

B08 STATUTORY PROGRAMMES OF STUDY

RECEPTION AND KEY STAGE 1

Introduction

These units of work take the form of a key question followed by a series of supplementary questions which provide the structure and direction of the individual unit. Taken collectively the units provide an important balance between AT1 and AT2 and ensure full coverage of the six areas of enquiry. The characteristics of learning highlight the key features of RE at Key stage 1 and the experiences opportunities provide guidance on the kinds of learning experiences children at Key stage 1 should encounter.

The 'characteristics of learning' at the end of this section highlight the essence of RE in Key stage 1 and the experiences / opportunities provide guidance on the types of learning encouraged for Key Stage 1 pupils.

Each unit is followed by the MINIMUM expected learning outcomes. Pupils will usually learn much more than this in their RE, but there is a core of knowledge, understanding and skills that should be achieved if further progress is to be made. Note that Christianity is mentioned in each unit, but that learning about and from Christianity is **not** a compulsory part of each and every unit.

Examples of how pupils might demonstrate whether they are below, within, secure or exceeding each statement will be given in the [AMV Learning Outcomes document](#)

It is recommended that pupils are given feedback on how well they are doing in RE in relation to these statements. The statements can also be used to indicate what pupils need to do next in order to make progress. Items in square brackets within the Learning Outcomes statements need not be covered in that particular unit of study.

It is also recommended that teachers give feedback to pupils on the attitudes shown to their learning in RE. For example, do they grow in *confidence* about their own beliefs and identity? Do they *reflect* on what they are learning and use *empathy* and *imagination*? Do they look *beyond surface impressions* and search for *meaning in life*? Do they *listen carefully* to the views of others and consider *evidence* and *argument*? Do they recognise the *needs and concerns of others*? Do they appreciate that people's beliefs are often *deeply felt*? Do they develop a balanced sense of *self-worth and value*?

1. Who are we? [A&D]

This unit explores ideas of what it is to be human and relates them to religious and other beliefs

- (a) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)
- (b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)
- (c) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)
- (d) How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews c: ask their own questions about God/deity, special people and special occasions;

Christianity c: say something about how Christians talk about a relationship with God;

Other religion/worldview a: recall stories about an inspirational person;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Assessment Exemplar for this unit \[TBA\]](#)

2. Why are some times special? [B&E]

This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals

- (a) What special times and seasons can I remember? Why were these times special?
- (b) Why are some festivals and celebrations special?
 - When do they happen?
 - What do they remember?
 - What do people do and why?
- (c) What special objects might be used in festivals and celebrations?
- (d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews b: talk about some things about people, that make people ask questions;

Christianity b: recall the key features of the Gospel stories of Christmas and Easter;

Other religion/worldview b: recall key features of an inspirational event, place, ritual or special occasion;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
Assessment Exemplar for this unit [TBA]

3. Why are some stories special? [C&F]

This unit explores how religions and beliefs express values and commitments in a variety of creative ways

- (a) What stories and books are special to me and my family?
- (b) What stories and books are special to people within religions and beliefs?
- (c) How are stories told and books used within religions and beliefs?
- (d) What do some stories and books say about how people should live?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews a: talk about what is important to them and to other people with respect for feelings;

Christianity d: say something about how and why Christians try to help others;

Other religion/worldview d: say something about how and why followers of this tradition try to help others;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Assessment Exemplar for this unit](#)

4. Where do we belong? [B&D]

This unit explores ideas of those aspects of human nature which relate to the practices of religion and belief communities

- (a) Where do I belong? (Feelings, experiences)
- (b) Where do people belong? (Family, local community, group, club, place, country, faith)
- (c) What do people do because they belong to a faith or belief community?
- (d) How might ideas of family and community be reflected in our own lives?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews a: talk about what is important to them and to other people with respect for feelings;

Christianity a: recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;

Other religion/worldview a: recall stories about an inspirational person;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Assessment Exemplar for this unit](#)

5. How do we celebrate our journey through life? [C&E]

This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways

- (a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)
- (b) How do members of a religious faith celebrate these milestones in the journey of life?
- (c) What artefacts, symbols and ceremonies are used at significant times?
- (d) Why are some times in life significant or special?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews b: talk about some things about people, that make people ask questions;

Christianity a: recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;

Other religion/worldview c: say how stories in a selected tradition are inspirational for believers;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Assessment Exemplar for this unit \[TBA\]](#)

6. How should we live our lives? [A&F]

This unit explores how religious and other beliefs affect approaches to moral issues

- (a) How does what I do affect other people?
- (b) What rules and codes of behaviour help me know what to do?
- (c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)
- (d) How do some stories from religions and beliefs and the example set by some people show me what to do?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews a: talk about what is important to them and to other people with respect for feelings;

Christianity d: say something about how and why Christians try to help others;

Other religion/worldview d: say something about how and why followers of this tradition try to help others;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Assessment Exemplar for this unit](#)

7. Why are some places special? [C&D]

This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways

- (a) What places are special to me? Why are they special?
- (b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
- (c) What do these buildings that are special to religious or belief communities look like?
 - Do they have special places, objects, pictures or symbols?
 - How are these used?
 - What do they tell us about what people believe?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews c: ask their own questions about God/deity, special people and special occasions;

Christianity c: say something about how Christians talk about a relationship with God;

Other religion/worldview b: recall key features of an inspirational event, place, ritual or special occasion;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
[Supplementary Resources for this unit](#)
[Assessment Exemplar for this unit](#)

8. Why is our world special? [A&E]

This unit explores ideas about the nature of life on earth and relates them to religious and other beliefs

- (a) How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)
- (b) What do songs, poems, prayers and stories say about God as the Creator?
- (c) What different ways can I use to show what I think and believe about our world?
- (d) How do people show they care / don't care about our world?

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews c: ask their own questions about God/deity, special people and special occasions;

Christianity c: say something about how Christians talk about a relationship with God;

Other religion/worldview c: say how stories in a selected tradition are inspirational for believers;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)

[Supplementary Resources for this unit](#)

[Assessment Exemplar for this unit](#)

9. Why is Jesus important? [B&F]

This unit explores how people's values and commitments might be demonstrated in people's lives

- (a) What people help, inspire and guide me? What makes them special?
- (b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection)
- (c) What things did Jesus say and do that guide people in their lives? What do I think? (E.g. love your neighbour / teachings on love and forgiveness)

Minimum Learning Outcomes (below / within / secure / exceeding/mastery) for KS1:

Religions & Worldviews b: talk about some things about people, that make people ask questions;

Christianity b: recall the key features of the Gospel stories of Christmas and Easter;

Christianity d: say something about how and why Christians try to help others;

Throughout: provide a good reason for the views they have and the connections they make.

[Exemplar Scheme of Learning for this unit](#)
Assessment Exemplar for this unit [TBA]

Characteristics of Learning

Throughout Key Stage 1 children explore Christianity and one religion from Hinduism, Islam or Judaism as the focused religions. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognize that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Experiences and opportunities

- visiting places of worship, focusing on symbols and feelings
- listening to and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents
- sharing their own beliefs, ideas and values, and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider communities.