

# Ashtree Primary School and Nursery Medium Term Plan for RE

## EYFS - Reception - RE

**Key Vocabulary** Festival, celebrate, special occasion, presents (Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim, Muslim Eid), Christmas, God, baby, birth, Jesus, Nativity, Mary, Joseph, Three Wise Men, Spring, Easter, church, advent, spring seasons, changes, Last Supper, cross, creation, new life, temple, mosque, advent wreath, cross, prayer mat, altar, synagogue, star of David, menorah, silent, still, reflection, temple, shrine, Wedding, vows, promise, vicar, bride, maid of honour/ bridesmaid, groom, best man, questions, responsible, moral story, valuable, important, look after, caring, helping, fair, good, bad, responsibility, right, wrong, fair

### Key Knowledge

Children can be taught key knowledge by following the steps below:

**Beliefs and practices** Festivals, people and communities

To know how and why do we prepare for and celebrate a joyous occasion. What are the similarities and differences between people's joyous times? What are some of these festivals all about? What is the best gift we can give? *Discuss why Christians perform nativity plays at Christmas?* **Aut**

**Sources of wisdom**

Discuss how do Christians celebrate the birth of Jesus? What presents did the characters in the nativity story give? **Aut**

**Creation, awe and wonder of the natural world** What is happening in the natural world this term? Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world. Which natural things appear dead but are really alive? What happens at Easter time to make life new again? How did God make the world and us? **Spr**

**Remembering Jesus at Easter.** What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story? **Spr**

**Symbols and actions** Exploring places, dress, food and music Which place do you know that is important to you? Why is it important? Which religious symbols can you see in the local place of worship? Explore their meaning. Explore some religious artefacts through the senses showing respect for beliefs. Why light a candle?. **Aut**

**Prayer, worship and reflection** Sacred spaces, simple prayers and time to reflect

Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence. Share a short Christian/Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it. Compose, use and think about the words of simple prayers or reflections. Which places are important to the pupils, people in the community and a religious family? Talk to a visitor about why they go to the local place of worship and find out why it is important to them. **Sum**

### Key Skills

**Identifying and belonging** Exploring wedding ceremonies

Explore what happens at a wedding and what is important about the ceremony **Spr**

**Ultimate questions** Use imagination and curiosity to develop their wonder of the world and ask questions about it

How did God make the world? What makes the world so wonderful? Who is God? Where is God? Christians believe God made a wonderful world. How should they look after it? Why is the word 'God' so important to Christians? **Sum**

**Human responsibility and values** Explore how people show concern for each other and the world around them. **Taking responsibility** Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita. What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other? **Sum**

**Justice and fairness** Understand what is right, wrong and fair. **Treating the world fairly.** How do we know what is right/ wrong/ fair? Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? Buddhist Jakat tales, **Sum**

**Development Matters 2020 – Four & Five Year Olds**

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

### **Curriculum Enhancements**

Talk about, prepare and participate in tasting foods for celebrations.

Create a space for reflection/stillness – Hindu shrine. .

Invite the local vicar to talk about church weddings and ask about why some people get married in church.

### **Possible Misconceptions**

That Reception children may think that everyone has the same customs and celebrate the same celebrations and festivals.

### **Suggested Activities**

- Festivals - Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid (*explore faith relevant to cohort*).
- Using creative media, replicate places of worship and make their own artefacts, e.g. talk about and over a period of time, create a Hindu shrine
- What surprised Jesus' friends in the Easter story?  
Which symbols are associated with Easter?  
What do Christians do at Easter?
- Remind them of the story/act out the story using props. *Why do Christians put a cross in an Easter garden?*
- Explore similarities between weddings in a variety of cultures and religious traditions (*explore faith relevant to cohort*).
- Recall and re-enact a traditional Christian wedding. What promises do people make to one another? What promises do people make to one another?
- Story of Rama and Sita (Hinduism /Sikhism)
- What is right/wrong/fair? Buddhist Jakat tales, 'The Lion and the Jackal', Hindu Panchatantra stories about animals and the Sikh story 'The water carrier' by Bhai Khanya. (listen to stories about religious characters including leaders helping others).
- Visit a church to find out some of the features that support people in their prayer, worship and reflection.
- Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection

### **This will lead to . . .**

#### **Year 1**

#### **Believing**

- To know that different people have different faiths
- To know that some stories come from different holy books, and to express ideas in response to those stories

#### **Living**

- To know that different people have different times of celebration
- To understand that different people have different ways of celebrating major events
- To know that people of all faiths can and do live well alongside each other
- To enjoy joining in with family customs and routines
- To be able to express some of their own families' customs and traditions

#### **Expressing**

- To know that different people have a range of different ways of showing their beliefs, including prayers and worship
- To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions.