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|  | **Daycare/Nursery**  RE will be taught flexibly according to the statutory requirements of the EYFS | **Reception**  RE will be taught flexibly according to the statutory requirements of the EYFS |
| **Autumn** | CELEBRATION  **The nature and purpose of a group celebration. Examples;**   * The ritual of a birthday – singing Happy Birthday, candles, cake, presents * My special day * Belonging and ceremonies of belonging   …………………………………………………………………………………….  CHRISTMAS  **Why giving presents is important at Christmas**   * Including the Christmas story * Christian belief that Jesus is a gift from God | CELEBRATION  **Birthdays, Anniversaries;**  Choose from festivals for example;   * Harvest (Christianity), Diwali (Hinduism), Purim (Judaism)   …………………………………………………………………………………………  CHRISTMAS  **Christmas as a birthday celebration for Christians**   * Jesus Birthday Story – Story of Christmas * Cake, candles, cards, decorations, parties, presents etc. * Carols, crib scene, services |
| **Spring** | BELONGING  **Belonging to a family and groups both in and out of school. Signs of belonging**   * For example; 5 Ka (Sikhism), Kippah (Judaism), Chador (Islam)   **Ceremonies of belonging**   * For example; Christening/Dedication/Baptism (Christianity), Aqiqa (Islam)   **…………………………………………………………………………………………………………………………**  EASTER  **Symbols of Easter**   * New life at Spring * Changes in the natural world * Symbols associated with Easter | CHANGE AND GROWTH  **Awe and Wonder, Aspects of the Natural World, Spring and New Life**   * Change in the natural world, Exploring the natural world, The beginning of the world. * Questions about life and death   ………………………………………………………………………………………………  EASTER  **Episodes from the Easter Story (Palm Sunday, Good Friday, Easter Day)**  Happy and sad time from their own experience, people around Jesus who were happy and sad, then happy again |
| **Summer** | RELATIONSHIPS  **Care and concern for each other through happy/sad times. People who help us. Important religious people.**   * Caring * Leaders of religious groups; Priest/Vicar/Minister/Pastor (Christianity), Iman (Islam), Rabbi (Judaism), Granthi (Sikhism) * **Puddles Lends a Paw – Gill Valsey** | SPECIAL PLACES AND PEOPLE  **Places and people special to the children. A local religious place and its leader**   * What makes places special? * Guided visualisation Special Places in the community * The local religious place, how and why it is special * Important religious people * Important people in own lives |

**Overview of Year:**

**Key for skills linking to the EYFS Programme of Study for RE**

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| **PSED** | **C+L** | **Literacy** | **UTW** | **EAD** | **Mathematics** |

**Nursery Term Breakdown:**

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| **Year Group, Unit Title, Term** | **Objectives, Vocabulary and Artefacts** | **Skills** | **Suggested Key Questions and Ideas for T+L/Outcomes:** | **Points to Note and Resources** |
| **Nursery – Autumn 1**  This unit is learning about and from aspects of celebration | Children should be encouraged to speak about their own religious or non-religious beliefs which are important to them  Children should have opportunities to hear, act out or dramatise and talk about stories associated with different religions. Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Celebration, Invitation, Baby Welcoming, Ceremony | Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Think about the ways in which people show love, kindness and concern for others and how humans help each other  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on  Spell words correctly while others are phonetically plausible  They begin to talk about their own beliefs and values and the beliefs of other people  To begin to express their own ideas, thoughts and feelings using art, song, music, dance and play  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own | **INTRODUCTION UNIT - WHAT IS A BIRTHDAY CELEBRATION?**  • Talk about birthdays as an example of a celebration, where people have fun with friends and family. Pick out some elements shared by all celebrations i.e. clothes, food, cards, presents, candles, music.  • Read/tell a story about giving presents.  **HOW DO WE PREPARE FOR AND CELEBRATE A SPECIAL OCCASION?**  • Show a class mascot/persona doll explain she/he is about to have a birthday.  • Plan a party for example: Role-play being a host/being a guest  Make birthday cards, cakes, and invitations. Learn to sing ‘Happy birthday to you’. Make party hats.  • What events in their lives do they celebrate?  • Talk about having a day that is a special day for you, for example, the arrival of a new baby, getting a certificate, anniversaries, religious occasions, weddings. • Discuss: How can we show people that they are special to us?  **OUTCOMES**   * To be able to talk about celebrations * To be able to talk about why we celebrate special occasions * To be able to give examples of special occasions * To be able to use key vocabulary inn relation to special occasions | Some families may not celebrate birthdays   * Spots Birthday – Eric Hill * Kippers Birthday – Mick Inkpen * Maisy Dresses-Up – Lucy Cousins * The Birthday Surprise – Margret Carter * The Big Alfie and Annie Rose Storybook’ –Shirley Hughes (Final Chapter - ‘Here Comes the Bridesmaid’) |
