

RE in the Foundation Stage



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RE IN THE FOUNDATION STAGE

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Introduction

Much of the document will be familiar, as the six areas of Learning and Development remain the same. The most significant change is the use of the new statements for the Early Years Foundation Stage Profile (EYFSP) linked to the units of work. It is very important to understand that schools should be creative and flexible in their approach to teaching RE in the Foundation Stage. The background and experience of the children will inform and initiate what is done.

A. Planning provision

How should practitioners use these units?

- The units given below have been developed to give support to practitioners in a range of foundation stage settings. They are designed to help with planning for learning experiences that will provide the basis for sound future understanding in RE.
- The generic outlines could be used to generate school or setting designed units; those given are not intended to be prescriptive. The examples are given to show how practitioners can take the experiences and opportunities in the Agreed Syllabus grid and turn them into simple workable units that lend themselves to integration with other areas of learning but also provide sound foundations for RE.
- As will be clear from the unit map, there are three core units and a series of optional units on 'Festivals', 'Natural world' and 'Celebration and community'. A balanced scheme for a year might consist of the three core units with a selection including at least one unit from each of the three optional groups. The core units are more suitable for reception classes, but the other units could be adapted for use earlier in the Foundation Stage.
- Each unit includes RE foundation activities and experiences drawn from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' (see Appendix I). They show how RE contributes to the areas of learning for the Foundation Stage.
- It should be noted that although this scheme is discretely planned, the aim is that it should fit in easily with the planning of work in other areas. It has been set out separately here so that the RE coverage is identified and ensured, but the content has been designed to fit in with broader themes.

What is the purpose of the core units?

- The core units on 'Myself', 'My family and friends' and 'Our world' mirror the experience of children when they start at playgroup, nursery or in the reception class. They move from awareness mainly of self towards integration into the social worlds of family, friends and beyond.
- The units contribute to children's sense of self-awareness and their understanding of their place in the different social environments they inhabit.

What is the focus of the festivals units?

- The unit on festivals suggests a general framework that could be applied to almost any festival. The priority at this stage is for children to understand the ideas of celebration and remembering, and to begin to perceive connections between people's lifestyles and their beliefs and identities.
- Clearly religious festivals differ in their character, significance, suitability for exploration with young children, and opportunities they offer for particular kinds of activity. For example many festivals have a particular story which is retold to remind adherents of the reason underlying the celebration, but some do not *e.g. Eid ul Fitr*. Practitioners will need to select from the range of suggested activities bearing in mind both the nature of the festival and the likely interests and experiences of the children in their class. Some festivals have as much cultural as religious significance.

- Six festivals are given as examples, but teachers will be able to select from these rather than try to cover all of them. If other festivals seem more suitable (e.g. because they are being celebrated by children in the class or the school) those could be chosen instead and teachers could produce a set of activities based on the generic framework for this unit. ¹

How do the 'Natural World' units contribute to RE?

- Activities linked to the natural world are those most likely to lead to questions about the nature of life and to develop a sense of awe and wonder.
- The 'Natural World' units are designed to ensure that as well as increasing children's knowledge and understanding of the world, such work contributes to their spiritual development through valuing the wonder and delight with which most young children encounter animals, plants and other natural phenomena.
- The units give many opportunities for creative responses. They lay foundations for learning about the cycle of birth, life and death, and encourage children to develop responsible attitudes towards the environment.

Why are the units on 'Celebration and community' important?

- The celebrations and community units provide opportunities to explore significant points in the lives of individuals, families and communities.
- They develop an understanding of the concept of marking important occasions in life and sharing these with others.
- They relate to children's sense of identity and the universal human need to belong.
- Some children will have few experiences of happy family occasions. Teachers/practitioners will want to find ways of talking about celebration without excluding some members of their classes. Stories are often helpful for exploring family experiences in an inclusive way.

Further Resources

There will be examples of units of work being added to the portal as schools send examples to Sue Ward. For further ideas, pictures and information look in the "Resources for Teachers" tab on the portal site available at www.re.ccceducation.net.

¹ There are variations in the way that names of some festivals are spelt when transcribed into English – there is no single correct version. Examples include Hanukkah/Chanukkah; Diwali/Divali; Eid ul Fitr/Id ul Fitr.

Core Unit:

MYSELF

(teachers should plan to cover the 3 core units + at least one from each of the 3 option groups)

Core unit:

MY FAMILY AND FRIENDS

Core unit:

OUR WORLD

Festival unit:
option

DIWALI

Festival unit:
option

CHINESE NEW YEAR

Festival unit:
option

ST. PATRICK'S DAY

Festival unit:
option

EID UL FITR

Festival unit:
option

PURIM

Festival unit:
option

CHRISTMAS

Natural world
unit: option

ANIMALS

Natural world
unit: option

THE GREAT OUTDOORS

Natural world
unit: option

HARVEST

Natural world
unit: option

SPRING

Natural world
unit: option

WATER

Natural world
unit: option

WINTER

Celebrations
and community
unit:
option

BABIES

Celebrations
and community
unit:
option

WEDDINGS

Celebrations
and community
unit:
option

BIRTHDAYS

B. Teaching approaches

- A note on storytelling. By and large it is more appropriate to tell than to read religious stories with children in this age group. Religious stories need props and visuals such as pictures or puppets (or artefacts if appropriate) to make them come alive. A story should be set in its context – that is, children should

know whose story it is and why they would tell/hear it. This could be personalised to a particular child e.g. *'This is the story Susie's mum tells her on their special day of Purim'*, rather than *'This is a special story for Jews'*.

- Using persona dolls. The use of persona dolls can make a strong contribution to children's social and emotional development and sense of identity. Persona dolls allow practitioners to address inclusion issues with children, without drawing specific attention to these in relation to children in the class or the school. Details about training in their use are given in Appendix II, but an outline follows here. The practitioner gives each persona doll a story – a name, background and lifestyle, including his/her ethnicity, family background and situation, any disability, home circumstances, personality etc (not all these for one doll!). The doll is welcomed into the class as a person the children can get to know and interact with. The teacher tells the doll's personal story and needs to ensure the experiences of the doll tie in with the experiences of the children in their class and allow interaction, questions and comments as s/he goes along with the story. Each time the doll comes out the practitioner builds up stories to tackle pertinent issues, with the progressive inclusion of likes and dislikes and happy and not so happy experiences. Children are allowed room for questions and most importantly, time for the sharing of their own experiences and feelings. The practitioner will encourage children to think critically, solve problems and suggest solutions to the situations the persona doll faces.
- Using video. In general it is important for children of this age to learn from first hand experience where possible. Nevertheless there are sometimes video programmes that include short extracts suitable for children of this age e.g. programmes that show children celebrating a festival together.
- The importance of questions. Appendix 1 at the end of this document gives the material for Foundation Stage RE from the Cambridgeshire Agreed Syllabus. This includes a section on questions about profound, puzzling and difficult areas of life. At this stage teachers can help children's development by creating an environment where questions come from the children, and where there is time for them to ask and ponder. Practitioners need to respond, but not necessarily to provide answers. The important thing is to foster children's curiosity and help them to develop a disposition to think and question.
- First hand experience. All these units work on the principle that for children in the Foundation Stage, first hand experience is central to learning. The units involve the use of all the senses, the use of artefacts and objects to stimulate curiosity and interest, and the use of trips out into the external environment wherever practicable. Work in RE as in all other areas should include as much opportunity as possible for hands-on activity, combined with discussion and reflective talk.
- Outdoor environment. Opportunities to play in and explore the outdoor environment help young children to appreciate the beauty, variety and interest of the natural world. The chance to experience and reflect on different kinds of weather and different seasons of the year increases children's awareness of the patterns and rhythms of nature and of life.
- Spiritual development. Children need time to dwell and reflect on experiences and thoughts. They need to be helped to use and develop their imaginations and to respond to ideas and feelings in creative ways. Over-emphasis on pace and focus can get in the way of spiritual development – children need both the former and the latter. Many have little experience of times of quiet reflection outside their Foundation Stage setting – we need to make sure opportunities for this do not get lost in the rush to 'get things done'.
- Using ICT. The use of ICT has not been explicitly included in these units but could be included if appropriate material is identified (e.g. a young children's website with games relating to a festival).

