

Subject: RE: We develop our religious ideas, thoughts and feeling in reception through...

Personal, Social and Emotional Development

- Develop their sense of responsibility and membership of a community
- See themselves as a valuable individual
- Think about the perspective of others

Understanding of the World

- Continue to develop positive attitudes about the differences between people
- 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: PSED Building Relationships

- Show sensitivity to their own and others needs

ELG: UTW: Past and Present

- Talk about the lives of the people around them and their roles in society
- Understand the past through settings, characters and events encountered in books read in class and story telling

ELG: UTW: People and Communities

- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.

Examples:

Play: the enhanced continuous provision is set up for 'playing' ritual: family life, weddings or baby – welcoming ceremonies. Through play activities learners are practicing helping, caring, co-operating, forgiving, being kind, sharing, taking turns which are all important rituals to have.

Storytelling The essence-of-learning method in religion is storytelling, learners have a wide range of text and materials in the Early Years from various faiths. Regular opportunities to hear RE texts incorporated into routine book sharing sessions which will add to children's depth of knowledge and understanding.

Religious Text available: Celebrations Around the World, Hats of Faith, Ramada's Ramadan and Diwali

Talking: the foundation of good RE learning is role modelling religious vocabulary through play.

Music: music from religious traditions are played to learners to show them how faith uses music in worship, or to tell a story.

Artefacts: learners are able to explore religious artefacts for example, the home corner has dressing up, religious cups and a bible for children to become curious about different religious traditions.

Symbol: Symbols carries meaning without words, learners are exposed to symbols of festivals for example, Diwali, Christmas and Eid.

Cultural Capital: educational visits to special places of interest

Whole school events

