



## Understanding the World: People and communities

### & RE Progression Framework (Intent)

EYFS	<b>Understanding the World: People and Communities</b>		
During Nursery and Reception planned opportunities and provision will enable children to	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>		
	<ul style="list-style-type: none"> <li>Enjoy joining in with family customs and routines.</li> <li>Children to develop a positive sense of themselves and others, and learn how to form positive and respectful relationships</li> </ul>		
ELG (Early learning Goal)	<ul style="list-style-type: none"> <li>Children to encounter religious and non-religious world views through special books, times and objects</li> <li>Children should listen to and talk about stories, be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression.</li> <li>They ask questions and reflect on their own feelings and experiences, using their imagination and curiosity to develop their appreciation/wonder of the world in which they live.</li> </ul>		
<b>KS1 National Curric</b> (Stat Req's / strands)	<b>Believing</b> - Know about and understand a range of religions and worldviews	<b>Expressing</b> - Express ideas and insights about the nature, significance and impact of religions and worldviews	<b>Living</b> - Gain and deploy the skills needed to engage seriously with religions and worldviews,
<b>Year 1 – Emerging knowledge, skills and concepts</b>	<ul style="list-style-type: none"> <li>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and respond to questions about what individuals and communities do, and why, I can identify what difference belonging to a community might make.</li> <li>I can observe and recount different ways of expressing identity and belonging, responding sensitively.</li> <li>I can notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore questions about belonging, meaning and truth and express my own ideas and opinions in response (using words, music, art or poetry).</li> <li>I can find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>I can find out about questions of right and wrong and begin to express my ideas and opinions in response.</li> </ul>
<b>Year 2 – Expected by the end of KS1</b>	<ul style="list-style-type: none"> <li>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and respond to questions about what individuals and communities do, and why, I can identify what difference belonging to a community might make.</li> <li>I can observe and recount different ways of expressing identity and belonging, responding sensitively.</li> <li>I can notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore questions about belonging, meaning and truth and express my own ideas and opinions in response (using words, music, art or poetry).</li> <li>I can find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>I can find out about questions of right and wrong and begin to express my ideas and opinions in response.</li> </ul>
<b>NC Attainment Targets</b>	<p><b>Pupils should</b></p> <ul style="list-style-type: none"> <li>Know about and understand a range of religions and world views</li> <li>Express ideas and insights about the nature, significance and impact of religions and world views</li> <li>Gain and deploy skills needed to engage seriously with religions and world views</li> </ul>		

SEND in RE – Practical, experiential learning wherever possible e.g exploration of artefacts and use of DEAL activities to promote depth of understanding and engagement. Regular revisiting of target vocabulary ensuring language used is differentiated according to individual needs. Visuals to support teaching e.g films, photos, books artefacts and inclusive visits. If written records are necessary, differentiated activities are made available.



## How This Looks At Great Moor Infant School

### Thematic Activities

#### Autumn Term –Year 1

##### Christianity and celebrations

Introduce Christian symbols and artefacts; circle time, ICT and sequencing activity to learn and understand a parable (story) from Bible teaching forgiveness (Jonah and the Big Fish); Who/What is God artwork: draw what God might look like or where He might be. Christian celebration of Harvest: Jewish celebration of Sukkot, how the two can be compared (both celebrate food from the land, freedom of Israelites remembered by Jews); writing simple sentences with artwork.

The importance of Jesus to Christians; taught people to be kind, caring and helpful through stories, birth of Jesus: Nativity play, What Christmas means to Christians.

The importance of Hanukkah in Judaism; history of Hanukkah, key vocabulary (Macabees, miracle of the oil, 8 days)

#### Spring Term

##### The importance of a Church to Christians and Mosque to Muslims

Introduce Muslim symbols/objects. To recognise that symbols and objects represent different places of worship. Using interactive ICT; how/where we feel safe both at home and in community, Introduce muslim symbols and artefacts; circle time, What would be find in a mosque; role play, classroom becomes a mosque, creative writing (postcard); what would it be like to visit a mosque/church, sorting symbols and artefacts for church and mosque; craft activity

\*Focus this term is to explore and understand that places of worship are considered holy and sacred as they are to do with God/Allah

#### Autumn Term Year 2

##### The importance of Allah to Muslims – includes trip to Cheadle Mosque

Recap previous learning/vocabulary about Islam (muslims). Visual aids; symbols and artefacts. ICT/video; intro call to prayer; language used. Video and then Writing Activity; five pillars of Islam

Using visual aid (balloon) and discussing important things that cannot see (wind, electricity etc) to establish importance of Allah to muslims. Artwork; to draw a picture of a person (or pet) who is important to them with a simple sentence explaining why.

As comparison to other faiths; God/Allah is important to all; Christians are happy to draw an image of God (as we did in year 1), Muslims will only write word Allah and in Judaism not even the word is allowed.

Write the word Allah in Arabic with a simple sentence.

Using ICT; virtual tour of a mosque, drawing and writing activity showing objects that would be found in a mosque.

Harvest and Sukkot; Video/ict; reading and writing activities, key vocab.

