

## Understanding Christianity Unit Components

### COMPONENTS

Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly, to allow for a variety of teaching and learning experiences for pupils.

#### Making sense of the text

**Exploring the context:**

Where does this fit in the 'big story'?

**Exploring interpretations:**

Pupils' views and a variety of Christian readings

**Exploring purposes:**

How do Christians use this text?

**Exploring significance:**

Why does this matter?

**Unveiling the concepts:**

How does this contribute to understanding key Christian ideas?

**Considering issues ...**

behind, within and in front of the texts

#### Understanding the impact

**How, then, do Christians live..?**

**... in the Christian community?**

Examining ways in which Church living grows out of biblical teaching

**... in their everyday living?**

Examining ways in which Christians apply the Bible day-to-day

**What impact do Christianity and Christians have in the world?**

Examining ways in which Christian belief and practice make a difference in the world

**How has this had an impact on how people see the world?**

Examining the influence of Christian thought on 21st-century thinking and living

#### Making connections

**Connecting texts, concepts and**

**Christian living:** Developing understanding of the bigger picture

**Connecting ideas studied and**

**pupils' own ideas:** Using ideas studied to reflect on matters of personal concern

**Personal and impersonal**

**evaluation:** Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking

**Examining implications for pupils'**

**understanding of self, world and**

**others:** Discerning where there might or might not be value to be gained from ideas studied

The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:



## 1. GOD

Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.

## 2. CREATION

The universe and human life are God's good creation. Humans are made in the image of God.

## 3. FALL

Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.

## 4. PEOPLE OF GOD

The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,<sup>5</sup> who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.



## 5. INCARNATION

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.

## 6. GOSPEL

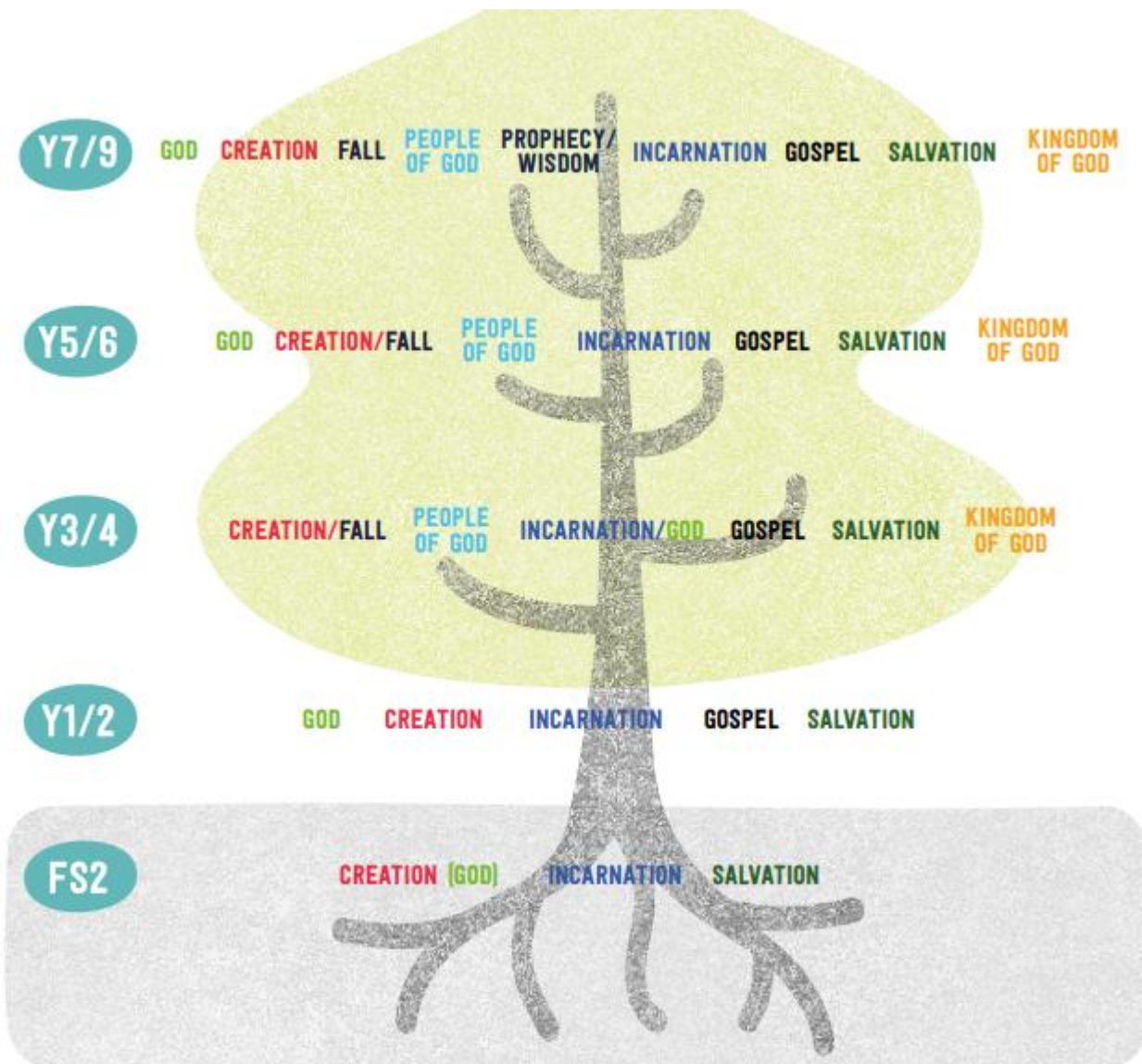
Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.

## 7. SALVATION

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

## 8. KINGDOM OF GOD

This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.





# GOD

EYFS	End KS1 (7)	End lower KS2 (9)	End KS2 (11)
SEE CREATION	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible.</li> <li>• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</li> <li>• Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</li> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>

# CREATION AND FALL

EYFS	End KS1 (7)	End lower KS2 (9)
<p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is Creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	<p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> <li>• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>

## End KS2 (11)

### Pupils will know that:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.



# PEOPLE OF GOD



EYFS	End KS1 (7)	End lower KS2 (9)
		<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>- The Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God.</li> <li>- The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>- They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</li> <li>- Christians believe that, through Jesus, all people can become the People of God.</li> </ul>

## End KS2 (11)

### Pupils will know that:

- The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
- Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.

# INCARNATION

EYFS	End KS1 (7)	End lower KS2 (9)	End KS2 (11)
<p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Jesus was Jewish.</li> <li>Christians believe Jesus is God in the flesh.</li> <li>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>Christians see Jesus as their Saviour (see Salvation).</li> </ul>

# GOSPEL

EYFS	End KS1 (7)	End lower KS2 (9)	End KS2 (11)
	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus brings good news for all people.</li> <li>For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>Christians believe Jesus is a friend to the poor and friendless.</li> <li>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</li> <li>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li> <li>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li> <li>Christians try to be like Jesus – they want to know him better and better.</li> <li>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li> <li>Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</li> <li>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul>

# SALVATION

## EYFS

### Children will know that:

- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves'.
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

## End KS1 (7)

### Pupils will know that:

- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus rose from the dead, giving people hope of a new life.

## End lower KS2 (9)

### Pupils will know that:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

## End KS2 (11)

### Pupils will know that:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.



# KINGDOM OF GOD

EYFS	End KS1 (7)	End lower KS2 (9)
		<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>· Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</li> <li>· Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>· Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> <li>· Christians celebrate Pentecost, as the beginning of the Church.</li> <li>· Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>

## End KS2 (11)

### Pupils will know that:




- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The parables suggest that there will be a future Kingdom, where God's reign will be complete.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.