| **Nursery – Autumn 2**  This unit is about introducing the pupils to the Christmas story and the Christian idea that Jesus is a gift from God | They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives. Children should have opportunities to hear, act out or dramatise and talk about stories associated with different religions. Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words. Children should be encouraged to speak about their own religious or non-religious beliefs which are important to them.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Christian Jesus Mary Joseph God Angel Shepherds Wise men | Think about the ways in which people show love, kindness and concern for others and how humans help each other  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on and respond to  Understand simple sentences  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own  Begin to develop an awareness of how story or words may be used to express important ideas including religious ideas in a vivid and memorable way  Extend their language skill so they are introduced to basic subject-specific vocabulary  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why”  Questions about religious and non-religious beliefs and practices  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **WHAT IS THE STORY BEHIND JESUS’ BIRTHDAY?**  • Continue theme of celebration. Read the Christmas story in a simple form. Tell the children that this story is in the Christians' special book, the Bible.  **WHAT PRESENTS WOULD THEY GIVE TO A BABY?**  • Set out nativity characters, use role play characters. Provide children with a safe space to explore the stories using religious artefacts. Support the children’s ideas and beliefs and invite children to use the material so that they can create their own meaning.  **WHAT DID THE CHARACTERS IN THE STORY GIVE?**  • Reminder of the gifts brought by wise men/kings and shepherds.  • Role-play using a stable and characters. Wrap 'presents' and give during role-play. Discuss how it feels to give presents.   * Tell Christmas story in own words, draw a picture. What character would they like to have been in the story and why?   **OUTCOMES:**   * To be able to talk about and retell some religious stories and make connections * To be able to recognise some religious words, e.g. about God * To be able to identify some of their own feelings in the stories they hear * To be able to use subject specific vocabulary in relation to Christmas * To be able to say why Christmas is a special time for Christians | Do not state the symbolism of gold, frankincense and myrrh at this stage.   * The Christmas Book – Dick Bruna * ‘Say Hello To… Mary’ – RE Today |
| **Nursery – Spring 1**  This unit is learning about and from belonging to families and groups and the signs of belonging | The children should begin to appreciate that not all of these people identify themselves with a particular religion but many do. They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Belong, Birth, Family, Join, Welcome  Artefacts - Pupils will have the opportunity to look at, observe and possibly handle:- Kara, Kanga, Kirpan | Have experiences which help them to develop a positive sense of themselves and of others  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives.  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own  Learn about concrete examples of religious life in the world and in their own immediate environment, for example, learn about places like churches, mosques, temples and objects like holy books, religious symbols and special food  Begin to know about similarities and difference between themselves and others, and among families, communities and religions  They begin to talk about their own beliefs and values and the beliefs of other people  Extend their language skill so they are introduced to basic subject-specific vocabulary | **HOW DO PEOPLE SHOW THEY BELONG?**  • Show teacher’s doll or Persona Doll this is my doll. How do I know she belongs to me? She sits on my bed. She has my family name. Who is in your family?  • We belong to our class and to a group within the class for example, the ‘Triangle’ group. In school we show that we belong by for example, wearing a uniform, carrying our school book bag. Discuss why the pupils are valued members of this school/class.  • There are others who wear things to show they belong. If appropriate, choose an example to reflect the faith representation of the pupils; show a selection of artefacts and talk about their meaning.  **HOW DO RELIGIOUS PEOPLE CELEBRATE BELONGING?**   * Introduce a ceremony of belonging for example, Christening, Sikh Amrit, Muslim Aqiqa. * Re/enact in the role play area.   **OUTCOMES:**   * To be able to talk about what belonging means to them * To be able to talk about somewhere that is special to themselves, saying why * To be aware that some religious people have places which have special meaning for them * To be able to share and record occasions when things have happened in their lives that made them feel special * To be able to recall simply what happens at a traditional Christian Infant Baptism | Be sensitive to the individual background of pupils  Choose from any religion. Choose from any ceremony of belonging. |