CORE UNIT 1. MYSELF

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Problem solving, reasoning and numeracy.	Knowledge and understanding of the world	Physical development	Creative development
<p>RE foundation activities and experiences</p> <p>(examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' – see Appendix 1)</p>	<ul style="list-style-type: none"> Recognising and using books that are special to them <i>e.g. family photograph albums, books in home language, favourite story books etc</i> Sharing their own important experiences and listening to others <i>e.g. in circle time</i> Developing a sense of their own identity and self-worth <i>e.g. through being welcomed by name, praised, appreciated, and using own name</i> 	<ul style="list-style-type: none"> Listening to others sharing stories that explore emotions, relationships Talking about places that are special to them and others Expressing their own feelings, ideas and responses 	<ul style="list-style-type: none"> Appreciating rhythm and singing 	<ul style="list-style-type: none"> Know that people have similarities and differences 	<ul style="list-style-type: none"> Expressing joy in movement and dance Developing self reliance and skills of cooperation through being alone and being in groups 	<ul style="list-style-type: none"> Exploring aspects of their own feelings and experiences through the arts Dancing, singing and responding to different kinds of music including quiet and calm

Key scale points (from Foundation Stage profile)

2.8

- Respond to significant experiences, showing a range of feelings when appropriate.
- Has a developing awareness of own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Have a developing respect for own cultures and beliefs and those of other people.
- Understand what is right, what is wrong and why.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Interact with others, negotiating plans and activities and taking turns in conversation.

2.10

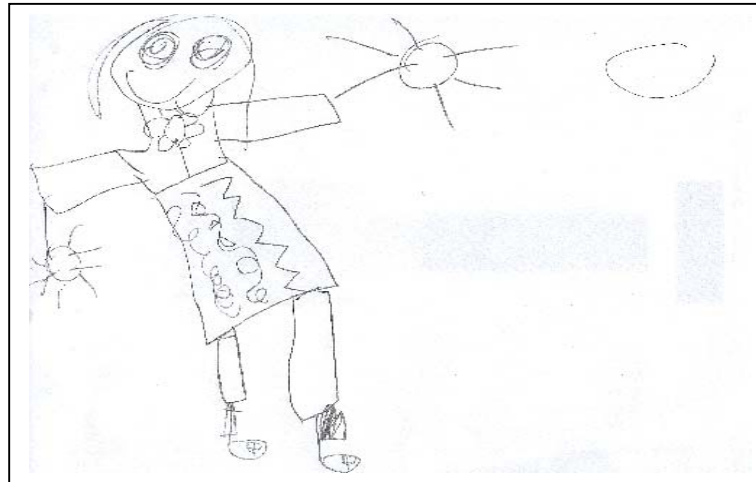
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.

2.14

- Look closely at similarities, differences, patterns and change.
- Find out about past and present events in their own lives and in those of their families and other people they know.
- Begin to know about their own cultures and beliefs and those of other people.

2.18

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Use their imagination in art and design, music dance, imaginative and role-play and stories.



Activities

- a. Read/share favourite books of all kinds and stories including religious ones. Discuss: *What is important to me? What is special to me? What do I like about this story?*
- b. Talk about: my home. Children identify *my special time, my special toy, my special place at home, my special place outside. Where do I like to go? Who do I like to be with?* Make frieze where each child makes pieces representing own special time, place, festival, book etc. Read stories about things that are special to people (e.g. *Laura's Star* – see Appendix III)
- c. Write/paint/model names. Talk about them.
- d. Discuss: *What do I wear? For everyday? For best? What do I like dressing up in?* (linked to opportunities to play with dressing up clothes). *What colours do I like?*
- e. Discuss: *What do I eat? For everyday? For special meals? For sharing?*
- f. Discuss: *How do I express my feelings?* (e.g. through dance, drama, using musical instruments). *How do I feel when?*
- g. Use stories to explore emotions (Francis the Scaredy Cat, Do you still Love Me? see Appendix III).
- h. Paint portrait of self. Discuss: *What can I do? What do I like to do? What do I like doing when I'm on my own?*
- i. Explore similarities and differences in relation to favourite toys and games (and stories – see Appendix III).

CORE UNIT 2: MY FAMILY AND FRIENDS

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Mathematics	Knowledge and understanding of the world	Physical development	Creative development
RE foundation activities and experiences (examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' – see Appendix 1)	<ul style="list-style-type: none"> sharing and taking turns recognising and using books that are special to them <i>e.g. family photograph albums, books in home language, favourite story books etc</i> 	<ul style="list-style-type: none"> listening to others sharing stories that explore emotions and relationships 	<ul style="list-style-type: none"> recording information about themselves and the communities to which they belong (family, class, school etc.) in a variety of ways, including graphs, photographs etc. 	<ul style="list-style-type: none"> learning that people have both similarities and differences talking about what families do together learning that some people go to places of worship 	<ul style="list-style-type: none"> learning to be still <i>e.g. to listen to stories, poems, music, each other etc</i> 	<ul style="list-style-type: none"> cooperating with each other in creative work and play

Key scale points (from Foundation Stage profile)

2.10

- Interact with others, negotiating plans and activities and taking turns in conversation.

2.14

- Investigates objects and materials and by using all the senses as appropriate.
- Find out about and identify some features of living things, objects and events they observe.
- Asks questions about why things happen and how things work.
- Looks closely at similarities, differences, patterns and change.
- Finds out about past and present events in own life, and in those of family members and other people s/he knows.
- Begins to know about own culture and beliefs and those of other people.

2.16

- Show awareness of space, of themselves and others.

2.18

- Express and communicate their ideas, thoughts and feelings by using a widening range of materials.

Activities

- a. Discuss: *Where do you live? Who do you live with? What places do you go to: special ones, regular ones, places where you do particular things, places of worship?*
- b. Read range of poems to explore diversity of family life (e.g. *'Big Book of Families'*). Talk about families to reinforce awareness of diversity: *What do you do with your family?* (be aware of the need to draw on what you know about the children, to tackle potential difficulties sensitively). Discuss: *What special times do you spend together? What does your mum do? What does your dad do? Do you have brothers or sisters you help to look after? Which people help to look after you?*
- c. Look at and talk about albums or collections of photographs. Draw portraits of each other to make album of people in the class.
- d. Record information about selves and friends/communities.
- e. Play games like 'tag' or others where you need more than one person. Think about playing and cooperation.
- f. Read stories about families and friends (*See Appendix III for examples*).
- g. Talk about Raksha Bandhan as special time for brothers and sisters in Hindu families.
- h. Explore physical similarities and differences e.g. *Come into the circle if you've got curly hair/long hair/pink skin*. Use persona dolls to explore physical and social differences of a difficult kind – can children say to persona doll things that would make them feel all right about e.g. wearing glasses?

CORE UNIT 3: OUR WORLD

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Mathematics	Knowledge and understanding of the world	Physical development	Creative development
<p>RE foundation activities and experiences</p> <p>(examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' – see Appendix 1)</p>	<ul style="list-style-type: none"> experiencing and recognising differences in culture and religion, especially within the class and through pictures, stories etc 	<ul style="list-style-type: none"> hearing stories about people who are important to other people learning that some books and stories are special to some people looking at and talking about pictures/books of places and their uses, including places of worship learning to talk to a visitor, asking them questions and listening to their answers 	<ul style="list-style-type: none"> observing shapes of places inside and outside, patterns and decoration in places and how buildings are shaped for function recording visits and visitors in a variety of ways 	<ul style="list-style-type: none"> recognising places of religious significance in the immediate environment exploring aspects of religion/tradition and culture through stories, pictures etc. developing awareness of different sorts of books 	<ul style="list-style-type: none"> learning appropriate behaviour for different places <i>e.g. where you can run and where you go slowly/sit still</i> 	<ul style="list-style-type: none"> role-play and dressing up, relating to visitors or people they have found out about responding to the atmosphere of places making their own special books

Key scale points (from Foundation Stage profile)

2.8

- Respond to significant experiences, showing a range of feelings when appropriate.
- Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understands that they can expect others to treat their needs, views, cultures and beliefs with respect.

2.10

- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
- Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.

2.12

- Talk about, recognise and recreate simple patterns.

2.14

- Find out about their environment and talk about those features they like and dislike.

2.16

- Show awareness of space of themselves and of others.

