

## Religious Education: Key stage 1 - Opportunities and activities

The focus of teaching RE at KS1 may be on what is special in religion, through giving pupils opportunities to learn from religion by:

- being aware of things which are special and important in their lives
- appreciating the wonder and beauty of the world
- learning the importance of quietness and reflection
- expressing personal thoughts about stories, pictures, music and life experiences
- expressing feelings, for example, through the creative arts
- showing it is valuable to share feelings and experiences with others, for example, birthdays, loss of pets or family members
- learning the importance of belonging to groups and communities, for example, class groups, sports club, religious groups
- learning the difference between right and wrong in situations appropriate to each pupil
- asking questions about what others think or experience
- appreciating that they are personally valued and that others deserve respect.

Given these opportunities in RE at KS1:

**all** pupils with learning difficulties (including those with the most profound disabilities) have opportunities to build on their own experiences and knowledge of activities from the foundation stage. They experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it. They are enabled to express their feelings.

**most** pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject begin to explore what it means to belong to a variety of groups and communities.

**a few** pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject begin to identify similarities and differences in others, for example, what they believe and what they do, and answer questions about such differences.

These exemplar units of learning are supplementary to the Agreed Syllabus for RE (2011) are designed to be flexible and should be adapted to meet the needs of individual pupils.

The following activities show how this can be done and provide examples of an approach staff can take with other units:

### Unit 1.1 Looking at me, Looking at You

*Pupils explore and investigate a faith story, e.g. Noah's ark*

They may:

- listen to this story and look at pictures and artefacts, for example, animals from the Jewish and Christian traditions
- retell parts of the story to others in different classes or in an assembly, using the props in a story sack
- respond to simple questions about the story, e.g. 'What did Noah see in the sky?', and recognise that a rainbow they can see in the sky is similar to the one in the story
- communicate if they liked the story and what their favourite parts or animals are
- paint pictures and make models from the story for a display, for example, rainbow, ark, animals or the dove as a symbol of peace
- act out the story and sing the song 'Who built the ark?'
- produce a story board showing the main points and retell the story, putting the events in the correct order and communicating why the rainbow was so important
- discuss in more depth the meaning of the story and the theme of God's promise as shown by the rainbow and what promises are.

### Unit 1.3 Stepping Out (Unit 3.3 Encounters)

*Pupils explore and investigate a religious building in their locality*

They may:

- discuss their visit and think about what they might see by using photographs or pictures of religious buildings
- visit the building and experience the atmosphere using as many senses as possible, *for example, where appropriate, touching cold stone, seeing shining metal, hearing music being played, smelling candles or incense*
- meet and communicate with people who use the religious building and those who look after it, finding out what people do there
- make drawings or rubbings of artefacts in the building
- look for symbols of the religion to which the building belongs, *for example, menorah, cross*
- take photographs of the objects they see and the people they meet
- record their visit by making pictures and collages of the people they met and the artefacts they saw
- express and share their feelings about the building
- communicate why the building is 'special'.

This work can link to work in English, PSHE, history, art and design and science.