



NATRE Spirited Arts 2022 WINNER Sebastian (4) Godstone Primary
God's Good Earth: 'People are to keep care of the animals of the whole wide world..'

EARLY YEARS FOUNDATION STAGE

Some principles for RE in the Early Years Foundation Stage (EYFS)



Starts from the child's experience & within the EYFS curriculum



A mix of planned & purposeful play



Adult-led & child-led activities

Exploration through six key questions:



Who am I and where do I belong?



Why do we have celebrations?



What makes a place special?



What can we learn from stories?



What makes something special?



What makes our world wonderful?

The Early Years Foundation Stage (EYFS)

The early years foundation stage describes the phase of a child's education from the birth until the age of 5. The Early Years Foundation Stage Framework (EYFS) is the statutory framework for the early years foundation stage, which sets the standards for learning, development, and the care of children. **RE is a legal requirement for all pupils of the statutory school age, which must include children in Reception**, The statutory requirement to teach RE does not extend to nursery classes in maintained schools.

There is no requirement for RE to be delivered as discrete lessons in EYFS: how you choose to teach RE is a decision that should be made and justified at school level. There are seven areas of learning and development that shape the educational programmes in early years settings. All the areas of learning are interconnected. The table below shows the three prime areas and the four specific areas:

Prime areas	Specific areas
Communication and Language Physical Development Personal, Social and Emotional Development	Literacy Mathematics Understanding the World Expressive Arts and Design

RE in the seven areas of learning

RE has the potential to make an active contribution to all the areas of learning in early years settings, but it makes a particularly important contribution to those highlighted above in **bold**. The EYFS statutory framework (September 2021) strengthens the place of RE through its explicit reference to religious communities (DfE, 2021, p.14) in the **Understanding the World** area of learning. This specific area involves exploration of the child's world, helping them to make sense of their physical environment and the communities that they are a part of. The RE curriculum provides opportunities for pupils to widen their personal experiences through meeting people from different religions, cultures and beliefs, visiting places of worship, exploring stories and festivals and enriching their vocabulary with subject-specific words.

Children at the expected level of development should 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.

EYFS Framework Sept 2021, p14: ELG People, Culture and Communities

Characteristics of Effective Learning (CoEL)



The areas of learning and educational programmes that shape the curriculum in the early years foundation stage outlines *what* children should learn. The Characteristics of Effective Learning (CoEL) describes *how* children learn. Using the CoEL, it is possible to ascertain what kind of learner a child is and how practitioners can plan developmentally appropriate activities to extend their thinking. The CoEL should underpin all learning and development in the early years foundation stage, and indicates the ways that a child will engage with other people and their environment.

Children are powerful learners from birth. They can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems, and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space, and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful, and resilient learners. (Birth to 5 Matters: non-statutory guidance for the Early Years Foundation Stage, 2021, p. 52).



RE affords children the opportunity to engage with stories, people, and artefacts, relating them to their own personal experiences. Continuous provision in the EYFS gives children the chance to return to activities that interest them for sustained periods, and allows children to begin to think more deeply and make links in their learning. RE is all about engaging and exploring. The aspects within the Characteristics of Effective Learning are a helpful place to start when we consider what kind of RE enquirers we want our EYFS children to be.

The table below shows the three aspects within the CoEL:



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



RE in the early years foundation stage, by which we mostly mean the Reception year, should begin with children’s own experiences and be shaped by the educational programmes planned by the school as part of their curriculum. **This inevitably means that this will reflect a range of beliefs and ideas, reflecting both non-religious and religious worldviews, ensuring that all perspectives are valued and that the RE curriculum for EYFS is inclusive of all.**

This curriculum should lead children to the subject content that focuses on religious ideas and concepts. The majority of children’s learning in the early years foundation stage is through a mixture of child-initiated and adult-led activity. Through a combination of careful planning, purposeful play, and appropriately pitched adult-led activities, children will develop a secure knowledge of some beliefs, ideas and concepts. After exploring RE within the seven areas of learning, this document will outline the 6 key questions that should guide the RE learning in the reception year. The key questions do not need to be taught in their entirety in one go. In fact, it may be useful to be able to dip in and out as you follow the children’s interests. However, there are aspects within some that are better taught in line with the academic year, e.g. Christmas at the end of Autumn 2 term and Easter at the end of the Spring 2 term.

The Early Years Foundation Stage (EYFS)



Assessment in EYFS:

At the end of EYFS, there is a certain level of development that all children are expected to attain; these are set out in the Early Learning Goals (ELGs). The ELGs are used to make holistic, best-fit judgements about a child's overall development and readiness for Year 1.

It is against the ELGs that pupils' progress in EYFS must be measured.

There are no separate assessment statements for RE in the early years. The RE curriculum in this syllabus will provide plenty of opportunities for evidencing the ELGs at the end of the key stage: over the next few pages, we demonstrate what this might look like across the six key questions and how these in turn may help EYFS practitioners to gather evidence for the ELGs.




	Children at the expected level of development will...
ELG: Past and Present	<ul style="list-style-type: none">- Talk about the lives of the people around them and their roles in society;- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;- Understand the past through settings, characters and events encountered in books read in class and storytelling.
ELG: People, Culture and Communities	<ul style="list-style-type: none">- 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.
ELG: The Natural World	<ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants;- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

How does RE in EYFS contribute to the ELGs?



RE has the potential to make an active contribution to all the areas of learning in early years settings, but it makes a particularly important contribution to **Understanding the World (DfE, 2021, p14-15)**

This area of learning presents significant opportunities for evidencing the three ELGs in this area through the RE elements of learning in our six key questions. We choose here to exemplify how this might be achieved and expect that early years' practitioners will be able to find similar evidence in RE for the other areas of learning.

	Children at the expected level of development will...
ELG: Past and Present	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
Key questions: we might find evidence in... 	<ul style="list-style-type: none"> • <i>talking about their own families and exploring similarities / differences to others' families</i> • <i>meeting members of local faith and belief communities or visiting places of worship</i> • <i>investigating and enjoying stories associated with religious events, activities & teaching e.g. from the Bible, Torah or Qur'an etc., exploring how people lived 'then' and what might be different to 'now' or how families celebrate in different ways; hearing stories about other people (past and present) who have had an impact on people's lives today, including religious leaders & non-religious thinkers.</i>
ELG: People, Culture and Communities	<ul style="list-style-type: none"> - 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.
Key questions: we might find evidence in... 	<ul style="list-style-type: none"> • <i>investigating how different people believe different things or celebrate special times in different ways e.g. Christmas, Eid, Diwali, Chinese New Year etc.</i> • <i>visiting places of worship, real or virtually; building a sukkah</i> • <i>experience different cultures through the way that people live; explore resources from different parts of the world</i> • <i>use books / videos that feature the real lives of different children and families e.g. Belonging & Believing series or CBeebies 'Let's Celebrate!'</i> • <i>exploring special objects / artefacts from a range of cultures / religions e.g. cross, hijab, turban, prayer beads, divas etc.</i>
ELG: The Natural World	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key questions: we might find evidence in... 	<ul style="list-style-type: none"> • <i>exploring stories about our world, including creation, or how different people show they care for it, and why they think this is important</i> • <i>experiencing the wonder of the natural world at different times of year / weather or on school visits</i> • <i>looking after their own school environment, including classroom, school garden or similar; looking after pets / plants (school / home)</i> • <i>expressing curiosity about the natural world e.g. looking for minibeasts, asking questions in response to exploration</i> • <i>appreciating the resources that the natural world provides, showing responsibility in the way that they treat the environment</i>

RE in the seven areas of learning

The recommendation in this Agreed Syllabus is that for pupils in the early years, learning in RE should always start from a child's own experience and from within the EYFS curriculum. From this, the RE 'key questions' will lead children to the RE subject content, which focuses more on religious ideas and concepts. The EYFS curriculum will provide plenty of opportunities for RE-related learning. Much of pupils' learning in RE within Reception will be through planned, purposeful play, with perhaps a mix of adult-led and child-led activities. Below, we show five of the seven areas of learning and highlight examples of RE-related experiences and opportunities. The text relating to each area of learning is taken from the Statutory Framework for the Early Years Foundation Stage (DfE, 2021; pp.8-10).

Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
Examples of RE-related experiences and opportunities	<ul style="list-style-type: none">- In response to memorable experiences, give children the opportunities to respond creatively, imaginatively and meaningfully- Religious events, such as Christmas and Easter, can act as a stimulus to help children to think of different special events that are associated with different celebrations- Children are regularly given the opportunity to listen to one another's points of view- Stories, music, and artefacts give children the opportunity to learn about different important religious celebrations- Visiting places of worship and listening to visitors from different cultures and ethnic groups will expose children to new language. Children will then be able to use new words that are associated with this new learning, showing respect
Personal, Social, and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Examples of RE-related experiences and opportunities	<ul style="list-style-type: none">- Children have regular opportunities to use stories from different cultures and traditions as a stimulus to reflect on their own feelings and experiences, exploring them in different ways- Through the use of role-play, children can explore the ways that people show concern and love for others and talk about why this is important- Discussions can help children to think about issues of right and wrong (justice) and how humans can help each other- By thinking about children in the class being individuals, children are able to explore what makes everyone unique, special, and, most importantly, valued

RE in the seven areas of learning (cont.)

Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Examples of RE-related experiences and opportunities	<ul style="list-style-type: none"> - Stories can be used as stimuli, providing children with the opportunities to reflect on what different characters do and say and decide what children would have done in similar situations. - Activities and play can provide children with the opportunities to explore a story's meaning
Understanding the World	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.
Examples of RE-related experiences and opportunities	<ul style="list-style-type: none"> - Through everyday experiences, children have the opportunity to ask and answer questions about diversity, religion and culture - Visiting places of worship, or listening to visitors or members of the school community from different religions, beliefs and ethnic groups - The opportunity to handle real artefacts can allow children to be more curious, respectful and interested
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Examples of RE-related experiences and opportunities	<ul style="list-style-type: none"> - Religious artefacts can act as a stimulus to allow children to think deeply about and express meanings associated with the artefacts - Children are provided with regular opportunities to share their own experiences and feelings, and can be supported with reflecting on them - Art, music, dance, stories, imaginative play, and role-play are all activities that can be used by children to represent their own ideas, thoughts, and feelings - Allow children to respond to things that they see, hear, smell, touch, and taste in their own way

EYFS: 6 key questions that support children's learning through the EYFS

Understanding the RE Curriculum for EYFS

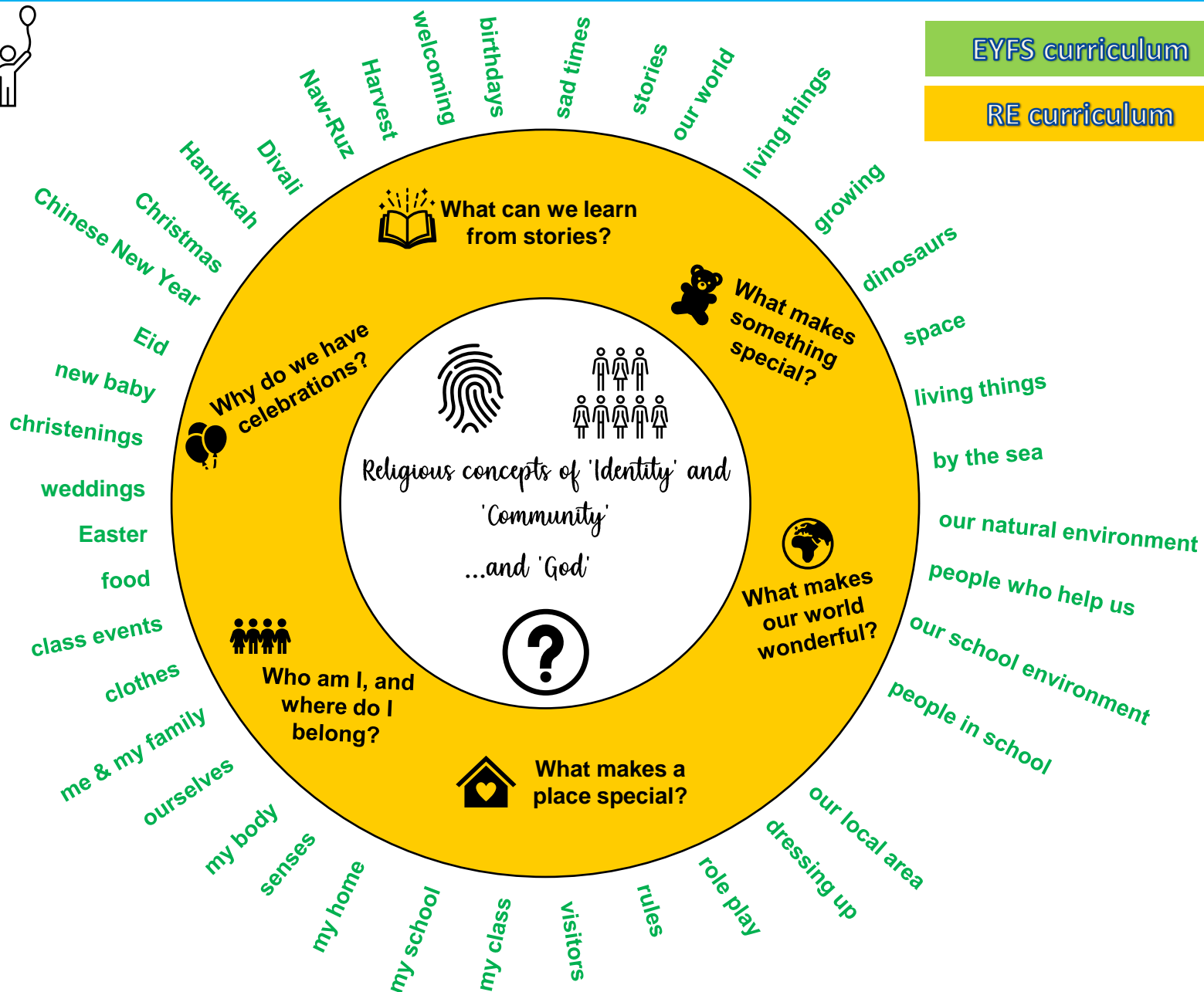


The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. Each school may organise their EYFS curriculum differently, perhaps adopting a topic-approach, or more of a child-initiated learning approach.

The themes in green around this diagram are common to many EYFS settings (and are not limited to those listed here).

The 6 key questions within the yellow doughnut give pupils the foundations for understanding the '**Golden Threads**' (worldview concepts) of 'Identity', 'Community' and 'God', which are built upon in the KS1 RE curriculum. *(more on next page)*

These three **Golden Threads** tie into the 6 key questions that create the RE curriculum in the EYFS. Whilst the key questions could be taught as 'units', we recommend that you access them through your continuous provision, dipped in and out of as the year progresses and children's interests and topics change.



