

## Beliefs and Values in EYFS (PSED, UW)

*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.*

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery 3-4 Year Olds</b>	Super Duper Me	If You Go Down to the Woods Today...	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh
	<p><b>Personal, Social and Emotional Development</b> <b>Building Relationships</b> <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, religion and so on.</i> <i>Develop friendships with other children.</i> <b>Begin to</b> play with one or more other children.</p> <ul style="list-style-type: none"> <li>• 'Do Time' / small group work</li> </ul> <p><b>Begin to</b> see themselves as part of a community.</p> <ul style="list-style-type: none"> <li>• Group / Nursery / Family</li> </ul> <p><b>Understanding the World</b> <b>People, Cultures and Communities</b> <i>Make connections between the features of their family and other families.</i> <i>Notice differences between people.</i> <b>Begin to</b> develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>• Look closely at photos of their family. Comment on their family; name members of their family.</li> <li>• Talk about people who are special to the children.</li> <li>• Begin to notice some differences between themselves and others... <i>hair colour, skin colour, hair type.</i></li> <li>• <b>Begin to</b> be aware of and enjoy celebrating: Rosh Hashanah / Harvest / Black History Month /</li> </ul>	<p><b>Personal, Social and Emotional Development</b> <b>Building Relationships</b> See themselves as part of a community.</p> <ul style="list-style-type: none"> <li>• Wider school life – joining with reception outdoors.</li> <li>• Viking awards.</li> </ul> <p>Play with one or more other children. Engage in pretend play with one or more children.</p> <ul style="list-style-type: none"> <li>• Daily interactions during 'Do Time'.</li> </ul> <p><b>Understanding the World</b> <b>People, Cultures and Communities</b> <b>Begin to</b> develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>• <b>Begin to</b> be aware of and enjoy celebrating: Chinese New Year / Shrove Tuesday / Ramadan / Easter</li> <li>• Talk about places that are special to us.</li> <li>• B&amp;V: Children will explore authentic religious artefacts such as soft toys and story books. Share pictures, books and videos of places of worship. Listen to religious music. Start to introduce religious terminology. Work on nature, growing, lifecycles.</li> </ul> <p><b>Continue to</b> show interest in different occupations.</p>	<p><b>Personal, Social and Emotional Development</b> <b>Building Relationships</b> Develop a sense of responsibility and membership of a community.</p> <ul style="list-style-type: none"> <li>• Describe responsibilities within the home and Nursery... <i>tidying up, helping others.</i></li> </ul> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> <li>• Stay and Play opportunities for parents.</li> <li>• Transition to Reception.</li> </ul> <p><b>Understanding the World</b> <b>People, Cultures and Communities</b> Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> <li>• <b>Begin to</b> be aware of and enjoy celebrating: Eid al-Fitr / Green Day / Earth Day / Eid Al-Adha.</li> <li>• Talk about special things.</li> <li>• B&amp;V: Seize opportunities spontaneously or link with local events, celebrations and festivals – this will be ongoing all year. Begin to talk about the different ways in which people believe and behave, encouraging children to ask questions.</li> </ul> <p>Show interest in different occupations.</p> <ul style="list-style-type: none"> <li>• Visit from Head Teacher and Reception Teachers</li> </ul>			

Halloween / Bonfire Night / Diwali / Hanukkah / Christmas

- B&V: Children will explore through creative play, dressing up and act out scenes from stories, celebrations and festivals. Make and eat festival food. Hearing and discussing stories of all kinds, including religious stories with themes such as goodness, difference, the inner world of thoughts and feelings and imagination.

Begin to show interest in different occupations... *teacher, doctor, dentist (visit from a dental nurse), postal worker*

**Implementation:**

*Share information about our families, give children time to ask questions, share family photographs, share family books.*

*Introduce children to stories that introduce differences between people (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.*

*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.*

*Learn about Bonfire Night and safety, community links.*

*Encourage children to look after their environment through daily routines such as tidy up time, litter pickers and discussions about our local area.*

*To show an interest in celebrations from different cultures (Diwali, Eid, Hanukkah and Christmas) and join in with activities linked to their celebrations.*

*To listen with interest to the Nativity story.*

**Events to share:**

*Rosh Hashanah*

*Harvest Festival*

*Diwali*

*Hanukkah*

*Christmas*

- Firefighter visit
- Show an awareness of different occupations through role-play... *vet, shopkeeper, school cleaner*

**Implementation:**

*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.*

*Introduce children to stories that introduce differences between people. (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes.*

*To show an interest in celebrations from different cultures (Chinese New Year, Holi, Easter) and join in with activities linked to their celebrations.*

**Events to share:**

*Chinese New Year/Lunar New Year*

*Shrove Tuesday*

*Ash Wednesday*

*Ramadan*

*Holi*

*Easter Sunday*

- Share information about different occupations and how they help people... *police, ambulance, firefighter, gardener*

**Implementation:**

*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.*

*Introduce children to stories that introduce differences between people. (see suggested booklist). Use them as prompts for discussion and to help develop positive attitudes. To show an interest in celebrations from different cultures (Eid) and join in with activities linked to their celebrations.*