Teaching and learning approach	End KS1 <i>Pupils will be able to:</i>	End lower KS2 <i>Pupils will be able to:</i>
 <p><b>ELEMENT 1:</b> Making sense of the text</p> <p>Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.</p>	<ul style="list-style-type: none"> <li>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.</li> <li>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</li> <li>Give clear, simple accounts of what the texts mean to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Order at least five key concepts within a timeline of the Bible's 'big story'.</li> <li>List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</li> <li>Make clear links between biblical texts and the key concepts studied.</li> <li>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</li> </ul>
 <p><b>ELEMENT 2:</b> Understanding the impact</p> <p>Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<ul style="list-style-type: none"> <li>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</li> <li>Give at least three examples of how Christians put their beliefs into practice in church worship.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</li> <li>Describe how Christians show their beliefs in worship and in the way they live.</li> </ul>
 <p><b>ELEMENT 3:</b> Making connections</p> <p>Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</li> <li>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</li> </ul>

## Christianity, Islam and Hinduism - Key Questions and Overview

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
	<b>Christianity and local beliefs</b>	<b>Christianity, and Judaism or Islam</b>	<b>Christianity either Judaism or Islam and either Hinduism or Sikhism</b>	
<b><i>Christianity (Questions from Understanding Christianity)</i></b>	<p>F1 Why is the word God so important to Christians?</p> <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>F3 Why do Christians put a cross in an Easter garden?</p>	<p>1.1 What do Christians believe God is like?</p> <p>1.2 Who made the world?</p> <p>1.3 Why does Christmas matter?</p> <p>1.4 What is the good news that Jesus brings?</p> <p>1.5 Why does Easter matter?</p>	<p>L2.1 What do Christians learn from the Creation story?</p> <p>L2.2 What is it like to follow God?</p> <p>L2.3 What is the Trinity? (Incarnation and God)</p> <p>L2.4 What kind of world did Jesus want?</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>L2.6 When Jesus left, what next?</p>	<p>U2.1 What does it mean if God is holy and loving?</p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.3 How can following God bring freedom and justice?</p> <p>U2.4 Was Jesus the Messiah?</p> <p>U2.5 What would Jesus do?</p> <p>U2.6 What did Jesus do to save human beings? [Y5]</p> <p>U2.7 What difference does the Resurrection make for Christians? [Y6]</p> <p>U2.8 What kind of king is Jesus?</p>

<b>Hinduism</b>			 : L2.7 What does it mean to be a Hindu in Britain today?	
<b>Islam</b>		 1.6 Who is Muslim and what do they believe?		 U2.9 What does it mean for Muslims to follow God?

### Thematic - Key Questions and Overview

<b>Thematic (including secular worldviews)</b>	F4 Being special: where do we belong?	1.8 Who am I? What does it mean to belong?	
	F5 Which places are special and why?	1.9 What makes some places sacred to believers?	L2.10 How and why do believers show their commitments during the journey of life?
	F6 Which stories are special and why?	1.10 How should we care for the world and for others, and why does it matter?	

## C.2 End-of-phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them

Teaching and learning approach	End KS1 <i>Pupils can...</i>	End lower KS2 <i>Pupils can...</i>	End KS2 <i>Pupils can...</i>
<p><b>Element 1: Making sense of beliefs</b></p> <p>Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>Identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of authority and the key concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> </ul>

Teaching and learning approach	End KS1 <i>Pupils can...</i>	End lower KS2 <i>Pupils can...</i>	End KS2 <i>Pupils can...</i>
<p><b>Element 2:</b> <b>Understanding the impact</b></p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>
<p><b>Element 3:</b> <b>Making connections</b></p> <p>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make.</li> <li>Talk about what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>



## Progression in Early Years RE

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:

### **Communication and Language**

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- They talk about how they and others show feelings
- They develop their own narratives in relation to stories they hear from different communities.

### **Personal, Social and Emotional Development**

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and are sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

**Understanding the World**

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

**Expressive Arts and Design**

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

**Literacy**

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

**Mathematics**

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

**These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).**