EYFS curriculum

RE curriculum

The RE Curriculum for EYFS: 3 'Golden Threads'



This curriculum has been restructured from the previous Surrey Agreed Syllabus. There are 3 '**Golden Threads**' that enable links to be made across and within different religions and beliefs: ideas about 'God', 'Community' and 'Identity', explored through the substantive content, and encouraging pupils to view this content through the disciplinary (subject) lenses of theology, philosophy, and sociology. It is important to recognise here that the EYFS syllabus is likely to be structured very differently from learning in other key stages, in the way that the learning is approached through continuous provision, although schools may also choose to teach RE as a discrete subject.

The RE curriculum for EYFS is presented as six topics, with each exploring one key question. These key questions can be unpicked throughout the EYFS year, or taught as 'discrete' learning: this is a school-led decision. Through exploring the six key questions, children are able to explore the three golden threads, starting from the child's prior understanding and experiences and then widening to include other worldview points of views from this. They will broadly cover the following areas, helping children to understand:

Philosophical ideas about 'Identity'

Existential questions



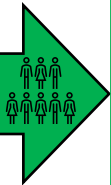
In RE we think about the mystery of what it means to be human, and 'me'

- We are all special and unique and have our own identity
- There are people who are special to us, e.g., family, friends and teachers
- Personal celebrations such as birthdays, weddings and baptisms and how they shape how we see ourselves
- 'Welcoming' celebrations, e.g., starting schools and new life
- Celebrating is a way of 'belonging'
- Belonging in a class and home family
- School-based celebrations

What are you curious about?
What questions do you have?
Do you think this is real?
What is right? What is wrong? What does 'good' mean?
What do you think we mean by 'true'?

Sociological ideas about 'Community'

Ways of living & impact



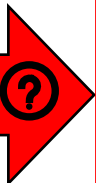
In RE, we think about what it means to be part of a community

- Festivals and celebrations that might be important for other children in the class/school, e.g., Eid-ul-Fitr, Diwali, Sukkot, Hanukkah, Naw-Ruz (Irani New Year), Guru Nanak's birthday etc. (as appropriate)
- Belonging in a school community (and, if part of a church school, the wider 'church family')
- It is important to respect things that are special
- Celebrating is often a way of expressing belonging
- Recognising where people belong, e.g. by special clothing or objects

How do different people celebrate?
How do you think people might use this artefact?
Are there any special celebrations or festivals that you have celebrated?
What could/do these symbols mean?
What happens here? Why is this place important?

Theological ideas about 'God'

Beliefs & Teaching









In RE, we think about what it means to believe certain things

- That 'God' is an important idea for some people
- There are special religious figures, e.g., Jesus as a special person for Christians, maybe through exploring Christmas and Easter, or Jesus' parables
- There are special places, special times, special objects and special books/stories – specifically the Bible as the special book for Christians, which contain the stories about Jesus
- The natural world is a place of wonder and is something that should be looked after; and the world is something that some people believe God created and others that it came about naturally

What does this *religious* word mean?
How do we pronounce it?
What is this story about? Why might people keep retelling it?
Who is God?
What does belief mean?
Why are special religious books important?


EYFS: 6 key questions that support children's learning through the EYFS


Whilst there are six units, EYFS teachers have the option to decide whether they would like to keep the subject content within the overall theme of the key question, or whether they would like to explore the RE content as it naturally arises out of children's interests and prior learning, e.g., in a topic about 'growing', subject content from 'What makes our world wonderful?', 'What makes something special?', and 'Who am I, and where do I belong?' might be suitable to draw upon for the RE learning within this topic. As is common within EYFS, there are naturally many places where concepts, ideas and questions overlap.

Who am I, and where do I belong? <ul style="list-style-type: none">• Every person is special and unique• Some people believe that God made them this way• How new babies are welcomed• People belong together in different ways• People have different ways of showing they 'belong' together (religious and non-religious)• Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses) 	Why do we have celebrations? <ul style="list-style-type: none">• Celebrations are joyful times• Celebrations are often a time to say 'thank you'• Each person has a 'birth-day', and this is celebrated on the day he/she was born• Christians celebrate special times e.g., Harvest, Christmas, Easter• Other religions have different festivals• School-based celebrations 
What makes a place special? <ul style="list-style-type: none">• Some people have spaces that are special to them• There are special buildings where some people go to think and learn about God• Some people feel close to God anywhere or in their own special places 	What can we learn from stories? <ul style="list-style-type: none">• People can have favourite stories• Through stories people share ideas and values about how to live• Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims)• Some stories are about special people e.g., Jesus, Prophet Muhammad, Moses 
What makes something special? <ul style="list-style-type: none">• Different things are special to people for different reasons• How to look after and respect things that are special to others• People can use objects to help them remember special times and places• Some objects are 'religious' objects and help people to think about God• Memories can be special 	What makes our world wonderful? <ul style="list-style-type: none">• Our world is a place of wonder & we should look after it• People are naturally 'creative'• Some people believe our world was created by God and that this is an important story in their special books• Others believe that our amazing world came about naturally and is best explained by scientists making observations and measurements (link to Science curriculum) 

Who am I, and where do I belong?

What's the purpose of this unit?





 To explore questions of identity, e.g., 'What makes you special and unique?' and 'How can we value others?', as well as thinking about the different places the children *belong* (school community, family, friendships etc.).

 The children should also consider how new babies are welcomed into the world as a way of celebrating the uniqueness of a new life and investigate different ways in which people show they *belong*, including sharing stories about religious leaders.





This is a perfect unit to use when introducing the children to your school values.

At a glance...

What might this look like in the classroom?

 Engage	Help children to understand that they are part of a school community. Ask a new parent to bring their baby into the class to talk about how their baby was welcomed into the family. Did they have a naming ceremony? A party? A Christening? Etc.
 Enquire & Explore	Children have opportunities to think about what makes them special and unique and can think of ways that other people are special and unique. How do we know that we are loved? Who loves us? Who do we love?
 Evaluate	Children will be able to think about the different places that they belong, e.g., family, or club etc. Share and record occasions when things have happened that have made children feel special, at home and at school
 Express	How can we show other people that they are welcome? If a new person is coming to the class, make a plan together with the children to make the child feel as welcome as possible

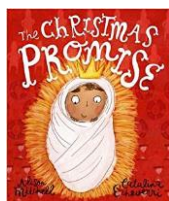
Guidance and prompts for learning...

 Engage	<p>There may be a family in the class who are just about to, or have recently, welcomed a new baby into the family. The child or parent could talk to the class about how this baby was welcomed. What happens when a baby is welcomed into a family? If there isn't a new baby, you could watch this CBeebies clip ‘My First – Baby Brother’ where Ollie is about to meet his new baby brother for the first time.</p> <p>Join in with a whole-school assembly for the first time and afterwards think about what it felt like. What does it feel like to be a small part of something big? What was it like being the smallest children in the room? What happened in assembly? Why?</p>
 Enquire & Explore	<p>Discuss the idea that each person is valuable and unique – what makes all of us similar and different to one another? Start with the religions that the children belong to in the class and think about religious beliefs about each person being loved, e.g. Jewish and Christian idea that God loves humans even before they are born (Psalm 139) and that their names are written on the palm of God's hands (Isaiah 49:16). The children could draw around their hands and write their names on them before decorating.</p> <p>Write a class charter (or similar) and think about how this helps us to feel respected, valued and special. If we all follow the same rules, it helps us to understand that we belong.</p>
 Evaluate	<p>Consider why children are important – think about their rights (e.g. Unicef's ‘Convention on the Rights of the Child’). Consider how children are welcomed into other religions, e.g. having naming ceremonies in Humanism and the Islam Aqiqah ceremony. Are there signs and symbols associated with welcoming new babies, e.g. on ‘New Baby’ cards</p> <p>There are stories in some religions that help to explain why people are special, e.g. the Hindu story celebrating ‘Raksha Bandhan’, which celebrates the special bond between brothers and sisters, where the sister ties a red or gold band (rakhi) around her brother's right hand.</p> <p>Think about times of year when you see new life, e.g. Spring. How can you spot signs of new life? What does it make you think about when you see a baby animal? Use cameras/iPads to take photos of new life and make a class book.</p>
 Express	<p>How can we show other people that they are welcome? If a new person is coming to the class, make a plan with the children to make the child feel as welcome as possible – what could we do? Could a ‘buddy’ help them to settle well? Could we play games to introduce ourselves? Could we take a picture of the class and make a social story to send to them before arriving?</p> <p>Create a ‘shoebox’ of special things: fill a box with special items or memories that are special to us. How do these boxes show that we are all special and unique?</p> <p>Paint self-portraits and display them to show how different we all are – fill the board with quotes about what the children say.</p>

