style="list-style-type: none"> • Previous Knowledge • Key Vocabulary 	

<ul style="list-style-type: none"> • Timeline • Equality • Drama/Role Play • Poetry • Catholic Social Teaching • RSHE • Parents/ Carers • Home/school/parish • Parish Priest • Parish Deacon • Parish Catechists • Governors • Liturgy • Sacramental Foundations • Storytelling • Liturgical Colour Boxes • Philosophy • Inclusion • Culture • AWE & WONDER • Seasons/The Natural World • Beauty • Senses • Music • Art • Dance 			
Key Words			
•			
•			
•	Further Resources <ul style="list-style-type: none"> • Come and See • John Burland 		Cross-Curricular Links Please see Religious Education within the of Areas of Learning p.2

	<ul style="list-style-type: none"> • Look at the back of each God's & Church's Story for further questions and ideas • You Cat for Kids • USEFUL LINKS • https://www.sensorytrust.org.uk/ • Music • https://www.cjmmusic.com/songs/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell • https://www.joannewallace.co.uk/ • https://johnburland.net/ • https://www.classicfm.com/ • https://www.onelifemusic.co.uk/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs • https://www.kevinmayhew.com/collections/childrens • Philosophy • https://www.plato-philosophy.org/philosophy-toolkit/ • https://www.bbc.co.uk/cbeebies/shows/whats-the-big-idea • file:///C:/Users/Julie/Downloads/GM%20An%20outdoor%20'treasure'%20hunt.pdf • https://archive.sapere.org.uk/Default.aspx?tabid=289 • https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html 	
		Skill/Driver words Recognise, Retell, Describe Wonder, Talk about, Ask

RELG: Religious Education Learning Goals across Areas of Learning

Religious Education	Please refer to the Ways of Knowing on the teaching sequence pages...
Personal, Social and Emotional Development	<p><i>Self-Regulation</i></p> <ul style="list-style-type: none"> • 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. <p><i>Managing Self</i></p> <ul style="list-style-type: none"> • 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 the Sacrament of Reconciliation can help them to say sorry to God. <p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • 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.
Communication and Language	<ul style="list-style-type: none"> • 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. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Physical Development	<ul style="list-style-type: none"> • 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.
Literacy	<p><i>Comprehension</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate – where appropriate – key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role play. <p><i>Word Reading</i></p> <ul style="list-style-type: none"> • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture. <p><i>Writing</i></p> <ul style="list-style-type: none"> • Recognise and begin to spell key religious words. <p>Write simple phrases and sentences about Bible and religious stories or simple prayers.</p>

Understanding the World	<p><i>Past and Present</i></p> <ul style="list-style-type: none"> • 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. <p><i>People Culture and Communities</i></p> <ul style="list-style-type: none"> • 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. • Know some similarities and differences between different religious and faith communities in this country and/or their community. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols. <p><i>The Natural World</i></p> <ul style="list-style-type: none"> • 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. <p>Know that they are responsible for looking after their world and experience ways in which they can make a change.</p>
Expressive Art & Design	<p><i>Creating with materials</i></p> <ul style="list-style-type: none"> • 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. <p><i>Being imaginative and expressive</i></p> <ul style="list-style-type: none"> • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns 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.