

UNDERSTANDING THE WORLD - R.E

PERFORMANCE INDICATORS	RANGE AND CONTENT AND CURRICULUM OPPORTUNITIES
<p>For EYFS provision also refer to <i>Development Matters Understanding The World</i> P4-P8</p> <ul style="list-style-type: none"> • Demonstrate an interest in stories about themselves and their families. • Enjoy pictures, photographs, videos and stories about themselves. • Respond to a variety of new religious experiences (e.g. involving music, drama, colour, lights, food or tactile objects). • Engage in moments of personal reflection. • Demonstrate an awareness that they belong to a family. • Participate in role play imitating everyday actions, • Recognise similarities and differences that connect and distinguish us from others. • Begin to have their own friends. • Respond to others in small group situations and cooperate when working in small groups. • Demonstrate an interest in the lives of familiar people. • Talk about their own experiences. • Recognise and describe special events and times for their family and friends. • Demonstrate an interest in different occupations and ways 	<p>RE will be delivered in a variety of ways, for example: through knowledge and understanding the world lessons, school assemblies, visits to places of worship, a visitor to school etc.</p> <p>ATTITUDES: (THE FOLLOWING SHOULD BE CONSIDERED THROUGHOUT)</p> <p><u>Self-awareness</u>: a sense of self-worth and value/a sense of belonging.</p> <p><u>Respect</u>: sensitivity to the beliefs and feelings of others</p> <p><u>Appreciation and wonder</u>: a sense of wonder about the world</p> <ul style="list-style-type: none"> • Listen to different music/taste food from different cultures and religions <ul style="list-style-type: none"> o Visit different religious /cultural places o Explore sharing and caring for each other o Observe how different people act in religious groups (beliefs/ceremonies) o Explore similarities and differences • Dressing up areas with cultural references in Learning/enabling environments. • Encourage quiet/reflective times including using massage and tacpac sessions. • Help children to learn the names of children in their class by

of life.

- Join in with family customs and routines.
- Recognise other cultures and faiths within their community by sharing and celebrating a range of practices and special events.
- Evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences.

National Curriculum expectations

- Explore a range of religious and moral stories and sacred writings and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community.
- Identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning.
- Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.
- Understand how moral values and a sense of obligation can come from beliefs and experience.

using greeting songs.

- Talk to children about their families, looking at photographs.
- Make photograph books of their families and friends.
- Collect stories for, and make books about, children in the group, showing the things they like to do.
- Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
- Make photographic books about the children in school, encourage parents to contribute to these.
- Support children's understanding of difference and empathy by using props such as puppets and dolls to tell stories about diverse experiences.
- Celebrate and value cultural, religious and community events and experiences.
- Listen to music, sing songs and learn dances linked to different cultures.
- Sensory stories.
- Encourage and make time for discussions about friends, role play, and friendship stories. Talk about their home and

family life and of other cultures.

- Encourage children develop positive relationships with members of the community, by inviting them into school, to meet and speak to the children. Develop role play people based on visits and meetings.
- Invite people from a range of cultural backgrounds to talk about aspects of their life.
- Visits to churches, mosques, synagogues etc
- Listen to and participate in religious stories. Include music, food, clothes, artefacts, and sensory objects.
- Use ICT to watch and listen to religious stories.

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Appendix**

The Religious Education curriculum has been written with reference to the following documents:

AGREED SYLLABUS FOR RELIGIOUS EDUCATION SUPPLEMENT September 2005 - SACRE (Standing Advisory Council on Religious Education)

**Performance descriptors progress record for Religious Education - Essex county council
Equals document**

Religious Education in English Schools: Non-statutory guidance 2010