Key vocabulary:

Assembly
 God
 Pray, prayer
 Amen
 Church
 Worship
 Jesus
 Special
 Unique
 Individual
 Values
 Rights

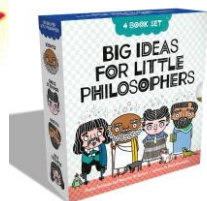
Resources...



‘The Christmas Promise’
By Alison Mitchell



CBeebies ‘Let's Celebrate’ resource
of various video clips



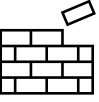


‘Big Ideas for Little Philosophers’ series of books.

Key questions & Areas of Enquiry

Have we ever had a new baby born into our family? What was it like and how did we make them feel welcome?
 How does it feel to be part of a class community? How can we make sure to love and respect each other by following class rules?
 What celebrations can we explore that help us to understand how different religions think people are special?
 How are children special?
 What does new life make us think of? Where do we belong in the natural world?




Golden threads, background knowledge, and skills

 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children’s understanding of identity as it gives children in your class the opportunity to consider how they are special and unique, how the role they play is important and how they fit into different, often overlapping, communities – e.g. their family as a part of the school community.</p> <p>This unit contributes towards children’s understanding of community as it helps children to see celebrations from other people’s point of view and helps them to see that generally (aside from birthdays) celebrations are community events and that looking at those celebrations can help us to understand more about people’s beliefs, e.g. naming ceremonies.</p> <p>This unit contributes towards the children's understanding of God through times when they are exploring the account of the Christmas story, and how, For Christians, this is an important reminder of God sending his Son, Jesus, to live on the earth. They could make links between Jesus being a baby just like the babies that we have in our class community.</p>	<p>Again, it is always important to start with the experience of the children and build on from this. Make the most of opportunities that pop up through the year, e.g. babies being born, celebrations, special events that take place in the school or community (e.g. national events and local celebrations).</p> <p>This unit affords children the opportunity to build their understanding of celebrations by exploring ways in which important life events are celebrated, building onto the ‘Why do we have celebrations?’ unit.</p> <p>Children’s understanding of identity and belonging to a community will be explored as children work together to do something, e.g. make a newchild feel welcome, or meeting a new baby, or taking part in whole-school events like a production or celebrating Easter/Christmas as a whole school community.</p>
Skills Pupils will be demonstrating progression by... 	<p>Reflecting on the feelings and experiences of new life.</p> <p>Empathising with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story.</p> <p>Investigating artefacts and stories through listening and asking questions.</p> <p>Interpreting by suggesting meanings for words, actions and objects within stories and celebrations.</p>

Key Questions

to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment



 Identity	<p>I wonder how we have changed since we were babies?</p> <p>I wonder what might you like to say in a prayer to God?</p> <p>How do I know that I am loved? How can I show love to others?</p>
 Community	<p>I wonder what makes each of us different?</p> <p>Where and when do we have our assemblies?</p> <p>What makes us feel special about being welcomed into a group of people?</p> <p>What things can we do better as a group/together rather than being on our own?</p>
 God	<p>I wonder why we might pray in our school assemblies?</p> <p>When we pray, I wonder why we say ‘Amen’ at the end?</p> <p>I wonder why there is a cross/candle in the hall/church?</p>



Why do we have celebrations?

What's the purpose of this unit?



To explore the idea of 'celebration' as an important concept, the starting point being the celebrations that are a part of the lives of pupils in your class.

This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe.



It is also the intention of this unit to introduce pupils to the celebration of Christmas as an important Christian festival, and how, for Christians, the account of Jesus' birth is the focus of the celebration, as well as exploring the celebrations that are important within your class context.



At a glance...

What might this look like in the classroom?



Engage

Look at and make cards that relate to specific festivals or celebrations, e.g., Christmas, birthdays etc.
Have parents or visitors in to the school to talk about a celebration that is important to them



Enquire & Explore

Cook and share food, or bring gifts to look at, that you might find at a certain celebration, e.g. pancakes for Shrove Tuesday, or Ma'amoul for Eid
Decorate a classroom to fit in with a festival, e.g., a birthday party for children turning 5, or lanterns for Chinese New Year



Evaluate





It might be appropriate for children to compare different festivals, e.g., light at Christmas and light at Diwali, or New Year celebrations across different religions and cultures (Rosh Hashanah, Chinese New Year, and Diwali etc.)
Think about special days for your school – Poppy Day, whole-school events, patronal festivals etc.



Express

Children could plan and host a party to celebrate a significant celebration
Small world or role-play of different family celebrations

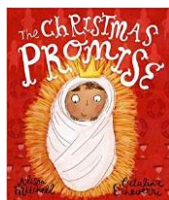
Guidance and prompts for learning...

 <p>Engage</p>	<p>Celebrate someone's birthday as a class, perhaps a teacher. What is special about birthdays? Why do we have them? Why is my birthday on the same day each year? How does it feel to give somebody a present? How does it feel to receive a present? Can we think of any other celebrations that only happen once a year? Perhaps draw upon annual celebrations, starting with those that the children are perhaps familiar with. How do we celebrate these events. I wonder why?</p>
 <p>Enquire & Explore</p>	<p>Invite a parent/visitor/member of staff into the classroom to talk about an event or celebration that is special to them. The children might like to talk about their own important celebrations.</p> <p>Read picture books together, like 'Elmer and the Birthday Cake', 'Festival of Colours', 'When's My Birthday?' etc. and explore the ways that they talk about celebrations.</p> <p>Think about journeys that we have been on. Where were we going? How did it make us feel to go on these journeys? Were they long?</p>
 <p>Evaluate</p>	<p>Think about the different ways that Christmas is (or isn't) celebrated in our families. What do we look forward to at Christmas time? Go for a walk around your local area, spotting signs of Christmas. Take photos whilst out and about. Look at the photos together afterwards and consider which ones could help to tell us more about the story of Jesus, and who travelled to Bethlehem.</p> <p>Act out sections of the Nativity story, using all senses – sounds (animals), wise men's gifts (smells) etc. Think about the different parts of the story and predict what might happen. If there is no room at the inn, where could Mary and Joseph go?</p> <p>Pause at various points in the story and consider how the people may have felt, e.g., How do you think Mary and Joseph felt having to share a stable with the smelly animals?</p>
 <p>Express</p>	<p>You could create a 'treasure box' of different artefacts, costumes and decorations. A child could choose which is their favourite piece of 'treasure' and explain why.</p> <p>Make collage versions of the people within the Christmas story, perhaps adding speech bubbles to form a display depending on what the children thought the characters could be feeling.</p> <p>The children could think about a prayer that they could write as a class to read at a whole-school Christmas service/assembly.</p>

Key vocabulary:

Birthday
 Gift/present
 Celebration
 Decoration
 Thank you
 Wedding
 Christmas, Easter, Harvest
 Diwali, Ramadan, Eid
 Chinese New Year
 Jewish Sukkot, Hanukkah, Rosh Hashanah
 Journey
 Christmas
 Key people in the story: Jesus, Mary, Joseph, Angel, Shepherds, Kings/Wise men
 Nativity
 Animals' names – sheep/donkey/camel

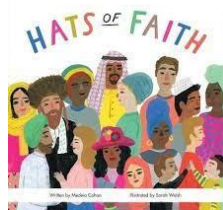
Resources...



