

RE Rolling programme

KS1

Year A

Why is our world so special?

The focus here is on exploring the ideas of caring for the world. Children consider implications of the idea of God as the Creator who cares for everyone and of Hindu ideas of respect for mother earth. They learn how Humanists tell the story of creation. Children explore some of the mysteries and wonders of the natural world through poetry and symbolism and how people might show they care or don't care for the planet.

How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)?

What do songs, poems, prayers and stories say about God as the Creator?

What different ways can I use to show what I think and believe about our world?

How do people show they care / don't care about our world?

Why are some times special?

What special times and seasons can I remember? Why were these times special?

Why are some festivals and celebrations special?

When do they happen?

What do they remember?

What do people do and why?

What special objects might be used in festivals and celebrations?

How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

How do we celebrate our journey through life?

The focus here explores how religions and beliefs express aspects of life's journey in a variety of creative ways.

The programme of learning aims to engage pupils through activities that may, e.g:

Identify some important events in their lives and important events that might happen to them as they get older

Learn about how important times in life are marked or expressed by different groups, e.g., birth, marriage, death, being welcomed into a group, naming ceremonies.

Identify some artefacts and symbols associated with events that mark important times in life.

Share ideas about what it is that makes important times in life significant or special.

Who are we?

Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)

Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)

What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)

How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God?

Children talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.

Through artefacts, stories and music, they learn about important religious celebrations, how to handle a religious object sensitively and talk about why it might be special for some people, showing respect.

Year B

Where do we belong?

The focus here is on exploring what it means to belong within our families and communities and to consider how others experience belonging within their local communities. It also explores what it means to be part of a faith community. The programme of learning aims to engage pupils through activities that may:

Involve a real-life choice or inspire action;

Affirm identities and sense of belonging;

Relate to social interests;

Involve working with others to ensure that nobody is left out.

Offer an experience or encounter, which challenges their own views and extends their understanding of others.

The specific *personal, learning and thinking skills* of developing a sense of belonging are incorporated in the activities, in the community and how belief systems influence the ways in which people live their lives.

Why are some times special?

What special times and seasons can I remember? Why were these times special?

Why are some festivals and celebrations special?

When do they happen?

What do they remember?

What do people do and why?

What special objects might be used in festivals and celebrations?

How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

How should we live our lives?

The focus here is on developing and encouraging pupils to consider relevant moral issues in their own lives and possible consequences of certain actions. They will also explore Jewish and Christian stories and codes of behaviour and reflect on how these may be relevant to their own experiences.

How does what I do affect other people?

What rules and codes of behaviour help me know what to do?

What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness?)

How do some stories from religions and beliefs and the example set by some people show me what to do?

Why are some stories special?

The focus here is on investigating stories through which Christians and Jews express their beliefs and values to others and how these special stories may influence theirs and others lives.

The programme of learning aims to engage pupils through activities that may, e.g:

Grab attention, produce amazement, engage imagination or create a sense of wonder;

Offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;

Introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.