

Playful RE: A lego menorah



**Playful RE:
An approach for Early
Years**

AGE GROUP: 4-5s

*Non-statutory
exemplification of RE for the
Reception Class through play*

Telford & Wrekin SACRE

Playful RE: dens and tents



“In early RE, children learn more from play than anything else. Songs, stories, visits, experiences and artefacts can be stimulating, but in play children make meanings for themselves. For better RE with 4-5s, play more.”

Playful RE: Small world nativity



Planned from the early learning goals, these examples of playful RE will help teachers to set up good early RE learning about different communities and beliefs

Playful RE:

Making opportunities for RE through continuous provision and guided play

YEAR GROUP: Reception, ages 4-5

About this approach to EYFS RE

This is not a 'curriculum plan' in the ways RE Today usually makes and provides plans for teachers. Instead, it provides a series of examples for the teacher to use and develop in continuous provision. In the Reception Class, opportunities for RE often occur most naturally through play. The Early Learning Goals that relate to RE are highlighted here in ways that we hope teachers will find useful in setting up situations where young children can explore some RE content for themselves. It is very good for RE if children can explore, question and respond to religious stories, celebrations, objects, music and experiences in play, talk and experience.

Hence the creation of this set of planning suggestions for EYFS RE for the Reception Class, in which a range of different ideas for children's playful RE are provided, alongside relevant ELGs and suggestions for teachers to develop the learning.

The focus is on developing children's enjoyment of and engagement with RE experiences, stories, music and activities through talk and play.

RE Aims.

Children will be enabled:

- To know and understand simple facts and ideas about some different religions
- To know and understand some religious stories
- To express ideas and emotions of their own in relation to the RE content they encounter
- To gain and deploy skills of talking and playing together especially as they relate to religion and belief.

Where this unit fits in:

This unit will help teachers to build high quality RE from the beginning of children's time in school. It will provide clear and realistic foundations for the RE that follows by making children's first encounters with RE both fun and intriguing. The unit anticipates a further study of different religions and celebrations, stories, music and play.

Time for RE in the Reception Class.

When planning RE curriculum units for key stages 1 and 2 we often suggest a teaching time slot of 8 or 10 hours. In this case, there is no suggested time, because the activities and play opportunities will be best used in continuous provision, and through children's imaginative engagement.

Developing attitudes in RE

Children will be encouraged to:

- | | | |
|--------------------------------------|---------------------------------------|------------------------------------|
| • Be curious | • Have fun | • Take turns |
| • Explore | • Develop confidence | • Appreciate different experiences |
| • Find out | • Say what they think | • Wonder at the wonderful |
| • Take notice of what is interesting | • Listen to what others think and say | • Thank and be thanked |
| • Use all their senses to learn | • Listen to and join in with songs | • Praise and be praised |
| • Ask questions | • Enjoy teamwork | |

The unit will provide these opportunities

- Pupils have opportunities to play which relate to RE
- Pupils have opportunities to talk about interesting questions
- Pupils have opportunities to hear and respond to stories
- Pupils will be able to use their senses
- Pupils will be able to be creative

Vocabulary + concepts	Resources: teachers might use...
<p>Through this work – and play - pupils will have opportunities to use words and phrases related to RE:</p> <p>Christian Muslim Sikh Jewish Jesus Moses Guru Nanak Prophet Muhammad</p> <p>They will talk about faith stories and ‘special’ times, objects and foods.</p>	<p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> • Exploring a Theme in RE: Founders and Leaders (RE Today) • Opening Up Belonging, Opening Up Islam, Opening Up Christianity ed. Fiona Moss, RE Today • Say Hello to... Share a story with...(Interactive CDs and books – 6 religions and easy ways to begin) • Talking Pictures: Stephen Pett and Fiona moss, a visual learning disc and picture pack, 2012. <p>Web:</p> <ul style="list-style-type: none"> ▪ The BBC’s clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips ▪ The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ ▪ There is some more TV material at: www.channel4.com/learning ▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk ▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts ▪ www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml ▪ www.bethanyroberts.com/Easter_Customs.htm ▪ Stop, Look, Listen: Water, Moon, Candle, Tree and Sword DVD C4 Learning ▪ www.request.org.uk has some useful visual materials about the Bible
<p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> ▪ Opportunities for spiritual development come from thinking and talking about big questions and from reflecting on what is wonderful and awesome ▪ Opportunities for moral development come from talking about what is fair and from working in teams and co-operating ▪ Opportunities for social development come from playing together collaboratively with other children ▪ Opportunities for cultural development come from finding out about different cultures and beliefs 	

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and Language:

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development.