2.18

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making and a variety of songs and musical instruments.

Activities

- Think about clothes and their messages: school uniforms, when children get new special clothes, clothes for different kinds of weather and activities. Make badges with messages e.g. '5 today', or name badges.
- Talk about different buildings for different things e.g. *Where do we go to be made better if we're ill? To borrow books? To buy food? To get the car fixed?* Relate this idea to a local church and when/why people go to it. Visit a nearby building if possible (e.g. *church, library, shop, health centre, garage*) and give children opportunity to respond to its atmosphere. Look at form of building and any patterns.
- Talk about different books for different purposes: some are about people, some about animals, some stories, some information books, baby books, diaries (could read 'I like books'). Invite visitor to come and select book from class library to read with children. Make own special class book. Look at other 'special' books e.g. *children's Bible*.
- Use appropriate resources to think and talk about children around the world, including discussion of similarities and differences (e.g. *Dorling Kindersley, 'Children around the world'*).
- Learn to say 'Hello' in languages represented in the class (or school).

GENERIC UNIT: FESTIVALS

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Mathematics	Knowledge and understanding of the world	Physical development	Creative development
<p>RE foundation activities and experiences</p> <p>(examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2002' – see Appendix 1)</p>	<ul style="list-style-type: none"> • Celebrating birthdays • Enjoyment of celebration and community • Beginning to appreciate how to show respect for others, in a variety of contexts 	<ul style="list-style-type: none"> • Hearing stories about people who are important to other people • Learning to say 'thank you' • As opportunity arises, talking about God and raising questions • Hearing some special stories <i>e.g. those connected with festivals</i> • Hearing stories about festivals or told at festivals and talking about their own experience including that of preparation and anticipation • Learning the appropriate vocabulary 	<ul style="list-style-type: none"> • Planning and preparing celebrations <i>e.g. 'Are there enough cakes for everyone?'</i> • Becoming aware of time and seasons • Beginning to gain a sense of the patterning of time <i>e.g. through celebrating birthdays, and beginning to recognise annual festivals</i> 	<ul style="list-style-type: none"> • Finding out about festivals celebrated by children in the class or in the neighbourhood • Exploring artefacts related to festivals • Experiencing visits and visitors especially in relation to religion and religious activities 	<ul style="list-style-type: none"> • Expressing joy in movement and dance 	<ul style="list-style-type: none"> • Making cards and gifts for others • Making displays and decorations • Using <i>e.g. music, dance, picture making, drama</i> to express feelings about and develop experience of festivals

Key scale points (Foundation Stage profile)

2.8

- Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understands that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Continue to be interested, excited and motivated to learn.
- Maintain attention, concentrate and sit quietly when appropriate.

2.10

- Sustain attentive listening, responding to what they heard with relevant comments.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

2.14

- Begin to know about their own cultures and beliefs and those of other people.
- Observe, find out about and identify features in the place they live and the natural world.

Activities (to be adapted as appropriate to festival concerned)

1. Discuss: *Can you remember what happened at (Christmas/other festival)?* Use pictures of previous festival celebrated to generate discussion. Discuss: *What kinds of things do we do at special celebration times?* Have pictures of elements to add to display or board e.g. *foods, dressing up, songs and music, story, decorating, cards/presents etc.*

Talk about festivals as times of remembering. Discuss: *What does Ruth (fictional child from religion/culture concerned) learn to remember especially at Christmas (festival concerned)?* (this provides a chance to emphasise the religious roots of festivals which may not be foremost in the minds of children, even those from fairly devout backgrounds). If appropriate, festival artefacts can be introduced as objects that help people celebrating the festival to remember important things about it.

2. Tell children they are going to learn about another special day – one that child X in the class will be celebrating with her/his family. Invite in a mum* to tell the class about what their family does at the time of the festival.

3. Provide some of the following activities, spread across the unit but not necessarily done consecutively:

a. make a food; *and/or*

b. make a decoration or dress up; *and/or*

c. learn a song; *and/or*

d. make a card or gift; *and/or*

e. organise a parade/procession with hats or banners or flags; *and/or*

f. hear a story; *and/or*

g. learn a greeting; *and/or*

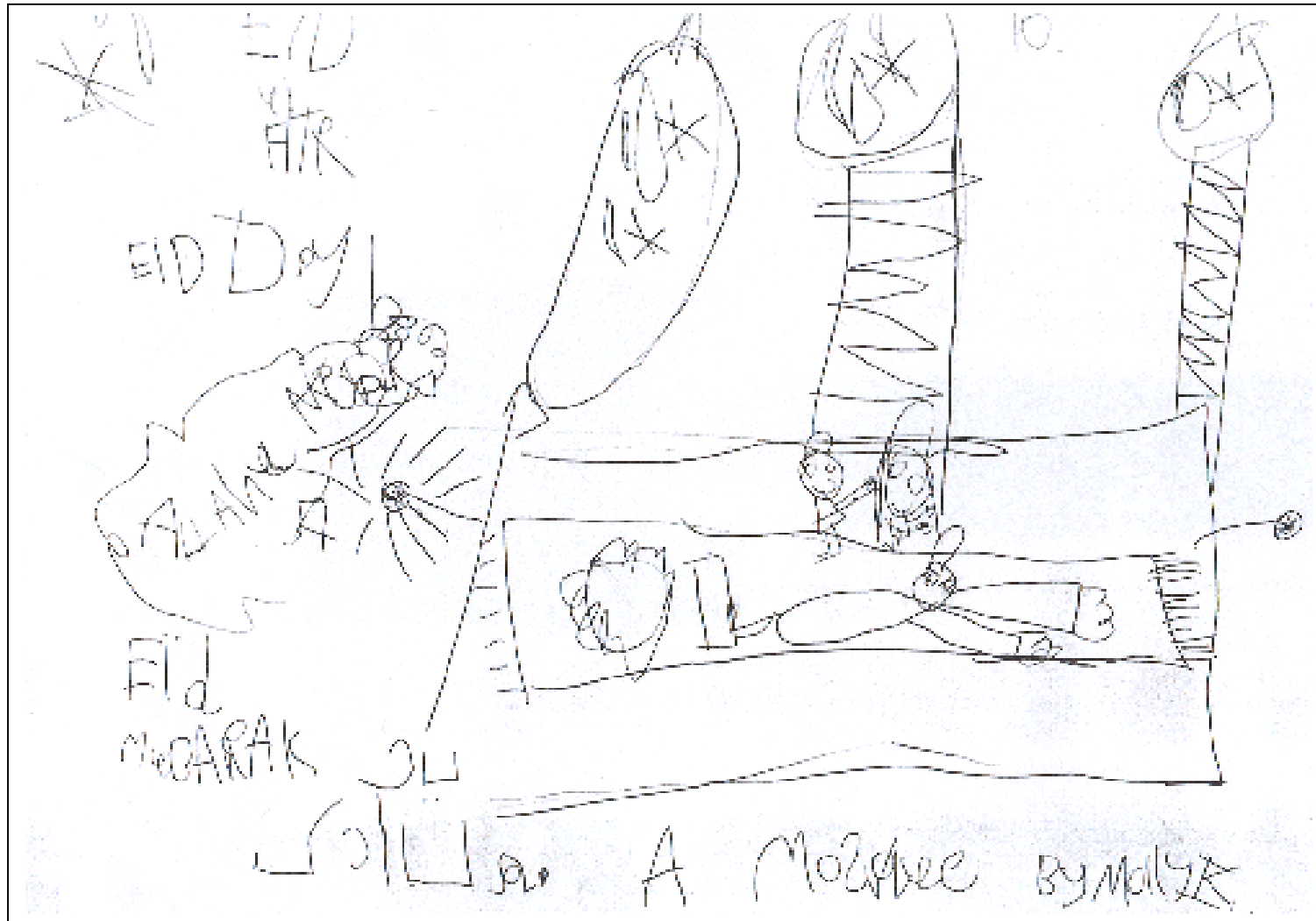
h. prepare for and have a party (no need to do this every time, but essential for children to get the idea of coming together to celebrate); *and/or*

i. talk about special feelings related to festival.