'The Christmas Promise'
By Alison Mitchell



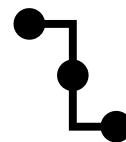
Cbeebies 'Let's Celebrate' resource of various video clips



'Hats of Faith' book – to help children make connections between different families





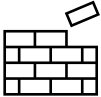
'Belonging & Believing' series of books by Gill Vaisey



Key questions & Areas of Enquiry

Why do you have a birthday, and what makes it special?
 How does it feel to give someone a present?
 How does it feel to receive a present?
 What do you know about when Jesus was born and when he died?
 What are the similarities and differences between different people's special times?




Golden threads, background knowledge, and skills

 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children's understanding of identity as it gives children in your class the opportunity to consider events which are important to them.</p> <p>This unit contributes towards children's understanding of community as it helps children to see celebrations from other people's point of view and helps them to see that generally (aside from birthdays) celebrations are community events and that looking at those celebrations can help us to understand more about people's beliefs. Thinking about the different festivals that are celebrated as part of the classroom will help to create more of a classroom community.</p> <p>This unit contributes towards the children's understanding of God through times when they are exploring the account of the Christmas story, and how, for Christians, this is an important reminder of God sending his Son, Jesus, to live on the earth.</p>	<p>Whilst this unit is not about birthdays, the idea of an annual celebrations is essential to children's understanding of religious festivals. Interestingly, most religious festivals do not appear on the same date each year (Easter, Ramadan...) because they are determined by the lunar calendar. The starting point for the festivals that you choose to explore should be those celebrated by the children that you have in your class.</p> <p>Remember that children should not be expected to celebrate any festival in the way that a believer might, but that they are being given the experience of each particular celebration and can join in at a level that is appropriate for them. Consultation with parents about their child's participation is important, especially when sharing food (allergies!).</p>
Skills  Pupils will be demonstrating progression by...	<p>Reflecting on their own experiences and celebrations.</p> <p>Empathising by considering the experiences and beliefs of others, and knowing how to show respect.</p> <p>Investigating by asking relevant questions.</p> <p>Interpreting the meaning of different foods, artefacts, decorations and outfits for various religious celebrations</p>

Key Questions

to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment



 Identity	<p>I wonder why Christmas might be important to some people, especially Christians?</p> <p>Are there special festivals that I celebrate?</p> <p>Why is my birthday important to me?</p>
 Community	<p>I wonder if anyone in our class celebrates something that other children don't?</p> <p>I wonder how we could share what we have with others (harvest)?</p> <p>I wonder how other people celebrate Christmas in our class?</p> <p>I wonder if everyone in our class celebrates Christmas?</p>
 God	<p>I wonder why Christmas might be important to some people, especially Christians?</p> <p>Why do Christians believe that Jesus an important character in the Christmas story?</p>



What makes a place special?

What's the purpose of this unit?



To know that places are special for different people and that some places hold special memories.



The children will begin to understand that some people go to special buildings to pray or to be close to God.



Children may also reflect on places that are special for them, or places that they associate with special memories.

At a glance...

What might this look like in the classroom?



Engage

Invite a visitor in to talk about and show pictures of a place that is significant to them.
Allow children to think about what their special places are and how they feel when they are there.



Enquire & Explore

Visit a local place of worship and think about who visits this place and why they might visit it. What does the place feel like? What does it make us think? Does it remind us of anything?
Look at a book like 'Window' by Jeannie Baker and discover what might be the special places here.



Evaluate





Consider how different communities of people have different special places, e.g., a mosque for some Muslims, or a church building for some Christians.
Introduce children to the idea that a place does not have to be a building, but it could be geographical location (e.g., Mecca).



Express

Create a special place in the school grounds, perhaps a space for quiet reflection.
Recreate special places that the children have visited and pretend to be 'tour guides', pointing out what they consider to be the important parts of the place.

Guidance and prompts for learning...

 Engage	<p>What are the names for different buildings that we can visit? Think about the similarities and differences between places such as homes, schools, shops, hospitals, libraries etc. Have a discussion about why these buildings ‘feel’ different.</p> <p>Think about the purposes of different places: buddy benches on the playground to find friends, hiding under the bed for peace and quiet, the woods at forest school etc. What places are special to us? What is similar about our special places? Think about some characteristics of special places.</p>
 Enquire & Explore	<p>Role-play how we might behave (or even dress) differently in different buildings. The way we behave when we are at the park is different to what we might be like at the library. How might we dress if we were going to a soft play centre compared to a wedding? Visit your local parish church building and explore the outside and inside. What do you recognise? What do you wonder about? What do you find looks interesting? You could take photos of the visit, draw pictures and adults could scribe what children say.</p> <p>Invite people to your school and ask them questions about their special place. This could be explored further through role-play.</p> <p>Learn about a special festival that focuses on a special place, e.g., Jewish festival of Sukkot (see ‘background knowledge’ - next page).</p>
 Evaluate	<p>Compare how a school is similar and different to special places. Is our school the building, or the people that belong to it? How is this different to churches/places of worship?</p> <p>Build a den, use small world/loose parts or construction resources to make a den/shelter similar to a Jewish sukkah. What might/does it feel like to spend time in this space? An adult or child could pretend to be Moses and could re-tell the story from his perspective, giving children the chance to ask questions.</p>
 Express	<p>Build a model of a church building (or other place of worship) and discuss why people go to a church building, and perhaps talk about what might happen there; children may like to re-create services/events that they have seen occur in those buildings.</p> <p>Stained glass windows are sometimes considered an important feature of churches. After looking at some examples (perhaps photos, or real-life experience), children could have a go at making their own stained-glass windows for the classroom using sugar paper and tissue paper. You could make a whole-class ‘triptych’ with three different sections, which each of the children could contribute to.</p>

Key vocabulary:

Church
Worship
Pray
Service
Names and roles of visitors from local church/place of worship
Festival names
Parish
The name of your school’s Parish church
Sukkot
Sukkah

Resources...



The Adventures of Toby – Making Friends video



RE Today cutaway images of a church and mosque



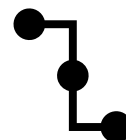
‘Belonging & Believing’ series of books by Gill Vaisey



Outdoor special places, such as this ‘Cathedral of Trees’ near Milton Keynes






BRF Resource Hub’s ‘Places of Christian Worship’ pdf download



Key questions & Areas of Enquiry

1. What special buildings do you know of? What is a church? Have you visited any?
2. What is our parish church like? What places of worship are near our school?
3. What does it feel like to be in a special place? What does it make me think of? Where do we feel safe?
4. Do we know any visitors from these special places? Why do they belong/go to these places?
5. Why might Christians go to church? Or Muslims to a Mosque etc.? What makes these places special?
6. What special places am I a part of? Why are they special to me?