**Events to share:**

*Eid-Al-Fitr*

*Eid-Al-Adha*

<b>Key Vocabulary</b>	Festival, celebrate, Harvest, Rosh Hashanah, Compare, similar, different, culture, belief, Diwali, Hanukkah, Christmas, advent, safety, community, environment		Festival, celebrate, Chinese New Year, Compare, similar, different, culture, belief, Shrove Tuesday, Ash Wednesday, Easter, Good Friday, Easter Sunday, Ramadan, Holi		Festival, celebrate, Eid-Al-Fitr, compare, similar, different, culture, belief, Eid-Al-Adha	
<b>Reception</b>	<b>All About Me/Farmyard</b>	<b>Light and Dark</b>	<b>Journeys</b>	<b>Explorers</b>	<b>Animal Growth / Minibeasts</b>	<b>Under the Sea</b>
	<p><b>Personal, Social and Emotional Development</b>  <b>Building Relationships</b>  <b>Begin to</b> see self as a valuable individual</p> <ul style="list-style-type: none"> <li>Describe self, positively ... <i>proud, special, love.</i></li> </ul> <p><b>Begin to</b> build constructive and respectful relationships</p> <ul style="list-style-type: none"> <li>Use social language to develop friendships see CL.</li> </ul> <p><b>Understanding the World</b>  <b>People, Cultures and Communities</b></p> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>Talk about what they do with their family and places they have been with their family. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>Develop an awareness and talk about some key celebrations e.g. Rosh Hashanah, Harvest Day, Diwali, Halloween, Bonfire Night, Remembrance Day, St Andrew's Day, Hanukkah, Christmas.</li> </ul>		<p><b>Personal, Social and Emotional Development</b>  <b>Building Relationships</b>  <b>See self as a valuable individual.</b></p> <ul style="list-style-type: none"> <li>Regular in classroom routines and discussions e.g. Viking Awards, Have a Go hero, Star of the Week.</li> </ul> <p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> <li>Daily Interactions and communication.</li> </ul> <p><b>Understanding the World</b>  <b>People, Cultures and Communities</b></p> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>Develop an awareness and talk about some key celebrations e.g., Chinese New Year, St David's Day, St Patrick's Day, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Easter.</li> </ul>		<p><b>Personal, Social and Emotional Development</b>  <b>Building Relationships</b>  <b>Continue to</b> build constructive and respectful relationships.  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers  Show sensitivity to their own and to others' needs.  <b>Continue to</b> see self as a valuable individual.</p> <ul style="list-style-type: none"> <li>Look back at achievements over the last year, link to the Oscars.</li> </ul> <p>See themselves as a valuable individual.  Think about the perspectives of others.</p> <p><b>Understanding the World</b>  <b>People, Cultures and Communities</b></p> <p>Talk about immediate family and community.</p> <ul style="list-style-type: none"> <li>Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community. Learn about Father's Day.</li> </ul> <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>Develop an awareness and talk about some key celebrations e.g. St George's Day, Eid al-Fitr, Eid Al-Adh</li> </ul>	

	<p>B&amp;V: Special People (Christianity)  Who is special to you and why?  Why are some people special?  Why is Jesus a special person to Christians?  How does the Christmas story show that Jesus is special to Christians?  Who were Jesus's special friends?  How does the feeding of the 5000 show that Jesus is special to Christians?</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Talk about key members in society who help us e.g. <i>Dental Nurse, Doctor, Nurse</i> Head Teacher and Office staff, and Crossing Guard</li> </ul> <p><b>Implementation:</b>  <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>  <i>Visit from different religious and cultural communities.</i></p> <p><b>Events to share:</b>  <i>Rosh Hashanah</i>  <i>Harvest Festival</i>  <i>Diwali</i>  <i>Hanukkah</i>  <i>Christmas</i></p>	<p>B&amp;V: Understand that some places are special to members of the community. (Christianity and Islam)</p> <p>Talk about somewhere that is safe and special to themselves, saying why.  Design our own special place.  Be aware that some religious people (Christians and Muslims) have places which have special meaning to them.  Recognise a Church and how it is used using recently acquired vocabulary  Recognise a Mosque and how it is used using recently acquired vocabulary</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Talk about key members in society who help us e.g. <i>Firefighter, Site Manager, Plumber, Electrician, Builder, Joiner, Bus/Taxi/Train Driver</i></li> </ul> <p><b>Implementation:</b>  <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>  <i>Place of worship visit - Church.</i></p> <p><b>Events to share:</b>  <i>Chinese New Year/Lunar New Year</i>  <i>Shrove Tuesday</i>  <i>Ash Wednesday</i>  <i>Ramadan</i>  <i>Holi</i>  <i>Easter Sunday</i></p>	<p>B&amp;V: What is special about our world? (Christianity)</p> <p>Think about the wonders of the natural world expressing ideas and feelings.</p> <ul style="list-style-type: none"> <li>What is most special in their world? What makes them happy?</li> </ul> <p>Respond imaginatively and expressively to the beauty and delight and the natural world.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to 'mess up' the world and what they do to look after it.</p> <p>Understand that Christians believe that God created the world.</p> <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>Talk about key members in society who help us e.g. Year One Teachers, Gardener</li> </ul> <p><b>Implementation:</b>  <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><b>Events to share:</b>  <i>Eid-Al-Fitr</i>  <i>Eid-Al-Adha</i></p>
<p><b>Key Vocabulary</b></p>	<p>Beliefs, celebrations, special, significant, festival, Harvest Festival, Rosh Hashanah, Christians, Jesus, Christmas, Diwali</p>	<p>Beliefs, celebrations, local, special, significant, festival, Christians, Muslims, mosque, worship, sacred, Church, sacred, Easter, Jesus</p>	<p>Beliefs, celebrations, special, significant, festival, special, Christians, creation, world, special, safe</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>		

## Mapping Curriculum Objectives

		Know about and understand a range of religious and non-religious worldviews	Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews	Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews	
		<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>	
	<p><b>Key Stage One</b> Expected by the end Year 2</p>	<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>	