** or dad, other carer, grandparent, older sibling etc. Sometimes a representative of a local faith community might be suitable, but only if they are known to be good at relating to small children.*

Examples for activity 3 related to a range of different festivals

<p>Diwali</p> <p>a. Make barfi or other Indian sweets (or buy Indian sweets to taste)</p> <p>b. Make tissue flames for cut out decorated diwa lamps; display on dark background or attach to windows</p> <p>c. Learn a song (e.g. <i>'This is the way we clean the house', 'This is the way we light the lamps', 'This is the way we give the sweets ... Now that it's Diwali time', etc to tune of 'Here we go round the mulberry bush'</i>)</p> <p>d. Make a Diwali card</p> <p>e. Make rangoli patterns or make diwa lamps out of plasticine</p> <p>f. Hear story of Rama and Sita (e.g. <i>Evans Storyteller, 'Diwali Story Big Book'</i>) or read story about Hindu child celebrating (e.g. <i>'My Divali'</i>)</p> <p>g. Learn to say 'Shubh Diwali' or 'Namaste'</p> <p>h. Organise a Diwali party</p> <p>i. Talk about: <i>Do you know any other stories about good things/people winning out over bad ones? How do these stories make you feel?</i></p>	<p>Chinese New Year</p> <p>a. Try eating rice with chopsticks. Eat fortune cookies (nuts warning)</p> <p>b. Make a lantern/lucky money bag/peach blossom sticks</p> <p>c. Learn a song or listen to tape of Chinese music</p> <p>d. Make a Chinese New Year card (red and gold)</p> <p>e. Make a lion (for Lion Dance) and process round the school (bike reflectors for eyes)</p> <p>f. Hear story about a Chinese child celebrating New Year, (e.g. <i>Lincoln, 'Lanterns and Firecrackers. A Chinese New Year Story'</i>)</p> <p>g. Learn 'Kung Hey Fat Choi'</p> <p>h. Organise a Chinese New Year party</p> <p>i. Talk about feelings of looking forwards and looking backwards. Discuss: <i>What are you looking forward to this year? What can you remember from last year?</i></p>
<p>St. Patrick's Day</p> <p>a. Make shamrock shaped biscuits</p> <p>b. Make hats/flags</p> <p>c. Learn a song or listen to tape of traditional Irish instrumental music</p> <p>d. Make a St. Patrick's Day card</p> <p>e. Learn an Irish dance or have a St. Patrick's Day parade</p> <p>f. Hear a story of St. Patrick (e.g. <i>'Lets Celebrate St. Patrick's Day', P. Roop'</i>)</p> <p>g. Look at Ireland on a map – find out if anyone has relatives in Ireland and put pictures of them on a map with piece of string/wool linking places in Ireland to Cambridgeshire.</p> <p>h. Have a St. Patrick's Day party</p> <p>i. Talk about identity – being proud of who we are. Discuss: <i>Are there things that make us proud of being in our class/school?</i></p>	<p>Eid ul Fitr</p> <p>a. Make a party food that Muslims could eat (especially with a mother to help). Stuffed dates?</p> <p>b. Make a moon and star mobile</p> <p>c. n/a but could hear Muslim children talk about their new clothes and presents, and their family gathering.</p> <p>d. Make an Eid card</p> <p>e. n/a</p> <p>f. Hear a story about a Muslim child celebrating Eid, (e.g. <i>Heinemann 'My Id ul Fitr'</i>)</p> <p>g. Learn to say 'Eid Mubarak' ('Happy Eid').</p> <p>h. Have an Eid party</p> <p>i. Talk about community – Muslims feeling that they belong to one big Muslim family all over the world. Discuss: <i>What makes us feel we belong? Make badges for groups within the class as symbols of belonging.</i></p>
<p>Purim</p> <p>a. Make hamantaschen (Haman's ears) with pastry, plum jam + poppyseeds – jam tarts pinched up to make three-cornered shape</p> <p>b. Make a noisemaker to drown out the name of the villain in the story</p> <p>c. Learn a song: 'If you hear the name of Esther, clap your hands' (tune: 'She'll be coming round the mountain')</p> <p>d. Make a Purim gift basket for your 'neighbours' in another class or group</p> <p>e. Dress up in costumes or make masks to mime the story</p> <p>f. Hear the story of Esther - a very simplified version with emphasis on being brave (e.g. <i>Frances Lincoln 'It's Party Time. A Purim story'</i>)</p> <p>g. Learn the Jewish greeting, 'Shalom'.</p> <p>h. Have a Purim party</p> <p>i. Talk about standing up for what you know is right. Discuss: <i>Are there times when you have had to be brave?</i></p>	<p>Christmas</p> <p>a. Make Christmas biscuits</p> <p>b. Make a Christmas star/holly and ivy design/decorated tree etc or (make a frieze on a Christmas theme)</p> <p>c. Learn a Christmas song: 'We wish you a merry Christmas' or a simple carol</p> <p>d. Make a Christmas card or gift</p> <p>e. Take part in a Nativity play or have Nativity set of figures or finger puppets to play with and retell story</p> <p>f. Hear a story: simple version of the birth of Jesus (e.g. <i>Jane Ray, 'The Story of Christmas'; Butterworth and Inkpen, 'Jesus's Birthday Party'</i>) and story of child celebrating (e.g. <i>Heinemann, 'My Christmas'</i>)</p> <p>g. Learn to say 'Merry Christmas!'</p> <p>h. Have a Christmas party</p> <p>i. Talk about can giving and receiving presents. Discuss: <i>What presents can we give people that don't cost any money?</i></p>



GENERIC UNIT: NATURAL WORLD

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Mathematics	Knowledge and understanding of the world	Physical development	Creative development
<p>RE foundation activities and experiences</p> <p>(examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' – see Appendix 1)</p>	<ul style="list-style-type: none"> • Caring for pets and other creatures • Developing responsible attitudes to the natural world e.g. <i>through care for their own environment</i> 	<ul style="list-style-type: none"> • Talking and asking questions about what they see around them • Hearing poetry about the natural world 	<ul style="list-style-type: none"> • Observing patterns and shapes • Becoming aware of time and seasons • Responding to 'hugeness' and 'tinyness' 	<ul style="list-style-type: none"> • Caring for a garden/plants/growing seeds • Observing life-cycles including death e.g. <i>of animals</i> 	<ul style="list-style-type: none"> • Enjoying physical activity such as playing with snow and leaves etc • Exploring, looking at and touching a wide range of natural objects and materials eg <i>on the 'interest table', in the grounds</i> • Stilling activities e.g. <i>lying still to view the sky</i> 	<ul style="list-style-type: none"> • Responding to beauty and wonder using language, art, music etc, or through stillness and reflection

Key scale points (from Foundation Stage profile)

2.8

Having a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. Understand what is right, what is wrong and why.

2.12

Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

2.14

Investigate objects and materials by using all the senses as appropriate.

Find out about their environment and talk about those features they like and dislike.

Asks questions about why things happen and how things work.

Find out about and identify some features of living things.

Observe, find out about and identify features in the place they live and the natural world.

2.18

Explores colour, texture, shape, form and space in two or three dimensions.

Recognise and explore how sounds can be changed. Recognise repeated sounds and sound patterns and match movements to music.

Use imagination in art and design, music, dance, imaginative and role-play and stories.

Responds in a variety of ways to what they see, hear, smell, touch and feel.

Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

Activities (whichever units are chosen, they should include a range of the following activities)

- Explore aspects of the natural world through the senses *e.g. touching, observing, tasting, smelling, listening, enjoying physical activity in the outdoor environment*. If at all possible, children should have a chance to visit a garden, park, wood, local wildlife centre or other place of natural beauty as well as regular use of the outdoor environment as a place of learning.
- Make collections of natural objects for display and discussion.
- Ask and answer questions about natural phenomena in relation to cycle of year, and cycle of life and death.
- Take responsibility for looking after something *e.g. a garden, a pet, a bird table*.
- Respond to natural phenomena through art, music, dance, reflection.
- Make and cooking food from natural ingredients.
- Hear stories linked to the chosen theme.
- Reflect with children on what they have found beautiful or amazing or awe-inspiring about the aspects of the natural world they have experienced

Examples from which to select

Animals

- a. Children are given opportunity to respond to animals by visiting a zoo or children's farm, doing a minibeast hunt, or having an ant farm/butterfly hatching project in the classroom. Alternatively they could collect pictures of animals or look at stuffed animals. Pupils respond in appropriate ways to the variety of creatures from huge to tiny, tall to small, furry to spiky/scaly etc.
- b. Discuss: Who has a pet? How do we care for them? How do we feel about them? Create a display of paintings and texture pictures of class pets. Learn how to care for other animals in their habitats by setting up and looking after a bird table/bird feeders and a birdbath. Watch 'Dottie and Buzz' video in which Dottie sponsors a bat. Think about the difference between a pet and a wild animal.
- c. Think about animals who help us, by finding out where milk comes from. Look at the different food products made from milk, by visiting the village shop/supermarket or the school kitchen. Taste milk, yoghurt or cheese, and make a milk shake or a cheese sandwich.
- d. Observe life cycle of animals (e.g. keep tadpoles, visit wildlife garden). Ask questions and discuss how animals change and develop as they age. Share stories such as *Ears and the Secret Song* or *The Owl who was afraid of the Dark*. Explore feelings related to birth, loss and death of animals through stories such as *I'll always love you* and the sharing of personal experiences with family pets.
- e. Hear stories about different animals e.g. from *Aunt Emily's African Animals*. Share other beautifully illustrated books about animals and some of their characteristics e.g. *Bears in the forest*. Examples of religious stories which could be included are *The Lost Sheep*, *How the Spider saved Muhammad*, *Seven New Kittens*, *The Tiny Ants*, *Hanuman the Brave*, *St. Francis and the Wolf*, and traditional stories such as *The Lion and the Mouse*, or *The Hare and the Tortoise* (Noah's Ark is sometimes chosen for this age group but the main point of the story is about the covenant between God and Noah – not about animals. It is therefore not suitable here).
- f. Sing songs about animals; compose music reflecting animal noises/behaviour. Make texture pictures of animals.
- g. Reflect: *What is the most beautiful animal or creature for you? What is the most wonderful thing about them? Tell a partner about this then swap round and listen to them.*

The Great Outdoors

- a. Watch the 'Dottie and Buzz' video on 'Creation' or read together a beautiful book on creation, such as *In the Beginning* or *When the World was New*. Explore together the outside environment of the school and the surrounding natural environment, as appropriate, in a number of sensory walks. Touch bark and stems, petals, leaves, discuss textures and the feelings that the experience evokes; listen to the sap rising in the trees using stethoscopes; look at the variety of colours in the natural environment by undertaking colour matching exercises using painters' colour charts; lie on backs on the ground to observe the sky or the movement of leaves in the wind; collect natural treasures (leaves, feathers, nests, acorns) to begin a nature interest table in the classroom; pick up litter which is spoiling the natural environment.
- b. Create a nature interest table with found objects and pictures. Examine the objects using a magnifying glass. Make wax rubbings of bark or fern and leaf prints, or make collages of natural objects. Make observational paintings of plants. Take photographs over several weeks to record changes in the natural environment.
- c. Plant out and care for a garden, or a number of small plants (including some food plants such as cress). Make and enjoy a salad from things the class has grown or seen growing e.g. cress, tomatoes, lettuce, herbs. Take part in initiatives such as EU Fruit Week or Cambridgeshire Apple Week.
- d. Talk about seasons and how trees and plants have changed in past few months. Talk about things the children find beautiful, amazing or inspiring about what they have looked at. Hear stories or poetry about people and the natural world e.g. *Handa's Surprise*, *Wonderful Earth*, *Five Little Fiends*, *Out and About*, *A Flower in the Forest*, *The Feather*.
- e. Talk about what the children have found beautiful, amazing or inspiring in all they have looked at over the duration of the unit.

Harvest

- a. Go for an autumn walk, observing the changes that are taking place in nature. Note colours, shapes and textures of autumn leaves, berries and fruits. Having checked first for potential safety issues, collect autumn leaves, nuts and berries on the walk for a nature interest table. Add seasonal fruit and vegetables to the display, locally grown if possible. Explore the vegetables and fruits for colour, size and shape. Talk about favourite fruits and make a pictogram of the class's preferences. Make leaf and fruit prints, and observational drawings. Observe seeds and predict the fruit that will grow from them; plant out some of the seeds.
- b. Visit a farm or vegetable plot, or use videos and illustrated books, to show food production in the local community. Make a display of children's toys connected with farming. Discuss who we need to thank for our loaf of bread or bowl of fruit etc. Make a thank you card.
- c. Find out how people celebrate harvest, and decorate the classroom or a notice-board to prepare for the school's harvest assembly. Learn harvest songs, listen to autumn and harvest poems. Hear stories such as *The Parable of the Sower*, *The Enormous Turnip*, and *The Little Red Hen* and retell the story in mime.
- d. Make bread/rolls or vegetable soup to share amongst class. Ask baker to make harvest loaf. Make up a harvest basket/box for a local charity.
- e. Reflect: *What do you think is the most beautiful or amazing thing about autumn?*

Water

- a. Go pond-dipping (with due care over health and safety). Touch the things that grow in the water. Keep a goldfish in the classroom for a few days.
- b. Play with water in water play area. Try pouring, splashing, diverting, filling and emptying etc.
- c. Talk about the things we need water for – drinking, cooking, washing ourselves, washing clothes, growing plants.
- d. Grow bean with blotting paper in jar to show roots growing *and/or* make ice-cubes (perhaps with a raspberry or blackberry or slices of orange frozen into each one) then put them into children's mugs to make cool drinks of water – compare those with and without ice and see which they like best.
- e. If possible, play outside in wet weather – step in puddles and look at reflections in water. Talk about rain and what it feels like on your skin. Talk about special clothes we wear in wet weather. Mime soft rain, steady rain, pouring rain, rainstorm. Use simple percussion instruments to imitate rain of different types and strengths. Fill pyrex containers with different amounts of water to discover different tones they play. Look at a collection of stones and pebbles and see how much brighter their colours become when they are covered with water.
- f. Read story – 'Alfie Weather'
- g. Reflect: *What do you think is amazing or special about water?*

Spring

- a. Go for a spring walk, observing the changes which are taking place in nature. Listen for birds singing. Observe buds on branches and bulbs coming up. Listen to the sap rising in the trees using stethoscopes (silver birch are the noisiest and can even be heard by placing your ear against the tree). Collect branches with blossom or spring flowers to decorate the classroom. Talk about the changes which are taking place in spring as days lengthen and weather gets warmer.
- b. Plant a spring garden or plant and grow spring bulbs such as hyacinths. If possible, visit a farm for lambing. Hear stories with a spring theme such as *Animal Babies*. Take part in music and movement activities to show the growth of plants, or animals waking from hibernation. Listen to some of the music which tells the story of spring e.g. Vivaldi's *Four Seasons*, Britten's *Spring Symphony* and dance to interpret the music.
- c. Find out at an appropriate level about Shrove Tuesday and the making of pancakes. Make and share pancakes. Read *The Runaway Pancake*. Have a pancake race.
- d. Reflect: *What do you think is the most beautiful or amazing thing about spring?*

Winter

- a. Go for a winter walk, remember how the trees and grounds looked earlier in the year and talk about the changes and what is missing. Look for signs that spring is coming. Wonder where the animals and birds might be; observe any changes in your locality e.g. *an influx of swans or geese on their winter migration*.
- b. Hear stories and poems about fun and times in the snow such as *One Snowy Night* or *The Snowman*. If you have the opportunity, enjoy playing games together in the snow. Talk about snowballing, making snowmen, sledging. Think about what is good and what is difficult about snow and cold for people and for animals and birds. Find out which birds leave or visit England over the winter and which animals hibernate. Maintain bird feeders/bird table over winter months.
- c. Talk about the beauty of frost, snow and ice. Look at photographs of snowflakes. Find out about every snowflake being different. Investigate snow or ice under a magnifying glass. Cut out decorative snowflake patterns for a display and create a dance or compose some music to tell the story of a fall of snow.
- d. Make and share food associated with winter e.g. *vegetable soup with winter vegetables, mince pies or fruit cake with dried fruit*.
- e. In circle time, focus on a central candle and think together about the gifts of light and warmth. Think about shorter days and longer times of darkness. Could also use a special light connected with one of the winter religious festivals and hear its story e.g. *Christingle, diwa, Advent wreath*

