

EYFS Nursery – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document

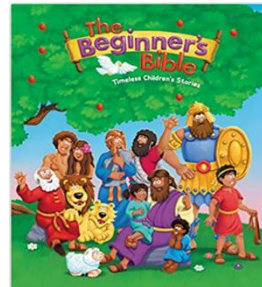
Our School Religious Education Curriculum

What?

When?

Understanding the World

- Continue developing positive attitudes about the differences between people.



Help children to learn each other's names, modelling correct pronunciation.

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, and the birth of a new baby, weddings or the death of a pet. **Bible Story - Creation story – The Old Testament**

Dressing up and acting out scenes from stories, celebrations or festivals **Bible Story Noah Ark – old Testament**

Making and eating festival food Bonfire Night

Christmas – **Bible Story – Christmas Story – The New Testament**

Chinese New Year

Easter – **Bible Story - Easter Story – The New Testament**

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 **Bible Story Creation Story – The Old Testament**

Harvest

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

Daily - 'who's behind the door'

Spring 1 and Summer 2 –

What's inside

How we Change?

December – Nativity

February –

Autumn 2

What's in a rainbow?

Day and Night

Catch me if you can – Summer 2

	<p>Bible story – Loaves and Fishes – The New Testament 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. Resources – Arks. Stable/finger puppets/ ceramic religious figures. Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books. Seeing pictures, books and videos of places of worship and meeting believers in class. Listening to religious music.</p> <p>Bible story - Joseph and his coloured coat - The Old Testament</p>	<p>Ongoing</p> <p>What's in a rainbow? Summer 1</p>
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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

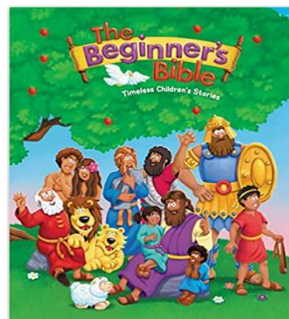
Our School Religious Education Curriculum
Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

What?

When?

Believing

- I know and can recognise that people have different beliefs and celebrate special times in different ways.
- I know which stories are special and why?
- I know 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?

Bible Story - The Good Samaritan – The New Testament

Circle Time
R Time
Role Play
World book day

Autumn Term

Ongoing

Expressing

- I know and can talk about similarities and differences between themselves and others, among families, communities and traditions.
- I know and understand that some places are special to members of their community
- I know which places are special and why?
- I know 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.

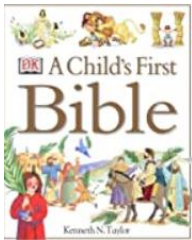
Strong school values
Learning/Behavioural
Explore family Values
similarities/differences.

Ongoing

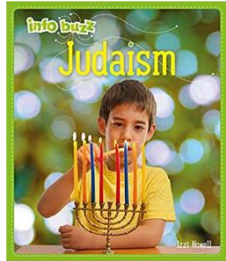
Spring Term

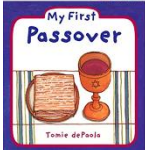

Summer Term

		<p>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?</p> <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? Bible Story – Christmas Story – The New Testament Bible Story – Easter Story – her New Testament</p>	<p>Autumn 2 Spring 2</p>
<p>Living</p>	<ul style="list-style-type: none"> → I 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. → I know about being special: where do we belong? → I know 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>Bible Story - Moses and the Red Sea - The Old Testament Bible Story - Jonah and the Whale - The Old Testament Bible Story - The lost Sheep - The Old Testament</p>	<p>Ongoing</p>

