



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Teaching Religious Education in Foundation

Guidance for using the Suffolk Agreed Syllabus 2012



Teaching Religious Education in Foundation:

Guidance for using the Suffolk Agreed Syllabus 2012



The Foundation Stage Programme of Study can be found in the Suffolk Agreed Syllabus (2012). This details the statutory RE requirements for Foundation pupils in Community and Voluntary Controlled Schools. It is important to note that **RE is statutory for children in Reception** and that RE does not follow the same pattern of legislation as the National Curriculum. However, the requirements for RE clearly complement Early Learning Goals.

Church of England Aided Schools should also follow this syllabus although they should extend the amount of Christianity taught. Academies and Free schools are invited to follow the syllabus too. RC schools have their own syllabus.

This pack is intended to support teachers and RE Subject Leaders as they implement or revise their statutory provision for RE in Foundation.

Foundation Stage Entitlement

Introduction

The foundation stage describes the phase of a child's education from the age of three to the end of the reception year at five. It is statutory for all registered pupils on the school roll to receive religious education in accordance with the locally agreed syllabus, including those pupils in reception classes.

The statutory requirement does not extend to nursery classes in maintained schools.

The contribution of religious education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage.

The areas of learning and development in Early Years Foundation Stage

There are seven areas of learning and development that must shape educational programmes in early years' settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- communication and language
- physical development
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Religious education can enrich children’s experience and understanding by making an active contribution to the planning and teaching of all these areas. Indeed, knowledge of religions, beliefs and cultures is vital to achieve some of the early learning goals.

Religious education has a particularly important contribution to make to: personal, social and emotional development; communication and literacy; knowledge and understanding of the world and creative development.

In order to support continuity and progression, the programme of study for the foundation stage has been organised into the two attainment targets, learning about and learning from religion. It is recognised that foundation stage practitioners organise learning experiences around the early learning goals, and the programme of study is set out in line with the early learning goals in the Non Statutory Curriculum Guidance papers.

Religious education for children in reception classes

The programme of study for reception class children is in line with the early learning goals and consistent with the Key Stage 1 religious education curriculum. It is based on religious material which most children in Suffolk encounter and the experiences they have as they begin school. Its inclusion in the curriculum helps them make sense of their environment.

Schools need to devise ways to incorporate the religious education entitlement for reception children into their curriculum and establish the best model for delivery. They should be able to identify, quantify and evaluate the religious education provided during this time¹. As with the idea of working towards the literacy hour and the daily mathematics lesson during reception year, it may help to create specific religious education time².

The Suffolk Agreed Syllabus recommends the equivalent of 30 minutes per week of religious education for reception children.

Some schools put the weekly time allocation together to create themed days or extended projects where RE is the main focus.



¹ Evaluation will also provide evidence for early learning goals to do with beliefs and cultures.

² Parents who wish to withdraw their children from RE will probably first make this known to the school during the child’s time in the reception class. Specific RE time may be helpful where a school has to implement the withdrawal clause.

Programme of Study for Foundation

During the foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Knowledge, skills and understanding

Learning about religion and belief

Pupils should be taught to:

- talk about aspects of some religious stories, including Bible stories and the stories behind Christmas and Easter, e.g. saying what they like about them
- recognise simple religious beliefs or teachings e.g. love your neighbour, God is great
- identify simple features of religious life and practice in a family context e.g. saying family prayers, naming a baby or celebrating a festival
- recognise a number of religious words e.g. religion, pray, church, amen, saint, and in particular, understand the use of the word 'God' in a religious context
- name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothing e.g. Jewish kippah, Sikh turban
- recognise some Christian religious artefacts, including those in cultural as well as religious use e.g. Christmas cards, Easter eggs, hot cross buns.

Learning from religion and belief

Pupils should be taught to:

- recognise aspects of their own experiences and feelings in religious stories and celebrations
- recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds
- identify what they find interesting or puzzling about religious events
- ask questions about puzzling things in religious stories or in the natural world
- say what matters or is of value to them and talk about how to care for and respect things that people value
- talk about what concerns them about different ways of behaving e.g. being kind and helpful, being unfair or mean.

Breadth of Study

During Foundation, pupils should be taught the knowledge, skills and understanding through the following:

Religions and beliefs

- a. introducing Christianity as the 'heritage religion' of the country and the one that most influences school and community life
- b. building on religions represented among the pupils e.g. different Christian denominations or the major world religions, so the experiences and interests of children can be used as starting points for learning and teaching
- c. sampling from major world religions, outside the children's experience, in order to extend their knowledge and understanding.