CELEBRATIONS AND COMMUNITY: GENERIC UNIT

Areas of learning	Personal, social and emotional development	Communication, language and literacy	Mathematics	Knowledge and understanding of the world	Physical development	Creative development
<p>RE foundation activities and experiences</p> <p>(examples taken from 'Religious Education in Cambridgeshire. The Agreed Syllabus 2007' – see Appendix 1)</p>	<ul style="list-style-type: none"> Sharing experiences, looking forward as well as looking back <i>e.g. new babies</i> Wedding in the family; 'first times' such as starting school or a new class Using role-play area which includes appropriate artefacts and clothes relating to religion at home and elsewhere Learning how to behave as a guest 	<ul style="list-style-type: none"> Talking about their experiences of <i>e.g. weddings, funerals, christenings</i> Hearing stories about weddings, new babies etc 	<ul style="list-style-type: none"> Recording <i>e.g. in photographs or picture sequences</i> Beginning to recognise different ways of conveying information <i>e.g. numbers, alphabet, symbols etc</i> 	<ul style="list-style-type: none"> Finding out about and celebrating special occasions 	<ul style="list-style-type: none"> Celebrating achievement of skills such as tying laces etc Celebrating birthdays to mark growth in skills and knowledge Becoming conscious of their own physical development, understanding that as they grow they will be able to do and understand more 	<ul style="list-style-type: none"> Exploring rites of passage <i>e.g. through dressing up, role-play and dressing dolls</i>

Key scale points (from Foundation Stage profile)

2.8

Respond to significant experiences, showing a range of feelings when appropriate.

Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.

Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Have a developing respect for their own cultures and beliefs and those of other people.

2.10

Listens with enjoyment to stories, songs, rhymes and poems.

Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.

Use language to imagine and recreate roles and experiences.

Interacts with others, negotiating plans and activities and taking turns in conversation.

2.14

Find out about past and present events in their own lives and in those of their families and other people they know.

Begin to know about their own cultures and beliefs and those of other people.

2.18

Use their imagination in art and design, music, dance, imaginative and role-play and stories.

Generic activities (to be adapted as appropriate)

- 1. Bring from home and collect in school pictures and objects relating to special times to add to display table.**
- 2. Take part in dressing up and role play.**
- 3. Make invitations and/or cards for celebration of special event.**
- 4. Make a photo album of a 'first time' event.**
- 5. Collect pictures or make a collage of 'before' and 'after' in relation to what is being celebrated.**
- 6. Talk about special times when families are happy. Hear/read stories about family relationships.**
- 7. Reflect on special family events. Discuss: *Have you had a special family event or time you like to remember? Why was it so special for you?***

Examples from which to select

Babies

- a. Collect pictures of babies, what babies do, what babies need etc to put on display table. Watch 'Dottie and Buzz' video on new baby.
- b. If possible, invite a mother to bring a new baby into the class or setting. Alternatively children could bath toy baby and dress it.
- c. Make cards announcing birth of a new baby or an invitation to a christening or naming ceremony.
- d. Make photo album of the new family.
- e. Collect pictures to make a collage of 'us as babies' (sleeping, crawling, drinking milk, crying etc) and 'us now' (talking, playing, eating food, dressing ourselves, being active)
- f. Talk about why people are happy when a new baby is born. Hear stories about new babies and their impact on family life e.g. 'Ben's Baby'; 'Mr. Bear's Baby'; 'A Baby Sister for Frances'; 'Peter's Chair'; 'Look at me, Grandma'.
- g. Discuss: *Have you ever been to a christening or dedication, or taken part in an event to celebrate the birth of a new baby?*

Birthdays

- a. Talk about own experience of birthdays. Talk about school's/setting's own birthday customs or traditions.
- b. Role-play being a host/being a guest.
- c. Make birthday cards, cakes. Make party invitations. Learn to sing 'Happy birthday to you'.
- d. Make party hats.
- e. Plan a party: think about who to invite and how many chairs, cups and plates will be needed.
- f. Hear stories such as 'Kipper's Birthday', 'Badger's Party'. Talk about how to make sure everybody has a good time and no one is left out.
- g. Talk about having a day that is a special day for you. Discuss: *How can we let people know they are special to us?*

Weddings

- a. Talk about being bridesmaids or pageboys. Hear stories about weddings e.g. 'Here Comes the Bridesmaid' by Shirley Hughes.
- b. Dress up in wedding clothes in home corner. Look at pictures of wedding outfits (adult and child) and bring in examples if possible. Talk about why people enjoy dressing up and wearing special clothes for special occasions.
- c. Make wedding invitations
- d. Make photo album of children dressed up in wedding role play clothes
- e. Talk about promising to look after and care for somebody. Discuss: *How can you show someone you care about them? What do you need to do to look after them?*
- f. Talk about big families and small ones. Talk about different relationships within families e.g. mother, father, son, daughter, grandparent, aunt, uncle, cousin etc. **(NB Do not make any assumptions about how many or few of these individual children will have or know about in their own families).** Read stories about wider family relationships.
- g. Discuss: *Have you ever been to a wedding?*

Appendix I. RE at the Foundation Stage (from 'RE in Cambridgeshire. The Agreed Syllabus 2007')

This section of the agreed syllabus should be read alongside *Curriculum Guidance for the Foundation Stage*, QCA, 2000)

Characteristics of religious education at the Foundation Stage

The religious education provided should:

- draw on and contribute to children's experience of religion, especially in relation to events, people and places in their immediate environment;
- recognise and take seriously children's questions and ideas about profound, puzzling and difficult areas of life;
- recognise, value and encourage children's capacity to wonder at and enjoy aspects of their experience;
- contribute to children's growing sense of themselves and as members of the communities to which they belong.

The provision of religious education for children in this age group is statutory for those in reception classes. Religious education does not have to have to be provided for children in nursery schools or in nursery classes in maintained schools, but schools may choose to make use of the illustrative material below.

A programme of study should both draw on and contribute to the key elements of the curriculum and the basic strands. The matrix below indicates some of these, and the activities included are illustrative of the kind of work which could be provided. The matrix is non-statutory.

Introduction

- RE can make some contribution to all the Early Learning Goals, but has particularly strong connections with 'Knowledge and Understanding of the World' and 'Personal, Social and Emotional Development'.
- RE at the Foundation Stage should contribute to a rich accumulation of experiences, integrated into the child's learning activities and environment. These experiences will help to build children's knowledge and understanding of celebration, of the special nature of some events, people, places and objects, of themselves and their place in a world with others, and of the many different kinds of questions they can ask about life.
- Progress in RE at this stage is cumulative rather than sequential; it should include some sense of things spiritual and their worth. Some pupils will have had significant encounters with religion and some will have been helped to reflect on their experiences and relationships so far; others will have very few experiences of these kinds, or even none at all.
- The role of RE is to widen and deepen the range of experiences for all children, whatever their home religious or philosophical background, as well as to help them develop their ability to reflect and respond. Starting points will depend very much on the families, nursery settings and community contexts involved. The basic principle is to start with the families represented in the group or setting.

1. To draw on and contribute to children's experience of religion, especially in relation to events, people and places in their immediate environment:

Special events, people and places

Most children in the group will have celebrated Christmas and birthdays. Many children will have other special times which include features such as family gatherings, foods, clothes, cards and presents, decorations, stories, songs or other features (Easter, Chinese New Year, Eid ul-Fitr, Diwali, St. Patrick's Day, Harvest Festival). There is no suggestion that all these should be recognised, nor that all celebrations are religious ones. Practitioners will need to plan what is most appropriate for the group concerned. Some children will come from practising religious families; others will have had a little experience of religion and many will come from completely secular backgrounds. All need to feel their experiences are valued and to have opportunities to participate; all need to contribute where relevant. It is of course important that every child should feel valued by having his or her special times recognised.

The experiences provided may include: *(in relation to festivals and other celebrations)*

- listening to children talking about their celebrations *(e.g. Muslim children talking about how Eid ul-Fitr is marked in their family)*,
- working with mothers or other family members to make decorations or taste foods,
- hearing special stories or songs related to a celebration,
- looking at special clothes or artefacts used in a celebration.

(in relation to people and places)

- visiting a nearby church or other place of worship to see a special feature *(e.g. Harvest decorations, Christmas crib)*;
- having a visit from someone connected with a nearby place of worship *(e.g. a local minister talking about the baptism of a baby whose sister or brother is in the group)*.