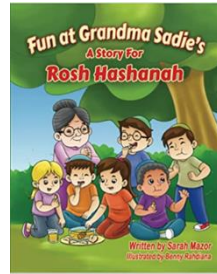
Year 1 Religious Education			
Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		Our School Religious Education Curriculum Christians and Jewish people	
		What?	When?
Believing	<p>1.1 – I know who is a Christian and what they believe?</p> <ul style="list-style-type: none"> → 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 (Luke 1:26–56), 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. Bible Story – Cain and Abel – The Old Testament.</p> <p>Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Bible Story – The Prodigal Son – The New Testament Hear and think about some prayers Christians use.</p> <p>Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Bible Story – David and Goliath – The Old Testament.</p> <p>Explore what the idea of God means for the children themselves.</p>	<p>R Time – treating others kindly</p> <p>Spring Term one- sharing stories of Jesus- share art work to discuss where God is.</p>
Believing	<p>1.3 – I know who is Jewish and what 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 	<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</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>or Pesach might think about God, suggesting what it means (A2).</p> <p>→ Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.</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.</p> <p>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.</p> <p>Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p>	<p>Pesach/Passover- April</p> <p>Assemblies – singing hymes</p> <p>Celebration days- Sukkot- October</p> <p>Chanukah/Hannukah-December</p> <p>Pesach/Passover- April</p>
<p>Expressing</p>	<p>1.5 – I know 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>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)</p> <p>Explore the main features of places of worship in Christianity and at least one other religion.</p> <p>Notice some similarities and differences between places of worship and how they are used.</p> <p>Explore the meanings of signs, symbols, artefacts and actions</p> <p>Bible Story – The Paralyzed Man – The New Testament 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, synagogue</p> <p>Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with</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>→ Ask good questions during a school visit about what happens in a church, synagogue (B1).</p> 	<p>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>1.6 – I know how and why we celebrate special and sacred times?</p> <p>→ Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>→ Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>→ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>→ 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> 	<p>Consider the importance and value of celebration and remembrance in children's own lives.</p> <p>Learn about festivals in Christianity, including Christmas, Bible Story – Christmas Story – The New Testament. 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.</p> <p>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. Bible Story – Easter Story – The New Testament.</p> <p>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).</p> <p>Explore the meaning and significance of Jewish rituals and practices during each festival.</p> <p>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</p> <p>Chanukah/Hannukah-December</p> <p>Pesach/Passover- April</p>
<p>Living</p>	<p>1.7 – I know what it means to belong to a faith community?</p> <p>→ 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).</p>	<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.</p> <p>Bible Story – Jairus's Daughter – The New Testament.</p>	<p>Belonging –RTIME</p> <p>Transitions in summer 2</p> <p>Summer 1-Special occasions celebrations day- Wedding</p>

- 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).
- Respond to examples of co-operation between different people (C2)



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 zeved 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)

Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.

Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).

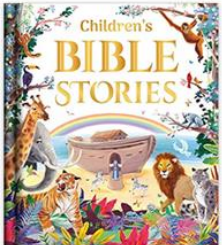
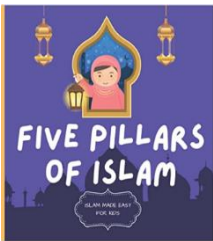
Explore the idea that different people belong to different religions, and that some people are not part of religious communities.


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.

ceremony/baptism/celebrations/
Music – Role Play

Charity days/Remembrance Day

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 – I know who is a Muslim and what 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). <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<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.</p> <p>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>Spring 1</p>
Believing	<p>1.4 – I know what we can 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>Introduce the Bible as a sacred text for Christians.</p> <p>Bible Story – Daniel in the Lion’s Den – The Old Testament.</p>	<p>World Book day – Special Books Quran, Bible, Tenakh.</p> <p>Spring 2</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). <div style="text-align: center; margin-top: 10px;">  </div>	<p>Bible Story – Walking on the Water – The Old Testament. Bible Story – The Blind Man – The New Testament.</p> <p>Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh.</p> <p>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.</p> <p>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’).</p> <p>Share an example of a story that occurs in more than one sacred text e.g. Bible Story – The story of Noah - The Old Testament., which is sacred to Muslims, Jews and Christians.</p>	
Expressing	<p>1.6 – I know how and why 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.</p> <p>Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. Bible Story – The Easter Story – The New Testament. The Christmas Story – The New Testament. 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.</p> <p>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.</p> <p>Talk about what the stories and events means for the children themselves.</p>	<p>Value of celebrations - Christmas, Easter, Harvest</p> <p>Autumn 1 Autumn 2</p> <p>Spring 2</p>

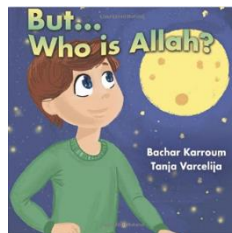


Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.

Living

1.8 I know how we should care for others and the world, and why does it matter?

- 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).



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).
 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), **Bible Story – The Paralyzed Man – The New Testament**.
 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.
 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.
 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.

R Time – Ongoing – Friendships

Autumn Term
 Famous People - Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area – Florence Nightingale.

Summer 2

Spring 1

		<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 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. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p>	
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