



Ferndale Primary and Nursery School

RE: Year FS

<p>EXPRESSING</p> <p>Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>BELIEVING</p> <p>Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</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.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>LIVING</p> <p>Gain and deploy the skills needed to engage seriously with religious and nonreligious 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.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p><i>F3 What places are special and why?</i> Talk about somewhere that is special to them and say why. Know similarities and differences between religious communities in Britain. Be aware that some religious people have places which have special meaning for them. Hold conversations about the things that are special and valued in a place of worship. Identify some significant features of sacred places using recently acquired vocabulary. Recognise two different places of worship using new vocabulary. Get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church.</p> <p><i>F4 What times are special and why?</i> Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Easter and a festival from another faith.</p>	<p><i>F1 Which stories are special and why?</i> Talk about religious stories using new vocabulary. Recognise some religious words (e.g. worship, holy book) Identify some of their own feelings in the stories they hear. Identify a sacred text (e.g. Bible, Qur'an). Talk about what Jesus teaches about keeping promises and why it is a good thing to do. Hold conversations about what Jesus says about saying thank you and why it is good to say thank you and be thanked. Know some similarities and differences between religious communities in Britain.</p> <p><i>Which people are special and why?</i> Talk about people who are special to them Hold conversations about what makes their family and friends special to them. Identify some of the qualities of a good friend. Reflect on the question 'Am</p>	<p><i>F5 Being special: where do we belong?</i> Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication. Respond imaginatively and expressively to stories about new babies. Take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies. Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><i>F6 What is special about our world?</i> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories about creation and nature, talking about what they say about the world, God, human beings. Respond imaginatively and expressively to the beauty and delight of the natural world. Think about the wonders of the natural world, expressing ideas and feelings.</p>



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Say why Christmas/Easter and a festival from another faith is a special times for Christians/ members of other faith.

Use new vocabulary to identify some similarities and differences between religious communities in Britain.

Respond imaginatively and expressively to what happens at their favourite times.

- Understands that some places are special to members of his/her community. (People, Culture and Communities)
- Recognises that people have different beliefs and celebrate special times in different ways. (People, Culture and Communities)
- Recognises some similarities and differences between life in this country and life in other countries. (People, Culture and Communities)
- **Is able to 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). (People, Culture and Communities)**

I a good friend?

Recall and talk about stories of Jesus as a friend to others using new vocabulary.

Recall stories about special people in other religions and talk about what we can learn from them

Know some similarities and differences between religious

- Names and describes people who are familiar to him/her. (People, Culture and Communities)

Express ideas about how to look after animals and plants.

Talk about what people do to mess up the world.

- Talks about members of his/her immediate family and community. (People, Culture and Communities)
- Recognises that people have different beliefs and celebrate special times in different ways. (People, Culture and Communities)



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<ul style="list-style-type: none"> • Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG). (People, Culture and Communities) 			
Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
<p>Sharing stories and comparing stories to religious texts to compare and contrast. Introducing key vocabulary around religion and special people through stories, celebrations, visitors and artefacts.</p> <p>Role play enhancements to support vocabulary around celebrations from different cultures.</p>	<p>Visit to local church, celebrating special events: Harvest festival, Christmas.</p> <p>Christmas Nativity play. Christingle, going to the church to make Christingle. Christmas cards.</p> <p>Easter Easter bonnets. Acting out the Easter story.</p> <p>Diwali Role play</p>	<p>Have understanding and respect for those around them. Understand others may have different religions and beliefs.</p> <p>Express their own ideas and opinions.</p> <p>Build a sense of community, especially within our classroom and school.</p> <p>Celebrating religious holidays (Diwali, Christmas, Easter, Eid, Chinese new year).</p>	<p>Is beginning to make sense of his/her own life-story and his/her family's history. (Past and Present)</p> <p>Is continuing to develop positive attitudes about the differences between people. (People, Culture and Communities)</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos. (People, Culture and Communities)</p>



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<p>Giving children lots of opportunities to share with the rest of the class their own personal experiences through circle time.</p> <p>Listening to religious songs.</p>	<p>Making diva lamps, rangolli patterns, colourful dress up day, tasting cultural food</p> <p>Chinese new year Role play different animals</p> <p>Encouraging children to share their own experiences and religions with the rest of the class, visitors and guests.</p> <p>Children sharing their own experiences.</p>		
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