In relation to all of these, children should have opportunities to talk about their own experiences, to listen to other children, to become aware of a diversity for 'special' activities. Their ability to talk and listen develops dynamically, that is, one activity feeds into the other. Children may be **enabled** to talk about their own experience through hearing other children do the same first.

The awareness of the nature of celebration in community comes from an accumulation of opportunities for children to talk about their own special times, to show things to other children and hear their responses, and to take part in music and songs and see and touch clothes and decorations, and to taste foods. Planning should make it possible to include a range of activities and experiences across a term and year. It does not matter if the children encounter a particular festival more than once; it will contribute to their burgeoning understanding of the annual cycle of events, of times and seasons.

So children's progress in RE will not consist of a series of progressive steps, but rather of an expanding awareness of 'special' events, people, times and objects in their own and other people's lives, and eventually an association of these with religions. It will be demonstrated by an increasing capacity to reflect on experiences, to ask and answer questions and to express their own ideas and listen to those of others.

In the learning environment

Children need to have access to materials which help to stimulate questions and give them opportunities to explore aspects of religion and culture. These will include:

- home corner
- dressing up materials
- dolls and puppets
- storybooks and pictures
- artefact and object tables
- toys
- jigsaws.

One of the many purposes of these materials is to include the religious dimension of experience in the rich and varied environment provided for children (see Appendix II for resources and suppliers)

2. To recognise and take seriously children's questions and ideas about profound, puzzling and difficult areas of life:

Young children do not necessarily demonstrate progress by asking increasingly complex questions! The important step here is for them to feel comfortable about asking. This will require practitioners to:

- acknowledge difficult questions;
- give children opportunities to suggest their own answers to the questions they put;
- make it clear that some questions have no definite answers and prepare children for uncertainty;
- make it clear that questioning is valued.

3. To recognise, value and encourage children's capacity to wonder at and enjoy aspects of their experience:

Particularly fruitful opportunities for this can be planned into work in the areas of Creative Development and Physical Development.

Practitioners should:

- make time for children to enjoy and where appropriate wonder at whatever it is they are doing;
- resist the pressure to squeeze it out of the curriculum by more measurable and specified items of content or experience;
- respond to pupils' interest and curiosity;
- encourage them to talk about their responses.

4. To contribute to children's growing sense of themselves as individuals and as members of the communities to which they belong:

Practitioners should:

- give affirmation to aspects of children's cultural and religious identities;
- work with parents to promote the child's self-confidence and esteem;
- include the community and local environment as a source of learning.

Appendix II: Foundation Stage RE: some resources and suppliers

Barefoot Books. Small independent publisher specialising in children's books which are inspiring and beautiful in both text and artwork. Catalogue available from www.barefootbooks.com.uk Many titles would link very well to units in this scheme, for example: 'Rachel's Roses', 'What's this?' (growing things); 'Making Minestrone' (growing and cooking vegetables); 'You and Me', 'Elephants' Ears', 'Rip and Rap' (similarities and differences); 'Big Brother, Little Sister' (animals); 'Norma No Friends' (friendship); 'Winter King and Summer Queen' (seasons); 'The Gigantic Turnip' (cooperation).

'Bright and Early' soft objects e.g. Sikh doll, soft Nativity set, soft books such as 'Jewish festivals' or 'Five pillars of Islam'. Catalogue available from 'Articles of Faith' 0161 763 6232.

CEM jigsaw. Basic information about six children from six faiths – jigsaw pieces show their special books, places of worship, a special day and so on. Catalogue available from CEM, phone 01332-296655

'Dottie and Buzz'. Materials for Early Years RE featuring puppets Dottie and Buzz. Video with five programmes, Big Book, small format book, teacher's guide, activity book and website. Introduces some moral issues and a Christian perspective. From C4; catalogue from 01926 436444.

'Faith Facts'. A very useful reference book giving information about personal, family, food, names and other details about different faiths. Available from The Festivals Shop, catalogue from 0121 444 0444. Also from this supplier: 'Faith Stencils' – wipe clean stencil cards, and other resources for festival activities.

'Festivals Friezes' published by Pictorial Charts Educational Trust, in collaboration with the Pre-school Learning Alliance. These posters show children celebrating festivals; each festival is represented by a strip of five pictures and there are teacher notes to explain the pictures and suggest good simple activities to link with the pictures. The sets comprise: Festival Friezes 1: Christmas, Diwali and Hanukkah; Festival Friezes 2: Chinese New Year, Easter and Eid ul Fitr; Festival Friezes 3: Raksha Bandan, Sukkot and Harvest. £7.60 a set; PCET catalogue from 0208 567 9206.

Festival Shop. Supplier of stories, information books, posters, musical instruments, banners, craft materials and much more from a multifaith and multicultural perspective (e.g. sets of finger puppets with different skin tones). Catalogue available from 0121 444 0444.

'Homing In'. A teacher's book which explores ways of making and using 'home corners' with with the kinds of things you might see in the homes of Christian, Muslim, Jewish, Hindu or Sikh families. Published by Trentham Books, ISBN 0 948080 87 6; £12.95. Telephone: 01782 745567.

Letterbox Library. An organisation which specialises in 'multicultural and equal opportunities' books, including picture books, dual language books, books about difficult issues (illness, divorce and so on). Supplies books like 'Welcoming Babies'; 'Lifetimes'. Very well worth joining their mailing list; telephone 020 7503 4801.

Persona Dolls. Persona Dolls are special dolls with individual personalities, life histories, likes and dislikes. The dolls are used at circle time, and tell children about their happy and not so happy experiences. They provide a way of exploring feelings and emotions without the focus being directed at the children themselves. They are an effective, fun way to counter prejudices and to raise equality issues with young children. They help children to recognise that words and actions can be hurtful and allow teachers to encourage empathy as children help to solve problems relating to situations of difficulty or unfairness. *For further details, refer to Persona Doll Training, 0208 446 7056; personadoll@ukgateway.net*

Religious and cultural artefacts. Available individually from Articles of Faith (see previous entry) or in boxed sets from Artefacts to Order, phone 01945 587452. Early Years boxes for Celebrations, Weddings or other themes available.

'Time Together' Book 1 by Jim Green, pub. Collins. ISBN 000317667-3. First volume of a primary RE programme, this is said to be for 4 to 5 year olds. The book is very useful indeed for themes for talk and for some activity sheets, and it gives examples from a number of faiths. Needs selection by teacher and most of the religious content is more suitable for KS1, as is the emphasis on worksheets. However it is still very useful as a resource for ideas.

Appendix III. Books and stories suitable for use in different units

The following books are given simply as examples of stories and information books that might be used in particular units. There are many other possibilities; this is a selection rather than a comprehensive list.

'Myself' unit

Title	Author	Publisher	ISBN	Theme
<i>Things I like</i>	A. Browne	Walker Books	0 7445 9858 3	Special things
<i>Laura's Star</i>	K. Baumgart	Little Tiger Press	1 85430 696 0	Special things/experiences
<i>Bonting</i> (in 'Shirley Hughes Collection')	S. Hughes	Random House	0370 326822	Special things
<i>Do You Still Love Me?</i>	C. Middleton	Gullane	1 86233 492 7	Feelings and emotions
<i>The Owl who was Afraid of the Dark</i>	J. Tomlinson	Egmont	1 4052 0177 0	Feelings and emotions
<i>Francis the Scaredy Cat</i>	E. Boxall	Walker Books	0 7445 9485 5	Feelings and emotions
<i>Elephants' Ears</i>	C Chambers	Barefoot Books	1 841480525	Similarities and differences
<i>Rip and Rap</i>	A. White	Barefoot Books	1 84148 9441	Similarities and differences

