

Subject Curriculum Overview

RE

Southwater Infant Academy

Planning and Progression



'Growing, Learning and Succeeding Together'

Curriculum Statement

Intent

At Southwater Infant Academy we believe that a broad RE curriculum both supports and strengthens what we aim to do in every aspect of school life. It develops core values which will in turn influence behaviour and help us to understand how we should live our lives, both at school and in the wider community.

Together we aim to:

- engage pupils in enquiring into and exploring questions arising from the study of religion and belief, as to promote their spiritual, moral, social, and cultural development.
- provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

Religious education is a statutory subject of the curriculum for all pupils and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

We ensure that we comply with the legal requirements by following the [West Sussex Agreed Syllabus for Religious Education 2020-25](#) and Understanding Christianity: Text, Impact, and Connections. The agreed syllabus follows the legal requirement for RE to reflect the fact that the religious traditions in Great Britain are mainly Christian, while considering of the teachings and practises of other principle religions represented in Great Britain. Culture is an important aspect of the world we live in and this is reflected in the curriculum we teach. People's values affect the way they live and the decisions they make.

Through the knowledge they acquire, our pupils gain an acceptance and respect for people, which is crucial in their role as Global Citizens within the community. Throughout their time here, they are encouraged to think about how different beliefs are relevant to them.

Religious Education is taught on a weekly basis, but is sometimes delivered through a class topic or through RE assemblies. Our lessons are interactive and discussion based and centre around Big Questions which encourage the children to discuss their opinions and extend their understanding of difficult concepts and challenging ideas.

Pupils' progress in RE is based on the expected outcomes outlines in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. At the academy we value our pupils' individual opinions and ideas and do not subject their ideas or opinions to formal assessment, we record and promote questioning which are central to good RE. Please note that parents/carers have the right to withdraw their child from all or any part of RE should they wish.

Impact

Throughout the Academy, our pupils develop:

- their knowledge and understanding of and their ability to respond to, Christianity, other principal religions, and world views.
- an understanding and respect of different religions, beliefs, values, and traditions through exploring issues within and between and outside of faiths.
- an understanding the influence of faith and belief on individuals, societies, communities, and cultures.
- skills of enquiry and response using religious vocabulary, questioning and empathy.
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

At the Academy we encourage the pupils to consider challenging questions of the meaning and purpose of life, beliefs about God, the self, reality and right and wrong. We encourage them to learn from different religions, beliefs, values, and traditions while exploring their own. We hope that they leave the Academy with respect for and sensitivity to others, those whose faiths and beliefs are different from their own.

RE is invaluable in our ever changing, increasingly diversifying community of Southwater.

Long Term Plan

Driver	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing kindness, and supportive relationships	Respecting our environment	Being part of the global community	Being resourceful and creative	Respecting diversity and equality	Driving to aspire and achieve
Year R	<p>Creation: Using Understanding Christianity resource</p> <p>Why is the world special to us?</p> <p>Key Question What can we see in the world around us? How can we help to look after the natural world?</p> <p>Christianity Who made the world? Who is God?</p> <p>What is Harvest and how is it celebrated around the World?</p> <p>Other contrasting religious festival- Hindu rice festival. Sukkoth- Jewish</p>	<p>Special Celebrations</p> <p>Contrasting religion- What is Diwali?</p> <p>Key Question How do different religions/groups of people celebrate Christmas around the world?</p> <p>What pictures and stories show that Jesus is a special person for Christians?</p> <p>How do I and other people celebrate Christmas? Geography/ History link</p> <p>Contrasting religions- What is Hannu kah?</p>	<p>Celebrations- Chinese New Year</p>	<p>Salvation using Understanding Christianity resource.</p> <p>Welcoming Spring- How do different religions welcome new beginnings?</p> <p>Hinduism: Why is the Holi festival celebrated?</p> <p>Christianity: Why do Christians put a cross in an Easter Garden?</p>		<p>Special Ways of Living</p> <p>Key Question What is the 'special' pattern of my day and week? What do I most enjoy?</p> <p>The daily life of a Christian child and then a Muslim, Sikh or Jewish child in comparison:</p> <ul style="list-style-type: none"> • through worship at home; • special clothes, food, personal devotion.
Year 1	<p>Creation: 'Special Places'</p> <p>Secular- What is a special place? what does it mean to us?</p> <p>Key Question</p>	<p>Incarnation using Understanding Christianity resource</p> <p>THROUGH ASSEMBLIES</p> <p>How do people express their faith?</p>	<p>Special Words and Stories</p> <p>Key Question Why are some books and stories special?</p> <p>What writings, words and stories are special to Christians?</p>	<p>Salvation using Understanding Christianity resource</p> <p>Key Question Why does Easter matter to Christians?</p>	<p>What are the Important messages of religion?</p> <p>Islam: What is Eid? What are the important messages behind this holy festival?</p>	<p>How do different children of different religions live their life?</p> <p>Belonging- What does it mean to belong? (secular and</p>

	<p>Why and how do special places help people show what they believe? Who is God? - Basic concept of God.</p> <p>Why is the church a holy building for Christians?</p> <p>How does the church help people to know about Jesus and worship God?</p> <p>Link to Harvest.</p> <p>Islam: Who is Allah? - Core concept.</p> <p>Why is the Mosque a holy building? (symbols and artefacts).</p>	<p>-Recap worship for Christians/Muslims and introduce major celebrations</p> <p>Hinduism Key Question Why does Diwali matter to Hindus? (4th November 2021)</p> <p>Key Question Why does Christmas matter to Christians?</p> <p>Contrasting religions- What is Hannukah?</p>	<p>Islam</p> <p>Key Question What is similar and what is different in the sacred books and holy stories we have learned about?</p> <p>How and why is respect shown for a book? How do Muslims respect their holy book?</p> <p>-Use principal sources of authority.</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Christianity:</p> <p>How did Jesus teach his followers how to live by telling the story of The Good Samaritan?</p> <p>What and why words/songs are special in our school?</p> <p>Judaism:</p> <p>When do Jewish people remember the special words of the Shema and what do they mean?</p>	<p>non-secular discussions.</p> <p>What does it mean to belong to?</p> <p>-someone of the Christian faith?</p> <p>-someone of the Jewish faith?</p> <p>-someone of the Hindu faith?</p>
Year 2	<p>Creation /Fall: digging deeper using Understanding Christianity resource</p> <p>Key Question What do Christians learn from the creation story?</p> <p>How do Christian's care for the people and world that has God created?</p> <p>Link to Harvest.</p>	<p>Incarnation: using Understanding Christianity resource</p> <p>Why do Hindus celebrate Diwali?</p> <p>Key Question Why is Christmas important to Christians?</p> <p>Contrasting religions- Why is Hannukah celebrated?</p>	<p>Gospel using Understanding Christianity resource</p> <p>Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values.</p> <p>Key Question What responsibility has God given people about taking care of the world?</p>	<p>Salvation- digging deeper using Understanding Christianity resource</p> <p>What kind of world did Jesus want? How do we know—Link to Easter</p> <p>Judaism: What is Passover? Why is it celebrated?</p>	<p>Islam</p> <p>Key Question How do the five pillars of Islam help a Muslim to show commitment to God -Allah?</p> <p>Link to Christian commandments. What is similar? What is different?</p>	<p>How do different children of different religions live their life?</p> <p>To learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging.</p> <p>What are celebrations? What do they mean to different religions?</p>

			<p>(impact of Christianity on society the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence.):</p> <ul style="list-style-type: none"> • How people of faith put belief into practise and actions individually. • Social action • Cultural heritage • British values • Christian aid <p>Islam: Idabah (worship and belief in action)</p> <p>How communities and organisations work together to make a better place? - interfaith projects.</p>		<p>Compare to own values.</p> <p>How does living life as a Muslim compare to the life of Christians? Can we compare it to our own life?</p>	
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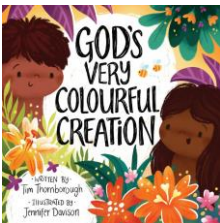
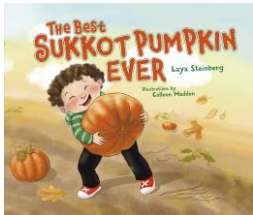
Progression of skills, knowledge and vocabulary

EYFS

EYFS – Autumn 1

Special things in nature

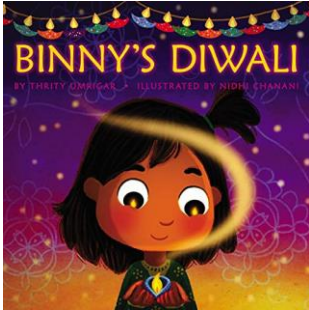
Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
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<p>To describe the natural environment around me and can discuss why I should look after it.</p> <p>To know that some people believe a God created the world and some do not.</p> <p>To know that Harvest can be celebrated differently by different people depending on what they believe.</p>	<p>Christian's believe in God.</p> <p>Christian's believe that God created the world.</p> <p>Harvest is a Christian festival, but can be celebrated by other people that don't believe in God, as Harvest is when crops are grown and harvested for people to eat.</p> <p>The festival of growing and harvesting crops can also be celebrated by people who are Jewish-Sukkot.</p> <p>Jewish people believe differently to Christians.</p>	<p>Why is the world special to us?</p> <p>Before Harvest: Book 1: God's very colourful creation Read book and discuss with children: Who made the world? Who is God?</p>  <p>Teachers to outline speech with 'Christian's believe...' not making it fact.</p> <p>During Harvest celebrations and discussions: discuss- What can we see in the world around us? How can we help to look after the natural world? What do you do to look after the world? Why should we look after the world we live in?</p> <p>non-religious harvest: https://www.bbc.co.uk/iplayer/episode/m000zww4/my-first-festivals-series-2-6-harvest</p> <p>During discussions and preparation about Harvest, explore how other people may think and believe through these stories: Book 2: The Best Sukkot Pumpkin Ever (Jewish festival of Sukkoth)</p> 	<p>Christian Christianity Harvest Creation</p> <p>Jewish Judaism Sukkot</p>	<p>Caring for the natural world is everyone's responsibility.</p> <p>Harvest festival- A harvest festival is an annual celebration that occurs around the time of the main harvest of a given region. Harvest festivals typically feature feasting, both family and public, with foods that are drawn from crops.</p> <p>Sukkot festival- Sukkot is a weeklong Jewish holiday that comes five days after Yom Kippur. Sukkot celebrates the gathering of the harvest and commemorates the miraculous protection God provided for the children of Israel when they left Egypt.</p>
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EYFS – Autumn 2

Special Celebrations

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
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<p>To understand that different people believe differently/similarly to me.</p> <p>To listen and accept other people's views.</p> <p>To discuss my experiences to my peers.</p>	<p>Diwali is a festival of light.</p> <p>Diwali is the celebration of light and love- when the darkest times are over and light wins over evil.</p> <p>Diwali is celebrated by Hindus.</p> <p>Hindus believe in different Gods and Goddesses than Jewish people and Christians.</p> <p>Christmas is celebrated by different people in different countries.</p> <p>Christmas is a Christian celebration of Jesus' birth (God's son), however many people celebrate it all over the world even if they are not Christians.</p> <p>Hanukah is the Jewish Festival of light.</p>	<h2 style="color: #4F81BD;">Why do different people celebrate?</h2> <p>Session 1: Hindu festival of Diwali- What is Diwali?</p> <p>Read Binny's Diwali. https://www.youtube.com/watch?v=hgnO1M6vitE Watch: https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zipp92p Ask: What is Diwali? Who celebrates Diwali? Have you heard of the celebrations of Diwali?</p>  <p>Watch: https://www.bbc.co.uk/programmes/p02n5hl0 To show real life imagery.</p> <p>Session 2: How do different religions/groups of people celebrate Christmas around the world? Over the Christmas period children to learn about what Christmas is, Why Christmas is celebrated in the country that they live in.</p> <p>-How we celebrate Christmas PowerPoint in folder. Children to learn about the nativity story: https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story https://www.youtube.com/watch?v=Dbp24wZQa3Y</p> <p>Does Jesus sound like a special person for Christians? Why?</p> <p>How do I and other people celebrate Christmas? Geography/ History link</p> <p>Children to learn about how other cultures and religious groups around the world are similar or different to them. Choose some countries that that children in your class have connections to. With chosen cultures continually ask children is this similar or different to what you believe, and why? Father Christmas around the world PowerPoint. Christmas around the world PowerPoint.</p>	<p>Diwali Hinduism Hindu</p> <p>Christmas Christian Christianity God Jesus</p>	<p>The Celebration of Diwali- India's biggest and most important holiday of the year, is a festival of lights that celebrates the triumph of light over darkness, good over evil and the human ability to overcome.</p> <p>The celebration of Christmas- Christmas was traditionally a Christian festival celebrating the birth of Jesus, but in the early 20th century, it also became a secular family holiday, observed by Christians and non-Christians alike. The secular holiday is often devoid of Christian elements, with the mythical figure Santa Claus playing the pivotal role.</p> <p>The celebration of Hanukah- Also known as the "Festival of Lights," Hanukkah</p>
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	<p>It is an important occasion which celebrates a miracle- a candle was able to light for 8 days even though there not enough oil.</p>	<p>Session 3: Contrasting religion- What is Hanukkah? Watch: https://www.bbc.co.uk/cbeebies/watch/my-first-festival-hanukkah Children to learn about a contrasting religion- Hanukkah-the Jewish Festival of light. Children to learn about Hanukkah.</p> <p>Discuss- Where else do we know of a Festival of light? Is it similar to the Christian festival of Christmas? Why? Why not? Do you know of anyone that celebrates Christmas? Hanukah PowerPoints in folder.</p> <p>Watch: https://www.youtube.com/watch?app=desktop&v=3VfChLAADS8&ab_channel=SesameStreet</p>	<p>Hanukah Jewish Judaism</p>	<p>celebrates the miracle that occurred when the Maccabees reclaimed the Temple. The fighters found only enough oil to light a lantern—by which to read the Torah—for one day. But the lantern blazed for eight full days.</p>
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EYFS – Spring 2

Salvation- Welcoming Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>To describe the festival of another religion- Holi.</p> <p>To understand that different people will believe differently to me.</p> <p>To understand that some festivals are celebrated in different ways.</p>	<p>Holi is known as the festival of colours.</p> <p>It is celebrated by people that belong to the faith of Hinduism.</p>	<p>How do different religions welcome new beginnings?</p> <p>Session 1: Why is the Holi festival celebrated?</p>	<p>Holi Celebration Festival Hinduism Hindu</p>	<p>The Festival of Holi- Holi is a Hindu festival that celebrates spring, love, and new life. Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water.</p>

<p>To describe the festival of Easter from a Christian point of view.</p> <p>To understand that some festivals are celebrated in different ways.</p> <p>To understand that different people will believe differently to me.</p> <p>To listen and accept other people's views.</p> <p>To discuss my experiences to my peers.</p>	<p>Easter is a Christian festival that celebrates when Jesus died for the sins of Christians and was resurrected (came alive again).</p> <p>Jesus is the son of God.</p> <p>To some people that don't believe in God, Easter signifies the welcoming of Spring and new life.</p>	<p>Read- Festival of colours</p> <p>Ask: What is Holi? Why is it celebrated? Who celebrates Holi?</p>  <p>Preparing for Holi: https://www.youtube.com/watch?v=oqrcRDWit0k Celebrating Holi: https://www.youtube.com/watch?v=wTfYhG2mOSA</p> <p>Get moving- Holi brain break: https://www.twinkl.co.uk/resource/early-years-ages-3-5-get-moving-with-holi-video-lesson-1-t-tp-2684124</p> <p>Holi pictures and resources in folder if needed to support children's understanding.</p> <p>Session 2: This term is split into three questions (x3/4 different inputs?) so that the children's understanding can be developed to be able to answer the Big Question.</p> <p>What is Easter? https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter Watch through (x3) videos on CBeebies website. Discuss that Easter signifies the welcoming of Spring- New beginnings.</p>	<p>Easter Christian Christianity Jesus- Son of God God Cross resurrected</p>	<p>Holi is also known as the "festival of colours".</p> <p>When is Holi? Holi marks the arrival of spring and the end of winter. It is usually celebrated in March.</p> <p>In 2024 Holi will begin on Monday 25th March.</p> <p>The celebration of Easter- Easter is one of the central holidays, or Holy Days, of Christianity. It honours the Resurrection of Jesus three days after His death by crucifixion. It is when Christians glorify and give thanks for the Resurrection of Jesus Christ. By this, He conquered death and redeemed us from sin.</p>
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How can we see that around us in the natural world?
What do eggs represent? -Life (where the chick hatches).

Who celebrates Easter?

Easter PowerPoint in folder.

Discuss with children the meaning of Easter and what Christians believe.

Also touch upon how other people celebrate Easter in the country- celebrating Spring and new beginnings doesn't have to be just about religion, etc.

Can you celebrate Easter if you are not Christian?

Discuss what children do for Easter- Go around circle of children and discuss experiences.

Who celebrates Easter?

How do they celebrate Easter?

Do you go to Church?

Who doesn't celebrate Easter? Why?

Why do Christians put a cross in an Easter Garden?

Children to watch:

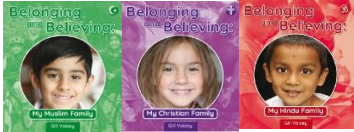
<https://www.youtube.com/watch?v=zqXt1Fh5U20>

Task: Egg decoration activity? Making crosses?


Ask: How do different religions welcome new beginnings? -Record pupil voice.

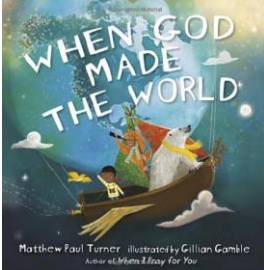
EYFS – Summer 2

Special ways of living

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>To discuss with my teacher how my life is similar or different the lives of other children I have learnt about.</p> <p>To begin to understand how different people believe different things and live differently due to religion.</p>	<p>Different people from different faiths believes different things.</p> <p>Belonging to a faith means that you believe in a specific religion.</p>	<p>How do different children of different religions live their life?</p> <p>Sessions 1-3: Belonging and Believing books from the lives of a Christian, Muslim and a Hindu child.</p>  <p>Explore the lives of the children featured in the Belonging and Believing series.</p> <p>Encourage the pupils to look for similarities and differences across the children's lives - their likes, activities, family members, pets, diet,</p>	<p>Christian Christianity God Jesus Bible Church Christmas Easter Christen Cross</p> <p>Muslim Islam Allah Muhammed- Prophet Mosque Qur'an- Arabic Eid Ramadan</p>	<p>To learn about the importance of religion to different religious groups. To accept the difference and to begin to understand, tolerance and belonging to a whole community.</p>

		<p>celebrations, beliefs, practices, worship, artefacts, and lifestyles.</p> <p>Provide opportunity for the pupils to compare their own lives with those of the children in the books and with other children in the class.</p> <p>Name and describe people that are familiar to them, if applicable, from these stories.</p> <p>What places are special to these people, compare with what places are special to them and their peers?</p> <p>Week 1: Belonging and Believing book- Christian/Muslim/Hindu Poppy: Christianity Ruby: Islam Cherry: Hinduism</p> <p>Week 2: Belonging and Believing book- Poppy: Hinduism Ruby: Christianity Cherry: Islam</p> <p>Week 3: Belonging and Believing book- Poppy: Islam</p>	<p>Hindu Hinduism Diwali Veda- book of worship Gods and Goddesses Mandir- place of worship</p>	
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		Ruby: Hinduism Cherry: Christianity		
<p>To discuss with my teacher how my life is similar or different the lives of other children I have learnt about.</p> <p>To begin to understand how different people believe different things and live differently due to religion.</p> <p>To begin to discuss how these beliefs, teachings and practices relate to my own life and experiences.</p>	<p>Different people from different faiths believes different things.</p> <p>Belonging to a faith means that you believe in a specific religion.</p>	<p>Session 4: Use the illustrated 'story' pages from 'Belonging and Believing' series to find out about some key figures and their significant life events.</p>  <p>Discuss that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways. Use examples of the Bible for Vesper (Christian), the Qur'an for Yusuf (Muslim), etc. Show children the 'Bible', 'Qur'an'.</p>	<p>Christian Christianity God Jesus Bible Church Christmas Easter Christen Cross</p> <p>Muslim Islam Allah Muhammed- Prophet Mosque Qur'an- Arabic Eid Ramadan</p> <p>Hindu Hinduism Diwali Veda- book of worship Gods and Goddesses Mandir- place of worship</p>	<p>To learn about the importance of religion to different religious groups. To accept the difference and to begin to understand, tolerance and belonging to a whole community.</p>
<p>To understand and discuss how some people believe that a God/Gods created the world</p>	<p>Different people from different faiths believes different things.</p>	<p>Session 5: Through discussion and exploration of the natural world during the Summer Term- read</p>	<p>Christian Christianity God Jesus</p>	<p>To understand that even though different groups of people may have different beliefs, there are common</p>

<p>and gave responsibility to humans to care for it.</p> <p>To begin to relate this to my own life and discussions.</p> <p>To understand the aspects of Christianity and other religions as a living faith.</p>	<p>Belonging to a faith means that you believe in a specific religion.</p>	<p>and discuss with children some people believe God created the world.</p> <p>Some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it – e.g. Vesper (Christian), Yusuf (Muslim), from the 'Belonging and Believing' series.</p> <p>Discuss with children that some people care for the natural world because they believe humans have a responsibility to live in harmony with the planet to ensure it can be enjoyed now and in the future.</p> <p>Refer to your beliefs and</p>  <p>discuss what the individual members of your class beliefs/opinions are.</p>	<p>Bible Church Christmas Easter Christen Cross</p> <p>Muslim Islam Allah Muhammed- Prophet Mosque Qur'an- Arabic Eid Ramadan</p> <p>Hindu Hinduism Diwali Veda- book of worship Gods and Goddesses Mandir- place of worship</p>	<p>interests and care that are shared between all people that live on earth.</p>
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Share the story:

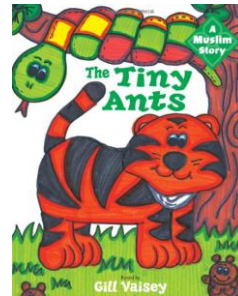
'When God Made the World.'

Through the story, explore how some Christians celebrate the value and love for animals.

Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world.

Read 'The Tiny Ants,'

to explore and respond to Muslim beliefs about caring for the natural world.



Progression of skills, knowledge and vocabulary

Year 1

Year 1 – Autumn 1

Creation: 'Special Places'

Big Question: What responsibility do we have or caring or our world, and why?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1: To recognise what makes a special place, special to us</p>	<p>A special place is somewhere that stands out from other places and means something to us.</p> <p>A special place might be a building, somewhere in nature or at home for example.</p> <p>We have to be respectful to places</p>	<p>What is a special place? What does it mean to us?</p> <p>Take a walk-in nature. Look closely at flowers and insects. Lie underneath some trees and watch the sunlight filter through the leaves. What words can pupils use to describe the experiences, and their feelings in this special place? Build a wall of words.</p> <p>What is a special place? How do they feel in their special place? Children to image their special place. Pretend they are all artists and have an easel and canvas. Let them sit and paint their special place. Children to describe what their special place is to each other. Show some images/objects of things familiar to them- Teddy bear/ iPad/ crusty bread. Ask them who they think the creator is. Support with words: Clever, creative, friendly or even angry, small bearded. Show some different images/objects of the natural world. If these have a creator, what might the creator be like? Support children with words like big, powerful, exciting, clever, patient. How do they think their special places were created?</p>	<p>Special Meaning Natural world Created Creator Experiences</p>	<p>Discuss the environmental impact of not looking after our special places in the natural world.</p>

	that are special to people.			
<p>Lesson 2: To understand why our planet is special to us and discuss how we should treat it.</p>	<p>Christian's are taught that God has created the world, so they should follow his instructions in looking after it.</p> <p>In the Bible (Genesis 1) Christian's are taught how to care of creation and our special places.</p> <p>All humans should care for the world they live in, regardless of religion, as we all share the planet.</p> <p>We have to be respectful of all places.</p>	<p>Recap special places and words collected. Discuss how they believed their special places were created.</p> <p>Introduce the story of genesis 1. Set the Scene: Here is a story told by Jewish and Christian people about God. What is their response to the story- feelings, ideas, questions? https://www.youtube.com/watch?v=teu7BCZTgDs</p> <p>What is God like? Big, amazing, exciting, clever, patient?</p> <p>Show quote from Bible about caring or the Earth: Genesis 1:26 "Then God said, 'Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground. '"</p> <p>How should Christians follow God's instructions for taking care of creation and our special places? Sorting images in two categories. How people have damaged God's creation/ How they have helped it. What should we do to look after our World/ our special place's? - share ideas and feelings.</p> <p>Should we look after our planet If we don't believe that a God created it?</p>	<p>Special Meaning Natural world Planet Earth Created Creator Christians Bible Genesis 1</p>	<p>Discuss the environmental impact of not looking after our special places in the natural world.</p>
<p>Lesson 3: To explore the meaning of Harvest</p>	<p>The Bible is made up of stories that teaches Christian's how to live.</p> <p>-And that the Creation story is just the start of this story.</p> <p>Harvest is celebrated to say thank you for the good things that God has given us (Christian's).</p>	<p>Show the 'big story' frieze'. Ask which part of the picture shows creation and say how. Point out that 'Creation' is just the start of the big story or the Bible, Christians say, for humans too!</p> <p>If God made the world, how should people live? What does it mean for a Christian to be made in God's image? - show quote- genesis 1 What do children think?</p> <p>One way is being thankful to God, the creator. One-way Christians do this is celebrating Harvest. Discuss meaning behind the Harvest festival. Share Harvest prayers and hymns- what words do the children think show thanks?</p>	<p>Harvest Creation Bible Thankful</p>	<p>The Harvest Festival- what that means to different religions and cultures. To some it may be being thank you to God and for others (such as Farmers) they are thankful for the weather and a harvest of their crops.</p>