| **Nursery – Spring 2**  This unit is learning about and from the symbols of Easter | Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words. They should be encouraged to ask questions including challenging questions and hear or talk about how they might be answered. They should be encouraged to reflect on the natural world around them, on their own values and beliefs and what really matters to them.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Easter, Symbol, Cross, Artefacts  Pupils will have the opportunity to look at, observe and possibly handle:- Palm cross Cross Pascal Candle Hot cross buns | Have experiences which help them to develop a positive sense of themselves and of others  Develop social skills and to acquire a positive attitude to others and to learning  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Think about the ways in which people show love, kindness and concern for others and how humans help each other  Begin to develop an awareness of how story or words may be used to express important ideas including religious ideas in a vivid and memorable way  Extend their language skill so they are introduced to basic subject-specific vocabulary  Know and begin to apply some of the rules associated with polite discourse like listening attentively, not interrupting and letting other people respond  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why”  Questions about religious and non-religious beliefs and practices  Learn about concrete examples of religious life in the world and in their own immediate environment, for example, learn about places like churches, mosques, temples and objects like holy books, religious symbols and special food  They begin to talk about their own beliefs and values and the beliefs of other people  To begin to express their own ideas, thoughts and feelings using art, song, music, dance and play  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **WHAT CHANGES ARE HAPPENING IN THE NATURAL WORLD?**  • Go for a spring walk- listen for birds, see buds etc. reflect “I like spring because……”  • Paint pictures and create images of spring flowers.  • Watch chicks hatching from eggs?  • Respond in dance to spring music, for example Vivaldi’s Four Seasons.  **WHICH SYMBOLS ARE ASSOCIATED WITH EASTER?**  • Make pancakes and find out about Shrove Tuesday  • Look at symbols of Easter, for example Easter eggs, chicks, hot cross buns. The specific symbols of the Christian Easter, for example, the cross, Pascal candle, palm cross, etc. and talk about their meanings. How are these items used at Easter? Draw the symbols. Make/ taste hot cross buns. Discuss the cross on the top of the bun.  • Read Deedee's Easter Surprise. Talk about 'being friends' as Deedee and Jack are. Who are your friends? How can we be good friends? Do you have any pets that are your friends? How do you care for them?  • Talk about how Jack helps others (mum collecting eggs, dad planting potatoes). Talk about ways in which the children can help others.  • Talk about how Jack felt when he thought he had lost Deedee and how he felt when he had found her.  • When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness?  • Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said.  • Think of some of the things that people do at Easter to remember Jesus, (go to church, send cards, have Easter eggs).  • Make an Easter Garden display.  • Boil eggs and dye or paint and decorate them.   * Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds. * Make Easter greeting cards. * Set up a shop to sell Easter eggs/farm produce for imaginative play opportunities. * Talk about what time of year Easter is celebrated. Think about some of the features of spring (new growth of plants, buds, flowers, lambs).   **OUTCOMES:**   * To be able to talk about the Easter Story * To be able to recognise religious symbols and words related to Easter * To identify some of their own feelings in the stories they hear * To be able to understand the changes to their environment * To be able to say why Easter is a special time for Christians | Make an Easter table in the class  <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter> |
| **Nursery – Summer**  This unit is learning about and from the relationships with the people in our lives and important people in the lives of religious people | They should be encouraged to ask questions including challenging questions and hear or talk about how they might be answered. They should be encouraged to reflect on the natural world around them, on their own values and beliefs and what really matters to them. he children should begin to appreciate that not all of these people identify themselves with a particular religion but many do. They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Friend Rakhi  Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Rakhis Saris  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Reverend Bible Lectern Pulpit Organ Pews  Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Bible Soft toy cat and Reverend Puppet | Have experiences which help them to develop a positive sense of themselves and of others  Develop social skills and to acquire a positive attitude to others and to learning  Stimulate their thinking and awareness about what is right and wrong and what justification or reasons there are for deciding what is right or wrong  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Think about the ways in which people show love, kindness and concern for others and how humans help each other  Know and begin to apply some of the rules associated with polite discourse like listening attentively, not interrupting and letting other people respond  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why” questions about religious and non-religious beliefs and practices  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on and respond to read  Read and understand simple sentences  Learn about concrete examples of religious life in the world and in their own immediate environment (Objects, Symbols)  Begin to know about similarities and difference between themselves and others, and among families, communities and religions  They begin to talk about their own beliefs and values and the beliefs of other people  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **HOW DO PEOPLE EXPRESS CARE AND CONCERN FOR EACH OTHER?