

EYFS Nursery – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document

Our School Religious Education Curriculum

What?

When?

Understanding the World

→ Continue developing positive attitudes about the differences between people.

Creative play, make-believe, role play, dance and drama
 Ensure that resources reflect the diversity of life in modern Britain.
 Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions
 Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.
 Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.
 Celebrate and value cultural, religious and community events and experiences.
 Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
 Dressing up and acting out scenes from stories, celebrations or festivals
 Making and eating festival food Bonfire Night
 Christmas
 Chinese New Year
 Easter
 St David's Day
 St Andrew's Day
 St Patrick's Day
 St George's Day
 Work on nature, growing and life cycles or harvest
 Harvest
 Help children to learn each other's names, modelling correct pronunciation.
 Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
 Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story

Myself
 People Who Help Us
 Special Times
 My Life Friendship
 Our Community
 My Senses
 Welcome Special Books
 My Special Things
 Belonging Stories
 People Special to Me
 Special Places
 The Natural World
 Half Termly Story plan using;
 Character Development Books
 RE Week

	books. Seeing pictures, books and videos of places of worship and meeting believers in class. Listening to religious music	
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EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document
 EYFS Framework ELG
 Derbyshire and Derby City
 Agreed Syllabus for Religious Education 2020–2025

Our School Religious Education Curriculum
 Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

What?

When?

Believing

- Recognise that people have different beliefs and celebrate special times in different ways.
- Which stories are special and why?
- Which people are special and why?

During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.

What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories? Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?

Circle Time
 R Time
 Role Play
 World book day

Half Termly Story plan using;
 Character Development Books

RE Week

Expressing

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Understand that some places are special to members of their community
- Which places are special and why?
- Which times are special and why?

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?

Strong school values –
 Learning/Behavioural
 Explore family Values –
 similarities/differences.
 RE Week
 St David's Day
 St Andrew's Day
 St Patrick's Day
 St George's Day

		<p>What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people's special times?</p>	
Living	<ul style="list-style-type: none"> → Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. → Being special: Where do we belong? → What is special about our world? 	<p>How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?</p> <p>What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people's ideas about the world?</p>	<p>Showing respect – R Time Learning Values Behavioural Values</p> <p>Summer 1 – Recycling RE Week</p>

Year 1 Religious Education			
Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		Our School Religious Education Curriculum Christians and Jewish people	
		What?	When?
Believing	<p>1.1 - Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> → Talk about some simple ideas about Christian beliefs about God and Jesus (A1). → Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). → Talk about issues of good and bad, right and wrong arising from the stories (C3). → Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p> <p>Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.</p> <p>Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question ‘Where is God?’ through art.</p> <p>Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians. Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God.</p> <p>Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.</p> <p>Explore what the idea of God means for the children themselves.</p>	<p>R Time – treating others kindly</p> <p>Sharing stories of Jesus- share art work to discuss where is God.</p> <p>Half Termly Story plan using; Character Development Books</p> <p>RE Week</p> <p>St David’s Day St Andrew’s Day St Patrick’s Day St George’s Day</p>
Believing	<p>1.3 - Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> → Talk about how the mezuzah in the home reminds Jewish people about God (A3). → Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). → Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). 	<p>Discuss what precious items they have in their home. Why are they important?</p> <p>Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</p> <p>Talk about remembering what really matters: how do people make a special time to remember?</p> <p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.</p>	<p>Time for us</p> <p>Special Times</p> <p>R Time</p> <p>Celebrations – Birthdays, weddings, Shabbat</p> <p>RE Week - Jewish celebrations</p> <p>Sukkot-October</p> <p>Chanukah/Hannukah-December</p> <p>Pesach/Passover- April</p>

	<p>→ Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p>	<p>Assemblies – singing hymns</p> <p>Celebration days- Sukkot-October Chanukah/Hannukah-December Pesach/Passover- April</p>
<p>Expressing</p>	<p>1.5 - What makes some places sacred?</p> <p>→ Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>→ Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>→ Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>→ Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways) Explore the main features of places of worship in Christianity and at least one other religion. Notice some similarities and differences between places of worship and how they are used. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.</p>	<p>Spring term 2- visit to St Marys Church and record in English books.</p> <p>Christmas and Easter stories and celebration assemblies to sing and celebrate with our families and St Mary's church visitors.</p>