		Harvest is only an annual event, how else do Christians show they are thankful. Introduce prayer.		
<p>Lesson 4: To recognise that the church is a special place for Christians.</p>	<p>The Church is a special place for Christians, it is where they connect to their God.</p> <p>Different areas of the church have different purposes.</p> <p>The church holds different celebrations and has different purposes.</p>	<p>Why is the Church a special place for Christians? During Harvest Christians gather in Church to show thanks and to give to the poor. Introduce Church. Have the Children ever experienced it. Trip to Church, real or virtual! How does it make the children feel? DO the children go to church, or worship in another place?</p> <p>Why do Christians think the church is special? Colour in church- children to annotate why it is special.</p>	<p>Church: A cross Stained glass window Altar Font Lectern Pew Organ candle Pulpit. Vicar Priest Reverend</p>	<p>During lesson- show and discuss different famous churches from around the world and ones from our community- and explain what they mean to people that live in that community and why? St Peter's Basilica, Vatican City. Sagrada Família, Barcelona. Cologne Cathedral. Milan Cathedral. Hagia Sophia, Istanbul. St Stephen's Cathedral, Vienna. Seville Cathedral. St Stephen's Basilica, Budapest.</p>
<p>Lesson 5: To recognise that the Mosque is a special place for Muslims.</p>	<p>The Mosque is a special place for Muslims, it is where they connect to their God.</p> <p>Different areas of the Mosque have different purposes.</p> <p>The Mosque holds different celebrations and has different purposes.</p>	<p>Why is the Mosque a special place for Muslims? There is another religion that worships a God. Introduce God/Allah What do Muslims believe about Creation? Muslims have a special place too.... The Mosque. Why do Muslims think the Mosque is special? Colour the Mosque in and annotate why it is special. Stick on same pages as the Church.</p>	<p>Mosque: (‘masjid’ in Arabic) Imam Cresecnt moon and star Taabih prayer beads minbar The Qu’ran Prayer mat washroom minaret mihrab Shoe rack qubba</p>	<p>During lesson- show and discuss different famous Mosques from around the world and ones from our community- and explain what they mean to people that live in that community and why? 1-Masjid-al Haram · 2.Masjid-e-Nabawi · 3.Sheikh Zayed Mosque · 4.Qolsharif Mosque · 5.Ummayad Mosque · 6.Badshahi Mosque · 7.Nur Astana Mosque</p>
<p>Lesson 6: To understand that Muslims</p>	<p>Muslims are asked by Allah to look after the world.</p>	<p>How does God ask Muslims to treat the world? Compare to Christian views we have looked at previously. Children to share their own ideas about God, religion and the World.</p>	<p>Allah Prophet Muhammed</p>	<p>Discuss the environmental impact of not looking after our</p>

have similar views to how people should treat the world compared to Christians.	<p>This similar to that point of view of Christians.</p> <p>The Prophet Muhammed teaches the word of Allah to his followers.</p>	<p>Ask:</p> <p>If you own something would you want someone to mess it up?</p> <p>How should we treat our world?</p> <p>Should we respect it even if we don't believe in a God?</p> <p>In a circle discuss how we look after the planet and each other.</p> <p>What kind thing has someone else done for you or that you've seen?</p> <p>Children to create thank you hands.</p>	The Qur'an	<p>special places in the natural world.</p> <p>Discuss shared views of differing religions. Discuss differing views.</p> <p>Build a shared understanding and acceptance.</p>
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Year 1 – Autumn 2

Incarnation

Big Question: How do people express their faith?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1:</p> <p>To introduce Diwali and discuss why it is important to Hindus.</p>	<p>Diwali is the Hindu festival of light.</p> <p>This festival is as important to Hindus as the Christmas holiday is to Christians.</p>	<p>Why does Diwali matter to Hindus?</p> <p>Introduce Priya's Diwali and discuss questions at the end, regarding what has been read.</p> <p>Watch https://www.youtube.com/watch?v=zXIZpwCaFxl</p> <p>Discuss the video and link to Priya's explanations of Diwali.</p> <p>What is Diwali?</p> <p>Do we do anything similar in our lives?</p> <p>We will be decorating our own classroom or Diwali, to remind us that light triumphs over dark and good triumphs over evil- link to values.</p> <p>-Make decorations to put up in the classroom: Marigold flowers with tissue paper/ Designing their own Rangoli.</p> <p>End with Story of Rama and Sita:</p> <p>https://www.youtube.com/watch?v=uRpNNF4fB4g&t=9s</p> <p>Ask- Why does Diwali matter to Hindus?</p>	<p>Diwali, diwa, Hindu, Hindi, diva lamp, diya, gifts, Lakshmi, food, new year, festival, Festival of Lights, lights, fireworks, Rama, Sita,</p>	<p>Diwali- Diwali, or Dipawali, is <u>India's</u> biggest and most important holiday of the year. The festival gets its name from the row (<i>avali</i>) of clay lamps (<i>deepa</i>) that Indians light outside their homes to symbolize the inner light that protects from spiritual darkness.</p>

			mehndi, rangolis, Holi, rangoli pattern, India, parade, bindi, Holi.	
<p>Lesson 2: To understand and discuss how Hindu's express their faith.</p>	<p>Diwali is the Hindu festival of light.</p> <p>This festival is as important to Hindus as the Christmas holiday is to Christians.</p>	<p>What is Hinduism and how do they express their faith? Recap- Why is Diwali important to Hindus? - Write a few children's pupil voice on speech bubble given. Introduce this week's BIG QUESTION: What is Hinduism and how do they express their faith? Illicit children's opinions and views. Introduce Nia, who is Hindu. Read through her interview, learning more about her life as a Hindu and what is important to her. Discuss the different Gods and Goddesses along the way. What do the children think? What are the similarities and differences to Christianity? Introduce Hindu worship at home- the Mandir. Discuss its features. TASK: children to create their own versions, can they use the Hindu features and apply it to their own beliefs (secular or non-secular). ASK: Big question- please write some pupil voice on speech bubble.</p>	<p>Hindu Hinduism Mandir Gods/Goddesses- Shiva, Parvati, Krishna, Vishnu, Lakshmi, Ganesh, Nataraja, Devi, Saraswati, Shakti, Buddha.</p> <p>Mandir features- Puja tray Murti Kum kum powder incense Prayer beads</p>	<p>A Hindu temple is called a mandir. It is a sacred place for Hindu worship. There are hundreds of mandirs in the UK.</p> <p>A mandir can also be found in the homes of Hindus- A lot of Hindus worship every day at home, at a shrine in their house. The shrine is usually kept in the cleanest room in the house to show respect to Brahman. However, the most important thing is to make sure that all members of the family can take part in daily worship.</p>
<p>Lesson 3: To understand why Christmas is important to Christians.</p>	<p>Christmas is celebrated all over the world for different reasons.</p> <p>Christmas is a religious event and one of the</p>	<p>Why is Christmas important to Christians? Starter- Discuss what Christmas looks like in your community- shops/streets. Which signs can they spot that show Christmas is coming? Find some early Christmas adverts on TV or in magazines. Ask pupils why they think Christmas matters to Christians. Record their answers</p>	<p>Christmas, Christians, Christianity, Nativity, birth, Jesus, Joseph, Mary, God, Angel Gabriel, Bethlehem, innkeeper,</p>	<p>Christmas as a secular and non-secular event.</p> <p>(IN EYFS the children have discussed both kinds of celebrations and different kinds of</p>

	<p>most important in the Christian calendar.</p> <p>This religious event signifies the birth of Jesus Christ, the Son of God.</p>	<p>Tell some familiar stories containing a character appearing to be someone she/he is not (for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are.</p> <p>Look at a picture of baby Jesus. What can we tell about him just by looking at his picture?</p> <p>When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare.</p> <p>Think about getting a bedroom ready for a new baby, and discuss what we would put into it. Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Ask pupils to sketch the rooms.</p>	<p>stable, manger, shepherds, star, donkey, taxes, Wise Men, gifts, King Herod</p>	<p>celebrations from around the world).</p>
<p>Lesson 4: To understand why Christmas is important to Christians.</p>	<p>Christmas is celebrated all over the world for different reasons.</p> <p>Christmas is a religious event and one of the most important in the Christian calendar.</p> <p>This religious event signifies the birth of Jesus Christ, the Son of God.</p>	<p>Why is Christmas important to Christians? Starter: Tell the story from the Gospel of Luke in an interesting way.</p> <p>Make 5 stations in the classroom: 1) Nazareth — Gabriel visiting Mary. 2) Journey from Nazareth to Bethlehem. 3) Bethlehem — Jesus being born and placed in a manger. 4) Fields — Angels and shepherds appearing. 5) Bethlehem — Wise men visiting the baby. At each station, can pupils recall the story to each other. Bring pictures from each station back to the carpet- retell as a class.</p> <p>Look back at ideas for Jesus’ bedroom. Compare with the living conditions Jesus actually got. Remind pupils who it was that came to visit Jesus — not rich people, but poor shepherds. Explain this shows that God came to earth to bring good news to everyone, even poor people. The good news was about God and how to be close to him. Ask pupils</p>	<p>Christmas, Christians, Christianity, Nativity, birth, Jesus, Joseph, Mary, God, Angel Gabriel, Bethlehem, innkeeper, stable, manger, shepherds, star, donkey, taxes, Wise Men, gifts, King Herod</p>	<p>Christmas as a secular and non-secular event.</p> <p>(IN EYFS the children have discussed both kinds of celebrations and different kinds of celebrations from around the world).</p>

		<p>to act out what the shepherds might say to Mary and Joseph, and the questions they might ask.</p> <ul style="list-style-type: none"> • Talk about why Christmas matters to Christians today — what are their ideas now? <p>-Sing Christmas Nativity songs.</p>		
<p>Lesson 5: To understand why Christmas is important to Christians.</p>	<p>Christmas is celebrated all over the world for different reasons.</p> <p>Christmas is a religious event and one of the most important in the Christian calendar.</p> <p>This religious event signifies the birth of Jesus Christ, the Son of God.</p>	<p>Why is Christmas important to Christians? Revisit what Christmas looks like around us- Have the children seen any signs of Jesus? Starter: Look at some Christmas cards and work out which have signs of the story, and which do not They are part of secular traditions surrounding Christmas, but pupils should understand that the activity is focusing on Christian reasons for the festival. -Look at how the Church prepares for Christmas: explain that Christmas Day is the day when Christians celebrate Jesus' birth. • Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas are Advent, when some Christians wait and prepare for celebrating the birth of Jesus. Task: Make an Advent wreath — a circle to show that God lasts forever; light four candles on Sundays leading up to Christmas, with the fifth candle symbolising the birth of Jesus on Christmas Day. Revisit the key question: What answers can pupils give to it now — 'Why does Christmas matter to Christians?'</p>	<p>Christmas, Christians, Christianity, Nativity, birth, Jesus, Joseph, Mary, God, Angel Gabriel, Bethlehem, innkeeper, stable, manger, shepherds, star, donkey, taxes, Wise Men, gifts, King Herod</p>	<p>Christmas as a secular and non-secular event.</p> <p>(IN EYFS the children have discussed both kinds of celebrations and different kinds of celebrations from around the world).</p>
<p>Lesson 6: To understand and describe why Hanukkah is celebrated.</p>	<p>The story of Hanukkah and importance to the Jewish faith- (see right).</p> <p>The Hanukkah menorah is a nine-branched candle holder.</p> <p>The importance of light in different religions.</p>	<p>Contrasting religions- What is Hanukkah?</p> <p>Reconnect- Hanukkah (see PowerPoint)</p> <p>Revisit what Hanukkah is: Who celebrates Hanukkah? Which religion? IS this similar/different to any other religions we have looked at? Do we know anyone that celebrates Hanukkah? Why/ Why not?</p>	<p>Menorah, miracle, Maccabee brothers, temple, oil.</p>	<p>The celebration of Hanukkah: In the story of Hanukkah, King Antiochus destroyed a beautiful Jewish temple. The Maccabee brothers fought against the King and won. When the Maccabees arrived at the temple, they found a small</p>

		<p>What is the reason/message behind Hanukkah? Record in Floorbook.</p>		<p>container of oil, enough to keep the menorah burning for a short amount of time. But a miracle happened and the menorah burned for eight days and eight nights. The light enabled the Maccabees to repair the temple and showed that God was with them.</p>
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Year 1 – Spring 1

Special words and stories.

