

RE activities to challenge children in Reception

These resources have been created to support teaching of special stories/sacred texts and places of worship across world religions. These resources are ideas and suggestions to support more able children within the Reception year. Please refer to *“How I... Identify a child as more able in the RE classroom”* to support teacher assessment.

We have put together a range of activities which can be adapted for any religion taught and for the needs of your class or pupils. These activities are not a script to follow, but rather a starting point for teachers to expand on and make it their own, so it is fit for purpose.

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Special stories / sacred texts

You can pick any story or sacred text and set up a tuff spot with the key aspects and vocabulary from the story as objects for children to re-enact the story.

Share the story or sacred text with the class or small group as you would in your normal practice. This might be stopping every so often, asking children to recap the story, share what they can see in their imaginations, consider what might happen next, any other stories it reminds them of, etc... You could have key vocabulary on display.

You can adapt the sharing of the story for your more able with the types of questioning used. For example: Does this story remind you of any other stories you know? If so, why? What is similar?

Please refer to the *How I... Challenge a more able child in RE* resource for more on this. The above can be applied to the start of any of the story/sacred texts activities.



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Special stories / sacred texts

Tuff spot activity

Children can act out the story they have been told with the resources provided.

You can support more able children through:

- Questioning: Why do you think this story is important? Is it an important story to everyone? Why?
- Asking them to sequence the story using images from the story
- Asking them to compare this story to another they know
- What might happen next in the story?
- How are the characters feeling at different points in the story?
- Children could create an emotion story map for different parts of the story.
- Children could create captions for different parts of the story.

NB: Children may communicate orally and using images/symbols/drawings as well as using writing.



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Special stories / sacred texts

Story or sacred text told through flags activity

For this activity you would share the story with the children and then show them the pieces of material you have selected for the retelling (acting out) of this story. In the images to the right the children were retelling Noah's Ark. The light blue was the ocean, and navy blue/purple the structure of the ark.

You can ask the children to help choose colours for different elements of the story and ask them to explain their choices. You would then retell the story as you create elements from the story. Use questioning as you go through, encouraging discussion amongst the children.

To support more able children, you could ask them which part of the story was their favourite and why. Allow them time to organise themselves to retell a different story they know using the pieces of materials.



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Special stories / sacred texts

Role play

Role play/acting out can take two different forms. You may want to get the children dressed up and give them a part in the story, or you might want to add some costumes to your role play/dressing up area – or in fact both. It is important that you spend time in the provision with the children and add to their play and discussions, for example adding in key vocabulary during play.

If you are doing a standalone acting out of the story, then you would give the children characters to be. You could introduce hot seating to them in a simple format, e.g. “I am Noah and therefore when God told me to build an Ark I felt like...” That would then lead onto acting out the full story. Once you have acted it out children could make props for the story or scenery for their production of the story. Ask why they chose that as an important part of the story that needs to be shared with the audience.



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Special places / places of worship

Below are suggestions of resources that could be used when teaching special places/places of worship that will engage children and their curiosity.

- Trips or virtual tours are always a good starting point for children to be able to actually see the building and experience it first-hand
- Images of places of worship and the specific items within the building and key vocabulary
- Videos of places of worship

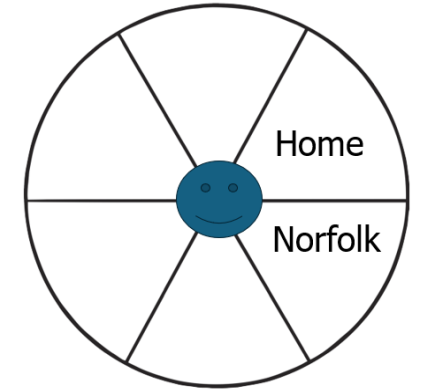


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Special places / places of worship

Activities you can do:

- What places are special to you and why? Children could create a wheel of special places that important to them or share this in another format if they wish.
- Hot-seating individuals. What is your special place? Why? How do you feel when you are there? When would you choose to go to your special place?
- Build a town or city with special places within it. How would I know which building is special?
- Create a certain place of worship using the resources provided. Can children explain key aspects of what is inside the special place or place of worship?
- Labelling the special place or place of worship.



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