Learning themes

No learning themes are specified for the foundation stage although teachers may wish to develop their own learning themes, around for example, special people, books, times, places, objects and stories.

Experiences and opportunities

- handling a range of religious materials and artefacts that can be accessed through sight, touch, sound and smell
- using imaginative play activities that promote understanding of religious traditions and language, including the use of artefacts from different religions, where appropriate, e.g. clothes, badges, symbols, candles, toys
- encountering positive images of different religions through the enjoyment of stories, music, art, puppets, dance, food, visits, pictures and videos
- meeting appropriate visitors from local Christian and other religious communities who can share a child's-eye view of growing up in a religion
- making visits to churches, and other places of worship where possible, to meet people, hear stories and look at artefacts
- gaining understanding of being part of a larger community by taking part in school events and celebrations
- participating in moments of quiet reflection and physical stillness e.g. lying under trees outside, before or after stories, watching a candle flame, listening to music.

Note from the Schools' Adviser – September 2020

This Programme of Study comes from the Suffolk Agreed Syllabus for Religious Education 2012. All community and voluntary controlled schools should be using it by statute and academies and free schools may choose to use it as well.

Earlier non-statutory guidance (2006) lists an array of activities and stories from different religions to match Early Learning Goals and is still available on Suffolk Learning website.

6 detailed units are available as part of The *Emmanuel* Project

What might a Scheme of Work for Foundation look like?

Here is ONE way of organising a Scheme of Work based on the Programme of Study for Foundation. No learning themes are specified by the Agreed Syllabus but the Scheme of Work below uses suggestions made on p.23 of the syllabus as a starting place.

The requirements of the Agreed Syllabus concerning Religion and Belief have been taken to mean that each learning theme should introduce Christianity as the 'heritage religion' of the country so this is the starting point in each half term. The syllabus also talks about 'building on' children's experiences and sampling from major world religions so these are also allowed for.

The syllabus talks about the equivalent of 30 minutes a week, so the actual time each half-term might be around 2 hours on a Christian theme and 1 hour on something else. Themed days or weeks with an RE focus e.g. on a celebration, is a likely approach for EYFS and work can be enriched by the use of RE focussed enhanced provision (Non-Stat Guidance 2006 has good ideas for developing this).

There are many different ways to unpack the Foundation Programme of Study but schools must not ignore its STATUTORY nature

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Special People in Christianity people who talk of God as special	Special Times in Christianity finding out the story of Christmas	Special Stories in Christianity encountering stories of Jesus	Special Objects in Christianity exploring palm crosses / Easter eggs	Special Places in Christianity visiting a local church	Special Books in Christianity finding stories in a Bible	YEAR R
Sampling from a major world religion – Judaism e.g. asking about wearing a Kippah	Building on a Christian denomination (e.g. Salvation Army band playing carols)	Sampling from a major world religion - Hinduism e.g. enjoying a story about Ganesh	Building on a Christian denomination e.g. Roman Catholic - exploring the use of a rosary	Sampling from a major world religion – Islam e.g. investigating the use of a prayer mat	Building on a Christian denomination e.g. Baptist – talking to a Bible club leader	

Here is another version of a Reception scheme of work across the year based around some key questions:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What does a vicar do and why?	Why is Christmas a birthday?	What stories did Jesus tell?	How do you make Easter gardens?	What is inside that church?	Why do Christians read Bibles?	YEAR R
Why does Reuben* wear a kippah to pray?	What are Christmas carols about?	What story does Sunil know about Ganesh?	Why does Sarah go on an Easter egg hunt at her church?	Why does Hanif need a prayer mat?	What does Josh do at Messy Church?	

* The names simply represent an imaginary child from a particular faith community.

How might a Foundation Scheme differ in a CEVA school / CE academy or Free school?

In these schools, the governors decide what RE should be taught. The Diocesan Board of Education for St Edmundsbury and Ipswich recommends the use of the Suffolk Agreed Syllabus, and that schools ensure that, as in that syllabus, the majority of RE should revolve around Christianity as this is the heritage religion and generally most affects the school environment.