Big Question: Why are some books and stories special?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To understand that different religions have books that are more than special- they are holy or sacred books.</p>	<p>Books and stories are used in all cultures and religions and mean different things to different people. In religion the sacred or holy book are one of the most prized possessions as they hold the teachings of</p>	<p>Why are some books and stories special? As a class choose some of your favourite books. Show a book that is special to you and explain why it is special. Children talk about their favourite book or story. Let the children have time to look through books and discuss ones at home with their partners. Discuss why it is their favourite story/book.</p> <p>Talk about the meaning of 'special' – not synonymous with 'valuable'. Something might be worth just a few pence, but very special. <i>What examples do the children think of?</i></p>	<p>sacred holy respect tolerance</p>	<p>Tolerance- the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.</p> <p>Respect-to have due regard for (someone's feelings, wishes, or rights).</p>

	<p>the religion and should be respected at all times- people who aren't of that religion should show respect and tolerance towards other religions sacred teachings even if they do not believe/or follow these teachings.</p>	<p>Explain to children that Christian's and Muslims have important books- the Bible and the Qur'an- show children- Qur'an must be on its stand and covered – higher than the other books.</p> <p>Ask pupils to look/think at the books they have all chosen and select 2 that they would like to ask some questions about. Some questions can be dealt with quickly, give more time and focus to questions about the Bible, and Qur'an e.g. 'Why is this book special?' 'Who wrote this book?' 'What is this book about?' 'Why is this book wrapped and on a stand?'</p> <p>Take a book that looks non-descript, e.g. a hard backed densely written book, or one that looks grand. Ask pupils to imagine that this book has all the secrets of life in it. List their ideas Floor book- and act some out, or encourage play based 'make this book special' activities.</p> <p>Explain that in RE they will find lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.'</p> <p>Explain that holy books may contain great stories but they aren't just story books, they are also full of poetry, rules, visions + more.</p> <ul style="list-style-type: none"> • A helpful way to find out about what makes a book holy is to think about some stories it tells. Do they know any? Watch video about Bible and Qur'an. <p>(On lynx from previous year)</p>		
<p>Lesson 2- To understand that books are special for different reasons for different people.</p>	<p>The Qur'an is the holy book for Muslims and there is guidance and stories in it that help Muslims to learn about Allah and how to lead a good life.</p> <p>People who aren't of that religion should show respect and tolerance towards</p>	<p>How and why is respect shown for a book? How do Muslims respect their holy book?</p> <p>Show a wrapped Qur'an on a stand. Wash your hands, cover your head, take your shoes off and open the book showing the inside. What questions have children got?</p> <p>Explain that it is the holy book for Muslims and there is guidance and stories in it that help Muslims to learn about Allah and how to lead a good life.</p> <p>Ask these questions first, reminding pupils of the last lesson.</p> <p>Explain that a Muslim may show that the words of the Qur'an are holy in some of these 7 ways.</p>	<p>Qur'an Muslim Allah-God</p>	<p>Tolerance- the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.</p> <p>Respect-to have due regard for (someone's feelings, wishes, or rights).</p>

	<p>other religions sacred teachings even if they do not believe/or follow these teachings.</p>	<ol style="list-style-type: none"> 1. What might keep a book special? Quran has a stand – it's not put on the floor. 2. How might you keep it clean? Qur'an is often wrapped in a silk cloth. 3. What might you do to stop you getting it messy? Hands washed before reading. 4. Where would you keep it to show it is sacred? Qur'an is kept high up. 5. Could you follow the book's advice? Muslims try to do what the Qur'an says. 6. How can you remember what it says? Some learn it by heart and can recite it all. 7. If you didn't understand it, what would you do? Some Muslims learn Arabic, so they can read the Qur'an in its original language and study it. <p>Ask the class to think: which of these 7 things shows most respect for the Qur'an? Ask children to rank these 7 signs in order – use pictures and record in floorbook.</p> <p>Play the video-depicting a story from the Qur'an. Muhammad and the Crying Camel. What questions have they got? Can they retell it? What messages does the story have for Muslims? Is this an important message for us too? Is the message only important for religious people or can we all learn from the story? Although practice is more diverse you could do a similar activity about how and why Christians respect the Bible. Signs of respect may include: leather binding; gold leaf edges; special 'India' paper; placing it on an Eagle lectern; reading it daily, and out loud in Church; learning parts by heart; teaching it weekly to children; having weekly group discussions about the Bible at home; setting words from the Bible to music, doing what the Bible says. Ask: Which of these do you think shows most respect?</p>		
<p>Lesson 3- To understand that the Prophet Muhammad matters to Muslims.</p>	<p>Mohammed is the first and final prophet of God- he is one of many prophets that taught the world of Allah-</p>	<p>What can we find out about a story from Islam of Mohammed [PBUH] at the Gates of Makkah? Watch- The woman at the gates of Makkah https://www.youtube.com/watch?v=kbkE7INvgkw Read the story- handout in folder</p>	<p>Prophet Mohammed (PBUH) Muslim</p>	<p>Muslims believe that Muhammad is the last and final messenger and prophet of God. Muslims say 'Peace be upon him' in</p>

	<p>which is depicted in the Qur'an.</p>	<p>Play out the story with the children- Make it engaging – use props, voices, joining in. (Don't act the part of the Prophet: Muslims often forbid this)</p> <p>Invite questions from the pupils (Who? What? Where? How? Why? What if...? Which question would they like to discuss?</p> <p>Ask:</p> <ul style="list-style-type: none"> • I wonder if you worked out why she changed her mind? • I wonder what kind of person Muhammad was? • I wonder whose advice do you take? • I wonder: Does kindness help us to win arguments? • Can our behaviour do most to change things, or our words? • Why do many Muslims say 'Peace be upon him' after saying the Prophet's name? <p>-answer in floorbook.</p>	<p>Allah Islam Prophet</p>	<p>Arabic after saying his name to show respect.</p>
<p>Lesson 4- To understand that different cultures celebrate certain occasions in different ways</p>	<p>The Bible is the sacred book which forms the basis of Christianity.</p> <p>People who aren't of that religion should show respect and tolerance towards other religions sacred teachings even if they do not believe/or follow these teachings.</p>	<p>What book of stories do Christians love to remember? Why? Why did Jesus tell a parable about a lost sheep?</p> <p>PLEASE write which story /stories you have looked at in your floorbook and your children's responses to these.</p> <p>Can the children describe what the Bible is? And how Christians use it?</p> <p>Show video clips exploring stories of Jesus.</p> <p>https://www.youtube.com/watch?v= Ry2MaMyvGo -Parable of lost sheep</p> <p>https://www.youtube.com/watch?v=I6S3cRVLmfQ -Parable of house built on sand and rock</p> <p>What questions are raised? -Write in Floorbook.</p> <p>Or tell some New Testament stories e.g. "The Precious Pearl", "The Loaves and Fishes". - IN BIBLE GIVEN TO ALL CLASSES</p> <p>What is the message of the story? -Write in Floorbook.</p> <p>Reflect on the implications of these stories for Christians & for themselves. Explore key themes of the Bible stories and connect these with children's own experiences (e.g. obedience, forgiveness, jealousy, helping others).</p> <p>TASK: Children to write chosen words about these experiences and ask children to illustrate one.</p> <p>ASK: Why do Christian's care for and love these stories?</p>	<p>Christian God Jesus parable New Testament Bible</p>	<p>The collection of the books of the Bible that were produced by the early Christian church, comprising the Gospels, Acts of the Apostles, the Epistles, and the Revelation of St. John the Divine.</p> <p>The Old Testament contains the sacred scriptures of the Jewish faith, while Christianity draws on both Old and New Testaments.</p>

<p>Lesson 5- To understand that the Bible is the sacred book which forms the basis of Christianity.</p>	<p>The Bible is the sacred book which forms the basis of Christianity.</p> <p>People who aren't of that religion should show respect and tolerance towards other religions sacred teachings even if they do not believe/or follow these teachings.</p>	<p>What is similar and what is different in the sacred books and holy stories we have learned about? What have we learned about Holy books and stories in this unit of RE?</p> <p>Remind children of some of the stories they have been hearing and try and say what each one was about? Have these meanings on the whiteboard – which meaning goes with which story? Which story? Which meaning? Muhammad at the Gates of Makkah- It's okay to change your mind if you got it wrong at first. The Lost Sheep- We all feel lost sometimes. Ask: If you do not have a religion can you learn from these stories too?</p> <p>Discussion about sacred words and books:</p> <ul style="list-style-type: none"> • Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please); • Are some words more important than others? Why? • Holy books are often about being grateful, thanking, saying sorry, forgiving, saying 'I love you' and saying please.-Can everyone share these values? • Ask pupils to remember the religions they have learned from - prompt this with pictures and references to the stories they have heard. • Ask the class what they learned from the work about words that are special to people in different religions and words that are special to them. <p>Task: To create a class book- children to choose their 'three most important words'. They could do one page each for the class's own 'special book' of 'special words'. It won't be as long lasting as any of the books explored, but focuses thoughts on what matters. Ask: Are these words holy or special?</p>	<p>Christian God Jesus parable New Testament Bible sacred holy</p>	<p>The collection of the books of the Bible that were produced by the early Christian church, comprising the Gospels, Acts of the Apostles, the Epistles, and the Revelation of St. John the Divine.</p> <p>The Old Testament contains the sacred scriptures of the Jewish faith, while Christianity draws on both Old and New Testaments.</p>
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Year 1 – Spring 2

Salvation

Big Question: Why does Easter matter to Christians?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To discuss why Easter is important to Christians,</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p>	<p>What is Easter and why do Christians remember the Easter story in Springtime? Ask children what they know about Easter- record in Floorbook. Take children on a walk outside to look at signs of both Easter and new life. Discuss how spring differs from the other seasons, including the idea of new life. What signs tell us that Easter is approaching?</p> <p>Ask pupils why they think Easter is important to Christians. Collect their responses in Floorbook.</p> <p>Explain that Easter is a festival that occurs in spring to remember a very important part of the Bible. Remind pupils that Christians celebrate the birth of Jesus at Christmas. Christians believe that Jesus is God come to Earth. The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p> <p>Task: Show/read the Easter story to children- children to respond to story by drawing pictures of their understanding whilst listening. https://www.youtube.com/watch?v=Wnbo2AmS3OI The Christian Story of Easter Religions of the World- BBC Teach on youtube</p> <p>Powerpoint with pictures in folder. If reading from Bible: John 12:12–15: Jesus’ entry into Jerusalem Luke 22:47–53: Jesus’ betrayal and arrest Luke 23:26–56: crucifixion, death and burial Luke 24:1–12: finding the empty tomb John 20:11–23: Jesus appearing to Mary Magdalene and the disciples.</p>	<p>Easter Jesus God Saviour Spring New-life</p>	<p>Easter is a festival that occurs in spring to remember a very important part of the Bible.</p>

<p>Lesson 2- To understand and discuss why new-life is connected with Easter.</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p> <p>Easter is now celebrated as a secular and non-secular occasion in the U.K. Many people who do not believe in Christianity can see Easter as a welcoming of new life just like the Harvest festival.</p>	<p>How does 'new life' connect with the Easter story from the Bible? Play Easter 'pass the parcel'. Under each layer should be a picture or caption from the Easter story (have them in order, so the entry to Jerusalem is on the outermost layer). As each picture/caption is revealed, the pupil who opened it should retell that part of the story, with the other players checking for accuracy.</p> <p>Have some small Easter eggs as the prize in the middle of the Easter pass the parcel. Ask pupils why eggs are connected to Easter.</p> <p>If necessary, remind pupils of their walk and discussion focusing on new life, explaining (if you haven't already) why eggs are a symbol of new life.</p> <p>Who celebrates Easter? If this time of year celebrates new-life, is Easter now only a religious festival?</p> <p>Are pupils able to spot a part of the Easter story that is about new life? Discuss and record pupil voice in Floorbook.</p>	<p>Easter Jesus God Saviour Spring New-life</p>	<p>Easter is a festival that occurs in spring to remember a very important part of the Bible.</p>
<p>Lesson 3- To discuss and respond to the ideas and values of Christianity through the Easter story.</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p> <p>Easter is now celebrated as a secular and non-secular occasion in the U.K. Many people who do not believe in Christianity can see Easter as a welcoming of new life just like the Harvest festival.</p>	<p>Why does Easter matter to Christians? Recap Easter story: https://www.youtube.com/watch?v=HL8R158Ujp4</p> <p>Discuss what pupils find happy and sad about the story of Easter.</p> <p>Looking at a colour chart, discuss which colours pupils think are happy and which they think are sad.</p> <p>Discuss what Lent is. This might remind a Christian to be grateful for Jesus' sacrifice, and to recognise that sin is still a serious business. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z77jf4j</p> <p>Ask Children to discuss what they might do for Lent- even if they are not Christian they can imagine what they could do.</p> <p>Task: Children to record what they would do for Lent in their books. Extn: Write a sentence about their ideas and values regarding Lent.</p> <p>Ask: Why does Easter matter to Christians? How have their answers changed? Record in Floorbook.</p>	<p>Easter Jesus God Saviour Spring New-life Sin Ash Wednesday Easter Sunday Church</p>	<p>Lent- a period of fasting and regret for one's sins that is observed on the 40 weekdays from Ash Wednesday to Easter by many churches.</p>