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and be sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people.
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, and rôle-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.


Literacy


- Children are given access to a wide range of books, poems and other written materials to ignite their interest.


Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013). Teachers of RE will find them referenced in the play ideas which follow. RE subject leaders might develop further detailed examples of good practice.


LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: Including informal, play based learning and RE as part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Find out about leaders and followers: games and stories			
<p>Communication and language: children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different traditions and communities;</p> <p>Understanding the world: children begin to know about their own cultures and beliefs and those of other people;</p> <p>PSED: children work as part of group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour.</p>	<p>Follow my leader:</p> <ul style="list-style-type: none"> You could begin by talking about the school crossing patrol. Invite the lollipop lady or man to come and show the class what they do. Everyone follows the lollipop, to be safe, and it can be friendly as well. Alternatively start with the game ‘Simon says’ and think and talk about following a lead, and following instructions. There are lots of ‘lead and follow’ games which children enjoy. Show them some of these, including those where we sit in a circle and copy a leader, or do a walking ‘follow my leader’ with hands on each others’ shoulders, or follow a leader who knows some dance moves. Take some photos to talk about later. Teach children that we all follow leaders sometimes. Examples from sports, school or family life can be talked about along with an example of a religious leader: Jesus, Moses or Guru Nanak. These leaders had followers called ‘disciples’ – it is just another word for ‘follower’. <p>Faith story: being a disciple</p> <ul style="list-style-type: none"> Tell a story of a disciple. A good example would be Jesus finding and calling his first followers, four fishermen. Talk about why they wanted to follow Jesus. Another example would be a story about Guru Nanak and Mardana, his faithful follower who was a musician. A Jewish example could be about Moses leading the people through the parted waters of the Red Sea to escape from slavery. Show children how to make a person from a card outline, or a peg, or straws, pipe cleaners, or in some other simple way. Can they dress the person in coloured tissue, and give them a happy face (sharpie pens work well)? Ask them if they would like to make a crowd of followers and a leader. Set the play ideas loose, and encourage the children to work in teams. Children might talk about who they follow and why: friends, teachers, lollipop crossing patrollers, parents, family members, carers and others. Children might hear and sing a song that retells a religious story, making up actions and drawings to go with it. <p>Questions for classroom talk:</p> <ul style="list-style-type: none"> Who was a good leader? Who had fun being a follower? I wonder if it is more fun to be leader or follower? Are there times when it is a bad idea to follow someone else? What makes someone a good leader? I wonder why Jesus, Nanak and Moses have millions of followers all over the world? Who wants to be a leader? 	<p>Children learn about faith leaders from stories, play and classroom talk.</p> <p>They use imaginative and co-operative play to explore, find out for themselves and learn about religion.</p>	<p><i>Some children aged 4 already know their own faith well, but others are confused by the word ‘religion’ Make it clear and simple. Use all the adults in the classroom to get involved in the talk and questioning.</i></p>
			<p><i>Liam’s picture shows Jesus and his followers</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Role play church: after a visit.			
<p>Communication and language: children use talk to organise, sequence and clarify thinking, ideas, feelings and events;</p> <p>Expressive art and design: children use their imagination in imaginative play, and rôle- play and stories to represent their own ideas, thoughts and feelings;</p>	<p>Explore a church.</p> <ul style="list-style-type: none"> Take the children on an exploration visit to a church or another place of worship. Before you go talk about it. Take the class teddy or toy with you and take photos of the toy in the sacred building. Ask all the children in pairs to set the toy up for a photo – with a Bible, with a cross, at a font or in front of some stained glass. Use these as reminders back at school, and to talk about symbols, meanings and activities. <p>Tell a story, play a song</p> <ul style="list-style-type: none"> Hear a faith story while you are at the church or other holy building. Play or sing a simple song which Christian children sing in the church. Ask at the church if they have a simple CD of children’s worship songs you could borrow and use. <p>Back in the classroom, set up a role play church</p> <ul style="list-style-type: none"> Make a space in the classroom into a church for a week or two. Use whatever you have for role play, and add some coloured fabric, some photos from the real church, some simple artefacts to handle, some ways of dressing up. Can there be a music player with some songs from the Christian community? Ask children to come up with ideas about how to make the play church more like the real one. Donna from Warwickshire contributes these ideas: “After exploring our local church we have both indoor and outdoor role play areas as a church. This area really takes off after we’ve had an enactment of a wedding and a baptism for our reception children as the children then act out their experiences in the role play area. Over the years we’ve been doing this children have acted out Christmas and Easter services which we attend at All Saints and Sunday School experiences as well. Baskets of props are good: the children use these to develop their play. Amongst things we’ve found children playing with are Bibles and crosses in dens (“it’s a church. It’s a quiet place to talk to God”). Once, I noticed the children wading across a large piece of blue fabric, escaping from Pharaoh’s armies! As well as promoting RE, these kinds of play develop personal and social skills and communication skills including expanding vocabulary. Most of all play is fun!” 	<p>Children learn about what happens in a church or another holy building through experience. They hear stories and songs from the Christian community and respond imaginatively through shared play.</p>	<p>If children can meet some Christians at the church, this is always good: it is not a museum! Have a story and a song while you are there.</p>
			<p><i>Lauren has made her own scarf, decorated with symbols, like the one she found about when she visited the church and met Father David the priest.</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Find out about religious artefacts and what happens in holy buildings: model making			
<p>Understanding the world: children talk about similarities and differences between themselves and others, among families, communities and traditions;</p> <p>They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p>PSED: children respond to significant experiences showing a range of feelings when appropriate;</p>	<p>What objects are used in religions for people to worship God?</p> <ul style="list-style-type: none"> Begin with children’s own experience – you could ask when we light candles, and make a little list of examples. Sit in a circle round a table full of candles of different sizes and light them one by one, asking children to stare at the flames, and see what thoughts come. Show some pictures of candles used in Jewish or Christian worship – a seven branched candlestick, a Menorah, is used by Jewish people as a sign of their religion. Show children one of these. Christians use candles on an altar in a church, a sign of that they believe God is with them. Use a feely bag to introduce pupils to a selection of religious objects: use three or four from, for example, Jewish community life on one day, and three or four from Christian community another day. Tell the stories of the objects one by one – who makes, buys, uses and likes these? What do they remind people of, and why are the important? <p>Clay Crosses, Lego Menorahs Play Doh Fonts, Cardboard Candles</p> <ul style="list-style-type: none"> Show children how to make their own simple versions of objects like these: menorah, scroll, 6 pointed star of David, cross, bread and wine cup, font or many more. Leave them to play. Claire, from Sussex comments: “We make fun use of modelling materials to recreate artefacts, e.g. from our church visit, making a play-dough font. It is an easier medium for young children to make things that look realistic, which they enjoy. Being tactile & physical makes the learning more memorable. Construction kits can also be used for e.g. making a stable, building an ark.” Additional ideas: why not a play doh ‘Seven Days of Creation’ from the story in Genesis or a lego ‘Visit to the Mosque’ or ‘Three scenes from the Parable of the Lost Sheep.’ Why not play a song about God and talk about it: A simple Christian example goes like this: ‘Who’s the king of the jungle? Who’s the king of the sea? Who’s the king of the universe? And whop’s the king of me? I’ll tell you: J-E-S-U-S is, he’s the king of me. He’s the king of the universe, the jungle and the sea.’ 	<ul style="list-style-type: none"> Children learn about objects that are important in some different religions. They build up their ideas of what religion means and why it is important to some people. They notice we are all different, and all similar too. They respond in a variety of ways to what they see, hear, smell, touch and taste. 	<p>Good practice intervenes to guide and direct children’s play, models ideas, and always leaves freedom with the child. They don’t have to make a font!</p>
			<p><i>Dan and Andrew made this lego church. The vicar, dressed in paper robes, stands by an altar with a large cross on it as other worshippers arrive. Look at the lego menorah on the cover of this planning guide as well</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
An example of using faith stories: the house on the rock			
<p>PSED: Children will talk about their own and others' behaviour and its consequences;</p> <p>Communication and language: children will develop their own narratives in relation to stories they hear from different communities.</p> <p>Expressive art and design: children use imaginative play and stories to represent their own ideas.</p>	<p>Building well and building badly: a story by Jesus</p> <ul style="list-style-type: none"> ▪ Begin with Jesus' story of the wise and foolish house builders. There's a super version by Nick Butterworth and Mick Inkpen, but lots of different versions available, including some in songs. Two people build a house, one takes care to build on strong foundations, the other builds quickly on sand. When the storms come, one house falls. A storytelling method like the ones found in 'A Gift to the Child' and in 'Godly Play' is really useful. ▪ Give children the chance to talk about the story. Do they think we could build a strong house and a weak house from jenga blocks? Demonstrate this by building two structures on a table. Invite children to 'bump' the table, gently at first, to see what happens. Then bump it a bit harder. All fall down is fun. Encourage children to tell and retell stories about buildings that are strong – and those that fall down! ▪ Ask the children how they would build a stronger house: Wood or card? Duplo? Use glue? ▪ Suggest that they play at building strong and weak houses during the week. ▪ Set a team challenge: each group of 4 children gets a bag of things to build a tower from. How high and how strong can they build? ▪ Music and songs: there are several fun versions of this story made into songs which can be sung in class. Whenever tumbling down occurs, have some sort of tower ready to fall! Make it fun. <p>Seeking deeper meanings in stories</p> <ul style="list-style-type: none"> ▪ Come back to the story later in the week, and get children talking about the different strong and not-so-strong buildings they have been making. ▪ Ask them some questions: do you think Jesus' story has a good lesson? We are all building our lives: what makes our lives strong? Love? Trust? Care? Friendliness? What might make our lives weak? Unkind words? 	<p>Children learn that Jesus was a storyteller, and from one story they learn to think about building our lives.</p> <p>They work in teams.</p> <p>They tell and retell stories to each other.</p> <p>Jenga blocks, or similar toys, are great for this work</p>	<p>Make it fun: There are great opportunities in these learning ideas for work outside the classroom, and on a big scale – cardboard boxes and masking tape add joy to the play.</p>



LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Celebrating Sukkot, making dens: learning about Jewish life			
<p>PSED: children work as part of group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously;</p> <p>Understanding the world: children begin to know about their own cultures and beliefs and those of other people.</p>	<p>Making dens, always fun: Sukkoth at school</p> <ul style="list-style-type: none"> ▪ Tell the children the story of Sukkot. Jewish people, long ago, lived in tents when they escaped from the wicked king / Pharaoh. Today, they remember those days by making and living in a shelter in the garden for the time of the festival of tents, Sukkot. ▪ The shelter is made by the family. It must have just leaves for a roof. ▪ Ask children, in teams, to make their own Sukkah, shelters. Decorate them with fruits and leaves. Can children have their snacks in the Sukkah for a couple of days, and hear more stories of the Jews and their great leader Moses? ▪ Comment from a teacher who did this: “The children were able to explore natural materials and construction through the building of Sukkahs. The range of designs varied greatly and some were more successful than others but learning through playing is all about experimentation, making connections, negotiating with others, discussion and questioning. I am always delighted when children ask questions, challenge and are prepared to listen to the views of others, which play opportunities provide. I have found that the role of the adults working with the children in their play is of key importance as they will help to take the play forward through expert interaction, questioning and challenge.” ▪ Draw out the connections between the Jewish festival and the childrens’ activities carefully – use pictures of actual sukkah, for example – there are thousands on Flickr. ▪ Stephen Melzack’s Jewish Children’s music includes the song ‘Let’s Build a Sukkah’ on the CD ‘Two Candles Burn’ – on I-TUNES. A good one to sing and to learn from. ▪ Give children the chance to ask for themselves about how Jews celebrate and remember, and find answers to their questions. 	<p>Children learn that Jewish people have many festivals, including the ‘Festival of Tents’ when they remember living in the desert in tents many years ago.</p> <p>They learn from working in teams to make a sukkah.</p> <p>They gain a developing respect for their own cultures and beliefs, and those of other people.</p> <p>They show sensitivity to others’ needs and feelings, and form positive relationships.</p>	<p>This activity seems to work best if there is time to design and make, and then to redesign and remake.</p>
			<p><i>Children worked in teams to create their own Jewish ‘Sukkah’ – an outdoor shelter to remind Jewish people what it was like to live in the desert.</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Find out about Divali – learning with older children			
<p>Communication and language: children talk about how they and others show feelings; They develop their own narratives in relation to stories they hear from different communities.</p> <p>PSED: children have a developing respect for their own cultures and beliefs, and those of other people. They show sensitivity to others' needs and feelings, and form positive relationships.</p>	<p>What is special about the Hindu festival of Divali?</p> <ul style="list-style-type: none"> ▪ Begin with (what have become) school traditional activities for Divali – make Diva lamps, light candles, make cards, but do make time for telling the story of Rama and Sita really well. Make it exciting. ▪ Draw out the key ideas from the story? Do the goodies win, or the baddies? Does light win, or darkness? Is Sita brave? Patient? Is Rama wise? Courageous? Talk about what makes Rama and Sita heroes for Hindu people. ▪ Give children the chance to ask questions about the story and the festival. What other festivals and celebrations is it like? ▪ It's lovely to bring some Hindu sweets to the classroom, and share them together. <p>Divali in the forest, with storytelling, lamps and marshmallows</p> <ul style="list-style-type: none"> ▪ Get older pupils to plan a 'Divali celebration' for younger children in the forest (if you have some outdoor 'forest school' type land you can use). The teacher who contributed this idea said: "Our 7-8 year olds have just completed a learning journey based on 'Festivals of Light' and most of their learning was play based giving the children the opportunity to play with and explore stories, cookery, art and crafts and poetry. As with all outstanding personalised learning, which I see as a tree, the staff