	<p>1.6 - How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> → Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). → Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). → Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). → Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>Consider the importance and value of celebration and remembrance in children’s own lives. Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends’ feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Explore the meaning and significance of Jewish rituals and practices during each festival. Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	<p>Harvest</p> <p>Easter</p> <p>Christmas</p> <p>Celebration days- Sukkot-October Chanukah/Hannukah-December Pesach/Passover- April RE Week</p>
<p>Living</p>	<p>1.7 - What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> → Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). → Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). → Identify two ways people show they belong to each other when they get married (A1). 	<p>Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. Find out about some symbols of ‘belonging’ used in Christianity and Judaism, what they mean Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony of Judaism: naming ceremony for girls – brit bat or zaved habat; Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings)</p>	<p>Belonging –RTIME Transitions in summer 2</p> <p>Summer 1-Special occasions celebrations day- Wedding ceremony/baptism/celebrations/ Music – Role Play</p> <p>St David’s Day St Andrew’s Day St Patrick’s Day St George’s Day</p>

	<p>→ Respond to examples of co-operation between different people (C2)</p>	<p>Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p> <p>Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</p> <p>Explore the idea that different people belong to different religions, and that some people are not part of religious communities.</p> <p>Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid or Remembrance on 11th November.</p>	<p>Charity days/Remembrance Day</p>
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Year 2 Religious Education			
Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		Our School Religious Education Curriculum Christians and Muslims people	
		What?	When?
Believing	<p>1.2 - Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> → Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). → Re-tell a story about the life of the Prophet Muhammad (A2). → Recognise some objects used by Muslims and suggest why they are important (A2). → Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 	<p>Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’.</p> <p>Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.</p> <p>Give children a way to respond to their own big questions e.g. writing a class big questions poem or a ‘Where is God?’ poem. Describe one of the beliefs that Muslims hold about God e.g. tawhid.</p> <p>Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an.</p> <p>Talk to Muslims about what they believe about God. Explore what the concept of God means for the children themselves.</p> <p>Identify the objects that are most precious to them. Why are they precious? How does it show?</p> <p>Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur’an and stand, compass, headscarf. Why are these important?</p> <p>Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p>	<p>Music – listen to nasheeds - I am a Muslim by Zain Bhikha; Art – Calligraphy</p> <p>Poetry - writing a class big questions poem or a ‘Where is God?’ poem.</p> <p>RE Week Autumn</p>
Believing	<p>1.4 - What can we learn from sacred books?</p> <ul style="list-style-type: none"> → Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). 	<p>Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</p>	<p>World Book day – Special Books Quran, Bible, Tenakh.</p>

	<ul style="list-style-type: none"> → Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). → Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). → Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<p>Introduce the Bible as a sacred text for Christians. Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh. Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. Read, act out and illustrate some stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’, ‘Muhammad and the rebuilding of the Ka’aba’). Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.</p>	
Expressing	<p>1.6 - How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> → Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). → Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). → Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). → Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>Consider the importance and value of celebration and remembrance in children’s own lives. Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends’ feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ulFitr. Talk about what the stories and events means for the children themselves. Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	<p>Value of celebrations - Christmas, Easter, Harvest Belonging –RTIME Transitions in summer 2 Assemblies – singing hymes Eid-ul-Fitr Half Termly Story plan using; Character Development Books RE Week</p>

<p>Living</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> → Re-tell Bible stories and stories from another faith about caring for others and the world (A2). → Identify ways that some people make a response to God by caring for others and the world (B1). → Talk about issues of good and bad, right and wrong arising from the stories (C3). → Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) → Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37). Consider the idea that we all have special gifts we can use to benefit others.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam, Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. Florence Nightingale.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a</p>	<p>R Time – Ongoing – Friendships</p> <p>Famous People - Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area – Florence Nightingale.</p> <p>Organise a small fund-raising event and donate the money to a local charity.</p> <p>RE Week</p>
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		<p>role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important.</p>	
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