The *Emmanuel* Project materials are the recommended way of implementing the Suffolk Syllabus in these schools. This is a set of materials which has been developed around three key Christian beliefs: creation, incarnation and salvation. All the units connect really well with the Early Learning Goals and enrich children's learning overall.



The Emmanuel Project

Who is this scheme for?

The Emmanuel Project provides one example of how RE might be taught. The units are detailed and lend themselves to delivery in many different ways, including ideas for alternative resources.

Ofsted (2013) criticized poor teaching of Christianity and the units tackle this problem, showing how Christian, and other, beliefs and practices can be taught well and ensure children encountered a genuine and accurate portrayal of faith.

Which units are available?

The 6 units for EYFS constitute a year's work. Each unit is based on one of three key Christian beliefs: Creation, Incarnation and Salvation. Everything is unpacked at EYFS level, drawing on, and extending, children's experience.

Development of the concepts is supported by a carefully worded key question / unit title and an enquiry-type model. There are lots of suggestions for continuous and enhanced provision.

What happens about teaching other faiths?

Simple encounters with other faiths are provided (see grid below) and enable children to expand their horizons.







The units are available on the Emmanuel Project memory stick which is available directly from

Jacqui.studd@cofesuffolk.org 01473 298570.

It contains 42 enquiry-based units of work, covering both Christianity and other world faiths, which are linked to the Suffolk syllabus and together create a complete scheme of work for primary RE.



The *Emmanuel* Project overview for the Foundation Stage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

What can young children gain from RE?

Taken from 'Firm Foundations - Exploring Christianity at Foundation Level' by Margaret Cooling and Penny Kite



Are Foundation stage children too young to do RE?

When teaching RE at foundation stage teachers sometimes feel confused because the messages they get seem to conflict. For example:

- Theories about how children's thinking develops (religious or otherwise) makes teachers wary of tackling abstract subjects with young children, and God is seen as an abstract idea.
- But research suggests children are thinking about deep questions from an

early age, even those from non-religious backgrounds. Many children have their concept of God formed by the age of six.

- The beauty of the world and the challenge of suffering stimulates some children's thinking about God. Avoiding religious issues does not stop children thinking about them. The world presents children with joys, sorrows, mysteries, and experiences that they puzzle over.
- Pupils often lack the language and ways of thinking to handle big ideas.
- Research seems to suggest that early childhood is a time when deep spiritual experiences often happen.

Can young children understand abstract ideas such as God?

Abstract ideas are things that cannot be seen or touched. John M. Hull, in his book 'God Talk with Young Children,' suggests it is a mistake to think that young children cannot understand these types of ideas at all. They have some degree of understanding of ideas such as love and hate and other things that cannot be touched or seen, such as 'tomorrow.' If abstract ideas are embedded in concrete experiences or stories, children have more chance of understanding them. The problem lies with abstract ideas that are not embedded in things children can relate to, such as experience or stories.

Although God cannot be touched, heard or seen, God may be no more abstract to a young child than a long dead great grandparent about whom stories are told. Children also form their concept of God by generalizing from stories, celebrations and situations. We can over emphasise the abstract. Many of the images of God used in the Bible are 'concrete' rather than abstract: friend, king and shepherd. God is also seen in 'concrete' form in Jesus.



Some things that make RE easier for young children

Children can handle more if what they are being asked to think about is well within their experience. The following may help

- Careful phrasing of tasks and questions helps.
- Do things in the context of stories and situations. Role play is helpful.
- Encourage imagination and empathy, as these are crucial to moral and spiritual development. Ask questions about characters; how do you think he feels?#Insist on a few seconds thinking time before a response
- Ask questions that make children think about their own responses.
- Encourage the use of books in RE.

What should we do in Foundation RE?

A simple guide for RE Subject Leaders to use with colleagues

1. Follow the Agreed Syllabus for Suffolk (2012). This is the legal document which outlines the children's entitlement. All children are entitled to RE even in RECEPTION.

2. Allow for the equivalent of 30 mins a week but this can be delivered or incorporated into EYFS Provision as most appropriate. It may help to have some dedicated time for adult guided or facilitated work



A soft church toy for small world play

3. Encourage the right attitudes

RE encourages 4 in particular:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder

4. Know there are 2 Attainment Targets in RE (Learning about Religion and Belief / Learning from Religion and Belief) and that these are used throughout the RE syllabus.

