




## Religious Education in the Early Years – Reception

Term Topic	Area of Learning	Concept		
		 <b>Beliefs</b> Learning about religions <small>Belief</small>	 <b>Reflection</b> Spiritual, moral and personal development <small>Reflection</small>	 <b>Community</b> Social and cultural development <small>Community</small>
<b>Reception Autumn 1</b>  <b>Family</b>	CL			-Know their class name and the names of their teacher and TA. -Describe events in some detail, e.g. a family celebration. -There are many names that various family members go by in English. For example, a grandmother can be called: Grandma, Grandmother, Nana, Granny etc.
	PSED		-Collaborate with children to create rules and expectations, such as mutual respect, compromise, caring behaviours towards themselves and others. -Know that all people deserve respect. -Explore their ideas about friends and friendship and to talk about feelings. -Learn how to recognise other people's needs, wants and feelings.	-Your extended family includes all of the people in your father and mother's families. For example, grandparents, aunts, uncles, cousins etc. -Generation means all the people in one stage of the family. For example, your parents are one generation. Children's siblings and cousins are the next generation. -Communicate freely about their own home and community. -Recognise that each child belongs to different communities at home but that they all belong to the school community. -Every child has rights, whatever their ethnicity, gender, religion, language, ability. -Every child has the right to go to school. -Children should not be separated from their parents if they do not want to be unless it is unsafe for them to be with them.
	PD			-Describe a recipe that they prepare at home with their family.

	UW	<p>-Sukkot is a Jewish festival that celebrates the gathering of the harvest and to remember a time in the past when small shelters were made by the Jews when they were in the wilderness and had no homes.</p> <p>-A sukkah is made up of at least three walls and a roof of unprocessed natural vegetation.</p> <p>-All meals are eaten in a sukkah during the festival.</p> <p>-Describe some traditions linked to religious festivals.</p>	<p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Show respect for their own and other people's families.</p>	<p>-Name some religious festivals and celebrations related to the beliefs and/or traditions of pupils in the class.</p> <p>-A birthday is an occasion when a person celebrates the anniversary of their birth.</p> <p>-Birthdays are celebrated in numerous cultures, often with a gift/ party etc.</p> <p>-In many parts of the world an individual's birthday is celebrated by a party where a specially made cake is presented.</p> <p>-The cake is traditionally studded with the same number of lit candles as the age of the individual.</p> <p>-Know that we live in England which is a country.</p> <p>-Know where their family originated from.</p> <p>-Develop positive attitudes and challenge negative attitudes and stereotypes.</p> <p>-Know about different types of families, including LGBT.</p>
	EAD		<p>-Create representations of real-life ideas, events and people through role-play.</p>	<p>-Learn the 'Happy Birthday' song in Spanish, 'Cumpleaños Feliz'.</p> <p>-Learn the nursery rhyme, 'These are Grandma's glasses.'</p> <p>-Learn variations of the nursery rhyme, 'Finger Family.' Include families with same sex/ single parents.</p>
<b>Reception Autumn 2  Changes</b>	CL		<p>-Learn expressions for agreeing and disagreeing.</p> <p>-Learn to distinguish between facts and opinions.</p> <p>-Opinions tell us what someone thinks or believes. An opinion has no proof and can change from person to person.</p> <p>-Learn negation words and how to respond to questions which require negatives.</p> <p>-Present Tense – don't/do not, doesn't/does not, can't/cannot, isn't/is not, wouldn't/would not.</p> <p>-Past Tense and Future Tense – won't/will not, wasn't/was not, weren't/were not, didn't/did not.</p>	

