

RE Rolling programme

LKS2

Year A

Expressions of belief

How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things?

How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs?

Why are the arts really important for some religions and beliefs?

How might I express my ideas, feelings and beliefs in a variety of different ways?

One focus here is on the role and voice of women within different communities and aims to engage pupils through activities that will promote their spiritual, moral, social and cultural development.

What can we learn from the life and teaching of Jesus?

Who is Jesus and what does it mean to follow him today?

What did Jesus teach about:

Love; Sin, Forgiveness and redemption; Revenge and peace/reconciliation; Greed and giving; Making a difference; Prayer; Faith and hope; Life after death?

What do the narratives of Jesus' miracles tell us about some of the big questions of life?

Why might Christmas, Lent and Easter be important to ourselves as well as (other) Christians?

What does it mean to belong to a religion? – Judaism

How do members of this faith celebrate and live out their beliefs in:

The journey of life?

Their main festivals and practices?

Their faith communities?

The wider world?

Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Year B

Ourselves – what is important to me?

The focus here is on exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the most worthy human characteristics? How might communities of different sorts help us make the most of life? Children explore some of the stories and festivals of Christianity and Judaism in their search to develop and deepen their own understanding of what may be most important in life.

Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity)?

Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community)?

What am I worth? (Beliefs about the value of human beings)?

How might stories, hymns, prayers etc help people understand more about themselves and their relationships?

What does it mean to belong to a religion? – Christianity

In this unit, pupils will consider where they belong and how that influences their lives. They will also think about how the way in which people live their lives may be affected by belonging to 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.

What does it mean to belong to a religion? – Hinduism

Use the right names for things that are special to Hindus.

Introduce Hindu artefacts from your collected resources representing e.g. Ganesha, Krishna, Shiva, Vishnu and Lakshmi.

Explain that Hindus will often have a favourite god or goddess who is special to them.

Talk about things that happen to them.

Talk about what they find interesting or puzzling.

Talk about some of the things that are the same for different religious people.

Can ask about what happens to Hindus with respect for their feelings.

Can talk about some things in stories that make people ask questions.