

## Beliefs and Values in EYFS

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

<b>Nursery &amp; Reception</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery 3-4 Year Olds</b>	Super Duper Me	Twinkle, Twinkle, Alex Park	People Who Help Us	Down in the Jungle	In the Garden	Once Upon a Time...
	<p><b>Personal, Social and Emotional Development</b> Develop their sense of responsibility and membership of a community.</p> <p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Share information about our families, give children time to ask questions, share family photographs, share family books.</p>	<p><b>Personal, Social and Emotional Development</b> Develop their sense of responsibility and membership of a community.</p> <p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Discuss Bonfire Night and talk to children about the Firework Code. Talk to children about how fire and</p>	<p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Use pictures of People Who Help Us and place them in a large activity tray. Cover them with sand/rice/lentils. As the children discover them, what can they tell you about each photograph?</p> <p>Plan in dedicated talk time, listen to what the children say about their</p>	<p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and encourage discussion about similarities and differences.</p> <p>Introduce children to stories that introduce differences between</p>	<p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and answer questions and encourage discussion about similarities and differences.</p> <p>Introduce children to stories that introduce differences between</p>	<p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p> <p>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and answer questions and encourage discussion about similarities and differences.</p> <p>Introduce children to stories that introduce differences between</p>

	<p>Provide children with ink pads. Encourage them to make a fingerprint on a piece of paper. Ask the children to look at their fingerprint and compare it to their friend's fingerprints. Can the children talk about what they notice?</p> <p>Introduce children to stories that introduce differences between people (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and answer questions and encourage discussion about similarities and differences. B&amp;V - Which stories are special and why? <b>Events to share:</b> Rosh Hashanah (15<sup>th</sup> - 17<sup>th</sup> September) Yom Kippur (24<sup>th</sup> - 25<sup>th</sup> September) Harvest Festival (1<sup>st</sup> October)</p>	<p>fireworks are dangerous.</p> <p>Encourage children to look after their environment through daily routines such as tidy up time, litter pickers and discussions about our local area when we visit the Park.</p> <p>To show an interest in celebrations from different cultures (Diwali, Eid, Hanukkah and Christmas) and join in with activities linked to their celebrations.</p> <p>To listen with interest to the Nativity story.</p> <p>Introduce children to stories that introduce differences between people (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and answer questions and encourage discussion</p>	<p>family linked to events and celebrations and answer questions and encourage discussion about similarities and differences.</p> <p>Introduce children to stories that introduce differences between people. (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>B&amp;V - Which times are special and why?</p> <p><b>Events to share:</b> Chinese New Year/Lunar New Year (10<sup>th</sup> Feb)</p>	<p>people. (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>B&amp;V - Which times are special and why?</p> <p><b>Events to share:</b> Shrove Tuesday (13<sup>th</sup> Feb) Ash Wednesday (14<sup>th</sup> Feb) Ramadan (10<sup>th</sup> Mar - 9<sup>th</sup> Apr)) Holi (24<sup>th</sup> - 25<sup>th</sup> April) Easter Sunday (31<sup>st</sup> April)</p>	<p>people. (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>B&amp;V - Where do we belong?</p> <p><b>Events to share:</b> Eid-Al-Fitr (9<sup>th</sup> - 10<sup>th</sup> April) First Day of Passover (22<sup>nd</sup> April)</p>	<p>people (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.</p> <p>B&amp;V - Where do we belong?</p> <p><b>Events to share:</b> Eid-Al-Adha (17<sup>th</sup>)</p>
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		<p><i>about similarities and differences.</i> <i>B&amp;V - Which stories are special and why?</i></p> <p><b>Events to share:</b> <i>Diwali (12<sup>th</sup> November)</i> <i>Hanukkah (7<sup>th</sup> - 15<sup>th</sup> December)</i> <i>Christmas</i></p>				
<b>Key Vocabulary</b>	Festival, celebrate, Harvest, Rosh Hashanah, Yom Kippur, Compare, similar, different, culture, belief	Festival, celebrate, Diwali, Hanukkah, Christmas, advent, Compare, similar, different, culture, belief, safety, community, environment	Festival, celebrate, Chinese New Year, Compare, similar, different, culture, belief	Festival, celebrate, Shrove Tuesday, Ash Wednesday, Easter, Good Friday, Easter Sunday, Ramadan, Holi, Compare, similar, different, culture, belief	Festival, celebrate, Eid-Al-Fitr, First Day of Passover compare, similar, different, culture, belief	Festival, celebrate, Eid-Al-Adha, compare, similar, different, culture, belief
<b>Reception</b>	<b>All About Me</b>	<b>Light and Dark</b>	<b>Journeys</b>	<b>Explorers</b>	<b>Growth</b>	<b>Under the Sea</b>
	<p><b>Personal, Social and Emotional Development</b> Develop their sense of responsibility and membership of a community. See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Continue developing positive attitudes about the differences between people.</p>	<p><b>Personal, Social and Emotional Development</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Personal, Social and Emotional Development</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> 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</p>	<p><b>Personal, Social and Emotional Development</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Talk about members of their immediate family and community. Understand that some places are special to members of their community.</p>	<p><b>Personal, Social and Emotional Development</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Personal, Social and Emotional Development</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>