Golden threads, background knowledge, and skills

 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children's understanding of identity as it will help children to use their senses to investigate religions and beliefs as they go on visits to local 'special' places/buildings. Children will also have opportunities to ask their own questions about things they find curious or things that puzzle them. It might help children to think about how they feel: awe, wonder, joy, sadness etc.</p> <p>This unit contributes towards children's understanding of community as it helps children to understand the importance of a parish/local church/local place of worship to the school. It will help children to see the connections between the local community and the school community. Looking at special places may help children to understand where some religious worldviews originated. A visit to one of these special places, or listening to a visitor will give them the opportunity to meet members of these communities.</p> <p>This unit contributes towards the children's understanding of God through the chances they will have to learn about simple religious beliefs and teachings. They may also be able to talk about key theological vocabulary such as 'God'.</p>	<p>It is always appropriate to start from the experience of the children in your class, which will vary year on year. However, you could use the examples of the following four special places and then draw comparisons/differences to guide learning: <u>sukkah</u> (a little hut that is made during the Jewish festival 'Sukkot' remembering the 40 years where the Israelites wandered the Sinai desert), <u>stained glass windows</u> in Christian churches (lots of these windows depict important aspects of their faith), <u>trees</u> (lots of traditions believe trees are special/sacred places – providing shelter, food, resources etc.), and <u>the whole Earth</u> (perhaps the whole earth is special? This links to the last EYFS unit: 'What makes our world wonderful?'). Look at the 'Cathedral of Trees' in Milton Keynes.</p> <p>There is a distinction between the 'local' and 'parish' church. Schools can be linked to a specific CofE parish church, but there may be other local churches that are close to the school.</p> <p>'Church' usually refers to the Christian people who meet in a building as opposed to the building itself, so this might need exploring further.</p>
Skills Pupils will be demonstrating progression by... 	<p>Reflecting on feelings, experiences, beliefs and practices</p> <p>Empathising by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places</p> <p>Investigating by gathering information from a variety of sources, e.g., places of worship, photos, artefacts/objects, books etc.</p> <p>Interpreting the meaning of symbols in a church building or place of worship</p>

Key Questions


to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment




 Identity	<p>I wonder if you have any special buildings that you visit?</p> <p>I wonder what we feel like when we visit special places?</p>
 Community	<p>What is our local church called? Why do we visit the church sometimes?</p> <p>I wonder if we think our school church is a special place?</p> <p>Can we remember anyone who visits us from these special places?</p> <p>What do visitors from the church community do in our school?</p>
 God	<p>Why do Christians go to church?</p> <p>I wonder what makes a church a church?</p> <p>When might/ do we visit church?</p>

What can we learn from stories?

What's the purpose of this unit?

 To explore a wide range of stories and picture books, religious and secular. They will use their favourite stories as examples of what makes a story special to them and begin to think about the fact that some stories are special to some people because they are about God or religious leaders.

 Children could also consider whether stories can teach people things, and what they can learn from stories.

 This unit could include the Easter story, with an opportunity for children to reflect on what the story might mean for them and what it means for Christians.

At a glance...

What might this look like in the classroom?



Engage

Have a 'bring your favourite book to school' day – this could tie in with World Book Day.
Read some stories in the class and vote for your favourite.
Share some of the adults' favourite books from their childhood.



Enquire & Explore

Story sacks, story stones, and role-play costumes are great for re-telling stories.
Have a look at some 'special books' for religious people, e.g. Bible, Qur'an and the Torah – what do you think about when you see them?



Evaluate





Share stories from children's versions of religious holy books. What can we learn?
Think about the Christmas/Easter story using a good-quality story book. Why is it a special story for Christians?
Think about books that are special for your class and why.



Express

Have a go at creating our own stories, perhaps using Helicopter Stories. I wonder what someone might learn/or think about if they heard our stories?

Guidance and prompts for learning...

 Engage	<p>If children have an opportunity to bring their favourite books to school, the children could share their books with the friends. The teacher could read all of them over the course of a couple of weeks and then the children could see if they have found any new favourites.</p> <p>It might be nice for adults to bring in books that they enjoyed listening to/reading when they were little and explain why they liked it so much – it might be that it had a special message that was important.</p>
 Enquire & Explore	<p>Ask a visitor to come in to talk about books that are special to the children, e.g. the librarian, a parent, the headteacher, a local vicar or religious figure etc. and share their favourite books. What books are important to them? Why? The visitor could share a story that is important to them. How does it affect the way they live? How does it make them feel? Or, what does it make them want to do? Think about why we read stories as a class. What books have we read so far and were there any that we can remember really well? Why is that? What did we learn from those stories?</p> <p>The early years setting provides numerous opportunities for children to re-tell stories by using role-play areas, costumes, story stones or story sacks. Children might like to make their own props, costumes or even have a go at writing their own stories.</p>
 Evaluate	<p>After hearing some stories from religions and cultures, including stories about their leaders or founders (e.g. Laylat al-Qadr, which is a festival that celebrates the story of God first revealing the Qur'an to the Prophet Muhamad (pbuh)), children could have the opportunities to explore the stories further through role-play, making puppets, art, dance and music etc.</p> <p>Share a story from a children's version of a holy book, e.g. 'The Big Picture Story Bible' and compare it to another version. How are they similar or different?</p> <p>What is special about the Easter story for Christians?</p>
 Express	<p>Once the children understand that stories can have important messages, it might be appropriate for them to have a go at telling their own stories. What message might they want people to hear? They could have a go at telling a helicopter story and after acting it out a class discussion could unpack any important messages.</p> <p>Make a social story (either individually or as a whole class) to help with something important, e.g. the transition to Year 1.</p> <p>Enjoy a selection of stories that celebrate other religions and cultures.</p>

Key vocabulary:

God's son
 Miracle
 Easter
 Communion
 Remember
 Resurrection/came alive again
 Spring
 new life
 blossom, daffodils, frogspawn,
 birds eggs etc.
 cross
 tomb
 Good Friday
 Easter Sunday
 Resurrection
 hot cross buns & Easter eggs

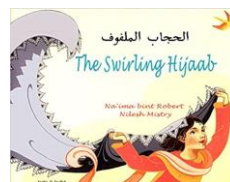
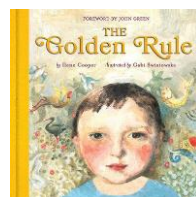
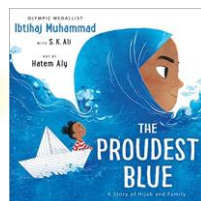
Resources...



'The Garden, The Curtain and The Cross'
By Carl Laferton



Cbeebies 'Let's Celebrate' resource of various video clips



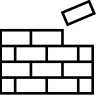


A section of picture books that think about different religions and specific themes within these religions.

Key questions & Areas of Enquiry

What is your favourite story? What part do you like the most and why?
 Do you know any stories that help you learn how you should behave towards other people?
 Are there any similarities and differences between each other's special stories?
 What can we learn about different religions and worldviews from stories?
 Do you know any Bible stories? Do you know stories that are important to Christians (or other faiths and none)?




