

RE CURRICULUM

| NURSERY | RECEPTION | YEAR 1 | YEAR 2 |
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| <p>Personal, Social and Emotional Development *Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World *Continue to develop positive attitudes about the differences between people.</p> | <p>Personal, Social and Emotional Development *See themselves as a valuable individual. *Think about the perspectives of others.</p> <p>Understanding the World *Talk about members of their immediate family and community *Name and describe people who are familiar to them *Recognise that people have different beliefs and celebrate special times in different ways *Understand that some places are special to members of their community</p> <p>EARLY LEARNING GOALS *Show sensitivity to their own and others' needs (Building relationships)</p> <p>*Talk about the lives of the people around them and their roles in society (Past and Present) * Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present) *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 (People, Culture and Communities)</p> | <p>A1: Recall and Name Different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them. A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing, sacred writings, wisdom and recognising the traditions from which they come. A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2 Observe and recount different ways of expressing identity and belonging responding sensitively for themselves (watch a film about Hindu Creation Story) B3: Notice and respond sensitively some similarities between different religions and worldviews</p> <p>C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>A1: Recall and Name Different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them. A2: Retell and suggest meanings to some religious and moral stories, exploring and discussing, sacred writings, wisdom and recognising the traditions from which they come. A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2 Observe and recount different ways of expressing identity and belonging responding sensitively for themselves (watch a film about Hindu Creation Story) B3: Notice and respond sensitively some similarities between different religions and worldviews</p> <p>C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |