



# newsletter

Newsletter – January / Term 3 2018



**“Together we make a family!”**



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Three great ways for you to keep up to date with all the latest news from the KingsWellies gang!

## Happy New Year and a HUGE thank you!

Happy new year to all of our children, parents, friends and staff! We really hope that you enjoyed a lovely festive period! We are all really glad to be back at nursery and are looking forward to a **jam-packed third term!**

We would also like to say a massive thank you to all of our parents, children and families for your generosity over Xmas. We received a huge amount of lovely presents which were shared with all staff. Everyone went home with at least three presents each to enjoy. We have even kept a wee stash of goodies for this week! This was extremely generous of you and MUCH appreciated.



Many thanks also for your kind donations towards our reverse advent and Mission Christmas. We delivered a HUGE hamper to the Instant Neighbour food bank and raised £98.90 for Children in Need. This year, a record number of children in the local area also benefited from your generosity with North Sound Radio distributing thousands of presents.



## December Highlights

We did not stop in December.  
We had sooo much on!

We thoroughly enjoyed our sing songs with our parents and families. We hope that you enjoyed them too.

We also LOVED our parties and our surprise visit from Santa.



All of our children visited our Prime Four neighbours. We were VERY proud to entertain them with our Christmas songs. We had great fun meeting so many new people (we went to EVERY business in Prime Four) and telling them about our nursery. We also really enjoyed performing for the old folks at Kingsmead Care Home. We told them lots of jokes and they read us some stories. Many thanks to everyone for inviting us!

A HUGE thank you also to The Village Hotel who invited us over to enjoy their Santa's grotto.

## Eco Schools Scotland

We are DELIGHTED to announce that we have achieved our Eco Schools Scotland Green Flag Award. This is a real privilege and the result of LOTS of hard work. Well done to Laura for moving forward with this initiative and to the boys and girls for their perseverance. Laura will be arranging a celebration whereby we can hoist our beautiful green flag! We will keep you posted.

We also really enjoyed bulb planting with Coull Green Residents Association in Kingswells. We helped to plant their 2000 bulbs!





### **The Scottish Daily Mile**

We will continue to aim for all of our children to walk, jog or run for at least 15 minutes each day. Most children can average around a mile in that time! Keep going gang!



### **Staffing Update**

Welcome to Caroline who has joined us on a part-time basis.

### **Staff Training Update**

This term all staff will participate in training around the New Health and Social Care Standards (Scottish Government 2017). We will have a particular focus on looking at good practice examples from Our Creative Journey (Care Inspectorate 2017) and My World Outdoors (Care Inspectorate 2017). If you would like to access these very important documents, please use the links below.

Individual staff will continue to attend a variety of very valuable training courses including children's rights, chronologies, GIRFEC, children as active learners, wee green spaces, staff appraisal and supervision skills, child development, Curriculum for Excellence, Pre-Birth to Three Curriculum, parachute play, play games-think fit, quality interactions, observation and assessment skills, story telling and role play, safeguarding children, treasure baskets and heuristic play, recycled arts and crafts, leadership at all levels, navigating the guidance documents.

We work hard to ensure that all staff are confident, competent and knowledgeable and that we keep up to date with all new developments. Staff all meet monthly for a series of collegiate meetings and all staff participate in a very comprehensive continual professional development programme. The vast majority of staff have achieved and / or working towards accredited SVQ qualifications also.



**Social Care Standards (Scottish Government 2017)**

<http://www.gov.scot/Resource/0052/00520693.pdf>

**Our Creative Journey (Care Inspectorate 2017)**

<http://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

**My World Outdoors (Care Inspectorate 2017)**

[http://www.careinspectorate.com/images/documents/3091/My\\_world\\_outdoors\\_-\\_early\\_years\\_good\\_practice\\_2016.pdf](http://www.careinspectorate.com/images/documents/3091/My_world_outdoors_-_early_years_good_practice_2016.pdf)

### **Life Skills Awards – January 2018**

This month, we will be focusing on the following:

**Red Award (pre-school children):** I follow the nursery rules, I help to tidy up, I can fill all my friends “buckets” and know the importance of being a bucket filler

**Pink Award (anti-pre-school children):** I can share my toys nicely with my peers, I can tidy up, I can fill my friends “buckets” and know the importance of being a bucket filler

**Blue Award (toddler children):** I can share nicely with my friends, I can help to tidy up, I am starting to learn the concept of being a “bucket filler”

*Please help us by reinforcing these VERY important skills at home too. Our Bucket Filling books will be coming home each night with our children.*



### **Topics for this term**

**Over the next few weeks, we will be focusing on a variety of topics in our playrooms. These will include:**

- **KINDNESS – Are you a bucket filler or a bucket dipper?**
- The Scottish Daily Mile - we aim to jog, run or walk for up to 15 minutes every day!
- Winter, Frost, The Arctic, Weather – LOTS of Science experiments!
- New beginnings, Time, Months of the year, Birthdays
- All about me and my family and friends
- Rules, Rights and Responsibilities – **Who do we have rules? What can we do better? We will be revising our Nursery Golden Rules. We will ask you to add to them.**
- LOTS of Reflection Time in our interest groups; talking about our learning and what we would like to learn with our key workers



- Chinese New Year – **Would anyone like to come in to tell us about their festivals and traditions? We would love to hear from you.**
- Grow well choices – making healthy decisions
- Makaton – we are getting good at using this sign language!
- RSPB Big Garden Birdwatch – We have got our binoculars and are ready to record the types of birds that are seen around the nursery and our own gardens. We even have a night vision camera to record the wildlife visiting us through the night!
- World map project – **Where have you visited in the world? Have you got any photos or souvenirs for our display in reception?**
- French, Pyjama Drama, Yoga, PE, Jo Jingles, Kids Rock and MOO MUSIC!
- 17<sup>th</sup> January – Kid Inventors Day
- 18<sup>th</sup> January – Winnie the Pooh Day
- 19<sup>th</sup> January – Popcorn Day. Making and trying lots of different flavours of popcorn!
- 24<sup>th</sup> January – Compliment Day
- 25<sup>th</sup> January – Robert Burns Day. We will be learning Doric poems, learning all about Scotland, eating haggis, neeps and tatties and doing lots of Scottish country dancing. **Remember to wear something tartan this week.**
- 31<sup>st</sup> January – **Wear our clothes backwards day!**
- 11<sup>th</sup> February – Make a Friend Day
- 13<sup>th</sup> February – Pancake Day! Who can cook the BIGGEST pancake?
- 14<sup>th</sup> February – Valentine’s Day
- 17<sup>th</sup> February – Random Acts of Kindness Day
- 20<sup>th</sup> February – **Love your pet day! Who would like to take their pets in for a visit?**
- 22<sup>nd</sup> February – International World Thinking Day
- 26<sup>th</sup> February – Tell a fairy tale day
- 8<sup>th</sup> February – Floral Design Day
- Technologies – helping Scott to continue to build our amazing KingsWellies Village Ski Resort with our very own KingsWellies train!
- Literacy, Numeracy and Health and Wellbeing – LOTS of exciting learning opportunities. Have you seen our home-link activities in reception? Please help yourself to our “sound” and “number bags” which are outside the Wellie Beans room and are available for anyone to borrow. **We will be asking our staff to become Literacy, Numeracy and Health and Wellbeing Champions!**