Golden threads, background knowledge, and skills

 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children's understanding of identity as they learn how people have different favourite stories. Listening to stories can challenge us and prompt and share ideas and values about how to live. The children should start to relate ideas from stories to their own lives, and then perhaps have a go at re-telling a story or making up a story with a special message and orally telling it to others.</p> <p>This unit contributes towards children's understanding of community because children will learn that some books are special to religious groups, e.g. the Bible being important to Christians, the Torah to Jewish people and the Qur'an to Muslims etc.</p> <p>This unit contributes towards the children's understanding of God as children have the opportunity to learn about special people within stories, e.g. Jesus, Muhammad (pbuh), Moses etc. They may be able to name important figures from some religious stories.</p>	<p>Reading stories to children is so important, and hopefully this is already embedded in your classroom culture. Therefore, it is likely that the ideas within this unit will be explored almost on a daily basis! Regularly pausing after reading a story and chatting about what could be learnt from the story is a good idea. It might be that the character did something that wasn't wise, or something that had a big consequence for someone else. It might be that the story is relatable to something in the child's own experience, e.g. feelings we experience as felt by The Colour Monster.</p> <p>A trip to the local library might be helpful, especially if you don't have a school library or a librarian that can talk to the children about books. Allow them to notice that there are many books, all about something different. This helps to illustrate that there is so much to learn from books.</p> <p>It might be helpful to consider the difference between fiction and non-fiction stories. Can we still learn things from stories that are made up?</p>
Skills Pupils will be demonstrating progression by... 	<p>Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.</p> <p>Empathising with characters within stories and thinking about how they may have felt at particular moments.</p> <p>Investigating stories through listening and asking questions.</p> <p>Interpreting by suggesting meanings for words, actions and objects within stories.</p>

Key Questions

to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment



 Identity	<p>What is your favourite story? What part do you like the most and why?</p> <p>Do you know any stories that help you learn how you should behave towards other people?</p>
 Community	<p>Are there any similarities and differences between each other's special stories?</p> <p>What can we learn about different religions and worldviews from stories?</p> <p>Is there a book that is special to our class? Why do we read it regularly?</p>
 God	<p>Do you know any Bible stories?</p> <p>Do you know stories that are important to Christians (or other faiths and none)?</p>



What makes something special?

What's the purpose of this unit?

To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts, and begin to articulate why this is.

It is an important question to help children to realise that something that is precious to them might not be to someone else and vice versa.

At a glance...

What might this look like in the classroom?



Engage

Have a circle time together, either in small groups or as a whole class, to allow the children to say something that is special to them, "I think... is special to me..."



Enquire &
Explore

After establishing things that are special to us, think about how we can look after these things
Ask a parent from the class, or a member of the local community, to come in to show the children objects that are special to them because of their faith.



Evaluate





As well as thinking about special things, you might like to explore special places. Often it is the special places that we visit that give us good memories.
Children could think about places that make them feel happy, or safe.



Express

Create an exhibition of special things that the children have and invite other people to the classroom, perhaps a different class or parents, to allow children to talk about their special things and explain why they are special.

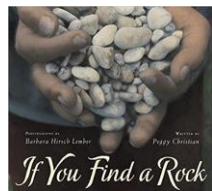
Guidance and prompts for learning...

 Engage	<p>Ask the children to create a 'shoebox' of special things at home. Fill a box with special items or memories that are special to them, e.g., photos from a holiday or family members, souvenirs from places, their favourite toy, their best book etc.. Display all the boxes in the classroom with a photo/name card of the child clearly displaying whose box is whose. Are all of our boxes the same? Why do people have different things in their boxes? Why is it important to look after everyone's boxes whilst they are in our classroom? What do you think would be in the teacher's special box?</p>
 Enquire & Explore	<p>Share a picture book together (there are some suggestions below). Think about the special things that are included in the book – do you have any special things like these? A visitor could come to the class to show the children some objects that are special to them, perhaps linked to their faith or worldview. If appropriate, the children could have the opportunity to take a closer look at their special objects and think about why they might be special, or what makes them 'feel' special. Perhaps they are very heavy, or highly decorated, or kept safe in a special box.</p>
 Evaluate	<p>If we were given a special object to look after, perhaps a beautiful piece of jewelry from the King, what would we do to make sure it was safe? Would we want to tell people how to look after it? What would the King think if we gave it back to him and it was damaged, broken, or even stolen? A piece of jewelry from the King would <i>look</i> very special, so it is easy to see why we should look after it. But what if someone gave you their favourite teddy bear that had a hole in its tummy and an ear that is falling off? Would we need to look after it any differently?</p>
 Express	<p>If you wanted to write a book about something that was special to you, what would you choose? You could create a class book with pictures/drawings of all the special things. Create some instructions for looking after a special thing, or set up a museum for people to come and visit. You could create tickets and give them to other children in a different class, or to parents.</p>

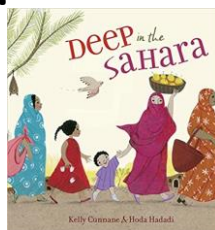
Key vocabulary:

Special
Precious
Artefact
Collection
Memory

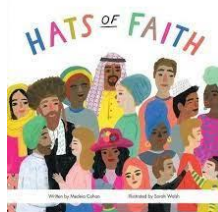
Resources...



A book about finding precious things in nature.



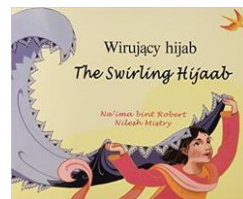
A book about a girl who wants to wear a *malafa* like her mum and other women.



'Hats of Faith' book – to help children make connections between different families



It might be interesting to think about the lengths that Moana goes to to bring the green stone back to Te Fiti



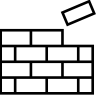


A book about the feelings a little girl has towards her headscarf – this book is available in lots of dual languages (Polish, Malay, Urdu, Bengali)

Key questions & Areas of Enquiry

What thing is really special to you?
How can we look after our special things?
Are there any special things in our classroom that we have to look after?
Are there places that are special to us?
Do special things always have to be things we can touch?
What about memories, or photos of special things/places?




Golden threads, background knowledge, and skills

 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children's understanding of identity because it will help children to think about their what they do because of what they think is special: they will spend their time making sure that their special thing is looked after, and this will vary from child to child. It will give children the chance to reflect on memories too (as things that are not physical) and help them to realise that they can be special, too.</p> <p>This unit contributes towards children's understanding of community because it allows children to realise that different things are special to people (or groups of people) for different reasons. It will help the children to grow in respect for others.</p> <p>This unit contributes towards the children's understanding of God as children might have the opportunity to explore 'religious' objects, e.g. a menorah (Jewish candle with spaces for seven candles), which help Jewish people to think about G*d.</p>	<p>There are lots of picture books (many of which you will already have) that explore things that are special to the main character. You could think about the lengths the characters go to in order to save/protect/find their special things.</p> <p>At the beginning of the year, you may have created a class charter/or classroom rules. One of these might have been 'to look after our things' (or something similar). This could be something you come back to to highlight special things that are shared by the whole class: we all like our sand pit, but if we ruin it by tipping lots of mud and sticks in then we all won't be able to enjoy it. Looking after special things is important, and so is the children's collective responsibility to help look after their classroom resources.</p> <p>You may know what 'special things' some of the children have, perhaps from a home visit or from their first few days in school when they were bringing in a transitional object. I wonder what the children think when they realise you remember something that is special to them?</p>
Skills Pupils will be demonstrating progression by... 	<p>Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.</p> <p>Empathising with characters within stories and thinking about how they may have felt at particular moments.</p> <p>Investigating stories through listening and asking questions.</p> <p>Interpreting by suggesting meanings for words, actions and objects within stories.</p>

Key Questions

to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment



 Identity	<p>What is special to me? Why?</p> <p>What things am I really good at looking after? Is this because it is special to me?</p> <p>What special memories do I have?</p>
 Community	<p>Are there special things in our classroom that we all try to look after? What would happen if someone decided to stop looking after this?</p> <p>Can I remember any objects that are special to a certain person – a friend in the class, or a visitor that came to show us their special objects?</p>
 God	<p>Why do certain things remind people of God? (There may be stories that children can remember that are associated with a special object)</p>



What makes our world wonderful?

What's the purpose of this unit?



To engage children with their innate sense of wonder about the natural world, and their part in it as unique individuals. The children will have many opportunities to create things of their own during their time in EYFS, which is an important idea within this key question.







This key question also offers opportunities to explore beliefs about the world, thinking about their own and others' ideas whilst also encountering the Creation account (from the Bible, Torah and Qur'an)







This unit will also help children to think about the way their community can work together to look after our wonderful world, and think about ways in which the whole school community can make a difference.