<p>Lesson 4- To discuss the ideas and values of Christianity through the Easter Story.</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p> <p>Easter is now celebrated as a secular and non-secular occasion in the U.K. Many people who do not believe in Christianity can see Easter as a welcoming of new life just like the Harvest festival.</p>	<p>How do Christians feel when reading the story of Easter?</p> <p>Look at pictures of decorated Easter eggs, not chocolate ones. Remind pupils why eggs are used as symbols at Easter due to their links with new life.</p> <p>Discuss the story of Easter again this time create some simple actions that pupils can copy to show the events of Holy Week, from the perspective of a disciple: Palm Sunday (waving palms, excited), Good Friday (sad, show tears coming down cheeks), Easter Sunday (excited, happy, dancing, as Jesus rises to new life) — this is how the story ends!</p> <p>Talk about the Christian belief that Jesus rises from his tomb (resurrection) and even appears and speaks to people that he used to know. Explain that Jesus rising from his tomb shows Christians that after they die, they can also have a new life, a life with God in heaven.</p> <p>Read together the start of Heaven by Nicholas Allen, and discuss both Lil and Dill’s ideas. Ask pupils what they think heaven might be like — can they describe it with words or draw images? -On post-it notes and stick in floor book.</p>	<p>Easter Jesus God Saviour Spring New-life Sin Ash Wednesday Easter Sunday Church</p>	<p>In Christianity Resurrection is an event told about in the Bible in which Jesus Christ returned to life after his death.</p>
<p>Lesson 5- To understand how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p>	<p>How do Christians learn and celebrate the Easter period?</p> <p>Invite in a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter. Introduce pupils to traditions linked with Palm Sunday (palm cross, Palm Sunday processions, for example), Good Friday (for example, special church service at 3 o’clock, eating hot cross buns, visiting the ‘stations of the cross’) and Easter Sunday (for example, a joyful church service in the morning, giving and eating eggs, decorating a cross in church).</p> <p>Show pupils a hot cross bun and ask them to identify how it is different from a currant bun, and how it is linked to the Easter story. Explain that many Christians eat hot cross buns at Easter to remind them of the Easter story.</p> <p>Ask again: Why does Easter matter to Christians? – record in nuts and bolts as an assessment page.</p>	<p>Easter Jesus God Saviour Spring New-life Sin Ash Wednesday Easter Sunday Church</p>	<p>Member of the local church to come in and discuss Easter meaning and celebrations with the children.</p>

Year 1 – Summer 1

Important messages from religion

Big Question: What are the important messages from religion?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To discuss why Muslims celebrate Eid and to understand it is an important festival for them.</p>	<p>Eid al-Fitr is the earlier of the two official holidays celebrated within Islam. While the Qur'an does not mention the celebration of Eid, the religious holiday of Eid al-Fitr is celebrated by Muslims worldwide because it marks the end of the month-long dawn-to-sunset fasting of Ramadan.</p>	<p>What is Eid? Watch: https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-eid Recap Islam and who Muslims are- compare to Christianity/Hinduism. Review Pupil voice in Floorbook to elicit knowledge from pupils. Follow ppt describing what Eid is. Next week we will be celebrating Eid, but first we will be making decorations for our classroom. Watch: https://www.youtube.com/watch?v=6OF4HEGNBRQ Introduce Fanous lamps- where have we seen these before? What do they mean? Do they mean the same as in Hinduism. Task: Decorate Fanous lamp and write on it one wish for their loved ones for the upcoming year. "I wish that my friends will be happy.", "I wish that my friends will not be sad.", "I wish that everyone will be kind to each other."</p>	<p>Islam Muslim Eid Prophet Mohammed Allah Qur'an Fanous lamp</p>	<p>Eid- Eid marks the end of a month of fasting from dawn to sunset, as well as spiritual reflection and prayer. The day starts with prayers and a big meal is usually the main event, but there's lots of other ways people celebrate too.</p>

<p>Lesson 2- To discuss why Muslims celebrate Eid and understand it is an important festival for them.</p>	<p>Eid al-Fitr is the earlier of the two official holidays celebrated within Islam. While the Qur'an does not mention the celebration of Eid, the religious holiday of Eid al-Fitr is celebrated by Muslims worldwide because it marks the end of the month-long dawn-to-sunset fasting of Ramadan.</p>	<p>Why is Eid important to Muslims? Today we will celebrate Eid. Read through Ramenna's book all about her celebrating Ramadan with her family. Prepare fruit to eat together whilst... Sit in circle on carpet and discuss different acts of kindness and good deeds one could in connection with the festival of Ramadan- children to write their good deeds on post it notes and place in the circle. Discuss good deeds and whether children have or would like to partake any mentioned. Recap the meaning of Ramadan and Eid- watch: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ramadan-best-eid-ever/zkdhm39</p> <p>Record children's pupil voice in Floorbook.- stick good deed post it notes in FLOORBOOK.</p>	<p>Islam Muslim Eid Prophet Mohammed Allah Qur'an Fanous lamp</p>	<p>Eid- Eid marks the end of a month of fasting from dawn to sunset, as well as spiritual reflection and prayer. The day starts with prayers and a big meal is usually the main event, but there's lots of other ways people celebrate too.</p>
<p>Lesson 3- To retell and discuss how Jesus taught his followers to live by telling the story of The Good Samaritan.</p>	<p>The Good Samaritan- This is when he told the Parable of the Good Samaritan (Luke 10:25-37), to explain that people should love everyone, including their enemies. It is easy to love friends and family, but it is much more difficult to love those who you</p>	<p>Who was the Good Samaritan? Ask: Why is it important to help others? Think of your neighbours- can you think of a prayer or wish you would like to give them? Think of people who don't feel well or are sad- how can we support them? Introduce the Good Samaritan- ask children to think of similarities and differences of other religious stories/teachings we have learnt about. Watch- https://youtu.be/osfQg4yKtq8</p> <p>Introduce vocab: Priest: The Jewish priests' primary responsibility was to make offerings for the people at the Temple to purify them and gain forgiveness for their sins. Levite: The Levites were the priestly tribe of Israel. They also worked in the Temple on behalf of the Jewish people. It is likely that the priest and the Levite did not go near the victim's body because he looked dead and touching a dead body required a ritual washing. Samaritan: The Samaritans were descendants of the Northern tribes of Israel. Rather than going into exile with the rest of Israel, however, the Samaritan's ancestors stayed in Israel and intermarried with Gentiles (non-Jewish people) some of whom worshiped other gods.</p>	<p>Priest Levite Good Samaritan Bible</p>	<p>The parable of the Good Samaritan is a crucial teaching in the Bible.</p>

	<p>may not get along with, or even those who may harm or hurt you.</p>	<p>Therefore, the Jewish people did not think of them as either Gentiles or Jewish people and they generally disliked the Samaritans.</p> <p>Discuss the meaning of the story: Jesus uses this story to explain the unlimited nature of love. Our neighbour is not just someone within our community. Our neighbour is anyone in need of love and mercy. Instead of asking who deserves our love as a neighbour, this parable teaches us that to love beyond the confines of our community or religion and treat everyone as we ourselves would like to be treated.</p> <p>Watch- https://youtu.be/MLzdQtetedc</p> <p>Task- Children to act out the Parable of the Good Samaritan: give out story picture packs to each group.</p> <p>Ask- When have you been like the good Samaritan in the story? What made you want to help someone in need?</p>		
<p>Lesson 4- To retell and discuss how Jesus taught his followers to live by telling the story of The Good Samaritan.</p>	<p>The Good Samaritan- This is when he told the Parable of the Good Samaritan (Luke 10:25-37), to explain that people should love everyone, including their enemies. It is easy to love friends and family, but it is much more difficult to love those who you may not get along with, or even those who</p>	<p>How did Jesus teach his followers how to live by telling the story of The Good Samaritan? Recap: Watch- https://youtu.be/MLzdQtetedc Ask: What is this parable trying to teach us? Discuss: Equality – Teach the children about equality with the help of eggs. Get a few eggs that are different sizes, textures and colours. Get the children to discuss what is different about them. Then break the eggs and make the point that no matter what the eggs look like on the outside they are the same on the inside, and this is what it is like for people too. Teach that God loves everyone no matter what as well. Generosity – Ask the children what they think the word generosity means. Discuss what it means to be kind. What things in the story show acts of kindness? Ask them to think of times people have been kind to them and if they have been kind. How does it make you feel? Can you think of another religion we have recently learnt about which teaches gives their followers the same message? Task: Children to draw around their hands and wrist. On hand prints paint them as model shows (saved in folder). (We will be creating a whole school display with these next week-We will be writing the different acts of kindness other people have shown us in the school)!</p>	<p>Priest Levite Good Samaritan Bible</p>	<p>The parable of the Good Samaritan is a crucial teaching in the Bible.</p>

	may harm or hurt you.	Ask: How did Jesus teach his followers how to live by telling the story of The Good Samaritan? Record in Floorbook.		
Lesson 5- To understand that different religions have different teachings and values that are important to them and discuss the importance of the words of the Shema to Jewish people.	The Shema is the centrepiece of the daily morning and evening prayer services and is considered by some the most essential prayer in all of Judaism. An affirmation of God's singularity and kingship, its daily recitation is regarded by traditionally observant Jewish people as a biblical commandment.	When do Jewish people remember the special words of the Shema and what do they mean? When do Jewish people remember the special words of the Shema and what do they mean? Reconnect: What is Judaism – Jewish faith, what do the children already know. Show them Life as a Jewish child, BBC teach. https://www.youtube.com/watch?app=desktop&v=72QaHckhjlw&t=2s Introduce the Shema to the children then show them https://www.bbc.co.uk/programmes/p0114z13 which explains what it is, where it originated from and why it is important to Jewish people. Remind the children of the video about Charlie and tell them about the Mezuzah and how this is important. https://www.youtube.com/watch?v=72QaHckhjlw This link has all the information needed for this lesson. Lesson PowerPoint available on SharePoint. https://www.stfrancisprimaryandnursery.co.uk/year-2-8/	Shema Judaism Mezuzah	The special words of the Shema- Hear O Israel, the Lord is our God, the Lord is one. And as for you, you shall love the Lord your God with all your heart, with all your soul, and with all your strength.) and prayed these words every morning and every evening.