5. Look at the Foundation Programme of Study so everyone knows the baseline for RE teaching in Reception. The Programme of Study contains:

- **Overview** for Foundation RE
- **Learning about Religion and Belief / Learning from Religion and Belief** objectives for pupils in Reception classes.
- **Religions and Beliefs** to be studied in Foundation in relation to the Learning Themes
 - Introducing Christianity – as the 'heritage' religion of the country; this forms the core
 - Building on religions represented among the children e.g. different Christian denominations or world religions, to use children's experiences as a starting point
 - Sampling from world religions outside the children's experience, in order to extend their knowledge and understanding
- **Learning Themes** not specified as in KS1 and 2 but some suggestions are made e.g. Special people, books, times, places, objects and stories.

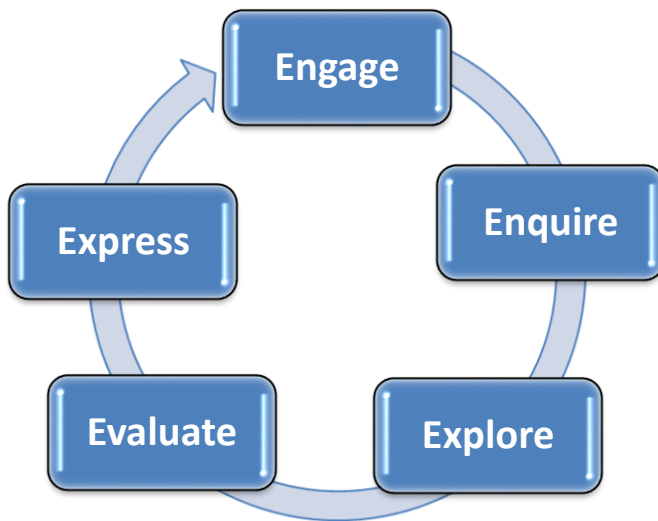
- **Experiences and Opportunities** for pupils at Foundation – largely based on the EYFS documentation provided for practitioners

6. Decide on your scheme of work in the light of requirements. See the examples in this booklet and look at the Emmanuel Project as well.



7. Use an Enquiry Cycle approach as approved by the Suffolk Agreed Syllabus. See following page. You may write your own Enquiry Cycles or adopt material from a published resource such as the Emmanuel Project.

Five flexible building blocks for an effective RE enquiry



The Suffolk Agreed Syllabus 2012 recommends, among other approaches, the use of an enquiry model for RE. The framework is described in more detail here and an example of the basic enquiry cycle given. Teachers are encouraged to use this framework when creating their own units.

The *Emmanuel* Project units were also written in this format and developed into fuller lesson plans.

ENGAGE

A stimulus is offered to ENGAGE pupils with a key religious concept.

A carousel of activities may be used to stimulate thinking or a teacher may set up a community of enquiry, a reflective story telling session, a dilemma, visualisation or creative activity.

Carefully selected stories, poems, artwork or artefacts may also draw pupils in with questions such as:

- What does this make you think of?
- Have you seen anything like this before?
- I wonder how this is used?
- Why might this be important to some people?

Whatever is chosen should point towards the concept being introduced, initially, drawing on contexts related to pupils' own experience or prior knowledge, although it is also very powerful to use a context which grips the imagination even if it is outside pupils' experience.

As pupils ENGAGE with the stimulus, they begin to unpack the meaning and significance of the key concept and any misconceptions, including those of the teacher, can be challenged.



A good choice of stimulus should encourage pupils to take full ownership of the ENQUIRY and lead them towards the creation or unveiling of a big or key question which will frame their work.

ENQUIRE

A 'big' question related to the key concept is co-constructed and agreed with the pupils; they are ready to ENQUIRE.

Where the right stimulus was chosen in the ENGAGE stage, the question is often constructed and agreed naturally, and sub-questions may also be recorded. With younger pupils or those inexperienced in an enquiry approach, the teacher may 'model' questions. Blooms Taxonomy is helpful in creating good questions.



Wilby CEVC Primary

As pupils ENQUIRE further the journey of learning is mapped out: 'What do we need to find out in order to be able to answer our question?' 'Is there more than one way of showing what we find out?' 'Who can we ask?' 'How can we show our learning?'

At this stage, the assessment criteria are introduced to the pupils along with the 'express' task so pupils can see where their learning journey will take them, the purposes of the learning and what good work will look like in this ENQUIRY.