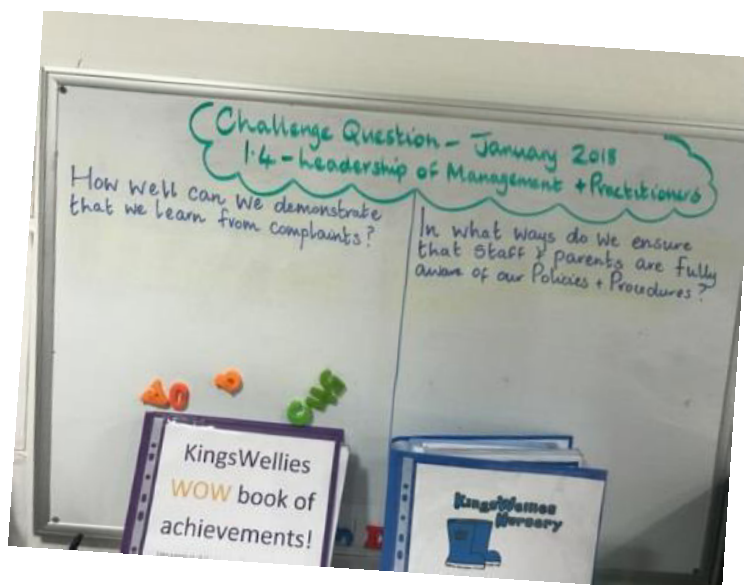




## Parental Consultation – Question of the month - January 2018

Each month we strive to self-evaluate our practice because we want to be a better nursery. We also need our parents to give us feedback.

Our January 2018 question of the month comes from How Good Is Our Early Learning and Childcare and focuses on Quality Indicator 1.4: Leadership of Managers and Practitioners. We very much value your feedback.



## Parental Consultations

### Vision, Values and Aims

We recently emailed you out a copy of our Vision, Values and Aims as we are in the process of reviewing these. We will share our revised Vision, Values, Aims and Aspirations with you in due course. Many thanks to all those who participated in this important consultation.

### Random Acts of Kindness Day – 17<sup>th</sup> February

We would really like to carry out some kind and thoughtful acts this week. Please give us your ideas. We have a consultation in reception.

### KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on our **Separated Family Policy** and our **Religious and Moral Education Policy**. We hope that you find this information useful. Please give us your feedback and suggestions. Your feedback will shape our future priorities for improvement.

### Therapets

Our KingsWellie's Therapets loved attending one of the Cornhill Hospital Christmas parties as special guests of honour! They put lots of smiles on faces in their festive outfits. Well done boys!



HUGE thank you also to Gracie and Flossie for looking after Hermione so well over the Xmas holidays. It sounds like she had great fun with you!

### **Extra-Curricular Opportunities and Experiences**

**FRENCH** – we are delighted to welcome our new French teacher Linda from La Jolie Ronde to work with our pre-school children on a Thursday.

**Pyjama Drama** – will continue on a Tuesday and Thursday with our Toddlers and Pre-schoolers. Please remember to sign up.

**Jo Jingles** – will work with our Babies and Toddlers on a Friday

**Moo Music** – will work with our Babies on a Monday

**PE** – will work with our Toddlers on a Wednesday

**Kids Rock** – will work with our Pre-schoolers on a Monday

**Yoga** – will work with our Pre-schoolers on a Wednesday

We have also invited all of the above in to nursery for a variety of taster sessions whereby ALL children will be involved. Many thanks to our wonderful teachers who make these experiences so very worthwhile for our children.

### **Aberdeen City Council Pre-School Funding**

For all those of you who have children aged three or children who are approaching aged three, you will be entitled to apply for pre-school funding from the City Council. Please see Aimee or Kerry ASAP in order to complete the appropriate forms.

For those of you who have already completed ACC funding application forms, the funding for Term 3 (January, February, March 2018) has not yet arrived in our bank. As soon as we receive it, we will backdate your funding for January. You will see this coming off of your next invoice. We ask in the meantime that all invoices are paid in full please.





## **Applications for P1 and Nursery Places at Primary School - Important dates for your diaries**

### **Enrolling a child for P1**

#### ***Aberdeen City Council - 11th January and 19th January 2018***

You should visit your zoned primary school between these dates to enrol your child. You should take your child's birth certificate and two forms of proof of address with you. All parents **MUST** enrol their child in to their zoned primary school before submitting a placing request form (for another preferred school) to ensure that your child has a P1 place for August 2018.

#### ***Aberdeenshire Council – 15th January and 19th January 2018***

You should visit your zoned primary school between these dates to enrol your child. You should take your child's birth certificate and two forms of proof of address with you. All parents **MUST** enrol their child in to their zoned primary school before submitting a placing request form (for another preferred school) to ensure that your child has a P1 place for August 2018.



### **Applications for School Nursery**



#### ***Aberdeen City Council – 15th and 26th January 2018***

If you wish a place at a school nursery from August 2018, you should go to your zoned school and apply between these dates. If your child is continuing at the same school nursery then you do not need to reapply. You will be given a place automatically. Please take your child's birth certificate and proof of address to the school with you.

#### ***Aberdeenshire Council – 22nd January and 2nd February 2018***

If you wish a place at a school nursery from August 2018, you should go to your zoned school and apply between these dates. If your child is continuing at the same school nursery, then you do not need to reapply. You will be given a place automatically. Please take your child's birth certificate and proof of address to the school with you.

Please note that KingsWellies Nursery will **NOT** have access to any admissions forms for local authority places. You **MUST** go to your zoned schools during the dates above in order to complete and submit these.



### **Parent Progress Meetings**

This term, we will be providing parents with the opportunity to meet with Supervisors and Key Workers on a one-to-one basis to discuss your child's individual progress. These meetings will focus on discussions around your child's Care Plan, ILD, Learning Journey and Next Steps in Development. These will happen in March 2018. Dates will be sent home in due course.

### **Comments, Compliments and Concerns**

Please give us your feedback – good and bad. It means a lot to us! We only want to keep improving in order to provide the BEST service possible. PLEASE make us your first port of call if you have any comments or concerns. If we work together, we will be able to achieve the very best for all of our children. Many thanks.

We also have Compliments slips available in reception in relation to our staff. The staff work very hard and we all know that it is nice to hear a compliment from time to time. Many thanks to those parents who have already paid staff members a compliment. We are always looking for Workers of the Week and Workers of the Month.

### **Entier Shine Awards – February 2018**

PLEASE nominate Shona as part of the Entier Shine Awards. Shona is such a VERY important part of our team. Children and staff appreciate her help and enthusiasm so much. You can find nomination forms and our Shine box outside the office. Many thanks.



### **Door Code**

Our security door code will change on 22<sup>nd</sup> January 2018. Aimee will be on hand to let all parents in and to issue you with our new code. Please also go to the office prior to the 22<sup>nd</sup> to sign the declaration. This is in line with our Child Protection and Health and Safety Policies. Many thanks for your cooperation.

### **Drive Carefully**

Please always drive carefully and reverse park when in our car park. The speed limit is 5 miles per hour at all times. Many thanks.

*If you would like this newsletter or any other documentation from nursery translated in to another language or an alternate reading format, please do not hesitate to contact us.*

***Wishing you a very happy Chinese New Year and a very prosperous and healthy 2018! Gong xi fa cai (Mandarin) and Gonghey Fat Choy (Cantonese)***

# Separated Family Policy

<b>Published</b>	March 2015 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Session 2017/18





## **Separated Family Policy**

At KingsWellies Nursery we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high and this policy sets out how we will support all parties within the nursery including our staff team.

### **Parental responsibility**

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

### **Scotland**

A father has parental responsibility if he is married to the mother when the child is conceived, or any time after that date. An unmarried father has parental responsibility if he is named on the child's birth certificate (from 4 May 2006). Alternatively, unmarried fathers can also be named following a re-registration of the birth.

### **Nursery registration**

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

**We will:**

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

**We ask parents to:**

- Provide us with all information relating to parental responsibilities, Court Orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key worker away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.



# Religious and Moral Education Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Rationale**

### **Why is Religious and Moral Education important for all children and young people? What do children achieve through learning in Religious and Moral Education?**

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith, to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children to develop their own beliefs and values.

Religious and Moral Education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values.

It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through awareness and appreciation of the values of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Through engaging in religious and moral education, learning about the faiths and non-religious beliefs of others, children will be able to develop their own informed viewpoints and will develop respectful attitudes to the viewpoints of others. These two purposes of RME are interdependent and equally important.

### **Religious and Moral Education: AIMS**

- The aims of Religious and Moral Education in KingsWellies Nursery is to endeavour to help children :
- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions, other traditions and viewpoints independent of religion
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from our own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon our own moral views
- Develop beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting our beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life



## **Experiences and Outcomes**

To help KingsWellies Nursery staff to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve.

These have been sectioned into broad stages of development:

- Early level – approximately nursery to P1 but earlier or later for some
- First level – approximately P2 to P4 but earlier or later for some
- Second level – approximately P5 to P7 but earlier or later for some
- Third level – S1 to S3 but earlier or later for some

**The Curriculum for Excellence identifies the Experiences and Outcomes for Religious and Moral Education under the headings of:**

- Beliefs
- Values and Issues
- Practices and Traditions

These headings apply to both Christianity and Other World Religions. A further section is dedicated to the development of the children's own beliefs and values. It is expected that these experiences and outcomes will interconnect and that learning from one area will inform learning in other curricular areas.

The experiences and outcomes allow opportunities for personalisation and choice, depth and reflection. The experiences and outcomes in RME are built around the organisers of:

- Christianity
- World Religions selected for study
- Development of beliefs and values

Through their learning in RME, KingsWellies Nursery children will develop an understanding of Christianity which has shaped the history and traditions of Scotland. It is also a fundamental principal that all children throughout Scotland will consider a range of faiths and views, whatever their age, own situation and local context.

## **Learning and Teaching**

RME may be taught in the following ways:

- Active learning and planned, purposeful play
- As a discrete RME topic
- As part of Health and Wellbeing
- Spontaneously, in response to situations or news stories
- Development of enquiry, critical thinking and problem solving skills
- Through volunteering in the local community
- Through links with an interdisciplinary learning project
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage our children to recognise that the knowledge, skills and attitudes identified are inextricably linked.

All KingsWellies Nursery staff have an important role in modelling and promoting an ethos of inclusion and respect for individuals.

RME can be an opportunity for children to feel valued as part of a whole class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

KingsWellies Nursery staff will select the most appropriate group organisation according to the kinds of activities which are taking place. These could be:

- Whole class
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged.

### **Assessment**

Assessment in Religious and Moral Education will focus on children and young people's knowledge and understanding of religious practices and traditions and on their skills in making informed, mature responses to issues of belief and morality.

Evidence of progress in RME comes from what children say, write and do.

Through observing children as they work through the RME experiences and outcomes, KingsWellies staff can assess children's progress.

Assessment, recording and reporting of RME will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

In assessing RME, KingsWellies Nursery staff are likely to use:

- Day to day learning
- Assessment tasks
- Observation of children's ability to listen, express opinions and help others
- Evidence from tasks, writing and drawing and other artefacts produced by children
- Discussion

### **We undertake assessment that is:**

- well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with children and where appropriate parents and other agencies

## **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in RME will be carried out by the Nursery Manager / Nursery Director and is set within the Kingswellies Nursery quality assurance framework.

## **Recording and Reporting**

A child's performance in RME is discussed with parents / carers at parent's evenings and is reported upon in nursery records and reports.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the RME programme.

## **Continuity and Progression**

The RME programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Religious and Moral Education.

At the 3-5 year stage, there will be a major focus on Christianity and other World Religions. Throughout the nursery, as appropriate to age and stage, reference will also be made to non-religious viewpoints. The children will be supported in understanding that not everyone has a religion and that this is ok. Indeed, viewpoints independent of religious belief, values, practices and traditions will be considered throughout.