	PSED	<p>-Learn that Christians celebrate Christmas because they believe it is the birth of Jesus.</p> <p>-Christmas traditions in the UK in present day include: A Christmas Tree, the streets/ shops are decorated with lights, Santa leaves presents for children under the Christmas Tree/ in a stocking, A family meal on Christmas Day (turkey and all the trimmings), Christmas crackers, Christmas pudding/ mince pies, people exchange Christmas cards and gifts.</p> <p>-Learn to respect each other's beliefs even if they are different from their own.</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>-All people have the right to an opinion and for it to be listened to and taken seriously.</p> <p>-Understand different points of view and learn how to challenge their own and others' thinking.</p> <p>-Acknowledge that people do indeed look different, but recognise things they have in common.</p> <p>-Share their thoughts about the idea of keeping everything or everyone separate.</p> <p>-To have a successful future, people need to be able to work with one another.</p>	<p>-Discuss their family celebrations and learn about other Children's celebrations.</p>
	UW	<p>-Learn how Christmas traditions have changed in the last 50 years.</p> <p>-Learn about Christmas traditions for Christians in Nigeria.</p>	<p>-Recognise the similarities and differences between Christmas traditions in Nigeria and the UK.</p>	<p>-In London, we are surrounded by differences in ethnicity, religion, culture, gender, disabilities and other differences.</p>
	EAD			<p>-Children to learn songs for a Christmas performance. Show confidence to perform in front of other children and their family/ friends.</p>
<b>Reception Spring 1  Healthy Living</b>	CL		<p>-Recognise the similarities and differences between their own and others' features.</p>	<p>-Learn the appropriate vocabulary to describe people with disabilities, e.g. wheelchair user, diversity, disability, impairment, learning disability.</p>
	PSED		<p>-Understand the vocabulary for negotiating and problem solving in social situations.</p>	
	PD			<p>-All people have different athletic abilities and body types.</p> <p>-Notice how varied people are - how they come in all colours, shapes, and sizes. Link respect for diversity in weight and shape with respect for diversity in race, gender, ethnicity etc.</p>
	UW			<p>-Develop an understanding of people having roles to play in the community.</p> <p>-Name and describe people who are familiar to them and that they have come across within</p>

				their community, such as the police, the fire service, doctors and teachers.
	EAD		-Explore careers through role play and experience what it is like to perform certain tasks.	-Pyotr Ilyich Tchaikovsky was a Russian composer who lived in the Romantic period. -Mouth and foot painters are artists who create art with their mouth or foot due to a disability to their hands.
<b>Reception Spring 2</b>	CL		-Develop vocabulary to make comparisons.	-In Africa there is a long tradition of storytelling. -The trickster tales are found in many cultures in Africa. Trickster tales usually involve a weaker animal using its wits to get the better of a stronger one. Trickster tales also use animals to help people understand human nature and human behaviour. -Invite a visitor to school of Chinese descent to talk about their experience of living in China. Listen attentively and with interest to the visitor.
<b>Tales from around the World</b>	PSED	-Understand why Krishna is important for Hindus. -Explore how Krishna is represented in Hindu stories.	-A moral is the lesson that a story teaches you. -Moral: Do not jump to conclusions without all the facts. Do not judge people on their appearance. -Understand the importance of getting to know others rather than forming judgements based on looks. -Participate in philosophical discussion following the established ground rules. -Gratitude is one of many positive emotions. It is the feeling of being thankful. -Listen to the story, 'Krishna and the Butter pot'. Identify the moral the story teaches, not to disobey elders and that stealing is wrong. -Moral: You shouldn't discriminate against others or judge people by their physical appearance. -Identify the impact of negative language on others. -Recognise and celebrate their own strengths.	-Learn how to recognise discrimination and know that it is unacceptable. -Further develop an understanding of children's rights. -Know that, 'We are all born free. We all have our own thoughts and ideas.' 'We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.' -Children to decide together about a change they want to make to the setting (e.g. role-play area for next term). Understand that each person has a part to play in the decision-making. Everyone's voice counts.