EXPLORE



Pupils set out to EXPLORE religions and/or worldviews in relation to the key concept / focus of the ENQUIRY and the questions developed in the ENQUIRE stage.

The teacher takes on the role of facilitator, providing appropriate resources and content for all abilities to undertake investigation and research; they may also actively teach some content. A range of

pedagogies may be used according to abilities and age groups. Useful approaches may be: 'Thinking Skills', Active Learning strategies, various forms of independent research.

In this stage pupils are generally **Learning about religion and belief** (AT1). They should use examples from religious, philosophical or secular traditions to explore the key concept further.

Some big RE questions more associated with Learning from religion and belief (AT2) may arise as the pupils proceed with their exploration:

- What does this really mean? What do I think about what it means?
- Is this only important for some people? Why?
- What would it be like if everyone believed this? What if I believed it?

Teachers encourage pupils to consider such questions and draw their own conclusions. Pupils should be engaged with continual reflection on their learning.

Supplementary questions from the ENQUIRE stage are used in plenaries to see if the knowledge being gained is helping pupils find answers to their big question or shedding light on key concepts.

EVALUATE

Pupils EVALUATE their learning in this ENQUIRY; they have time for personal reflection on and response to the key religious concept they have been exploring.

At this stage pupils are focused on **Learning from religion and belief** (AT2) with opportunities for robust and challenging discussion with questions posed by both teacher and pupils. They should check their understanding of the key religious concept as they evaluate what they have learnt.

It is important to ask learners not only how well they answered the focus of the ENQUIRY, but also how they went about their learning: Did they co-operate? Were they good researchers? Did they show independence? What happened when they were stuck? Did they learn from their mistakes?



Easter garden competition –
Grange Primary EYFS

EXPRESS

Pupils EXPRESS an answer to the key question or their understanding of the key religious concept at the heart of the ENQUIRY.



Grange Community Primary

Teachers use a range of different approaches to enable children to express themselves and draw together what they have learned from each stage of the enquiry. The TASC wheel (Thinking Actively in a Social Context) may be a useful strategy in this stage.

If possible, pupils choose how to express their knowledge and understanding e.g. through the creative arts, presentations, written tasks. Peer and self- assessment is encouraged as pupils complete their tasks and further individual evaluation and pupil assessment will be possible.

On the following page you will find a sample Enquiry Cycle for EYFS from the Emmanuel Project, which unpacks 'Why is the word 'God' so important to Christians?' It follows the general pattern described above

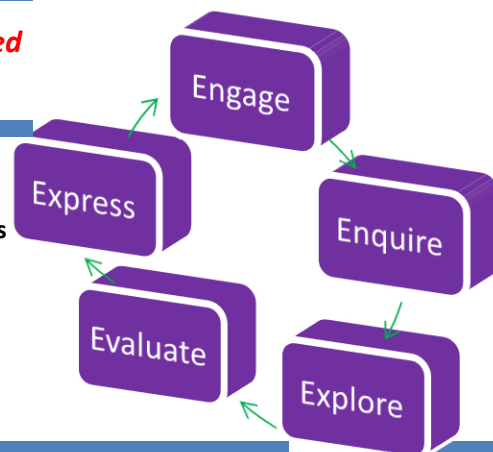
Why is the word 'God' so important to Christians?

Foundation Stage

5. Express your RE learning so it can be shared with others

How are we going to share our learning?

Show and tell assembly to share Treasure boxes and ideas about VIPs, including God for Christians
Watch 'Giver of Life' on you-tube as a reflection
Sing a harvest song at the school harvest festival
Create a WOW board with pictures of children making their names in many media and their comments.



1. Engage with the idea of names and what is important to people

- What's inside the box? Whose box is it? Look at a beautiful box and admire it. What's inside? Special objects and all the children's names. Each child decorates and labels own 'treasure' box. Adds precious things e.g. photos, drawings, objects.
- What is special to Tom and Tessa? Introduce two Christian children. What have they brought in? Objects / pictures to do with being Christian e.g. Bible, picture of church, book of prayers. Do you know any Christians?

2. Enquire into people special to us, introducing the name 'God'

- Who is special or important to you? What is a VIP? Painting our own VIPs.
- Why is 'God' a VIP to some families, including Christian families? Tom and Tessa think about God as VIP and add his name to their treasure box. God is like an invisible friend.
- What other families think God is a VIP and how do they show it? Find out how Muslims welcome a new baby. Allah is the first word a baby should hear.

