

Year Group Reception	Worldview: Christianity
Strand:	Beliefs and Questions
Key Question:	Who are Christians and what do they believe?
Focus of study:	Focus on stories from the Bible that show what Christians believe. Establish that Christians live all over the world
<p>Background information for teachers:</p> <ul style="list-style-type: none"> - Christians are people who believe in a God who created the world. - God came to earth as Jesus. - Christians believe that God loves people and cares for them. - God is three in one, The Trinity - Father, Son and Holy Spirit. - Christians celebrate 2 main events in the year (Christmas – the birth of Jesus, and Easter – the death and resurrection of Jesus). - Christians also celebrate and prepare for other events within the Church year such as Harvest, Ascension Day, and Pentecost. - Christian’s Holy Book is called The Bible. - The Old Testament contains the same texts as the Hebrew Bible of Judaism. - The New Testament tells the stories about, and parables of, Jesus, as well as a history of the early Church and a range of letters written to the early Church. - Most Christians follow the ‘ten commandments’ as one of the best ways of living to ensure they are following the teachings of Jesus, but also a wider range of his teaching, - For most Christians the fundamental belief is that they should love God and love other people. - There are Christians all over the world and lots of different denominations. Some of those groups have festivals at different times of the year. For example, the Orthodox Church, along with the Coptic church, celebrates Christmas and Easter about a week later than the Western Church. 	
<p>Key vocab:</p> <p>Jesus – Son of God</p> <p>Salvation – Jesus dying on the cross for the forgiveness of Christian’s sins</p> <p>Incarnation – Jesus was born the Son of God in human form</p> <p>Resurrection – Jesus rose again to prove to all God’s people</p> <p>Holy Bible – The Holy book for Christians with stories and parables of Jesus as well as guiding advice and ways to live</p> <p>Disciples – friends of Jesus who spread the good news of Jesus</p> <p>Church – the place of worship for Christians</p>	
Prior learning:	Pupils may have encountered some of the ideas explored here in collective worship or at nursery or in the home.
Building Blocks:	<p>Christians are people who believe in a God.</p> <p>God came to earth as Jesus.</p> <p>Christians believe that God loves people and cares for them.</p> <p>Christians read the Bible to get their ideas.</p> <p>Bible stories can be read in different ways.</p>

<p>Outcomes:</p>	<p>To learn about stories within The Bible and their importance to Christians. To recognise that Christians live all over the world. To know that Christians believe in two key events within the Church year and countdown to celebrate these events. To know and understand the importance of Christmas (Incarnation), the birth of Jesus Christ, to Christians. To know and understand the importance of Easter (Salvation) and the death and resurrection of Jesus.</p>
<p>Resources:</p>	<p>Discovery RE, Understanding Christianity – resource from RE Today Picturing Christianity – resource from RE Today Humanism UK https://humanists.uk/humanism/the-happy-human-symbol/Real People Real Faith BBC Bitesize</p>
<p>Engagement:</p>	
<p>Depending on the time of year this unit is being taught the starting point may differ. If it is Christmas or Easter use the festival as a way in. If it isn't appropriate, then maybe start with what has been happening in collective worship or introduce a Christian persona doll. Alternatively begin by looking at a range of pictures of Christians from around the world. Picturing Christianity has pictures that might be suitable, or others can be found on the internet. Ensure that the pictures reflect diversity within the faith and is not just white British people. Pupils could look at the pictures to see what these people have in common and what is different.</p>	
<p>Enquire and Explore:</p>	<p>Who is Jesus and what did he teach?</p>
<p>Find out very simply about the life of Jesus – do not include too many events. What is the story of the birth of Jesus? Why do Christians think it is important to celebrate Christmas? Pupils could role play some aspects of the nativity story. <i>If available, Understanding Christianity planning and resources on the question 'Why do children perform Nativity plays at Christmas time?' might be helpful.</i> Find out about some of the things that Jesus did, such as the miracles and the parables or stories connected with him. Use child friendly versions of Bible stories to read about a range of miracle stories of Jesus. There are many image and story resources on the Internet suitable for EYFS. Talk about what Christians understand about God because of what Jesus taught. What does it tell us about what Christians believe? Find out about the death and resurrection of Jesus and what that communicates about what Christians believe about God and why Christians celebrate. <i>If available some elements of Understanding Christianity Salvation unit 'Why do Christians put a cross in an Easter Garden?' might be helpful.</i> Read about the key days and events of Holy Week – again not too many events. Role play some of the events. Explore the key teaching of Jesus: Love the lord your God with all your heart, mind and strength and love your neighbour as yourself. Explore some of the ways that Christians</p>	

live out that teaching. Look at some of the charities that Christians run, such as foodbanks and talk about what that says about Christian beliefs.	
Evaluate:	
At this stage, pupils are not evaluating the right or wrong of what they have learned but drawing together what they have learned about Christian beliefs. How well do Christians show what they believe? Establish that there are some things that most Christians believe, but there are different ways of showing it.	
Reflect and communicate:	
Reflect on learning this term, what have pupils learnt about Christians? What do Christians believe? Pupils create a class summary of what Christians believe to display.	
Assessment opportunities:	<p>DEVELOPMENT MATTERS:</p> <p>CL- Learn and use new vocabulary. Ask questions. Make connections. Describe in detail. Retell a story (E.g., Rama and Sita, Nativity). Engage with non-fiction pictures.</p> <p>PSED- See themselves as a valuable individual. Think about the perspectives of others. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. 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>BIRTH TO 5 MATTERS:</p> <p>PSED- • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>CL Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention.</p> <p>UW- 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.</p> <p>ELGS-</p> <p>Statutory ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different

	<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Notes	EYFS units can be taught as discrete units or embedded across the year as part of continuous provision.