

**RE (EYFS Understanding the World - People Culture and Communities)**

	<b>Learning experiences - implementation</b>	<b>Key vocabulary</b>	<b>Development Matters in the EYFS</b>	<b>Links to Year 1 National Curriculum</b>
<b>Sunbeams (Nursery 2 year old Provision) 2 to 3 year olds</b>	<ul style="list-style-type: none"> <li>•Share photographs of children’s families, friends, pets or favourite people.</li> <li>•Support children’s understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</li> <li>•Talk to children about their friends, their families, and why they are important.</li> </ul>	Family names, birthday, Christmas, EID and any other celebrations that reflect the children in the cohort.	<p>Notice differences between people.</p> <p>Make connections between the features of their family and other families.</p>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of Christianity.</li> <li>• Describe some of the main festivals or celebrations of Christianity.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some Christian practices.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> <li>• Show an understanding of the term ‘morals’.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious and non-religious figures studied (i.e. Moses, David, Jesus).</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>
<b>Sun (Preschool) 3 to 4 year olds</b>	Talking about celebrations, resources and pictures available as stimulus for discussion following significant community celebration/festival e.g. Birthdays Children encouraged to share photographs from home. Should reflect the children in the cohort.	Family names in home language and in English, Celebrations that reflect the children in the cohort. Celebration Party	Continue developing positive attitudes about the differences between people.	
<b>Reception 4 to 5 year olds ELG</b>	Talking about celebrations, resources and pictures available as stimulus for discussion following significant community celebration/festival e.g. Birthdays Examples of religious buildings added to block play as stimulus Learning about festivals using) Christmas party, Eid party, Chinese New Year	Celebration Party Christmas, Diwali, Eid, Hanukkah, Easter (reflecting cohort) Church, Mosque, Mandir (temple), Gurdwara	<p>14. People Culture and Communities ELG</p> <p><b>Children at the expected level of development will:</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>	

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	<p>Follow the RE Mat syllabus for Reception using the knowledge organisers, <b>Special Me</b> <b>Who am I? Where do I belong?</b> <b>Christianity and other faith communities in the class, Harvest</b></p> <p><b>Special Times 1</b> <b>What special times are there?</b> <b>Diwali, Christmas, birthdays, Hanukkah, Christenings, Remembrance Day</b></p> <p><b>Special Stories – Jesus</b> <b>Parables and Jesus’s miracles (healing)</b> <b>How did Jesus want people to live? (kindness and love)</b></p> <p><b>Special times 2</b> <b>What special people are there?</b> <b>Passover, Easter</b></p> <p><b>Special Stories – God</b> <b>What can we learn about Creation?</b> <b>Multi faith creation stories and Humanism</b> <b>Caring for Our World</b></p> <p><b>Special Places –</b> <b>What places are special to people?</b> <b>Trip to church/synagogue</b></p>		<p>experiences and what has been read in class;</p>	
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