'My Family and Friends' unit

<i>A Balloon for Grandad</i>	N. Gray and J. Ray	Orchard Books	1 85213 6529	Grandparents; distance
<i>Oliver's Vegetables</i>	V. French	Hodder Children's Books	0 340 63479 0	Growing food; relationship with grandparents
<i>Mothers are Everywhere</i>	K. Wallace	Oxford University Press	0 19 272411 8	Human and animal mothers and their babies
<i>Dogger</i> (many other Shirley Hughes stories also suitable)	S. Hughes	Picture Lions	0 00 661464 7	Siblings; generosity
<i>Little Bear Finds a Friend</i>	M. Jones and A. Currey	Oxford University Press	0 19 272421 5	Friendship
<i>Little Beaver and the Echo</i>	A MacDonald	Puffin	0 6981 16283	Friendship
<i>Elephant Baby</i>	T. Cox and A. James	Happy Cat Paperbacks	1 903285 12 7	Family relationships
<i>The Selfish Crocodile</i>	F. Charles and M. Terry	Bloomsbury Paperbacks	0 7475 4193 0	Living with others
<i>Rainbow Fish</i>	M. Pfister	North and South	155 858 4412	We all need friends; appearance isn't everything
<i>Big Book of Families</i>	C. and A. Anholt	Walker Books	0 7445 7729 2	Wonderful collection of poems about families of all kinds

'Our World' unit

<i>Come home with us</i>	A. Kubler and C. Formby	Child's Play/Oxfam	0 85953 791 9	Lift the flap book showing children and their homes in 7 different parts of the world
<i>Come and play with us</i>	A. Kubler and C. Formby	Child's Play/Oxfam	0 85935 793 5	Lift the flap book showing children's games and toys in 7 different parts of the world
<i>Come and ride with us</i>	A. Kubler and C. Formby	Child's Play/Oxfam	0 85953 794 3	Lift the flap book showing children and how they travel around in 7 different parts of the world
<i>Come and eat with us</i>	A. Kubler and C. Formby	Child's Play/Oxfam	0 85953 792 7	Lift the flap book showing children and their foods in 7 different parts of the world
<i>I Like Books</i>	A. Browne	Walker Books	0 7445 9857 5	There are many kinds of books we can enjoy in different ways
<i>My Very First Bible</i>	L. Rock	Lion Children's Books	0 7459 4592 9	Selection of stories; very suitable text and pictures for Foundation Stage
<i>Children Just Like Me</i>	S. Copsey	Dorling Kindersley	0 78940 2017	Children from around the world. Text is at KS2 level but pictures excellent for discussion and enjoyment

Harvest unit

<i>The Little Red Hen and the Ear of Wheat</i>	M. Finch	Barefoot Books	1 9022283 34 1	Cooperation; bread making from sowing seed to eating loaf
<i>The Gigantic Turnip</i>	A. Tolstoy	Barefoot Books	1 841481572	Cooperation; growing food
<i>Oliver's Vegetables</i>	V. French	Hodder Children's Books	0 340 63479 0	Growing food; relationship with grandparents
<i>The Parable of the Sower</i>	(Any suitable young children's Bible version)			Bible story using images of seed, soil and growth
<i>What's This?</i>	C. Mockford	Barefoot Books	1 841481661	Growing things
<i>Making Minestrone</i>	S. Blackstone	Barefoot Books	1 841482110	Growing and cooking vegetables

Water unit

<i>The Journey</i>	S. Mann and N. Griffiths	Storysack	95404 9802	The story of a little boat that sails through many kinds of waters before it comes home. Explores ideas of 'life as a journey' but at an early years level
<i>Alfie Weather</i>	S. Hughes	Red Fox	0 09 940425 7	Water/rain/ivers
<i>In the Rain with Baby Duck</i>	A. Hest	Candlewick Press	0 763606979	Rainy weather
<i>It's Rainy</i>	M. Manning and B. Granstrom	Watts	07496 46837	Rainy weather

Spring unit

<i>Big Book of Baby Animals</i>	N. Jones	Dorling Kindersley	0 78943069X	Information book for slightly older children but beautiful pictures to talk about
<i>When will it be Spring?</i>	C. Walters	Little Tiger Press	1 85430 431 3	Spring; good for winter as well
<i>Spring</i>	K. Bryant-Mole	Heinemann	0431 062943	Aspects of spring

Winter unit

<i>One Snowy Night</i>	N. Butterworth	Picture Lions	0 00 664318 3	People need to help each other in cold weather
<i>Winter Stars</i> (story in 'Alfie Weather' – see 'Water stories' above)	S. Hughes	Red Fox	0 09 940425 7	Seasonal changes; beauty of winter things
<i>A Snowy Day</i>	J. Keats	Viking Children's Books	0 67086 7330	A boy's enjoyment of a snowy day

Animals unit

<i>The Lost Sheep</i>	Any suitable version			Bible story using story of sheep to show that everybody matters
<i>Aunt Emily's African Animals</i>	B. Ogden	Scripture Union	1 859991823	Wonderful characteristics of different animals
<i>Handa's Hen</i>	E. Browne	Walker Books	0 7445 9815 X	Caring for and appreciating animals
<i>Animal Rhymes</i>	J. Foster and C. Thompson	Oxford University Press	0 19 276164 1	Rhymes and poems about different animals
<i>Fly by Night</i>	J. Crebbin	Walker Books	0 7445 3627	A baby owl learns to fly
<i>Bears in the Forest</i>	K. Wallace	Walker Books	0 7445 62724	A mother bear rears her baby cubs
<i>A Very Special Puppy</i>	J. Wood	Watts	0 7496 5055 9	Looking after a new puppy
<i>Seven New Kittens</i>	G. Vaisey	Books at Press	0 9547220 3 5	The Prophet Muhammad's kindness to animals
<i>The Tiny Ants</i>	G. Vaisey	Books at Press	0 9547220 1 9	The Prophet Muhammad's kindness to animals

'The Great Outdoors' units

<i>Handa's Surprise</i>	E. Brown	Walker Books	0 7445 5706 2	Wonderful variety of tropical fruits and animals
<i>Wonderful Earth</i>	N. Butterworth and M. Inkpen	Hunt and Thorpe	1 856 080056	The wonder and beauty of creation and the need to care for the environment
<i>The Feather</i>	D. Cleeve and K. Harley	Tamarind	1 870516 61 3	Beauty of natural world
<i>What is the Sun?</i>	R. Lindbergh	Walker Books	0 7445 3202 7	Wonders of earth, sea and sky
<i>Five Little Fiends</i>	S. Dyer	Bloomsbury Children's Books	0747 552290	Sharing and looking after the gifts of the natural world
<i>Out and About</i>	S. Hughes	Walker Books	0744 560624	Poems about children enjoying seasons and weather

'Festivals' units

<i>My Divali</i>	M. Hughes	Heinemann 'Little Nippers'	0 431 18636 7	Divali
<i>My Hanukkah</i>	M. Hughes	Heinemann 'Little Nippers'	0 431 18637 5	Hanukkah
<i>My Christmas</i>	M. Hughes	Heinemann 'Little Nippers'	0 431 18638 3	Christmas
<i>My Id ul Fitr</i>	M. Hughes	Heinemann 'Little Nippers'	0 431 18639 1	Id ul Fitr
<i>Eight Candles to Light. A Chanukah Story</i>	J. Zucher and J. B. Cohen	Frances Lincoln	0 7112 2017 4	Hanukkah
<i>It's Party Time! A Purim Story</i>	J. Zucher and J. B. Cohen	Frances Lincoln	0 7112 2019 0	Purim
<i>Lanterns and Firecrackers. A Chinese New Year Story</i>	J. Zucher and J. B. Cohen	Frances Lincoln	1 84507 000 3	Chinese New Year
<i>Hooray for St. Patrick's Day</i>	J. Holub	Picture Puffins	01423 00616	St. Patrick's Day
<i>The Story of Christmas</i>	J. Ray	Orchard	1 85213 917 X7	Beautiful art work in this version of the Nativity story
<i>Come to the Carnival</i>	J. Foster	Oxford University Press	0 19276 2869	Collection of poems; mostly festivals but also weather and animals

'Celebrations' units

<i>A Baby Sister for Frances</i>	R. Hoban	Red Fox	0 09 943243 9	New baby; jealousy
<i>Look at Me, Grandma</i>	V. Mendes and C. Fletcher	Chicken House	1 903434 62 9	New baby; death and continuity of family life
<i>Brother or Sister</i>	M. Hughes	Heinemann	0431 18626X	Helping to look after a new baby
<i>Here Comes the Bridesmaid</i> (in 'Shirley Hughes Collection')	S. Hughes	Random House	0370 326822	A page boy and an unexpected bridesmaid help at a wedding

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