plan the 'trunk' of the tree, which is displayed for children to see, and the children are encouraged to take the learning off into their own 'branches'. The children planned independently a special celebration to be shared with Reception pupils, parents, carers and friends which was to be held in our own SMILE (St Mark's Ideal Learning Environment-named by a child) Meadow. It's an acre and three quarters of meadow, woods and stream. The Meadow was lit with 30 individually designed diva lamps. We had a bonfire, toasted marshmallows and hot chocolate with story telling, poetry readings linked to movement and a Divali song. I love it when RE is shared with the community in this way when the power of nature and aesthetic experience linked to the play of the children bring us all together in a very special way which more formal RE would never do." 		<div data-bbox="1563 391 2072 810" data-label="Image"> </div> <p><i>The 'Forest' area at Ferncumbe CEPS in Warwickshire made a great space for older children to tell and dramatise the Divali story for younger ones in Reception. They made a ten headed demon with faces of mud and leaves on the trunks of ten trees!</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: informal, play based and part of continuous provision.	LEARNING OUTCOMES	Points to note
Outside the classroom: a pilgrimage activity with some playful follow on learning			
<p>Communication and language: children talk about how they and others show feelings; They develop their own narratives in relation to stories they hear from different communities</p> <p>Mathematics: Children recognise, create and describe some patterns, sorting and ordering objects simply.</p>	<p>A story on a journey. A pilgrimage with 5 places to stop and hear a story.</p> <ul style="list-style-type: none"> ▪ Begin with a faith story you want to tell from a religion children are going to learn about. This example uses Jesus’ story of the Lost Sheep, but many different faith stories from a number of different faiths could use the method. Tell children that a pilgrimage is a religious journey. Some people go to see where Jesus was born, or where Prophet Muhammad lived. Tell them we will go on a journey round the school and ground to tell a story, we will be ‘story pilgrims’. Play some ‘follow the leader’ games in circle time or in the classroom first, and talk about leading and following and taking turns. Use a toy sheep if you like, to help you tell the story. Take chalk, and leave patterns and pictures on the playground after each bit of the story. Talk about feelings at every point in the story. Whatever props you can find or make, use them! ▪ You could get the children to dress up for their pilgrimage. Give each one a little bag to collect a picture from each place where they stop. Have a class set of pictures, preferably hidden in envelopes at your stopping points. You might need these pictures: a flock of sheep / a shepherd / a lonely sheep / the shepherd and sheep together / a shepherd’s crook. ▪ Walk with the class to a place near the school gates. Tell them about the shepherd with 100 sheep in his flock. Pupil search for and each get a picture of the flock. ▪ Walk together to a place in the school grounds where you can imagine a sheep fold. Tell the children the part of the story where the shepherd counts his sheep. Everyone gets a picture of the shepherd. Sing as you walk, if you can: it adds to the experience and is often practices on pilgrimages. ▪ Go to the place in the grounds where you can see a long way. Tell the part of the story where the shepherd searches for his lost sheep. Everyone gets a picture of the lonely sheep. ▪ Go to a cosy place in the building or grounds. The shepherd and sheep together, everyone gets a picture. ▪ To finish, all walk to the place which might be a good place to party, and tell the children Jesus made up this story to show that when anything – anyone – gets lost, God will find them. Take a shepherd’s crook picture. ▪ Share something to eat and drink. Have a song. Can children colour in their 5 pictures, and stick them into the right order? What did they like about the story? 	<p>Children learn a story of Jesus about God and people who are lost. They walk and talk, taking part in group activities appropriately. They make chalk patterns, and sequence a simple set of 5 pictures.</p>  <p><i>RE work can add dynamic and interesting activities when learning outside the classroom</i></p>	<p><i>This can become an elaborate learning journey, but it really is best to start simple. See what you think will work for your children, and develop it in your own directions</i></p>

