

EYFS Understanding of the World: People Culture and Communities (RE)

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These 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 their achievements for their own sake;
- **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 (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS People Culture and Communities Educational Programme (Statutory)

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.

Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG: People Culture and Communities (Statutory)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Community	Influence and Impact	Experiences and Feelings	Religious Beliefs and Sources	Religious Expression	Questions and Values
<ul style="list-style-type: none"> • Talk about religion from sources of information and use some simple everyday religious terms. • Talk about their community. 	<ul style="list-style-type: none"> • Show some awareness of religions. • Listen to what children say about their own experiences with people who are familiar to them. 	<ul style="list-style-type: none"> • Begin to talk about their own experiences and feelings. • Listen to what children say about their own experiences with people who are familiar to them. 	<ul style="list-style-type: none"> • Begin to recall parts of religious stories • Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - ongoing 	<ul style="list-style-type: none"> • Can recognise some symbols of religion both verbal and visual. • Find out about places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> • Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.

Unit	RE Knowledge: Key outcomes	Vocabulary	Scriptures	Enrichment and Engagement activities
Harvest	<p><i>Why do Christians thank God for the harvest?</i></p> <ol style="list-style-type: none"> 1. What is harvest? 2. Why do Christians celebrate harvest? 3. How do Christians say thank you to God for the harvest? 4. What can we do to follow God's teaching and help people in need? 	<p>Harvest Thank you Thankful Celebrate</p>		<p>Harvest fruit in the conservation area</p> <p>Taste fruit and vegetables</p> <p>Harvest service</p>
Incarnation (Core Learning)	<p><i>Why do Christians perform nativity plays at Christmas?</i></p> <ol style="list-style-type: none"> 1. What special stories do we know in the bible about Jesus? 2. Who are the characters in the Christmas story? 3. What happens in the Christmas story? 4. Why was Jesus a special baby? 5. What do Christians do at church at Christmas? 6. What special things do Christians do at Christmas to share God's love? 	<p>Jesus Celebrate God Christmas Nativity</p>	<p>Luke 1:26 – 38 Luke 2:1-7 Luke 2:7 – 21 Matthew 2:1 – 12</p>	<p>Christmas story sand art Nativity play</p>
Stories about Jesus	<p><i>What happened to Jesus when he grew up?</i></p> <ol style="list-style-type: none"> 1. Where can we find stories about Jesus? 2. Why do Christians think Jesus is special? 3. Who were Jesus' friends? 4. What is a miracle? 5. What was Jesus' first miracle? 6. What different miracles did Jesus perform? 7. What do the miracles tell people about Jesus? 	<p>Jesus Disciple Miracle</p>	<p>Jesus lost in the temple (Luke 2:41-51) The calling of the Disciples (Mark 1 v 14-20) The Wedding at Cana (John 2 v 1-12) The Man Lowered Through the Roof (Mark 2 v 1-12) Jesus walks on water (Mark 6 v 45-52) Feeding the 5000 (Matthew 15 v 32-39)</p>	

<p>Salvation (Core Learning)</p>	<p><i>Why do Christians put a cross in an Easter garden?</i></p> <ol style="list-style-type: none"> 1. What is Shrove Tuesday and why is it important to Christians? 2. Why is a palm cross a special symbol, or reminder, for Christians? 3. How do Christians use crosses to celebrate Easter at home and at church? 4. What does Easter mean to Christians? 5. Why is Easter a happy and sad time for Christians? 	<p>Salvation Lent Palm cross Palm leaves Hosanna Palm Sunday</p>	<p>John 12:12–15: Jesus’ entry into Jerusalem Luke 23:26–56: crucifixion, death and burial Luke 24:1–12: finding the empty tomb</p>	<p>Making Easter garden Making pancakes</p>
<p>Creation (Core learning/Digging Deeper?)</p>	<p><i>Why is the word God important to Christians?</i></p> <ol style="list-style-type: none"> 1. Who do Christians believe made the world? 2. What did God make in our world? 3. How did God make the world? 4. Who do Christians believe made us? 5. What does the creation story tell Christians about God? 6. Why do Christians think it is important to look after the animals? 7. Why do Christians say God’s name with care? 8. What ways do Christians look after what God has given them? 9. How can we look after God’s world? 	<p>Creation Create Creator God</p>	<p>Genesis 1 v 1-27 Genesis 2:19-20 Lords Prayer (Matthew 6:9-13)</p>	<p>Visit from Pearl to talk about the work in Kanamai.</p>