



Caversham Park Primary School

Reception Curriculum

Understanding the World: RE

Key Knowledge:

- Know who is special to them and why
- Know and recount celebrations and events in their own lives.
- Know that Christians celebrate Christmas and the birth of Jesus.
- Know that people in their community have different customs, traditions and beliefs and celebrate special times in different ways
- Know that tolerance and respect are to be shown towards the beliefs of others (British Values)
- Know that we can learn from stories and that some stories have morals
- Know that there are special places of worship and places of local importance to the community.

Key Skills:

- Talk about people who are special to them
- Talk about members of their immediate family and community including customs, traditions and beliefs
- Show tolerance and respect for beliefs that differ from their own (British Values)
- Engage and join in with activities involving learning about religious and cultural communities
- Sensitively discuss and compare similarities and differences in celebrations and traditions.
- Name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible
- Begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others

Vocabulary:

Religion, belief, story, special people, role model, family, special places, prayer, worship, celebration, Christian/ity, Jesus, Moses, giving, gift, thank you, Christmas, shepherds, wise men, angels, Mary, Hindu, Holi, festival, Easter, miracle, church, temple, mosque, synagogue

Literature:

- Just like my Mum/'Just like My Dad' by David Melling
- 'Me and My Dad'/'Me and My Mum' by Alison Ritchie
- The Usborne Children's bible
- My Very First Nativity story by Lois Rock
- The Story of Moses (Bible Explorers) by Leena Lane and Gillian Chapman
- Hooray Hooray - It's New Years Day! by Kenn Nesbitt
- The Flowers Came, Spring Arrived: A Nowruz Story
- Festival of Colours by Surishtha Seghal
- Easter Story/Bible
- The Boy Who Cried Wolf, Aesop's fable

Enrichment:

- Visit to a local church
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children
- Use children's experiences and own celebrations to inform others.

- The Crocodile and the Priest story
- Bilal and the Beautiful Butterfly story
- The Gold-Giving Serpent story
- The Lost Sheep story
- The Nativity story.

- Adult Directed:**
- Help and encourage children to freely communicate about home and community
 - Promote discussions about friendships, faith, family customs, stories and festivals and celebrations
 - Celebrate festivals and faith through a wide range of classroom activities
 - Woven opportunities for children to engage with religious and cultural communities and their practices within the curriculum and provision at appropriate times of the year
 - Assemblies.

- Continuous Provision:**
- Inclusive texts in book corner with regard to faith, culture and traditions and language
 - SMSC displays
 - Artefacts linked to current celebrations to be available in the classroom.
 - Home corner to be inclusive and reflect the children's families and local community
 - Adult support within the environment.

- Enhanced Provision:**
- RE Inspired visit (Christianity unit)
 - Make greetings cards
 - Share/make calendars and talk about special times and events
 - Carryout art based activities to demonstrate understanding of RE.

Assessment (ELGs)

- Prime Areas:
- CAL: Listening, Attention and Understanding**
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Speaking**
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - Express their ideas and feelings about their experiences using full sentences...
- Building relationships**
- Show sensitivity to their own and to others' needs

- Specific Areas:
- Understanding of the World: People, culture and communities**
- 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;

Progression

Autumn

- Talk about people who are special to them
- Talk about and recount celebrations and events in their own and their families lives.
- Know that Christians celebrate Christmas and the birth of Jesus.
- Begin to learn that some people in our community have different celebrations and traditions and develop positive attitudes towards these.

Spring

- Know that people in their community have different customs, traditions and beliefs and celebrate special times in different ways.
- Continue developing positive attitudes about the differences between people.
- Know that we can learn from stories and that some stories have morals

Summer

- Recognise that people have different beliefs and celebrate special times in different ways. (in this country and around the world)
- Understand that some places are special to members of their community.
- Continue developing positive attitudes about the differences between people.