	<p>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.</p> <p><i>Children will learn about the Harvest Festival and Rosh Hashanah.</i></p> <p><i>Plan in dedicated talk time, listen to what the children say about their family linked to events and celebrations and answer questions and encourage discussion about similarities and differences.</i></p> <p><i>B&amp;V - Which people are special and why. (Stockport RE Agreed Syllabus)</i> <i>Who is special to you and why?</i> <i>Why are some people special?</i> <i>What is a good friend like?</i> <i>Why is Jesus a special person for Christians?</i> <i>How did Jesus make special friends? (Jesus's twelve disciples)</i> <i>What story shows Jesus being a friend and caring for others?</i> <i>The Story of Zacchaeus</i> <i>What can Christians learn from actions in a story?</i> <i>Story: Feeding the 5,000</i> <i>Who is a Sikh? What is special to them?</i></p>	<p><i>Children will learn about Diwali, Hanukkah and Christmas.</i></p> <p><i>Visit from different religious and cultural communities.</i></p> <p><i>B&amp;V - Which people are special and why. (Stockport RE Agreed Syllabus)</i> <i>Who is special to you and why?</i> <i>Why are some people special?</i> <i>What is a good friend like?</i> <i>Why is Jesus a special person for Christians?</i> <i>How did Jesus make special friends? (Jesus's twelve disciples)</i> <i>What story shows Jesus being a friend and caring for others?</i> <i>The Story of Zacchaeus</i> <i>What can Christians learn from actions in a story?</i> <i>Story: Feeding the 5,000</i> <i>Who is a Sikh? What is special to them?</i></p>	<p>members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>Children will learn about Chinese New Year.</i></p> <p><i>Place of worship visit - Church.</i></p> <p><i>B&amp;V - Which places are special and why? (Stockport RE Agreed Syllabus)</i> <i>Where do you feel safe / happy and why?</i> <i>Where is a special place to me?</i> <i>Where is a special place for Christian believers to go?</i> <i>Where is a special place for Muslim believers to go?</i> <i>What new vocabulary can I learn about special religious places?</i> <i>What makes a Church special?</i> <i>What makes a Mosque special?</i></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>Children will learn about Easter, Holi, and Ramadan.</i></p> <p><i>B&amp;V - Which places are special and why? (Stockport RE Agreed Syllabus)</i> <i>Where do you feel safe / happy and why?</i> <i>Where is a special place to me?</i> <i>Where is a special place for Christian believers to go?</i> <i>Where is a special place for Muslim believers to go?</i> <i>What new vocabulary can I learn about special religious places?</i> <i>What makes a Church special?</i> <i>What makes a Mosque special?</i></p>	<p><i>Children will learn about Eid al-Fitr.</i></p> <p><i>B&amp;V - What is special about our world? (Stockport RE Agreed Syllabus)</i> <i>What do you like in nature?</i> <i>What are our favourite things about nature?</i> <i>Why do some people say our world is special?</i> <i>What do you think is special about the world?</i> <i>What story do Christian people tell about the creation of the world?</i> <i>What stories do Muslims tell about God's creation?</i> <i>What do people say about how we should look after the world?</i> <i>How does Muhammed show Muslims how to behave in the story of Muhammed and the Camel?</i> <i>How do you think we should look after our world?</i></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><i>Children will learn about Eid Al-Adha.</i></p> <p><i>B&amp;V - What is special about our world? (Stockport RE Agreed Syllabus)</i> <i>What do you like in nature?</i> <i>What are our favourite things about nature?</i> <i>Why do some people say our world is special?</i> <i>What do you think is special about the world?</i> <i>What story do Christian people tell about the creation of the world?</i> <i>What stories do Muslims tell about God's creation?</i> <i>What do people say about how we should look after the world?</i> <i>How does Muhammed show Muslims how to behave in the story of Muhammed and the Camel?</i></p>
