

## RE - MEDIUM TERM PLANS KS1

Reception	Year 1	Year 2
<p style="text-align: center;"><b>I Am Special</b></p> <ul style="list-style-type: none"> <li>▪ What makes me an individual, what I look like, what I am good at,...</li> <li>▪ Similarities and differences between self and classmates...</li> <li>▪ Being treated as a special person</li> <li>▪ More than one person can be special</li> <li>▪ People I am special to</li> </ul> <p style="text-align: center;"><b>Special People</b> (links to <b>Leaders and Followers</b>, and <b>Special People of Faith</b>)</p> <ul style="list-style-type: none"> <li>▪ Family and friends</li> <li>▪ People who help us</li> <li>▪ People who have special jobs, including within places of worship</li> </ul> <p style="text-align: center;"><b>Special Times</b> (Links to <b>Worship and festivals</b>)</p> <ul style="list-style-type: none"> <li>• Special to me - birthdays</li> <li>• Special to lots of people - Harvest, Christmas, Easter, Diwali, and Eid</li> </ul> <p style="text-align: center;"><b>Places -Special to Me</b> (links to <b>Sacred Places</b>)</p> <ul style="list-style-type: none"> <li>▪ My home, my classroom, my favourite places</li> <li>▪ Special to all of us - classroom, school</li> <li>▪ Special to lots of people - places of worship</li> <li>▪ The world as a special place</li> </ul>	<p style="text-align: center;"><b>Belonging</b> (Link Year 5)</p> <ul style="list-style-type: none"> <li>▪ "Where do I belong?" is a question often asked. At the heart of this question is the concept of identity. Our identity is what makes us the people we are. Our individual identities are revealed every day in what we prioritise, how we act and how we relate to others.</li> <li>▪ This RE theme links well with whole school activities in relation to community cohesion, helping to develop children's understanding of their own and other communities and recognising how important it is for people to feel they matter and belong for the cohesiveness of our society as a whole.</li> <li>▪ Forming community, being in a community whether that is a family, friendship group or some wider group with shared beliefs or a shared purpose such as a religious community is, for many, an essential part of being human. Belonging to a community or more usually an overlapping set of communities is one of the most significant aspects of our experience of life. We often define ourselves by the communities into which we have been born or choose to belong to.</li> <li>▪ Children explore simple ideas about how we should treat each other using the idea of the Golden Rule, shared by many communities both non-religious and religious. We ask the question</li> </ul>	<p style="text-align: center;"><b>Exploring Sacred Stories</b> (Link Year 3)</p> <ul style="list-style-type: none"> <li>▪ All religions have sacred words, writings and oral tradition passed down through generations. These provide the basis for belief, doctrine and meaning making, and provide believers with guidance for living.</li> <li>▪ What sacred words and books mean to believers, how they are used in worship and how they are treated with respect as sources of wisdom are an important part of what we teach in Religious Education.</li> <li>▪ Sacred texts are often story texts. Story is a powerful tool in developing effective and imaginative RE. Stories engage and capture the imagination, they transcend time and place, extend experience, touch both heart and mind. Stories awaken insight and empathy, allowing us to 'get inside' the experience, beliefs and values of others - enabling us to see from another's perspective.</li> <li>▪ Religions are full of stories intended as a vehicle for teaching and challenge. Many were originally passed on in an oral tradition and employ metaphor, symbol, fantasy and drama to express and interpret the intangible. Sagas, myths and parables go beyond rational thought, often 'jolting' awareness - opening up new insights, new ways of looking and seeing.</li> </ul>

<p style="text-align: center;"><b>Special Books</b> (Links to <b>Sacred Stories</b>)</p> <ul style="list-style-type: none"> <li>▪ Special to me - my favourite books, books that have been given to me</li> <li>▪ Special to my class/school - class/school books</li> <li>▪ Special to lots of people - sacred texts</li> </ul> <p style="text-align: center;"><b>Special Objects</b> (Links to <b>Symbols of Faith</b>)</p> <ul style="list-style-type: none"> <li>▪ Special to me - my special things</li> <li>▪ Special to my class/.school - class/school bears, school badge,...</li> <li>▪ Special to lots of people - artefacts and symbols</li> </ul>	<p>"Which communities do we belong to?" and begin to map the features of these communities, noting similarities and differences. We use some simple teaching embracing images, story and active learning.</p> <p style="text-align: center;"><b>What and how Do We Celebrate?</b></p> <p>This unit enables young children to focus on celebrations they have experienced and to learn about and from the religious festivals of different faiths. It uses play based learning and speaking and listening approaches which enable children's learning to progress along from their achievements in Reception.</p>	<ul style="list-style-type: none"> <li>▪ Most importantly, great stories offer layers of meaning which require reflection and, in this process of unravelling, engage the listener in meaning-making</li> <li>▪ Use of creative and imaginative storytelling through sound, actions, music and art, and follow-up activities not only helps children to hear and learn about traditional, timeless faith stories valued within religions and central to sacred texts, it also gives children a glimpse 'inside' these stories - of the 'spiritual heart' at the centre.</li> <li>▪ Asking open questions such as "What is puzzling, interesting or surprising about this story? What issues does the story raise? What do you think is the meaning or message of the story?"</li> </ul>
	<p>The focus is on enabling children to reflect on what it means to join in with a festival and why people celebrate in annual festivals like Diwali, Christmas, Eid and Hanukkah. The feelings and emotions of celebration are linked to stories, special foods, dressing up and being part of a community.</p> <p>Children are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.</p> <p>Pupils will explore attitudes of:</p> <ul style="list-style-type: none"> <li>▪ <b>Self awareness</b> by becoming increasingly aware of the ways celebrations can make us happy;</li> <li>▪ <b>Respect for all</b> by developing a willingness to learn from the celebrations and special days of others;</li> <li>▪ <b>Open mindedness</b> by engaging with the lives of others and expanding their knowledge and understanding of the world;</li> </ul>	<p style="text-align: center;"><b>Special People of Faith and Action and what inspires them</b> (Link Year 5)</p> <ul style="list-style-type: none"> <li>▪ Inspirational people can be named as such because of their actions, the effects they have had on their locality, people or the wider world, or just because of who they are. They are often motivated by beliefs, religious or otherwise. We have chosen people who are varied, religious and non-religious, contemporary and from long ago. When studying inspirational people we often look at three categories. <ol style="list-style-type: none"> <li>1. Religious figures (leaders, messengers or prophets) connected with the origin of the religion, such as Jesus, Guru Nanak and the Prophet Muhammad.</li> <li>2. A religious leader - past or present, local, national or international, such as a local vicar or Rabbi Julia Neuberger.</li> <li>3. People who put their beliefs into action in the way they live, from small things such as</li> </ol> </li> </ul>