Introduce symbols/objects that represent Judaism. Establish previous learning in Year 1 (history of Hanukkah)

Videos/ICT; things we might find in a Jewish home.

Make your own Mezuzah; children write Shema prayer in Hebrew and decorate an envelope, the Shema prayer will go inside.

Further understanding of Hannukah; how compares to Hindu celebration of Diwali (celebration of light) Children write story of how Hanukkah began.

Nativity; Year 1 play, Jesus taught us to be kind caring and helpful, learn parables (stories) from the Bible. Writing activity; the story of the birth of Jesus.

### The importance of Easter to Christians

Using ICT, craft, art, and writing children learn about Holy week; Palm Sunday, Maunday Thursday (last supper), Good Friday and Easter Sunday. A group dice game to reinforce understanding of The Last Supper. A memory game using objects associated with Easter (HC buns, Easter Egg, daffodils, crucifix/cross, image of Jesus; draw and label three objects that they think best represent Easter.

### Summer Term

#### The importance of feeling a sense of belong to a faith community

To better understand what it means to belong to a faith community, using ict we learn that we all belong to something and discuss how it makes us feel to belong to something (happy); family, school, clubs, library, gym; draw expressions on a faces template to demonstrate understanding of different feelings. Circle time; discuss symbols that represent this belonging: school logo on uniform, family photo, swimming badge, Rainbows badge/uniform. Artwork to show belonging.

Reinforced with Bible Story-Parable of the Lost coin;

Ramadan; writing key words (from word bank) under corresponding image.

Eid-al-Fitr; ICT and flap book writing activity.

Vesak Day: Buddhism; same principle of being kind caring and helpful. After watching a short video, class discussion and children make a paper lantern.

Belonging to Christian faith; Welcoming a new baby; video and labelling activity. Writing activity; invitation to a Christening.

What marriage means in the Christian faith; the importance of making a promise/vow. Symbol; wedding ring. Friendship Octopus; writing 8 things that make a good friend. Art in a heart; what do you think it means to be married.

### Spring Term

Importance of sacred/special books; visual aid; look at a selection of books including holy books, how are they different/similar (different language, stories and prayers) Artwork; choose, draw and colour a holy book.

Introduce more stories from the Bible and Quaran that teach us to be kind and caring; Craft activity:sequencing and questionnaire/simple sentences. Further understanding of Jewish Torah using ICT/video and questionnaire/simple sentences.

Easter; using ICT writing activity and music children learn more about Easter; key vocab; betrayed, crucifixion and resurrection. Why it is celebrated when in sounds like a sad time?

Jewish celebration of Shabbat; labelling/craft activity to understand key events and vocabulary

Why/how is Passover celebrated in Judaism? ICT to learn history of this celebration, reading/writing activity to understand foods eaten and why; Seder plate.

### Summer Term

Caring for others, the world and why it matters; discuss stories from Bible and Quaran again teaching us to be kind and caring. Discuss feelings; how can we make other people feel happy?, could being helpful make other people feel happy? Writing activity; Story of Good Samaritan (key words, helpful, kind)

Singing/instruments; learn song (build me up) about helping others so that we can be better people.

Ramadan and Eid-al-Fitr; ICT and writing activity to recap previous learning about these celebrations. That learning and understanding other celebrations can show that we care.

Buddhist celebration of Vesak (Wesak). We learn how Buddhists celebrate this day using videos and class discussion. The children complete a 'Gratitude Tree' writing things to be grateful for on paper leaves which are cut out and stuck on the tree.

Learning key facts about significant people who have cared for others due to their faith; Mother Theresa, Martin Luther King and Dr Barnado.

Using artwork and labelling, children create a poster to understand The

	Golden Rule which is relevant to all faiths; Treat people how you wish to be treated.
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Spiritual	Moral	Social	Cultural	British Values
<p>Exploring religion can support children’s emotional and spiritual development when living in a multicultural society.</p> <p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>-understanding of how they relate to themselves and to others.</li> <li>-Being able to value and accept themselves and each other,</li> <li>-sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> </ul>	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>-ability to recognise and show kindness to each other and readily apply this understanding in their own lives,</li> <li>- understanding of the consequences of controversial (sometimes violent) events in the history of religion and how these events relate to the world we live in now.</li> </ul>	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>-use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</li> <li>-willingness to participate in a variety of communities and social settings, including by volunteering cooperating well with others and being able to resolve conflicts effectively.</li> <li>-acceptance and engagement with British values of mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in</li> </ul>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>-understanding and appreciation of the wide range of cultural influences that have shaped the world they live in.</li> <li>- understanding and appreciation of the range of different cultures within school and the community they live in.</li> <li>- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and</li> </ul>	<p>The children experience British Values through:</p> <ul style="list-style-type: none"> <li>-Our aim is to engage, inspire, challenge and encourage our pupils to question; equipping them with the knowledge and skills they need to be out in the community.</li> <li>-The school values which help to develop specific qualities - respect, inclusivity, resilience, care.</li> <li>- Showing respect for and tolerance of other cultures and their values.</li> <li>-Considering their responsibilities to themselves and others in their school, families and wider community; to encourage empathy, generosity and</li> </ul>

		modern Britain.	attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.	compassion
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