Year 1 – Summer 2 Belonging

How do different children of different religions live their life?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
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<p>Lesson 1- To know what it means to belong to a family by exploring how different families can be made up.</p>	<p>I can talk about what it means to belong to a family. I can talk about different types of family. I can begin to respect the feelings and experiences of others.</p> <p>Recognise the ways in which they are the same and different to others.</p>	<p>Ask: What does your family look like? Who is your family made up of? Do these images show families? Ask children to look at each image on the slides, discuss in pairs and then take feedback. What is a family?</p> <p>Explore the meaning of family and explore the different types of family that children might encounter. Explain that families can come in many different forms and these might be very different to the children's own direct experiences. What Does It Mean to Belong to a Family? Encourage children to talk about their families. What do you do with your family? Ask children to discuss family celebrations in pairs and then take feedback. Explore how the children's families may be organised. Who does the shopping/washing/tidying/looking after pets? Talk about different roles in a family and how their role makes the children feel. Can you think of things families do together?</p> <p>Task: Children draw and label their family and describe their role in the family and how their family is special.</p>	<p>belong, belonging, family, role</p>	<p>Belonging: Belonging develops a child's ability to build trust and confidence in others. When children feel that they belong, they are better able to: Cultivate trusting relationships. Manage their emotions in healthy and adaptive ways.</p>
<p>Lesson 2- To understand who I am and how I belong by exploring our</p>	<p>I can talk about what it means to belong to</p>	<p>Recap the idea of belonging by showing the objects related to</p>	<p>belong, community, identity</p>	<p>Belonging: Belonging develops a child's ability to build trust</p>

<p>school and class community and my likes and dislikes.</p>	<p>my class. I can talk about my likes and dislikes. I can talk about the people and things that are important to me.</p> <p>Recognise the ways in which they are the same and different to others.</p>	<p>school: pencils, desks, children and teacher. To whom do these objects belong? Does our school belong to us or do we belong to the school? Do you know what it means to belong?</p> <p>How Do I Belong to My School? Explore how the children might belong to their school and their class. Emphasise that objects and buildings may belong to a school, however what matters most are the people and the community that they create.</p> <p>Who Am I? Encourage children to think about who they are. What do you like? What do you dislike? Are your likes and dislikes the same as your friends? Explore the different people that are important to us and why this is. Discuss with the children who they are important to and why.</p> <p>Who Am I? Task: Children should think about their likes and dislikes and how they feed into their identities. Can children begin to understand some of the things that make them unique and what they are?</p>		<p>and confidence in others. When children feel that they belong, they are better able to: Cultivate trusting relationships. Manage their emotions in healthy and adaptive ways.</p>
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<p>Lesson 3- To understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life.</p>	<p>I can name the Christian place of worship. I can identify some important Christian symbols. I can talk about some important Christian festivals and how they might link to a Christian's sense of belonging.</p> <p>Recognise the ways in which they are the same and different to others.</p>	<p>Recap the idea of belonging by asking children if they belong to a club/group. How do you show that you belong to your club/group? Explore the idea of wearing special clothes, badges etc.</p> <p>What is a Christian and Where Do They Worship? Explore the key beliefs of Christianity and the importance of the church as both the place of worship and the centre of the Christian community.</p> <p>Christian Festivals and Symbols: read through the slides about the important Christian festivals of Easter and Christmas. Reflect on the character of a christian and their day as a practising Christian. How many Christian symbols can you spot? How do these contribute to a child's sense of belonging? Do you know anyone like them? How are you the same/different? see presentation in folder for example.</p> <p>Christian Symbols: Ask children to complete the differentiated</p>	<p>belong, Christian, Christianity, church, Easter, Christmas</p>	<p>Easter Christmas</p>
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		<p>Christian Symbols Activity Sheet. Children should cut out the symbols and sort them in the table provided. Do children understand the meanings behind some of these Christian symbols? (See example to magpie in folder).</p>		
<p>Lesson 4- To understand what it means to belong to the Jewish community by exploring some features, symbols and practices of Jewish life.</p>	<p>I can name the Jewish place of worship. I can identify some important Jewish symbols and practices. I can talk about the Jewish day of rest and how this might link to a Jewish person's sense of belonging.</p>	<p>Ask the children to look at the different groups of people and animals and think. How are they the same as each other? How are they different from each other? Emphasise that, in some ways, we are the same as other people, however we are also very different.</p> <p>What Do Jewish People Believe? Explore the key beliefs of Judaism and the importance of the synagogue as the place of worship and the centre of the Jewish community.</p> <p>Shabbat: A Special Time. Using the Lesson Presentation for planning support read through the slides and focus on Shabbat. How do Jewish families prepare? What is the Shabbat meal and how does this day contribute to Jewish people's sense of belonging? Allow children time to consider</p>	<p>belong, Jewish, Judaism, Shabbat, synagogue.</p>	<p>Shabbat: Shabbat is the Jewish Day of Rest. Shabbat happens each week from sunset on Friday to sunset on Saturday. During Shabbat, Jewish people remember the story of creation from the Torah where God created the world in 6 days and rested on the 7th day. Different Jewish people celebrate Shabbat in different ways.</p>

		<p>special times that they may enjoy in their families.</p> <p>Task: Shabbat: Ask children to complete the differentiated Shabbat Activity Sheet. They draw upon what they have remembered about the Shabbat meal and the significance of Shabbat in the Jewish faith. Do children understand how Shabbat influences a Jewish person's sense of belonging?</p>		
<p>Lesson 5- To understand what it means to belong to the Muslim community by exploring some features, symbols and practices of Muslim life.</p>	<p>I can name the Muslim place of worship. I can identify some important Muslim symbols and practices. I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith.</p>	<p>Ask the children to think about the question, 'What Makes a Place Special to Us?' Have a look at the different places and consider if they are special to everyone or just some people.</p> <p>Who Are Muslims and What Do They Believe? Explore the key beliefs of Islam, including the importance of the Prophet Muhammad (PBUH) to Muslims. Consider the significance of the mosque as the Islamic place of worship and the centre of the Muslim community.</p> <p>Focus on the special celebrations marked by Muslim</p>	<p>Aqiqah, belong, Islamic, Islam, mosque, Muslim, Qur'an</p>	<p>Aqiqah: When a child is born, it is a sunnah of the Prophet Muhammad (peace be upon him) to sacrifice livestock and divide the meat between friends and relatives, as well as to community members in need. This is called Aqiqah, and it is a virtuous act in Islam.</p>

		<p>families: the Adhan birth ritual and the Aqiqah ceremony. Allow children time to consider how the birth ceremonies may contribute to a child's feelings of belonging. Have you welcomed a new baby into your family? How did your celebrations differ from the Muslim celebrations?</p> <p>Task: Aqiqah: Ask children to complete the differentiated Aqiqah Activity Sheet. They draw upon what they have remembered about the Aqiqah birth ceremony and consider how this contributes to a Muslim's sense of belonging. Do children understand how Muslim families welcome a new baby into the faith?</p>		
<p>Lesson 6- To know how symbols are used in religions by thinking about what symbols means and how they express a community's way of life.</p>	<p>I can recall and name religious objects from two different religions. I can talk about how symbols are used in different religions. I can think about symbols in my life and how they impact my sense of belonging.</p>	<p>Recap some of the different religious artefacts explored throughout the unit. Which religion do these objects belong to?</p> <p>What Is A Symbol? Explore the question: What is a symbol? Then explore the meanings of different symbols related to the religions explored so far: Christianity, Judaism and Islam.</p>	<p>belong, belonging, cross, religion, Star and Crescent, Star of David, symbol.</p>	<p>Symbols of religion: religious symbol is an iconic representation intended to represent a specific religion, or a specific concept within a given religion. Although there are many religions and religious symbols in the world, most popular religions that people generally convict are Islam, Judaism, and Christianity. Accordingly, the</p>

		<p>Symbols and Belonging: discuss: Why do you think these symbols are important to people of faith? Link children's answers to the idea of belonging. Is it possible to have faith without symbols? Can you think of one object that could be a symbol for your sense of belonging? Allow children time to discuss and then share ideas together as a class.</p> <p>Task: My Family Symbol: Children complete the differentiated My Family Symbol activity sheet. They think reflectively about how they belong, then design a crest for their family containing symbols that are important to them. Do children understand how symbols are used in religions? Can they link this understanding to their own experiences?</p>		<p>main symbols are Star and Crescent, the Star of David and the Cross. These religious symbols are used all over the world by a great number of people. Also, a respectable number of authorities use religious symbols in government level.</p>
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Progression of skills, knowledge and vocabulary

Year 2

Year 2 – Autumn 1

Creation and Fall

Big Question: What do Christians learn from the Creation story?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To simply recall the Genesis story and understand what this story tells Christians about God, creation and the world.</p>	<p>Creation story: The creation story from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as punishment for eating from the 'tree of knowledge of good and evil.' In the beginning God created the heaven and the earth.</p>	<p>Lesson 1: (2x pot plants per class- children to water one and not the other- hold for meaning later). Being busy and resting- introducing the day of rest in the Genesis story. BUSY BUSY- outside ask the children to run around outside. When you call "rest" they must lay down and look at the clouds. What do they notice?</p> <p>With paper (in the box in the middle) get children to do some furious scribbling around the outside of the box, listening to repetitive music https://www.youtube.com/watch?v=nO9aot9RgQc . Then with calm music get them to draw 'rest and calm' in the box https://www.youtube.com/watch?v=4NrpprUAa2U&t=6404s .</p> <p>(Make sure children know that this is what Christians believe- they do not have to believe this also). Watch: to recall the Creation story- https://www.youtube.com/watch?v=QJzfxVdjGI Ask: Who can remember what happened on which days? Who can remember what this tells us about Christian beliefs (and Jewish) about God? Record in Floorbook.</p>	<p>Bible Genesis Creation Christian Christianity</p>	<p>Genesis: Genesis narrates the primeval history of the world (chapters 1–11) and the patriarchal history of the Israelite people (chapters 12–50). The primeval history includes the familiar stories of the Creation, the Garden of Eden, Cain and Abel, Noah and the Flood, and the Tower of Babel.</p>
<p>Lesson 2-</p>	<p>Creation story: The creation story</p>	<p>Why did God rest on the 7th day?</p>	<p>Bible Genesis</p>	<p>Day of rest: The seventh day of creation and the close of the first</p>

<p>To explore questions about belonging, meaning and truth and give my own opinions.</p>	<p>from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as punishment for eating from the 'tree of knowledge of good and evil.' In the beginning God created the heaven and the earth.</p>	<p>God rests on the seventh day, not because he is tired, but because resting is such a great thing to do! Ask- Why is it important to rest? Why do we rest? Does everyone rest- including animals? Who do Christians believe made the world? God. Why did God tell people to rest one day a week? It's a way of looking after them so they don't get worn out. It's a way God cares for Creation. Look at the words God uses in Genesis 1:28: he tells humans to fill the earth, subdue it, and rule over the creatures. We humans have a special responsibility to look after God's world! Spend some time making something — a drawing/with blocks/playdough, etc. Show it to the children. Then break it — or deface it in some way. Shock! Ask them how they feel about this vandalism. What do they think you, the creator, would feel like? Ask pupils to make their own playdough animal — and then squish it. Why does a creator want their creation looked after? Record these last two questions in Floorbook.</p>	<p>Creation Christian Christianity Day of rest</p>	<p>creation account are described in Gen 2:1-3: Thus, the heavens and the earth were finished, and all the host of them. And on the seventh day God finished his work that he had done, and he rested on the seventh day from all his work that he had done.</p>
<p>Lesson 3- To understand how and why Christians are taught to look after the world for God.</p>	<p>Creation story: The creation story from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as</p>	<p>How should we look after God's creations? We're going to link with that idea of looking after God's creation, as Christians believe God instructed. Go back to the pot plant prepared earlier. Talk with pupils about the effect or watering or not watering. How easy is it to harm a living plant? How easy is it to put it right again? (Make a link with science). Make the link with Christian ideas about the world as God's creation.</p>	<p>Bible Genesis Creation Christian Christianity Day of rest Eco church</p>	<p>Eco church- https://ecochurch.arocha.org.uk/</p>

	<p>punishment for eating from the 'tree of knowledge of good and evil. ' In the beginning God created the heaven and the earth.</p>	<p>ASK: How would God feel to look at a world covered in litter and vandalised, with many trees cut down? Link to Secret sky Garden.</p> <p>What might make God happy about the world, and what might make God sad? What kind of things can Christians and others do to look after the world?</p> <p>Some churches are even changing to become eco-friendlier. Show Eco-church graphics in folder- what can they see? Explain why these things are eco-friendly.</p> <p>All humans should look after the world? Why? Do you have to be religious?</p> <p>Ending question- what is one thing you want to do to become eco-friendlier and help protect our planet?</p>		
<p>Lesson 4- To understand how and why Christians are taught to look after the world for God.</p>	<p>Creation story: The creation story from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as punishment for eating from the 'tree of knowledge of</p>	<p>How can people work together to help the planet?</p> <p>Look at the different ways that religions are trying to save the planet. Discuss why these changes can help the planet.</p> <p>ASK: Why is it important to look after our planet? Why do Christian's think it is important to look after the planet? Do you have to be religious or think there is a creator to look after the planet?</p> <p>Give each table a set of pictures, they must create their own eco church using these eco-friendly items and other objects and items that belong in places of worship to create a place of worship that is eco-friendlier.</p>	<p>Bible Genesis Creation Christian Christianity Day of rest Eco church</p>	<p>Eco church- https://ecochurch.arocho.org.uk/</p>

	good and evil. ' In the beginning God created the heaven and the earth.	What have you added to your eco church and why? - Add to Floorbook.		
Lesson 5- To understand how and why Christians are taught to look after the world for God.	Creation story: The creation story from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as punishment for eating from the 'tree of knowledge of good and evil. ' In the beginning God created the heaven and the earth.	If God is the Creator, what rules might he give for how to look after the world? On whiteboards- ask pupils to make a list of rules. How good would these rules be, even if there is no Creator? • If everyone followed these rules, what difference would it make to the world? Which ideas are the best ideas, and why? RECORD in Floorbook. With Post-it notes children to write down what they are thankful for. It could be 'thank you's' to God/from children to people who help them get food/examples of caring for the planet.	Bible Genesis Creation Christian Christianity Day of rest Eco church	Eco church- https://ecochurch.arocha.org.uk/
Lesson 6- To be able to understand the meaning of Harvest and why it is celebrated by humanists and Christians.	Harvest is celebrated to give thanks for the crops, which have been safely harvested. Christians thank God for the food during harvest.	What do people celebrate Harvest? Recap creation- <i>Who does Christians believe created the World?</i> <i>How should they treat the world because of this?</i> Ask: What is Harvest really about? Harvest is celebrated to give thanks for the crops which have been safely gathered in. Christian's believe that God is the creator of the universe. Christians say 'thank you' to God for all the food that grows.	Harvest Christianity Christian God Humanist Creator	Harvest Festival- Harvest Festivals in the United Kingdom take place on different dates after the end of harvest, usually in September or October, depending on what crops are grown and when they are harvested locally.