4. Evaluate children's learning during teacher-led sessions and in relevant aspects of enhanced provision

Do we know why the word 'God' is so important to Christians like Tom and Tessa? Talk to children about this throughout unit, especially in circle times and while working in enhanced provision activities.

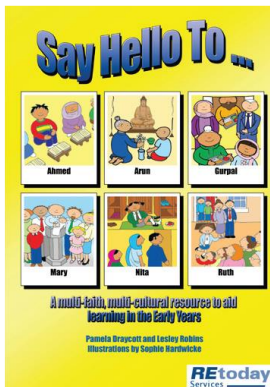
Enhanced provision to include:

- Wide variety of materials for decorating treasure boxes
- lots of ways of writing their names and the word 'God' e.g. wax resist, cornflour, sand, big brushes, glue and glitter
- creation paintings, magnifying glasses
- Bible story books, Christian harvest /creation songs on CD or from i-tunes

3. Explore why God the creator is important to Christians and how that is seen in the Bible, Christian Community and Christian Living

- Explore 1 – What Bible stories / words do Tom and Tessa learn about? Tom and Tessa compare jelly and jellyfish. They hear the Creation story. God is the 'giver of life', the greatest VIP.
- Explore 2 – What happens in Tom and Tessa's church? Tom and Tessa's church prepare for Harvest Service. They need to choose a Harvest song which praises God, the creator of all.
- Explore 3 – How are Tom and Tessa taught to live their lives? Tom and Tessa hear Jesus' story of the Precious Pearl and learn how precious God's name is. They say the Lord's prayer, with the words 'hallowed be thy name'.
- Teachers could also use 'The Lord's Prayer Project' CD (helen.matter@cofesuffolk.org) or 'Puddles and the 'Windy Day', a big book about harvest in a church, with a soft-toy cat and Revd Freddie Fisher!

Some recommended resources for Foundation RE

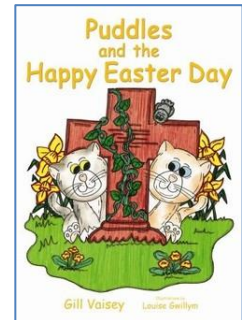


RE Today Services – see 'Say Hello to....' provides encounters with the beliefs and practices of six different religions by 'meeting' each child featured through the unique idea of jigsaw pieces. This pack contains the World Faiths Jigsaw, an interactive CDROM and 24-page practitioner book.

RE Today services RE booklets also provide examples of EYFS units of work.

The Puddles series by Gill Vaisey can offer almost a complete resource for Foundation including a toy vicar and furry stuffed cat! The resources are really good for Christianity and offer some Muslim story materials too.

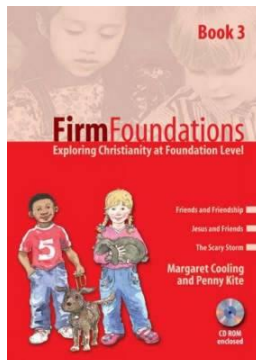
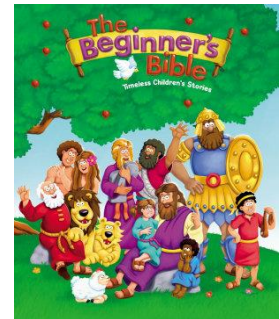
<http://www.booksatpress.co.uk/free-teacher-resources.html>



Gloucester Diocese produce a good persona doll resource which gives lessons on Special times etc for each major religion and has a with pictures on it. Bristol Diocese have put most of the materials on their website.

<http://www.bristol.anglican.org/tag/persona-doll/>

The Beginners' Bible (Zondervan) A Bible storybook for early years children. Bright, bold pictures and simple text. More than four million sold.



Firm Foundations - Exploring Christianity at Foundation Level by Margaret Cooling, Penny Kite

Three books / CDroms using child characters, Joshua and Anna, to cover two topics each on Christianity e.g. Book 3 topics include: Jesus and Friends, and The scary storm. All activities are earthed within a child's experience, making "Firm Foundations" suitable for those of any religion or none.

A Child's Eye view of Festivals 1 and 2

8 festivals beautifully introduced using very young children, lots of great footage of celebrations in the home and also of a teacher working with children in class.

<http://www.childseyemedia.com/>