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	<p><i>What story shows Jesus being a friend and caring for others?</i>  <i>The Story of Zacchaeus</i>  <i>What can Christians learn from actions in a story?</i>  <i>Story: Feeding the 5,000</i>  <i>Who is a Sikh? What is special to them?</i>  <i>What story do Sikhs tell about a special person?</i>  <i>Why is Guru Nanak special for Sikhs?</i></p>	<p><i>What story do Sikhs tell about a special person?</i>  <i>Why is Guru Nanak special for Sikhs?</i></p>				<p><i>How do you think we should look after our world?</i></p>
<p><b>Key Vocabulary</b></p>	<p>Beliefs, celebrations, special, significant, festival, Harvest Festival, Rosh Hashanah, Christians, Sikhs, Jesus, Guru Nanak</p>	<p>Beliefs, celebrations, special, significant, festival, Christmas, Diwali, Christians, Sikhs, Jesus, Guru Nanak</p>	<p>Beliefs, celebrations, local, special, significant, festival, Christians, Sikhs, Jewish, Hindu, Muslims, Buddhist, Mandir, temple, mosque, synagogue, Gurdwara, worship, sacred</p>	<p>Beliefs, celebrations, local, special, significant, festival, Christians, Sikhs, Church, Jewish, Hindu, Muslims, Buddhist, Mandir, temple, mosque, synagogue, Gurdwara, worship, sacred, Easter, Jesus</p>	<p>Beliefs, celebrations, special, significant, festival, special, Christians, Sikhs, Church, Jewish, Hindu, Muslims, Buddhist, Mandir, temple, mosque, synagogue, Gurdwara, worship, sacred, Jesus, Jewish, Muhammad</p>	<p>Beliefs, celebrations, special, significant, festival, special, Christians, Sikhs, Church, Jewish, Hindu, Muslims, Buddhist, Mandir, temple, mosque, synagogue, Gurdwara, worship, sacred, Jesus, creation, Jewish, Muhammad</p>

<p><b>Early Learning Goals</b> By the end of Reception children are expected to:</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <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>					

<b>Mapping Curriculum Objectives</b>		<b>Know about and understand a range of religious and non-religious worldviews</b>	<b>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews</b>	<b>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews</b>
		<p>This means children can:</p> <ul style="list-style-type: none"> <li>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</li> <li>Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.</li> <li>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li> </ul>	<p>This means children can:</p> <ul style="list-style-type: none"> <li>Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.</li> <li>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</li> <li>Appreciate and appraise varied dimensions of religion.</li> </ul>	<p>This means children can:</p> <ul style="list-style-type: none"> <li>Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</li> <li>Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.</li> <li>Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.</li> </ul>
	<b>Key Stage One Expected by the end Year 2</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, and recognising the communities from which they come.</li> <li>Recognise some different religious symbols and actions which express a community's way of life, appreciating some similarities</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for myself.</li> <li>Notice and respond sensitively to some similarities between different religions and worldviews.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music art or poetry.</li> <li>Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express my ideas and opinions in response.</li> </ul>