	<p>Christians believe God made the world and everything in it. Christians also thank God for the variety of food and everything that helps the food to grow.</p>	<p>Zoom in to this 'Big Frieze' or open in the folder. How does this link to the idea of Creation?</p> <p>Ask and Discuss- If God made the world how should Christian's treat it and everything in it?</p> <p>Say a prayer for Harvest- discuss the content.</p> <p>Look at a Humanist family celebrating Harvest- What's different/ same?</p> <p>Practise Harvest songs.</p>		
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Year 2 – Autumn 2

Incarnation

Big Question: Why does Christmas matter to Christians?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To describe the Hindu meaning behind Diwali.</p>	<p>Diwali, or Dipawali, is India's biggest and most important holiday of the year. The</p>	<p>Lesson 1: Why do Hindus celebrate Diwali? Introduce Priya's Diwali and discuss questions at the end, regarding what has been read. Watch https://www.youtube.com/watch?v=zXlZpwCaFxl Discuss the video and link to Priya's explanations of Diwali. Recap Diwali from last year: What is Diwali?</p>	<p>Diwali Hindu Hinduism Rama Sita Festival of Light</p>	<p>Diwali- The festival gets its name from the row (avali) of clay lamps (deeps) that Indians light outside their homes to symbolize the inner light that protects from spiritual darkness. This festival is as important to Hindus as the Christmas holiday is to Christians.</p>

	<p>festival gets its name from the row (avali) of clay lamps (deepa) that Indians light outside their homes to symbolize the inner light that protects from spiritual darkness.</p>	<p>Do we do anything similar in our lives?</p> <p>Follow through Lynx and ask children: Why is Diwali important to Hindus? What does Diwali mean? Why do people celebrate festivals of light?</p> <p>Are there any other festivals of light we know of?</p> <p>End with Story of Rama and Sita: https://www.youtube.com/watch?v=uRpNNF4fB4g&t=9s</p> <p>Ask- Why do Hindus celebrate Diwali?</p>		<p>SUN 12 NOV 23</p>
<p>Lesson 2- To understand why Jesus was so special to Christians.</p>	<p>Incarnation- The incarnation is the Christian belief that God took human form by becoming Jesus. Incarnation literally means 'to take on flesh'. For Christians, the incarnation shows that Jesus was fully God and fully human. It is an essential part of belief in the Trinity, and in many ways it</p>	<p>Was Jesus Special?</p> <p>Recap Core Learning (this might be from last year). Present pupils with images of three normal-looking pupils. Ask them to talk in pairs about what each child is good at — are any of them kind/brilliant footballers/ good at playing the piano, and so on? Discuss the difficulties of doing this — we don't always know what someone is like by looking at them.</p> <p>Remind pupils that Jesus did not look special on the outside. See if they can remember why he actually was special to Christians — they believe he was God on Earth.</p> <p>Briefly recap the story from last year of how Jesus brought good news to very poor people. Explain that there are two more stories in the Bible about Jesus being born.</p> <p>Introduce stories of the angel appearing to Joseph- the visit of the wise men (Matthew 2:1–12):</p>	<p>Jesus Christmas Christian Incarnation Nativity- Mary, Joseph, wise men, shepherds, angels.</p>	<p>Christmas</p>

	<p>forms the basis of Christianity.</p>	<p>https://www.youtube.com/watch?v=22SMUUMsx0o Ask: Was Jesus Special?</p> <p>Illicit their understanding about Jesus and write in Floor book.</p> <p>What is Incarnation?</p> <p>Look at the 'Big Story' frieze, recapping pupils' knowledge of it. Explain that God coming to Earth as baby Jesus is also part of the 'big story'. Find this on the frieze/timeline and teach the word 'incarnation' — which means 'in the flesh' (Latin word carne = flesh; think carnations — flesh-coloured, or carnivore — flesh-eating).</p> <p>List together people in the story who know that Jesus is God: for example, Mary, Joseph, wise men, shepherds, angels. Use nativity pictures to recap the story- can your class put them in the correct order?</p> <p>Watch: https://www.youtube.com/watch?v=Zk1LhngROCM</p>		
<p>Lesson 3- To understand why Jesus is important in the Christmas story.</p>	<p>Importance of the Wise men- Their gifts had special symbolic meanings as well: gold signified Jesus' status as "King of the Jews;" frankincense</p>	<p>Why does Christmas matter to Christians?</p> <p>Watch Nativity story: https://www.youtube.com/watch?v=Dbp24wZQa3Y https://www.youtube.com/watch?v=AhuKeFX9HpE -long</p> <p>Talk about the gifts that the wise men gave: gold, frankincense and myrrh.</p> <p>Allow pupils to experience the gifts, for example, see and feel some gold, smell frankincense.</p>	<p>Jesus Christmas Christian Incarnation Nativity- Mary, Joseph, wise men, shepherds, angels.</p>	<p>Christmas</p>

	<p>represented the infant's divinity and identity as the Son of God; and myrrh touched upon Jesus' mortality.</p>	<p>Look carefully at the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it.</p> <p>Expand pupils' view of the 'Mystic Nativity' so they can see the whole picture. Even though the baby itself doesn't necessarily look like a king or God, how is the artist showing he is special? Pupils might like to speculate on why the baby is so large in this picture. Give pupils a card frame and ask them to frame the parts of the picture that are most interesting, most puzzling and most important, and say why.</p> <p>Ask the key question: Why does Christmas matter to Christians? Gather and record your pupils' answers. Do they remember the word incarnation?</p>		
<p>Lesson 4- To understand and recall the Christmas story.</p>	<p>Christians believe that- Jesus Christ is the Saviour of the world. As we come unto Him, He saves us, helps us feel His love, and brings us hope. His role is to save us</p>	<p>Why does Christmas matter to Christians? Look with pupils at images of crib scenes in churches. Can pupils spot all the characters? Pupils can explore several different sets of nativity figures from around the world — ensure that shepherds and wise men are included. Explain that Christmas is celebrated by Christians in many countries, and ask what is similar and different between nativity figures. (Google search 'crib scenes global Christianity').</p> <p>Use the images again and ask pupils what the characters might have been saying or thinking at certain points in the story. You can also use this as an opportunity to help pupils recall links between parts of the story and messages they have learned</p>	<p>Jesus Christmas Christian Incarnation Nativity- Mary, Joseph, wise men, shepherds, angels. Advent</p>	<p>Advent- Advent, (from Latin adventus, "coming"), in the Christian church calendar, the period of preparation for the celebration of the birth of Jesus Christ at Christmas and also of preparation for the Second Coming of Christ. In Western churches, Advent begins on the Sunday nearest to November 30.</p>

	and provide an example for us.	<p>from it: for example, Jesus being God, Jesus being a king, Jesus coming to share good news, Jesus coming for both rich and poor.</p> <p>Explain that there are many songs about Christmas and winter, but during Advent and at Christmas, lots of Christians sing special songs about Jesus being born — carols. Listen to, and if appropriate sing, some of them. Look at some choruses and verses from suitable carols, asking pupils to spot key words linked to Jesus and the Christmas story.</p> <p>Can you write your own carol together as a class?</p>		
<p>Lesson 5- To understand why Christmas can be important for us.</p>	<p>The Shepard's' importance to the Nativity story- They represent the humble, common man. They are shepherds in the same way Jesus is the shepherd of the people. They are Jews, and together with the gentile Magi show that Christ's message is for all mankind. They represent rural innocence.</p>	<p>Why is Christmas important to us?</p> <p>Explain that Christmas is a time for giving — the wise men gave presents when Jesus was first born. It's also a time to remember that poorer people (shepherds) visited Jesus, who came for both rich and poor people.</p> <p>As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help to those in need at Christmas time.</p> <p>Learn about two charitable projects for Christmas, one local if possible. These could include helping the homeless, sending Christmas boxes to people in need, or giving 'world charity gifts'.</p> <p>What can the pupils themselves do to be kind to others this Christmas? Make a class list and see how many things your pupils can actually do.</p>	<p>Jesus Christmas Christian Incarnation Nativity- Mary, Joseph, wise men, shepherds, angels.</p>	<p>Charitable project in the local area: Christmas cards for the elderly. https://www.dunelm.com/info/delivering-joy-at-christmas</p>

		<p>Perhaps get involved with an organised local, national or international project.</p> <p>Make the link back to why Christians try to help others, and talk with pupils about how it is not only Christians who want to care for others, and it is not only Christians who celebrate Christmas, but it is only Christians who believe Jesus is God in the flesh, God incarnate.</p>		
<p>Lesson 6- To learn about a contrasting religion- Judaism.</p>	<p>Menorah- multibranched candelabra, used in the religious rituals of Judaism, that has been an important symbol in both ancient and modern Israel.</p>	<p>Why is Hanukkah celebrated?</p> <p>Children to recap Hanukkah from reception. Do they remember anything about Hanukkah? Hanukkah is the Jewish Festival of Lights- Do we know any other festival that has that title too? Who celebrates Hanukkah? – Make connection to Christianity.</p> <p>Review the story of Hanukkah.</p> <p>Talk through what Jewish people do to celebrate Hanukkah.</p> <p>Compare to Eid.</p> <p>Children to make their own Menorah- comparing the Advent Candles from Christianity.</p>	<p>Judaism Jewish person Hanukkah Festival of Lights Eid Muslim Islam Menorah Advent</p>	<p>Hanukkah- Evening of Thu, 7 Dec 2023 – Fri, 15 Dec 2023</p> <p>Hanukkah is a Jewish festival that reaffirms the ideals of Judaism and commemorates in particular the rededication of the Second Temple of Jerusalem by the lighting of candles on each day of the festival.</p>

Year 2 – Spring 1

Gospel

What responsibility has God given people about taking care of the world?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To understand the importance of being thankful.</p>	<p>Being thankful for what you have and those around you.</p> <p>Christians believe that God should be thanked for the good gifts he has bestowed upon them.</p>	<p>BEING THANKFUL: HOW MUCH DOES IT MATTER? LUKE 17:11–19</p> <p>Teach the class that Christians thank God for good gifts, but everyone feels better if they give thanks to other people too. Tell the story of Jesus and the ten lepers.</p> <p>Give pupils some emoticons showing different emotions (see Resource Sheet 4), and ask them to hold the card if they think one of the characters has a matching feeling. Ask the pupils to act out: feeling ill, being ignored, getting better, saying thank you. Ask pupils what they think and feel about the story.</p> <p>Set up a ‘thankful circle’. You need seven cards with ‘values’ words on them: KIND WORDS/SHARING/FUN TOGETHER/ FRIENDLINESS/FORGIVENESS/HAPPY TIMES/BEING CHEERFUL.</p>	<p>Thankful Jesus Christian Christianity</p>	<p>Jesus and the ten lepers- https://www.youtube.com/watch?v=LzZUDRkgl8</p>

		<p>Make sure pupils recognise what each one means. Stand in a close circle, and pass the cards round. When you pass the card, say to the person: 'Thanks for... (whatever is written on it)'. Have a whispering circle, and then try a shouting circle!</p> <p>Everyone experiences thanking and being thanked. Rank these values too: which are the ones we feel most thankful for, and why?</p> <ul style="list-style-type: none"> • If a Christian prayed to God about these things, what would they say? <p>If everyone suddenly stopped being thankful, or saying thank you, then what would happen? You might offer pupils the SMSCD challenge: can you say 'thank you' to at least ten people today?</p> <p>If they do, discuss whether people noticed and if it made a difference to be thankful. Link this back to the key question about the good news of Jesus.</p>		
<p>Lesson 2- To identify and describe how Christians put their beliefs into practice and how these impact on a sense of community.</p>	<p>The Beatitudes sum up Jesus' teaching about what it means to live as a child of God's kingdom. They can be found right at the beginning of a long passage of teaching by Jesus in Matthew's Gospel, known as the Sermon on the Mount.</p>	<p>Begin by exploring how each child would decide what the right choice is in a situation. Give varying situations and discuss their next steps and decisions.</p> <p>Introduce the greatest commandment from the new testament and the importance of how Christians decide to live and why.</p> <p>What did Jesus say about how Christians should live? - Introduce a Christian family and their story (see in folder).</p> <p>Discuss the values of the Beatitudes and link back to their own values/family/school values. Discuss- Are these always easy to follow? Why? Why not? View an example of how a Christian family follows these in their everyday live? Is this similar to us? Why? why NOT? Record in Floor book.</p>	<p>New Testament Bible Commandments Beatitudes</p>	<p>New Testament- the Old Testament occurs first and shows us how the world began and how the people of Israel came to be. Whereas, the New Testament comes after and documents how the world is saved through what Jesus did for his people.</p>