**  • Discuss who their friends are and what friends do together. What is the role of friends when you are sad/happy?  • Can brothers and sisters be friends? What can they do for each other?  • Think of ways that they care for each other and think of ways that they can make their group a more caring place and how they can be more caring and protective.  • Think of people they would like to show care and concern for, make a card to say thank you.  • Tell the story of Raksha Bandhan.  • Show a rakhi and ask questions which encourage thoughtful responses, What is it made of? What could you do with it? Where might you wear it?  • Share experiences of looking after brothers/sisters/special friends.  • Make a special friendship band or bracelet using craft materials. For example, plaited wool, red and gold foil, paper doilies and glitter. Reflect on whom they will give it to and its significance.  • Discuss the caring promises that are made between a brother, sister or someone special.  • Discuss caring promises that could be made between the pupils in the class. What does it mean to keep a promise?  • Have your own class ceremony at which they swap the bracelets.  • Display some rakhis with children’s caring messages.  If there are older children in school who have exchanged rakhis, invite them to come and talk to your class.  **HOW DO IMPORTANT PEOPLE WITHIN RELIGIOUS GROUPS SHOW CARE AND CONCERN?**  • Discuss the organisation of the school, for example, each group is cared for by an adult, the teacher cares for the whole class, the head teacher cares for the whole school.  • Explain that in a religious community the leader cares for all the people. Give the leader their proper title and explain their job.  • Invite a local religious community faith leader in to talk with the children.  • Read the book ‘Puddles Lends A Paw’ and emphasise and enjoy the repetitive phrases in the book and encourage the pupils to join in.  • Talk about the story and how Puddles the cat managed to help the various characters in the Church.  • Talk about the Reverend Freddie Fisher’s reading from the Bible about helping others.  • Identify the different ways the characters in the book helped out in the Church.  • Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live.   * Invite children to think of questions they would like to ask the characters. Ask the children to think about who helps them and how they can help others.   **OUTCOMES:**   * To be able to identify some of their own feelings in the stories they hear * To be able to talk about what Jesus teaches about saying ‘thank you’, and why it is good to thank and be thanked. * To be able to identify some of the qualities of a good friend * To be able to reflect on the question ‘Am I a good friend?’ * To be able to say what makes their friends and family special to them * To recall and talk about stories of Jesus as a friend to others * To recall stories about special people in other religions and talk about what we can learn from them | Raksha – protection Bandhan –to tie (Hinduism): some brothers promise they will always look after their sisters. Sisters promise always to love them.   * http://www.bbc .co.uk/religion/ religions/hindu ism/holydays/r aksha.shtml * Role play /dressing up Saris. * Make Indian Sweets   Link to PSED: some secret promises are right to break  Choose a religious group/s  Invite visitors |

**Key for skills linking to the EYFS Programme of Study for RE**

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| **PSED** | **C+L** | **Literacy** | **UTW** | **EAD** | **Mathematics** |

**Reception Term Breakdown**

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| **Year Group, Unit Title, Term** | **Objectives, Vocabulary and Artefacts** | **Skills** | **Suggested Key Questions and Ideas for T+L:** | **Points to Note and Resources** |
