

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

Nursery – Understanding the World – People, Culture & Communities - RE Skills

Symbols & Rituals Beliefs and teachings (What people believe)	Self & Others Practices and lifestyles (What people do)	Festivals Expression and language (How people express themselves)	Living Things Reflecting Identity and experience (Making sense of who we are)	Right & Wrong Understanding values (Making sense of right and wrong)
<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history 	<ul style="list-style-type: none"> • Talk about what they have experienced or seen in photos 	<ul style="list-style-type: none"> • Develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling.

Nursery – Understanding the World – People, Culture & Communities - RE knowledge

<ul style="list-style-type: none"> • Know that there are a variety of ways in which people live their lives • Know why certain rituals are part of everyday life and their values (e.g. washing hands before meals) • Know that there are symbols which help people to lead their lives e.g. green and red men on the crossing 	<ul style="list-style-type: none"> • Know that people have different beliefs & ways of doing things • Know that my views are valued • Know people who are special to them & why • Develops an awareness of some occupations of people in the community 	<ul style="list-style-type: none"> • Know how we celebrate different things e.g. wedding, birthday, Eid, Christmas • Know some places are special • Know & describe special times 	<ul style="list-style-type: none"> • Know how to care for the natural & all living things • Know what makes them special • Know about significant events in their experience 	<ul style="list-style-type: none"> • Know why we have rules e.g. turn taking • Know school standards • Know that some faiths have different rules e.g. special food, dress
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Reception – Understanding the World – People, Culture & Communities - RE Skills

Symbols & Rituals Beliefs and teachings (What people believe)	Self & Others Practices and lifestyles (What people do)	Festivals Expression and language (How people express themselves)	Living Things Reflecting Identity and experience (Making sense of who we are)	Right & Wrong Understanding values (Making sense of right and wrong)
<ul style="list-style-type: none"> • Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines • Talk about religion from sources of information and use some simple everyday religious terms. • Talk about their community. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> • Can talk about similarities & differences between themselves & others, & among families, cultures & traditions 	<ul style="list-style-type: none"> • Will consider that other children do not always enjoy the same things when considering their actions. • Build constructive and respectful relationships. • Begin to talk about their own experiences and feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Show sensitivity to their own and other’s needs. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Reception – Understanding the World – People, Culture & Communities - RE knowledge

<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; • Know that some symbols & rituals have religious meaning 	<ul style="list-style-type: none"> • Knows about and can talk about family celebrations and routines. • Can name and talk about some different occupations. 	<ul style="list-style-type: none"> • Begin to recall parts of religious stories • Knows about some religious festivals and considers similarities and differences in how people celebrate. 	<ul style="list-style-type: none"> • Know about some similarities & differences between themselves & others, & among families, cultures & traditions 	<ul style="list-style-type: none"> • Knows that other children do not always enjoy the same things, and are sensitive to this. • Knows how to share and treat others how they would like to be treated (show respect). • Knows about different feelings e.g. angry, sad, happy, worried.
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Key Vocabulary

Religion, Christian, baptism, personal, special, belong, Christmas, festival, incarnation, God, Jesus, Easter, church, celebration, symbols, Holy Week, palm leaves, cross, eggs, new life, creation, important, world, human beings, look after, destroy, Muslims, Allah, Mosque, Hindus, worship, special, Diwali, diwa lamp, temple, faith, belief,

Statutory Educational Programme for Understanding the World: EYFS

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

Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development and Communication and Language