At a glance...

What might this look like in the classroom?

 Engage	Seasonal changes are perfect opportunities to think about the world being a wonderful place. Plant some seeds and watch them grow over time. What do plants need to survive?
 Enquire & Explore	Think about what it feels like to have good things spoilt – like when we have made a model and we have to pack it away, or worse, it gets ruined by someone. Create a new world or habitat using small world resources. What does the new world need? Who is it for? How could they look after it?
 Evaluate	Think about things in and around the school that need looking after and consider whether we are currently looking after them well. If not, what should we do?
 Express	Take some photos from a walk/bug hunt/time spent outdoors and create a display of these things, alongside comments from the children. Retell stories of creation using role-play.

Guidance and prompts for learning...

 Engage	<p>Spend time in your outside setting hunting for wildlife: what did you find? What was beautiful? What did it make you wonder? You could take pictures of all the things you found and then compare this to another point in the year, e.g. in the summer you'll see more flowers and insects than in the winter.</p> <p>Create a huge mess in the classroom when the children aren't there. How does it feel to have our tidy classroom spoilt? What can we do about it?</p>
 Enquire & Explore	<p>Have a look at the 'Humanism' book in Gill Vaisey's 'Belonging and Believing' series – add some questions here about the boy's family in this book.</p> <p>There are stories and poems that we can read that help us to understand how wonderful the world is, e.g. ...</p> <p>Go on bug hunts and use magnifying glasses to look at natural things in great detail. Draw these things and marvel at the intricacies. Look at 'close-up' pictures of things as a class, or a time-lapse of something growing (sunflowers are great for this). What does it make you wonder? What do you see? How does it make you feel?</p>
 Evaluate	<p>Compare the ways that people damage the world to what people can do to look after the world. Use this to help the children think of ways they can look after the world in a better way – like using less paper etc.</p> <p>Think about times where we have made something and it has got ruined. How does this make us feel? Does the world have feelings? How do you think it might feel when we don't look after it?</p> <p>Watch 'The Adventures of Toby' video (link below). What does this make us think of? How does it compare to creation stories?</p>
 Express	<p>Use loose parts to create representations of things found in nature, e.g. arranging seeds of different sorts to make pictures.</p> <p>After exploring different accounts of the creation story, children could have a go at creating their own worlds using junk modelling, small world resources, or playdough. Can they re-tell the stories?</p> <p>Use dance, music and movements to recreate the creation of the world, or something else, e.g. a building being built, or a woods growing.</p>

Key vocabulary:

Planet
World
Plastic
Future
Citizens
Impact
Damage
Spoil
Problem
Creation
Creator
Gifts
Care
Responsibility
Alive
Special
Unique
Animal names etc.

Resources...



'The Garden, The Curtain and The Cross'
By Carl Laferton



The Adventures of Toby –
Making Friends video



WWF Early Years section





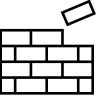
'Belonging & Believing' series
of books by Gill Vaisey

Key questions & Areas of Enquiry

What do people say about looking after the world?
What can we learn from books about looking after the world?

Are there similarities and differences between people's opinions on how and why we should look after the world?
What things in nature do we love? Why? Have we learnt anything about nature recently that impressed us?
Some people think the world is special, do you? Why?
How was the world made? What stories are there that help us to understand this?




Golden threads, background knowledge, and skills

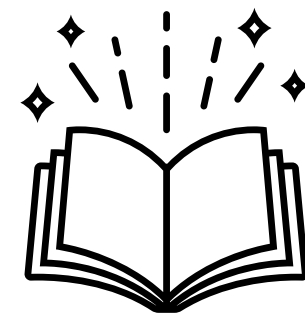
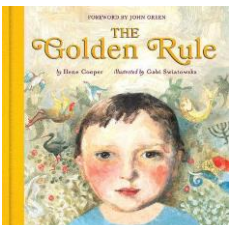
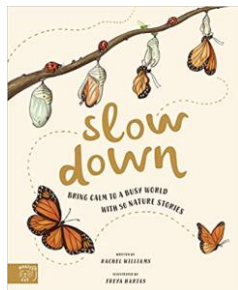
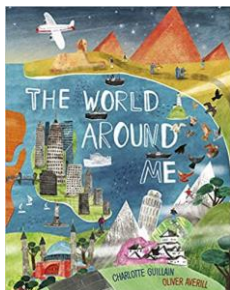
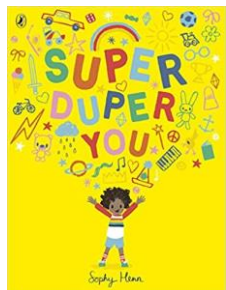
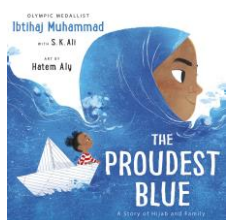
 Links to Golden Threads	 Background knowledge
<p>This unit contributes towards children's understanding of identity because children have the opportunity to think about what parts of the world they find wonderful, and what particular responsibility they can have to look after the world.</p> <p>This unit contributes towards children's understanding of community as it helps children to understand why we may give gifts to one another. It is also helpful for children to see how working together, as community, is important when looking after the world. We belong together as part of this world, so we therefore share a responsibility for the environment, including the natural world.</p> <p>This unit contributes towards the children's understanding of God as children have chances to explore and talk about how the world is wonderful and how Christians believe it is a good gift from God.</p>	<p>The children should have had first-hand experiences of the wonder and beauty in the world, including life cycles, growth and decay. They will also have experience of receiving good gifts and how we look after things that are special to us. Books are a great place to start when considering what we can learn about the problems facing our world, particularly plastic, and what we can do to help solve this problem.</p> <p>Teacher knowledge: In the NIV translation of the Bible, in Genesis 1, everything God makes prior to humans is 'good'. When God creates humans, the account describes God looking at his creation of humans and calling it 'very good'. Sharing the creation story may result in children thinking of puzzling questions. It is important to allow time to discuss their queries sensitively. The account of Creation found in Genesis in the Bible is also part of Jewish scriptures. Muslims also believe that the world was created by God, whom they call Allah. Allah is the Arabic name for God the Creator.</p>
Skills Pupils will be demonstrating progression by... 	<p>Reflecting on the feelings and experiences of the world and the Creation story – how does it feel to make something fantastic?</p> <p>Empathising with the wonder of the world or how it feels to have made something but to have it spoilt.</p> <p>Investigating the story/stories of Creation through talk, particularly questions.</p> <p>Interpreting by talking about what they think about the world and creation.</p>

Key Questions

to guide discussions, to use as part of sustained shared thinking in continuous provision, and for assessment



 Identity	<p>In the story of creation, I wonder why God said 'good' at the end of each day? I wonder why God says 'very good' when he thinks about people?</p> <p>I wonder why it is important for us to rest, as God did in the Christian/Jewish/Muslim accounts of creation?</p>
 Community	<p>I wonder why we give and receive presents?</p> <p>I wonder how we can work together to look after our wonderful world?</p> <p>I wonder what we can do at home and in school to make a difference?</p> <p>I wonder if there is anything we should be looking after?</p>
 God	<p>I wonder what special gifts God has given to his people?</p> <p>I wonder why people and animals were made at the same time?</p> <p>I wonder why God might want people to look after the world?</p>



EYFS RE Reading Spine

Here are a selection of great books that you may like to use to help shape the RE curriculum in your classroom.

The books could be used as part of story time but may then lead to further discussions.

These books have been selected because of the way they touch upon different religions and worldviews. There are obviously others that we have missed.