

# Learn Together in Reception

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<ul style="list-style-type: none"> <li>Explore his/her identify and individuality through discussion and projects related to the discovery of oneself e.g. recognising likes and dislikes</li> <li>Explore moral development through exploration of family and its importance in his/her life.</li> <li>Appreciate diversity in the school e.g. culture, ethnicity, religion and family units</li> </ul> <p>At an age appropriate level students learn:</p> <ul style="list-style-type: none"> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>How to respect other's boundaries e.g. when lining up, using toilets etc.</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>
	Supporting Physical and Mental Health	<ul style="list-style-type: none"> <li>Discuss the people who look after them, at home and at school, and be supported in identifying who they can go to if they are worried and how to ask for help.</li> <li>To appreciate the value of their body, its capabilities and uniqueness.</li> <li>Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.</li> <li>To learn about different jobs and roles in our community</li> <li>Discuss importance of different jobs and how they affect our lives.</li> <li>Learn rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, fire safety and safety near rail tracks, water and in the environment</li> <li>Explore what constitutes as a healthy lifestyle.</li> <li>Begin to understand why hygiene is important.</li> </ul>
Equality and Justice	Exploring human rights/Activating equality (BHM)	<ul style="list-style-type: none"> <li>to appreciate diversity in the school e.g. culture, ethnicity, religion and family units</li> <li>About the reasons behind BHM (as appropriate for age).</li> <li>Explore stories about people who have made a difference and brought about a fairer world</li> <li>To learn about black art culture</li> </ul>
Equality and Justice	Exploring Human Rights /activation of responsibility and Stewardship	<ul style="list-style-type: none"> <li>Develop the concept of rights by exploring and celebrating the children's uniqueness and differences e.g. name, culture, religion</li> <li>Explore the concept of reciprocity of rights by recognizing the importance of each individual child's right to be happy, safe, grow and learn in school.</li> <li>Develop the concept of justice, responsibility and empathy through discussion using stories to prompt questions (such as "Why share?", "Why be kind?")</li> <li>Explore identity and talk about concepts such as sharing, fairness, respect and empathy.</li> <li>Begin to understand that to ensure all are treated equally, some have to be treated differently.</li> </ul>
	Economic Wellbeing and Sustainability	<ul style="list-style-type: none"> <li>That there are different coins and notes and begin to understand that these can have different values.</li> <li>That money can be spent in different places and for different things.</li> <li>To make simple choices about how to spend their money and begin to understand that other people might make different choices about how to spend their money.</li> </ul>
Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> <li>Become aware of the need to reduce waste ad reuse and recycle materials.</li> <li>About the cycle of life through the seasons using examples from the school grounds or local parklands/farms and begin to learn about what these animals need to live.</li> <li>Understand the concept of the natural and man-made elements of his/her environment.</li> </ul>
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> <li>Plant bulbs/seeds and watch them grow to develop a sense of wonder in new life.</li> <li>Develop an environmental code for waste management in classrooms and the school.</li> <li>Take responsibility for the school environment by disposing of waste responsibly.</li> <li>Make birdfeeders and habitats for minibeasts for use at school and at home.</li> </ul>
Belief Systems	Key Figures/celebrations	<ul style="list-style-type: none"> <li>Become familiar with stories about key religious leaders e.g. <b>Jesus, Noah, Buddah, Guru Nanak</b> as well as key leaders from history (e.g. Martin Luther-King).</li> <li>Begin to explore different cultural and religious festivals such as Christmas, Easter Eid, Diwali, Hanukkah, May Day, Chinese New Year.</li> </ul>
	Beliefs and Values/Celebrations	<ul style="list-style-type: none"> <li>In discussion with teacher, identify core themes in key stories taught e.g. kindness, hope, peace</li> <li>Discuss what a belief is and what beliefs they may have (religious and non-religious).</li> <li>To learn some key stories from a variety of belief systems: The birth of Christ and links to Christmas; Chinese New Year</li> </ul>