- **Appreciation and wonder** by developing their capacity to respond to special events in the life of their family, and others, using some simple skills in creative development.

### Sacred Places

- Most people have a place or a series of places that are significant to them because of events, memories, experiences or the people that they encounter there. This unit makes the bridge between these significant places and places that people consider to be sacred.
- This can be interpreted in various ways, the idea of the special place being a place of worship, and the term 'special places' referring to places of pilgrimage. Another focus for work on special places is the idea that the earth is sacred or a gift from God, temporarily given into the stewardship of humankind
- All religions have places that are considered sacred, this unit supports pupils in learning about the significance of places of worship to those who belong and also to the communities that they serve. It moves beyond the simple naming and learning of technical vocabulary to focus on aspects of the sacred place which reflect beliefs and values important to particular religious communities. We begin by exploring what sacred means in nature, and in the whole world. Practical ideas support learning and encourage enquiry, creative engagement and children's own questions and reflections.

### Journey

thanking God for sporting talent to letting those beliefs affect the direction their whole life has taken, such as Joe Cox, Christine Ohuruogu, Malala Yousafzai, and Dr Hany El Banna, who began the British charity Islamic Aid.

- The aim is to encourage pupils to reflect on sources of inspiration in their own and others' lives.
- Whilst each activity may be set in the context of a particular life-story, many will have wider applications. They are often starting points and adapt to our own teaching context and pupils' needs as they unfold.

### Symbols of Faith - conveying meaning (Link Year 4)

- Symbolism is the language of religion. Symbols, whether they be objects, actions, sounds or language, are open to interpretation at many levels - they draw our multi-layered responses, memories and associations. Symbols disclose. Unlike 'signs', which are clear, unambiguous statements, symbols contain a multiplicity of meaning. They demand that we work them out, that we reflect, ponder, ask questions and make connections.
- Encouraging pupils to look for the meaning in an artefact, a religious story, a picture, or a religious sound, action, gesture or object should help pupils to 'see', to look for 'more than meets the eye', to delve beneath the surface, to ask questions about deeper meaning and purpose. Pupils are given time and the structures to enable them to explore, ask questions, reflect, and express their own ideas about meaning.

Pilgrimage can be found in the practice of many religions, to places significant in the history of the religion or sites of spiritual significance, in order to carry out particular practices, or to sites where pilgrims can pray and 'be close to God'. Pilgrimage is not the sole preserve of those with religious beliefs; football fans, music fans and others can make their own non-religious pilgrimages to visit places significant to their chosen 'community' or group. Journeys of those in sacred texts are also remembered by believers, whether those of the Prophet in Islam or Moses in the Torah.

We explore the idea of spiritual journey at the very simplest level, looking at the differences between a holiday and a pilgrimage and using an example from Christianity and Hinduism. The Jewish festival of Pesach or Passover remembers the journey of Moses and the Israelites escaping from Egypt. This is explored to find and understand the elements of a modern Pesach celebration.

#### **Literacy and RE**

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently

Provide opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings

- They listen to sounds, explore images and pictures, make up metaphors, develop movements and express ideas through dance and drama.

#### **Exploring worship**

(Link Year 3)

- Helping children gain an awareness of the importance of worship in the lives of people, individually and in the community, extends children's knowledge and understanding of the world around them and also provides an opportunity for their own spiritual development through reflection on the spirituality of others.
- Using some practical, active and visual learning strategies helps children enjoy learning about and learning from worship.
- One important way of helping pupils 'encounter' religion is through 'meeting' people from faiths and 'hearing' their 'story'. Encounter with real-life visitors is often the best learning experience, but when this is not possible a good alternative is the use of resources in which individuals talk about their own experiences and beliefs.
- To find out more about how and why people worship today we use the views of children from the main faith traditions in Britain to share their thoughts. The children speak about their experience of worship not as representatives of their faiths, but as individuals. Their insights provide a fascinating glimpse into the personal significance of worship, as understood by them, at a particular moment of time.
- The activities aim to engage pupils with the key experiences and beliefs identified

Become very familiar with key stories retelling them and considering their particular characteristics

Making references on the basis of what is being said and done and predicting what might happen based on what has been read so far

Being encouraged to link what they read or hear to their own experiences

Write narratives about personal experiences and those of others (real and fictional)

Write about real events, write poetry and write for different purposes

- Children enjoy singing, miming, sharing ideas and experiences in KS1.