

Reception and Key Stage 1

This syllabus is to be used in conjunction with the AMV 2016 assessment document that provides a summary of the religious beliefs to be covered. Taken collectively the units provide an important balance between AT1 and AT2. 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. Coverage of religions required at foundation and KS1 is Christianity plus one other religion from: Hinduism, Islam or Judaism. Non-religious views must also be represented. This document is statutory.

1. Who are we?

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

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| (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? |

2. Why are some times special? This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.

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| (a) | What special times and seasons can I remember? Why were these times special? |
| (b) | Why are some festivals and celebrations special? |
| | i. When do they happen? |
| | ii. What do they remember? |
| | iii. 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? |

3. Why are some stories special? This unit explores how religions and beliefs express values and commitments in a variety of creative ways.

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| (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? |

4. Where do we belong? This unit explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.

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| (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? |

5. How do we celebrate our journey through life? This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways.

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| (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?
6. How should we live our lives? 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?
7. Why are some places special? 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?
i.	Do they have special places, objects, pictures or symbols?
ii.	How are these used?
8. Why is our world special? 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?
9. Why is Jesus important? 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)

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.