	PD			-Respond to a range of stimuli, including Bhangra folk dance and modern Bollywood dancing.
	UW	-The longest river in India is the Ganges River. This is the most sacred river for Hindus.	-Develop chronological understanding and know the difference between long ago and now.	-A naming ceremony is the event at which a new born baby is given a name. -In Nigeria, the naming ceremony is done when the child is eight days old. -To name the baby 7 symbolic materials are used to bless the baby. They are used to express hope and wish for a successful life. -Different cultures around the world follow different new born baby traditions. Discuss family traditions and make comparisons. -Chopsticks are sticks used in pairs as cutlery. Chopsticks are the traditional eating utensils used in Asia. -Name some traditional Chinese recipes and common ingredients (rice/ noodles). Other common Asian ingredients are fish, squid, shrimp, and octopus. -Follow a recipe to prepare a traditional Chinese fish soup (Check for allergies/ dietary requirements – if necessary some pupils will follow a recipe to prepare vegetable soup).
	EAD		-Explore emotions through role-play, discussing characters feelings at different parts of the book and in response to events.	-Throughout history, people from Peru have used alpaca and lama wool for weaving. -Salif Keita is an afro-pop singer-songwriter from Mali. -Listen to music by Salif Keita and distinguish and describe changes in the music e.g. The speed of the music - fast (Allegro) or slow (Lento), or the dynamics (loud/ quiet) etc. -Observe and reflect on preferences for styles of architecture. Look at examples of famous African architecture (e.g. Great Mosque of Djenné, Jardin Majorelle, Lideta Market, etc). -The Indian artist Sayed Haider Raza used simple geometric shapes to convey powerful ideas.
<b>Reception Summer 1</b>	CL		-Learn the language to reason and persuade e.g. 'I think...because...' -Use this language when justifying their opinions.	

<b>The Environment</b>			-Suggest possible hypotheses, apply imagination to their thinking, and to look for alternative explanations and ideas through philosophical discussion. For example, 'Can something be alive and not alive? Does a raindrop die when it hits the ground? Can something be alive if it's not real?'	
	PSED	-Eid ul Fitr is a Muslim celebration when Ramadan, the month of fasting, finishes. -When the new moon is seen after the month of Ramadan, the next day is Eid ul-Fitr. -Muslims pray at the mosque and celebrate with Eid parties with their family and friends. -Greeting cards are sent, with the greeting, 'Eid Mubarak'.	-Know how people make friends and what makes a good friendship. -Identify the qualities of a good friend. -People and other living things have different needs; know about the responsibilities of caring for living things. -Work together to make a positive impact on the school community.	-Name different jobs that people they know or people who work in the community do. -Understand how to contribute to the local community as active citizens.
	PD			-The Morris Dance is an English folk dance. Morris dancing is performed at seasonal festivals. It is danced by a group of dancers wearing bells on their shins or shoes.
	UW			-Name and locate different parts of the local community – recognise landmarks, human and physical features.
	EAD	-In religious Islamic art, geometric designs, floral designs, and calligraphy are all commonly used.	-Design and create repeating or symmetrical patterns inspired by Islamic geometric art.	
<b>Reception Summer 2</b> <b>Mini-Beasts and Habitats</b>	CL			-Explore artefacts, discussing what they see. Listen to information carefully to gain a deeper understanding of symbolism in African art (masks).
	PSED		-Develop an understanding that behaviour choices have consequences. These can be positive or negative. -Discuss appropriate consequences for actions. -Participate in philosophical discussion based on the phrase, 'If at first you don't succeed, try, try again.' -Make links between the phrase and a range of situations (e.g. Insy Winsy Spider trying to climb up the water spout).	-Recognise when they or someone else feels lonely. -Identify things they can do to be happy on their own. -Know how to start a friendship. -Know who to ask for help if they feel lonely. -Understand that everyone feels scared, anxious, nervous or worried at times. -Understand what it means to be brave.

	UW	<ul style="list-style-type: none"><li>-One of the ways Muslim people show respect for God is through prayer.</li><li>-Know how Muslims prepare for prayer by washing and covering their heads.</li><li>-The Qur'an teaches men and women to dress modestly. Some Muslim women wear a hijab and some boys wear a prayer cap.</li><li>-Retell what happens at home or the mosque for a Muslim.</li></ul>	<ul style="list-style-type: none"><li>-Describe a significant event or family member from their past that is important to remember.</li></ul>	<ul style="list-style-type: none"><li>-The shapes, colours, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular in African culture. African masks are shown in museums and galleries all over the world.</li><li>-Name the school and area that they live in (Southwark, London, England).</li></ul>
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