LEARNING OBJECTIVES from the Early Learning Goals, applied to RE	TEACHING AND LEARNING: Informal, play based and part of continuous provision.	LEARNING OUTCOMES	<i>Points to note</i>
Find out about weddings: colours, dressing up and promises			
<p>PSED: Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;</p> <p>They respond to significant experiences showing a range of feelings when appropriate;</p> <p>They have a developing awareness of their own needs, views and feelings and be sensitive to those of others;</p>	<p>To set up some purposeful play, you could arrange looking at reminders of special days</p> <ul style="list-style-type: none"> • Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother’s Day. A ‘Celebrations Box’ A ‘spent’ firework. Include several things to do with weddings • Pass the box round for the pupils to choose an item and describe it. Who would you give the card and gifts to? Can they guess when we send each card or which wrapping paper we would use? Run a ‘lets make cards’ and ‘let’s play post boxes’ activity. Children give cards to each other. <p>Weddings and dressing up</p> <ul style="list-style-type: none"> • What feelings do we have when it is a wedding? Look at some pictures of different wedding celebrations and talk about what happens. Promises are made, and everyone supports the new bride and groom. Explore feelings about celebrations. Use a ‘Feelings Box’ containing ‘feelings’ pictures or simple words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Can they choose pairs of things from the celebration box and the feelings box. • Talking about some well known celebrations – birthday, Christmas, Eid Divali and others – is good, but will be developed more fully later in the unit. What experiences of celebrations do children – have a birthday baking party, or make a wedding cake and enact the ceremony. <p>Time to choose</p> <ul style="list-style-type: none"> ▪ Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Divali celebration? 	<p>Children discover for themselves what it feels like to dress up, to be part of a pretend event and to be part of a team</p> <p>They talk about how we can tell a wedding is a special day, and about what matters on a day like this.</p>	<p><i>Good teachers are always sensitive to the variety of families from which children come to school. Not everyone gets married and family life is usually complicated!</i></p>
		