

## RE (Understanding of the world)



### Intent

To encourage children to question and explore in order to make sense of their place in their family, community, the world and beyond.  
 To help them to learn about similarities and differences between themselves and the families, communities, beliefs and traditions of others.  
 They will learn to reflect, question and become self-aware and sensitive, respecting cultural and religious diversity.

<p><b>Aspiration</b></p> <p>Children to visit local places of worship.                  Invite local religious leaders to speak to children.</p>	<p><b>Partnership with parents</b></p> <p>Parents will be invited to join us on a trip to the local church and invited to watch the nativity at Christmas.</p>	<p><b>Inspiration / cultural enrichment</b></p> <p>Children will explore religious artefacts, music, books, stories, toys and puppets art and drama. They will visit a church.</p>
<p><b>The big picture</b></p> <p>In preparation for the programmes of study to follow in key stage 1, children will find out about similarities and differences between themselves and others. They will start to find out about different beliefs and how these can be celebrated especially those celebrated by our community. They will be encouraged to talk about their beliefs and how they celebrate them at home.</p>	<p><b>Development Matters Links</b></p> <p><u>3/4</u></p> <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul> <p><b>Reception / ELG</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about members of their immediate family and community</li> <li>• 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.</li> </ul>	<p><b>Links to Hartlepool Agreed Syllabus (2020)</b></p> <p>. We have drawn on the programmes of study for the EYFS as outlined in the Hatlepool Agreed Syllabus.</p>
<p><b>Topic Specific Vocabulary</b></p> <p>Family relational names (sister, grandparents, aunty etc), community, religion, God, Jesus, belief, Christianity, church, bible, faith, Hinduism, Hindus, festival, celebration, Christmas, Easter, Holy, baptism, Raksha Bandhan, Diwali, Qur'an, Torah, Vedas, sacred, special, belonging</p>	<p><b>Knowledge / skills</b></p> <p>To know their place within their family and know that there are similarities and differences between families.                  To show positivity and respect for differences in people, families, communities, beliefs.                  To know that many people have faith in different religions and</p>	<p><b>Endpoints</b></p> <p><b>Children will:</b>                  To have a sense of belonging to a community and family                  Be able to talk about similarities and differences between people                  To be confident to ask questions about themselves and others                  Feel comfortable to talk about their own beliefs and those celebrated within their community.                  To recognise that people have different beliefs</p>
<p><b>Indoor Environment / Continuous Provision</b></p> <p>Have access to stories and nonfiction texts that reflect the broad diverse community.                  They will have access to a changing role play area with artefacts and authentic dress.                  Examples of music from across different cultures</p>	<p><b>Outdoor Environment / Continuous Provision</b></p> <p>Children will be able to use authentic dress to act out different roles and take part in festival activities.</p>	