| **Reception – Autumn 1**  This unit is learning about and from religious celebrations and festivals | Children should be encouraged to speak about their own religious or non-religious beliefs which are important to them  Children should have opportunities to hear, act out or dramatise and talk about stories associated with different religions. Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Harvest Thanksgiving Reverend  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Diwali (pronounced ‘Divali’) Characters in story: Rama/Sita/ Lakshmana /Hanuman  Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Divas Diwali Garlands Rangoli | Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Think about the ways in which people show love, kindness and concern for others and how humans help each other  Stimulate their thinking and awareness about what is right and wrong and what justification or reasons there are for deciding what is right or wrong  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on  Spell words correctly while others are phonetically plausible  Read and understand simple sentences  Begin to attempt to write single words and single sentences which can be read by themselves and others  Begin to think about and suggest reasons to explain or support an action, a belief or point of view  They begin to talk about their own beliefs and values and the beliefs of other people  To begin to express their own ideas, thoughts and feelings using art, song, music, dance and play  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own | **WHY DO PEOPLE HAVE CELEBRATIONS?**  • Harvest: Collect autumn leaves with the pupils. Look at the colours, shapes and textures.  • Provide opportunities for the pupils to be creative with paints and crayons, make prints with plasticine leaf shapes and cardboard twigs to produce their own leaf pictures. Make an autumn display.  • If possible, take the pupils outside on a windy day to have first hand experience of leaves blowing in the wind.  • Read the book ‘A Wet and Windy Harvest for Puddles’. Encourage the pupils to talk about the story and in particular the Reverend Freddie Fisher’s explanation of Harvest. Encourage the pupils to reflect on why it is important to share food with others who are less fortunate. Encourage the pupils to think about how Freddie responded to Puddles knocking down the fruit and vegetables and spilling the flowers (laughter rather than anger).  **WHAT DO SOME RELIGIOUS PEOPLE CELEBRATE?**  **HOW DO HINDUS CELEBRATE DIWALI?**  • Listen to or tell a simple version of the story of Rama and Sita. Discuss issues of right and wrong. Show pictures of the main characters and label them with 'good' or 'bad'. Pick a character and look carefully at their clothes, hair, etc. Tell an adult something about the character from the story (for example, Sita was very frightened when she was taken away).  • Talk about: Do you know other stories about good things/people winning over bad ones? Why do you think Hindu’s share these stories? Talk about: learning from right and wrong, behaviour and self-control.  Explain how some Hindus celebrate Diwali. In groups make the following: divas from clay, rangoli patterns from rice and pulses, Mendhi patterns on cut out hands, cards and presents, shadow puppets, Diwali garlands, Indian sweets.   * Set up role-play area preparing for Diwali. * Learn a song,‘This is the way we clean the house’, ‘This is the way we light the lamps’, ‘This is the way we give the sweets … Now that it’s Diwali time’, to tune of ‘Here we go round the mulberry bush’.   • Have a class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, if possible, use divas to form a track to the thrones, use scarves for head covering, try Indian sweets.  • Complete the sentence: 'The part of the story I liked best was…' or ‘On their return Rama/Sita felt … because …’  **OUTCOMES:**   * To be able to talk about celebrations * To be able to talk about why we celebrate special occasions * To be able to give examples of special occasions * To be able to use key vocabulary inn relation to special occasions * To be able to talk about the story of Rama and Sita * To be able to talk about what is right and wrong | Links to EAD (art, texture and colour, maths patterns, literacy/books/ stories/ characters |
| **Reception – Autumn 2**  This unit is learning about and from Christmas as a birthday celebration | They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives. Children should have opportunities to hear, act out or dramatise and talk about stories associated with different religions. Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words. Children should be encouraged to speak about their own religious or non-religious beliefs which are important to them.  Vocabulary -  In this unit pupils will have an opportunity to use words or phrases such as:– advent Christingle Nativity Christmas Advent Jesus  Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Nativity scene Crib Chistingle | Think about the ways in which people show love, kindness and concern for others and how humans help each other  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on and respond to  Understand simple sentences  Read and understand simple sentences  Begin to attempt to write single words and single sentences which can be read by themselves and others  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own  Begin to develop an awareness of how story or words may be used to express important ideas including religious ideas in a vivid and memorable way  Extend their language skill so they are introduced to basic subject-specific vocabulary  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why”  Questions about religious and non-religious beliefs and practices  Read and understand simple sentences  Begin to attempt to write single words and single sentences which can be read by themselves and others  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **HOW DO CHRISTIANS CELEBRATE JESUS' BIRTHDAY?**  • Recap on the elements shared in all celebrations. Highlight cards, decorations, food, presents. Make links with birthday celebrations in their own lives.  • Retell the story of Jesus' birth.  • Discuss why Christmas is a birthday celebration.  • Sequence pictures of the Christmas story.  • Discuss what members of the class do at Christmas, explaining why they look forward to particular events.  • Explain how some Christians celebrate Jesus' birthday, by for example, preparing for it at Advent, Christingle services, carol services, making a crib scene in the home, special services on Christmas Eve and Christmas Day at the church.  • Use construction materials and animals to make a crib scene and role-play/small world play with Nativity figures.  **OUTCOMES:**   * To be able to talk about and retell some religious stories and make connections * To be able to recognise some religious words, e.g. about God * To be able to identify some of their own feelings in the stories they hear * To be able to use subject specific vocabulary in relation to Christmas * To be able to say why Christmas is a special time for Christians * To be able to recognise how Christians celebrate Christmas and the routines and celebrations they have leading up to the day. | Links to EAD (art, texture and colour, maths patterns, literacy/books/ stories/ characters |
| **Reception – Spring 1**  This unit is learning about and from change and growth in the natural world | The children should begin to appreciate that not all of these people identify themselves with a particular religion but many do. They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives.  Vocabulary In this unit pupils will have an opportunity to use words or phrases such as:– Creation Spring life cycles life death | Have experiences which help them to develop a positive sense of themselves and of others  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives.  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own  Read and understand simple sentences  Begin to attempt to write single words and single sentences which can be read by themselves and others  Learn about concrete examples of religious life in the world and in their own immediate environment, for example, learn about places like churches, mosques, temples and objects like holy books, religious symbols and special food  Begin to know about similarities and difference between themselves and others, and among families, communities and religions  They begin to talk about their own beliefs and values and the beliefs of other people  Extend their language skill so they are introduced to basic subject-specific vocabulary  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **WHAT DO SOME PEOPLE BELIEVE ABOUT THE BEGINNING OF THE WORLD?**  • Introduce the unit by talking about pupil’s experiences of the New Year and explain how with a New Year comes new beginnings and that the year is like a pattern eg. 4 seasons, 12 months.  • Give opportunities to listen to music that expresses aspects of the seasons. Using dance, respond to the music.  • Read or tell a simple version of the Christian/Muslim creation story. Choose paint/clay/musical instruments/writing etc. to express their feelings about one part of the story.  • Watch the Dottie and Buzz Video, ‘Creation’. (<https://www.youtube.com/watch?v=zva9rZbmv2Y>)  • Use creation story bag and fill with confetti, stars or other items related to the creation story.  • Make a creation display collage to show the sequence of the story; use clay/ or ‘Lego’ pieces.  **WHAT IS HAPPENING IN THE NATURAL WORLD THIS TERM?**  • Explore the outside environment through a multi-sensory approach. • Take the class outside to gather examples of the late winter/spring. Encourage questions about the items they find. Collect some bare twigs, put into water in the class to watch them changing. • Make a collection of nature’s treasures for an interest table, for example, bulb, stick, egg, stone, flower, feather, seed, etc.  • Plant and care for seeds, for example cress, lettuce (indoors).  • Discuss what they have seen around them changing, eg. buds, weather, and colours.  • Make a spring picture.  • Ask pupils to think of other sequences in nature, for example, caterpillar to butterfly, bulb to flower, maggot to fly. Bring in an example to share. Sequence various examples. Draw and label them or order pictures of life cycles, for example, frogs or butterflies.  **WHICH NATURAL THINGS APPEAR DEAD BUT ARE REALLY ALIVE?**  • Pupils collect natural objects and sort into two large hoops (labelled ‘living’, ‘dead’, ‘neither’, i.e. never alive).  • Discuss pupil choices, encouraging them to think carefully about their categories, i.e. the bulb looks dead, but is living and will produce a flower.  • Read and discuss Sam Plants a Sunflower: What happened to the flower? Why do flowers die?  • Share the story ‘Water Bugs and Dragonflies’ Talk about the changes made from bug to dragonfly. Talk about: Where does the dragonfly go to?  • Or share the story ‘Invisible String’ in which Liza and Jeremy’s Mum talks about an invisible string that connects us all even those in heaven.  • Or use Persona Dolls to explore feelings and ideas about life and death. A doll could have a pet or grandparent which dies. Ask questions about how to celebrate a life.  • Where appropriate discuss difficult questions about death. Allow pupils to talk freely and be clear that teachers do not know all the answers  **OUTCOMES:**   * To be able to talk about what goes on in the natural world * To be able to discuss the Creation Story * To begin to understand the concept of life and death * To be able to understand how to take care of living things * To be able to understand simple lifecycles * To be able to understand how religions celebrate a life | Be prepared for difficult questions about death, these should not be dismissed. |