KingsWellies Nursery staff will recognise that in this process of personal reflection, not all children will adopt a religious standpoint. Values such as justice, wisdom, compassion and integrity are constantly being enacted through all aspects of the life of the nursery as a community.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years and at Early Level. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to religious and moral education, including a deeper understanding of their own beliefs and values. The learning expectations are progressively greater as children go from stage to stage.

The intention of the programme of study is to make learning easier and more accessible for our children. RME can be difficult for young children to understand but, by building on their own knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about RME and all of the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The religious and moral education experiences and outcomes encourage links with other areas of the curriculum to provide children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

KingsWellies Nursery staff are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.



## **Equal Opportunities**

Equal opportunities means ensuring that all KingsWellies Nursery children, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop their own potential. Such an education recognises the uniqueness of the individual through ensuring that all children:

- are equally valued, respected and cared for
- have access to the full range of appropriate activities and outcomes

## **Withdrawal of children from Religious Education**

The Education (Scotland) Act 1980 states the following:

‘Every public school and every grant-aided school shall be open to pupils of all denominations and any pupil may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school, and no pupils shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such pupils or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects.’

Where a child has been withdrawn as a result of the exercise of parental rights, the nursery staff will ensure the safety and welfare of the child.

When a parent expresses a wish to withdraw his/her child, the Nursery Director will discuss the content of the Nursery’s Religious Education and Observance programme with the parent. In this way we hope to limit the concerns of parents who may wish to withdraw their children.

## KingsWellies Nursery RME Programme of Study

### Nursery Practitioner's Guide – Suggested Activities

#### **Nursery – 3-5 Years – Early Level**

Learning focus	Main Teaching Points
Familiarisation of Christian beliefs about God and Jesus through stories, pictures and song.	Nativity Easter Noah's Ark
Other World Religions through stories, pictures and song.	Divali <ul style="list-style-type: none"><li>• Role Play</li><li>• Drama</li><li>• Food from around the world</li></ul>
Why are Christian celebrations, festivals and customs important?	Christenings Weddings
Why are Celebrations, festivals and customs important in Other World Religions?	Chinese New Year <ul style="list-style-type: none"><li>• Offer opportunities to develop an awareness</li></ul>
Learning to respect others and their beliefs and values.	Circle time Story time Become familiar with different cultures Rights Respecting Schools
Caring and sharing – Why is it important to care and share with others?	Free play Teddy home for weekend Rights Respecting Schools Nursery garden
Develop an understanding of what is fair and unfair.	Free play Rights Respecting Schools Circle time
Learning to co-operate with others in everyday situations.	Free play Table games Preparing snacks Rights Respecting Schools

CfE links: RME 0-01a, RME 0-02a, RME 0-03a, RME 0-04a, RME 0-05a, RME 0-06a,  
RME 0-07a, RME 0-09a  
RRSA links-Article 14, Article 24, Article 28, Article 30, Article 31

## KingsWellies Nursery RME Programme of Study

### Planning and Evaluation

#### **Nursery – 3-5 Years – Early Level**

Learning focus	Main Teaching Points
Familiarisation of Christian beliefs about God and Jesus through stories, pictures and song.	
Other World Religions through stories, pictures and song.	
Why are Christian celebrations, festivals and customs important?	
Why are Celebrations, festivals and customs important in Other World Religions?	
Learning to respect others and their beliefs and values.	
Caring and sharing – Why is it important to care and share with others?	



Develop an understanding of what is fair and unfair.	
Learning to co-operate with others in everyday situations.	
<p>CfE links: RME 0-01a, RME 0-02a, RME 0-03a, RME 0-04a, RME 0-05a, RME 0-06a, RME 0-07a, RME 0-09a</p> <p>RRSA links-Article 14, Article 24, Article 28, Article 30, Article 31</p>	