

## Nursery - UW- People/Culture and Communities

### RE (Religious Education) progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: UW / People, Culture and Communities**

■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary- to be used daily
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop an awareness of special places for:                             <ul style="list-style-type: none"> <li>their own family</li> <li>friends</li> </ul> </li> <li>Develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they have experienced or seen in photos</li> </ul>	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colours and feelings	Families and Celebrations	Traditional Tales	Growing and changing	People Who Help Us	Wild Animals / Zoo
	<ul style="list-style-type: none"> <li>Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.</li> <li>Develop friendships</li> </ul>	<ul style="list-style-type: none"> <li>Share own special celebrations</li> <li>Name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important.</li> <li>Compare their family to other families and explain what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>Compare their family to families in stories</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their life and what they do as they grow from a baby to a child.</li> <li>Talk about special events and celebrations for themselves and their family.</li> <li>Name the festival of Holi and understand that it is a special time for some people</li> </ul>	<ul style="list-style-type: none"> <li>Know some the names of some people who help them and their role</li> <li>Re-enact different roles within role play</li> <li>Begin to understand how animals can also help people</li> <li>Begin to develop an understanding of helping within the community - planting /</li> <li>Name the festival of Eid Al-Fitr and understand that it is a special time for some people</li> </ul>	<ul style="list-style-type: none"> <li>Compare communities where animals can be found in their natural habitat</li> <li>Talk about other places and their communities that they have visited</li> </ul>

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year □Nursery family wall display to identify child within growing setting (termly new arrivals) and wider community □ learning journey over time to collate significant events.

## Reception - UW- People/Culture and Communities

### RE progression through EYFS

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■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<p>Compare &amp; contrast characters from stories, including figures from the past</p> <p>Talks about past &amp; present events in their own life &amp; in the lives of family members</p>	<p>Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</p> <p>Knows that other children do not always enjoy the same things, &amp; is sensitive to this</p>	<p>Understand that some places are special to members of their community</p>	<p>Talk about members of their immediate family &amp; community</p> <p>Enjoys joining in with family customs &amp; routines</p>	<p>Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect, Mandir, worship, beauty, nature, Christian, Muslim, Hindu, Diwali, Bible, Qu’ran, messenger.</p>	
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different (Special stories)	Spring 2 Lifecycles (Special Times)	Summer 1 In My Garden (Special Places)	Summer 2 People in our Community (Special People)
	<p>To know that there are special and significant events in their own lives and to be able to give examples of these such as a birthday or trip to the cinema.</p> <p>To know that there are special and significant events for groups of people and be able to give</p>	<p>To know a simple version of and be able to recall the story of Christmas.</p> <p>To know why Christmas is a special event linking to the birth of Jesus.</p> <p>Name a church and explain their own experiences.</p> <p>To read and learn about the festival of Diwali and know</p>	<p>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, religion, features, language they speak.</p> <p>To read ‘All kinds of beliefs’ by Anita Ganeri and know that there are some similarities and some differences between the main</p>	<p>Talk about the life cycle of humans.</p> <p>Talk about the wonders of the natural world and how people of different religions and non-religions see it as a special place.</p> <p>To know that a mosque is where Muslims worship.</p>	<p>Talk about their own special places and why they are special to them.</p> <p>Talk about how they look after their special places and why.</p> <p>Children can name some ways people look after the natural world e.g., recycling.</p> <p>To read and retell the story of ‘The baby birds’ - a Muslim story where</p>	<p>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, and explorers.</p> <p>Name religious texts – the Qu’ran and the Bible - and explain why these are</p>

<p>examples of these. To know that there are common features of a special occasions such as gathering people together in larger groups, eating together, decorations etc.</p> <p>To know that there are special places in people's lives and be able to talk about special spaces they have travelled to with members of the family.</p> <p>To know that there are special stories and be able to share features of stories that they like and explain why.</p>	<p>some ways it is celebrated by Hindu people. Read the story book 'Binny's Diwali' to explore how younger Hindus might connect with the festival.</p> <p>To know that Hindus worship in a Mandir.</p> <p>To talk about and recall features of the festivals of Diwali and the Christmas through play, art and model making.</p>	<p>religions and non-religions of the world.</p>	<p>To name a third celebration of Eid and begin to understand what it means. Read the story book 'The most exciting Eid' to explore how younger Muslims might connect with the festival and what it means to them and those around them.</p> <p>Talk about Easter as a special time.</p>	<p>the prophet Muhammad (pbuh) reminded his friends to care for all living things.</p> <p>To read and retell a simple version of the story of Christian creation to explain Christian beliefs about the natural world.</p> <p>To know that most Christians believe that God created the world so they feel it is important to look after it.</p>	<p>important to people. To know that religious texts tell stories that people of different religions share and tell often.</p> <p>Discuss why some stories are special and what we can learn from stories.</p> <p>To share, role play and simply retell the story of Rama and Sita (version by Malachy Doyle) and to make connections between the story and their prior learning about the festival of Diwali. To know why this story is special to people in the Hindu community.</p>
<b>Christianity</b>		<b>Hindu- Dharma</b>		<b>Islam</b>	
<p>☐ Children to be exposed to key vocabulary daily in provision. ☐ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. ☐ Take part in Collective Worship each week.</p>					