| **Reception – Spring 2**  This unit is learning about and from the Easter story | Children should be acquainted with and have opportunities to see, touch, handle, hear and taste things which are import to people that have a religious or a non-religious worldview like food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions. They should be introduced to subject -specific words. They should be encouraged to ask questions including challenging questions and hear or talk about how they might be answered. They should be encouraged to reflect on the natural world around them, on their own values and beliefs and what really matters to them.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as: happy/sad Easter Jesus Christian Cross Palm Sunday Good Friday Easter Day  Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Crosses palm crosses | Have experiences which help them to develop a positive sense of themselves and of others  Develop social skills and to acquire a positive attitude to others and to learning  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Think about the ways in which people show love, kindness and concern for others and how humans help each other  Begin to attempt to write single words and single sentences which can be read by themselves and others  Begin to develop an awareness of how story or words may be used to express important ideas including religious ideas in a vivid and memorable way  Extend their language skill so they are introduced to basic subject-specific vocabulary  Know and begin to apply some of the rules associated with polite discourse like listening attentively, not interrupting and letting other people respond  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why”  Questions about religious and non-religious beliefs and practices  Learn about concrete examples of religious life in the world and in their own immediate environment, for example, learn about places like churches, mosques, temples and objects like holy books, religious symbols and special food  They begin to talk about their own beliefs and values and the beliefs of other people  To begin to express their own ideas, thoughts and feelings using art, song, music, dance and play  Improve their skills in counting, using numbers, engaging in simple addition and subtraction problems; and describing shapes and spaces when engaged in learning about religion and worldviews | **WHAT MAKES ME HAPPY AND UNHAPPY?**  • Using a happy and a sad face, encourage the pupils to talk about their own experiences of happy and sad times in their own lives, in school or in the wider community. Fold a sheet of paper in half for each pupil. They draw a happy face in the left corner and an unhappy face in the right corner. Underneath draw happy and unhappy incidents and label.  **WHAT MADE JESUS' FRIENDS HAPPY AND UNHAPPY AT EASTER TIME?**  • Using two happy and one sad face tell a simple version of the Easter story, emphasising the happiness of Palm Sunday, the sadness of Good Friday, the happiness of Easter Day.  • Using a paper plate on a lolly stick, decorate one side to be a happy face, the other side sad.  • Retell the story; pupils to show the correct face at the appropriate part. Afterwards, be able to retell the story. Children could do this through ordering pictures, acting it out through role play, painting pictures etc.  **WHICH THINGS DO CHRISTIANS EAT AT EASTER TO REMIND THEM OF THE STORY?**  • Make, show and share hot cross buns. Focus on the symbolism of Good Friday.  • Share Easter eggs and focus on the symbolism of new life.  • Watch clip of celebrating Easter. Make Easter nests.  **OUTCOMES:**   * To be able to talk about and retell the Easter Story * To be able to recognise religious symbols and words related to Easter * To identify some of their own feelings in the stories they hear * To be able to say why Easter is a special time for Christians * To be able to identify the symbols of special foods at Easter * To be able to identify the feelings in the story relating to Jesus. |  |
| **Reception – Summer**  This unit is learning about and from what makes a place special and a local religious place | They should be encouraged to ask questions including challenging questions and hear or talk about how they might be answered. They should be encouraged to reflect on the natural world around them, on their own values and beliefs and what really matters to them. he children should begin to appreciate that not all of these people identify themselves with a particular religion but many do. They should have opportunities to hear and become acquainted with the names of some principal religions like Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Children should also be made aware that there are many people that are not religious but they also have beliefs which help give meaning to their lives.  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Special places Areas around the school Areas in the local community  Vocabulary - In this unit pupils will have an opportunity to use words or phrases such as:– Holy Church Mosque Synagogue Mandir Gurdwara Religious artefacts Religious leaders | Have experiences which help them to develop a positive sense of themselves and of others  Develop social skills and to acquire a positive attitude to others and to learning  Develop a sense of their own value and an understanding of the need for sensitivity to significant events in their own and other people’s lives  Know and begin to apply some of the rules associated with polite discourse like listening attentively, not interrupting and letting other people respond  Practice and develop the ability to ask “how”, “when”, “who”, “what” and “why” questions about religious and non-religious beliefs and practices  Access a wide range of materials such as books, poems and other written materials of a religious and non-religious worldview for them to reflect on and respond to read  Read and understand simple sentences  Learn about concrete examples of religious life in the world and in their own immediate environment (Objects, Symbols)  Begin to know about similarities and difference between themselves and others, and among families, communities and religions  They begin to talk about their own beliefs and values and the beliefs of other people  Be encouraged to use their imagination when learning about religion and worldviews by inventing stories, situations, role-play, dance and designs of their own | **WHAT PLACES ARE SPECIAL TO ME? Guided visualization: using a stilling script**  • Ask pupils to close their eyes and enjoy a journey in their imagination with you, to a special place. Use a script; What can they see, touch, hear? How do they feel? What memory of the special place do they want to keep? Tell the class or a partner about your special place through, for example, circle time, carpet pairs or partner work.  • Ask pupils to bring in a picture of their special place. Using a story, poem or picture talk about places which are special to pupils. Discuss which places are special, why and how they make the pupils feel. Draw or make a model of their special place. Take photographs of pupils’ models.  • In the role-play or outside area as a class or in small groups discuss and make a ‘special place’, for example a parachute den. Pupils decide where it would be for example, what it would look like, who could go there, what would be done there, what would be worn, what it would contain.  • In class or small groups discuss how they feel in their special place.  **WHICH PLACES ARE SPECIAL IN THE SCHOOL?**  • Walk round the school, identifying some important areas, for example, the hall is where the whole school meets; the head's office is where the leader of the school works. Discuss which people use the areas visited. Take digital photographs of the areas which have been discussed, label to say why they think it is special, giving examples of a quiet place, a friendly place, a thinking place etc.  **WHICH PLACES ARE SPECIAL TO PEOPLE IN THE COMMUNITY?**  • Show pictures of features they will recognise, for example, the swimming pool, the shops or the park. Discuss the purposes for visiting each place. Talk about any of these places they might go to with friends or family and why. Paint themselves in a place of their choice.  **WHICH LOCAL PLACE IS SPECIAL AND HOLY TO A RELIGIOUS FAMILY?**  • Show a photo of the religious building closest to the school. This can be from any religion. Discuss where it is, who has seen it and who goes there. Invite someone who attends the place to talk with the class about the place and its importance to them. Focus on the name of the place and for example, the day they attend, what they do, what things they use there, what else happens there and who is in charge.  • Or explore for example, a church, mosque, synagogue, through a ‘virtual tour’ or visit the place of worship of their earlier visitor; pupils find examples of a quiet place in the building, a friendly place, a thinking place etc.  • Or use a persona doll to talk about their place of religious importance.  • Provide artefacts for pupils to explore and explain that these need to be treated with respect.  **WHICH PEOPLE ARE IMPORTANT IN OUR OWN LIVES?**  • Discuss the different people who are important in pupils’ own lives, for example, parent, carer, grandparent, sibling, child minder.  • Take photographs and make a class display of the important people in the pupils’ lives.  • Discuss other important people and why these people are important. Pupils to contribute to a class book/display add to the list the title of a leader of a local religious community. Invite that person to talk about their role. Focus on their title, what they might wear, what they do for people. Ask the person to tell a story which they would tell to children in their special place.  **OUTCOMES:**   * To be able to talk about what makes something special * To be able to talk about somewhere that is special to themselves, saying why * To be aware that some religious people have places which have special meaning for them * To be able to talk about the things that are special and valued in a place of worship * To be able to recognise a place of worship * To get to know and use appropriate words to talk about their thoughts and feelings when visiting a religious building * To be able to talk about people that are special to them and why | ‘Guided visualisation’ is an educational technique for imaginative learning. Teachers are encouraged to try it out, perhaps at first with a small group. |