<p>Lesson 3- To identify and describe how Muslims put their beliefs into practice and how these impact on a sense of community.</p>	<p>Praying, or salat. Muslims are supposed to pray five times a day – at dawn, noon, mid-afternoon, sunset and evening. The shahadah is repeated at each call to prayer and closes each prayer, as well.</p>	<p>Reconnect- What is a Muslim? What religion do they believe?</p> <p>We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p> <p>Introduce 5 pillars of Islam: Focus the 2nd one- PRAYER</p> <p>Does praying at regular intervals everyday help a Muslim in his/her every day life?</p> <p>https://www.youtube.com/watch?v=LfFBgDtsI8A</p> <p>Does it feel special to belong?</p> <p>Link to previous Year 1 learning.</p> <p>Discuss together- writing answers in Floorbook.</p>	<p>Muslim Islam Qur'an 5 Pillars of Islam</p>	<p>The five pillars of Islam define the basic identity of Muslims - their faith, beliefs and practices - and bind together a worldwide community of believers into a fellowship of shared values and concerns.</p>
<p>Lesson 4- To introduce a contrasting religious celebration- The Chinese New Year.</p>	<p>The New Year celebration is centred around removing the bad and the old, and welcoming the new and the good. It's a time to worship ancestors, exorcise evil spirits and pray for good harvest. Today it's celebrated also by Chinese communities outside the country.</p>	<p>Introduce Chinese New Year Who celebrates it? How do they celebrate? Why do they celebrate?</p> <p>Introduce Zodiacs and how each New Year animal is chosen.</p> <p>Introduce different customs undertaken during New Year and different beliefs.</p> <p>Show: I've added a PowerPoint and some activities as well as these videos the children seem to enjoy: https://www.bbc.co.uk/cbeebies/watch/chinese-new-year https://www.youtube.com/watch?v=8Ggno-uaEzA - dragon dancing https://www.youtube.com/watch?v=sGOTCCVDLtQ https://www.youtube.com/watch?v=eVClAj8q_IY</p>	<p>Chinese New Year Zodiac customs</p>	<p>Chinese New Year- Sat, 10 Feb 2024 https://chinesenewyear.net/</p>

		<p>Task- Creative task to practise customs and add decoration to the classroom. i.e: Chinese Lanterns/Chinese Dragons/Fortune tellers.</p>		
<p>Lesson 5- To describe how different communities and organisations work together to make the World a better place e.g. Christian Aid</p>	<p>Christians believe that God's love and generosity towards humanity moves and inspires us to love and be generous in response. Jesus taught that to love God and to love neighbour are the greatest commandments. Charity is not an optional extra, but an essential component of faith.</p>	<p>Reconnect: We will be learning about two different religious communities and organisations which work to make the world a better place. What is Islam? What is Christianity?</p> <p>Introduce Christian Aid: See 'Exploring Christian Aid' pdf in folder. What is a charity? -Explore what a charity does, and to consider the variety of charities in Britain and Ireland that support different causes. Who are Christian Aid? What's Christian about Christian Aid? Who does Christian Aid help? Explore website: (different topics/resources/games) https://www.christianaid.org.uk/get-involved/schools/primary-teaching-resources#games</p>	<p>community Christian Christianity charity</p>	<p>Christian Aid- https://www.christianaid.org.uk/</p>
<p>Lesson 6- To describe the impacts of religion on culture and society such as the impact of Christianity as a basis of UK jurisprudence.</p>	<p>Beatitudes Greatest commandment British Values</p>	<p>Reconnect: What are the Beatitudes /greatest commandment?</p> <p>Look back at the simplified version of the Beatitudes- what rules can you see here that we follow in the UK too?</p> <p>Christianity and the law- Why are our laws similar?</p> <p>What does that mean?</p>	<p>Beatitudes Greatest commandment British Values law order</p>	<p>Greatest Commandment: "Teacher, which commandment in the law is the greatest?" He said to him, "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And the second is like it: 'You shall</p>

		Do we need to believe in God to follow the Beatitudes?		love your neighbour as yourself.'
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Year 2 – Spring 2 What kind of world did Jesus want?

Salvation- digging deeper

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1- To be able to recall why Easter is important to Christians.	Salvation- in Christianity, salvation (also called deliverance or redemption) is the saving of human beings from sin and its consequences— which include death and separation from God—by Christ's death and resurrection, and the justification entailed by this salvation.	Reconnect: Enter class with an 'Easter lunchbox' containing chocolate eggs, pancakes and hot cross buns, and make a fuss about how excited you are to have such delicious food. Discuss with pupils whether they think this food is the most important thing about Easter for many Christians. Remind pupils of prior learning and draw out of them the symbolism of each piece of food. Ask what they think is really important at Easter for Christians.	Easter Salvation Christian Christianity	Easter

		<p>if they had to put a picture on the outside of the lunchbox showing the most important thing about Easter, what would pupils choose?</p> <p>Ask pupils why Easter matters to Christians. How much do they know?</p> <p>already? Recap the parts of the Easter story that pupils learned in Core Learning/last year. Get pupils to place pictures from Holy Week onto an Easter story timeline or story map.</p>		
<p>Lesson 2- To be able to recall and understand why Easter is important to Christians.</p>	<p>Salvation- in Christianity, salvation (also called deliverance or redemption) is the saving of human beings from sin and its consequences— which include death and separation from God—by Christ's death and resurrection, and the justification entailed by this salvation.</p>	<p>Recap the Easter story. Include all elements from Year 1 and this year add some new parts: cleansing of the temple, the Last Supper, Jesus' trial. Focus on the new parts of the story: ensure that pupils know the story of Holy Week and Easter securely, using a range of approaches and activities.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use interesting storytelling • Add new parts of the story onto the Easter story timeline/story map • Ask pupils to freeze-frame events from the whole of the Easter story and say how Jesus (and perhaps other characters too) must be feeling. • Ask pupils to decide what they think are the most interesting, puzzling, enjoyable, 	<p>Easter Salvation Christian Christianity</p>	<p>Easter</p>

		<p>upsetting, and most important moments, and why.</p> <p>What ideas do they have about the content of the story?</p> <p>Ask for their ideas about why they think it is so important that it is still remembered today.</p>		
<p>Lesson 3- To be able to discuss and understand why Easter is important to Christians.</p>	<p>Salvation- in Christianity, salvation (also called deliverance or redemption) is the saving of human beings from sin and its consequences— which include death and separation from God—by Christ's death and resurrection, and the justification entailed by this salvation.</p>	<p>Remind pupils of their work on Jesus building a bridge between God and humans (see EYFS units).</p> <p>Christians believe Jesus did more than teach people how to live: he also showed how to live. The cross is a reminder of Jesus' death, and that putting things right can be costly.</p> <p>Christians say Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God. Act out having 'God' on one side of a big gap, and a person (i.e. a pupil) on the other — the gap is caused by 'sin'. Get another pupil to act as Jesus: they put their arms out wide, making a cross shape, and bridge the gap between 'God' and the person.</p> <p>Explain how Christians believe the world is spoiled by 'sin' — the bad things people do, and their failure to do good things. People keep wandering away from God. Jesus' name means 'he saves', and he came on a rescue mission to bring people back to God.</p> <p>Get pupils in groups to set up tableaux to show the events of Holy Week, take photos, and ask the pupils to add captions to show</p>	<p>Easter Salvation Christian Christianity cross sin God</p>	<p>Easter</p>

		<p>what example Jesus set Christians during Holy Week. For example, washing the disciples' feet to show that everyone is a servant of God, doing God's will by allowing himself to be crucified, showing forgiveness on the cross, standing up for what is right in God's house, stopping unnecessary violence when it looks like fight will break out at his arrest, and praying.</p> <p>Ask pupils why Easter matters to Christians. How have their answers developed?</p>		
<p>Lesson 4- To be able to discuss and understand the examples that Jesus set Christians to live by.</p>	<p>Salvation- in Christianity, salvation (also called deliverance or redemption) is the saving of human beings from sin and its consequences— which include death and separation from God—by Christ's death and resurrection, and the justification entailed by this salvation.</p>	<p>Ask pupils to recap Easter practices that they learned last year. Look at images of foot washing from Maundy Thursday — what part of the story do pupils think it links to?</p> <p>What example does Jesus set here? Give some instances of when Christians try to follow Jesus' example and look after other people.</p> <p>Find out some examples of local churches helping the homeless, running a foodbank, or helping people with disaster relief around the world. How does this link with the idea of Jesus 'saving' people? Jesus wants Christians to rescue those who are suffering too.</p> <p>Read a story such as Let's Be Friends Again! by Hans Wilhelm, where one of the main characters needs to forgive another. Stop as the turtle is released, and ask what both pupils should do. At the end of the story, discuss who said sorry, how the brother felt before and after forgiving, and what might</p>	<p>Easter Salvation Christian Christianity cross sin God</p>	<p>Easter</p>

		<p>have happened if he never forgave his little sister.</p> <p>Ask if pupils have heard the phrase ‘forgive and forget’. Do they think the brother will really forget what his sister did? Why is it important for him to forgive and wipe the slate clean anyway?</p> <p>Pupils to put on the angry faces that they might pull if they are very cross with someone, then relax them as they might after they have forgiven — how do their faces feel at both stages?</p> <p>Play some angry music and ask pupils to reflect on the hardest thing they have ever had to forgive. Play some softer music to allow pupils to think about forgiving the person or people who hurt you.</p> <p>Ask: What example does Jesus set and why?</p>		
<p>Lesson 6- To understand how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p>	<p>The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness.</p>	<p>How do Christians learn and celebrate the Easter period?</p> <p>Invite in a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter. Introduce pupils to traditions linked with Palm Sunday (palm cross, Palm Sunday processions, for example), Good Friday (for example, special church service at 3 o’clock, eating hot cross buns, visiting the ‘stations of the cross’) and Easter Sunday (for example, a joyful church service in the morning, giving and eating eggs, decorating a cross in church).</p>	<p>Easter Jesus God Saviour Spring New-life Sin Ash Wednesday Easter Sunday Church</p>	<p>Member of the local church to come in and discuss Easter meaning and celebrations with the children.</p>

		<p>Show pupils a hot cross bun and ask them to identify how it is different from a currant bun, and how it is linked to the Easter story. Explain that many Christians eat hot cross buns at Easter to remind them of the Easter story.</p> <p>Ask again: Why does Easter matter to Christians? – record in nuts and bolts as an assessment page.</p>		
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Year 2 – Summer 1 How do the five pillars of Islam help a Muslim to show commitment to God?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1- To understand the identity of a Muslim and the main beliefs of Islam.</p>	<p>The five pillars of Islam- https://www.islamic-relief.org.uk/resources/knowledge-base/five-pillars-of-islam/</p>	<p>Islam Key Question How do the five pillars of Islam help a Muslim to show commitment to God - Allah?</p> <p>Reconnect: What is Islam and who follows it?</p> <p>Children to recap what Islam is and the characteristics of it's followers. (can introduce as a quiz- to elicit what the children know)</p> <p>Ask: Do we believe in only one god? Who created everything? Who was the last prophet? Do we only believe in one prophet? What is the name of our holy book?</p> <p>Task: Children to complete quiz: Who am I?- in Year 2 previous year folder</p>	<p>Islam Muslim Allah Five pillars of Islam- children do not need to know each individual pillar but should be able to understand the meaning and use behind them for Muslims. Prophet Mohammed</p>	<p>The Prophet Muhammad (PBUH) is a central figure in Islam and is considered to be the founder of Islam and is the proclaimer of the Qur'an. Stories.</p>
<p>Lesson 2- To understand the importance of Eid within Islam.</p>	<p>Eid- https://www.bbc.co.uk/bitesize/articles/z4cmkmn</p> <p>What is Eid? The word 'Eid' means 'feast' or 'festival'. Each year Muslims celebrate both Eid al-Fitr and Eid</p>	<p>Reconnect: Do you know what Eid is? Illicit children's understanding.</p> <p>Discuss what Eid and Ramadan are: -What are the preparations for Eid?</p>	<p>Islam Muslim Allah Prophet Mohammed Eid</p>	<p>Eid- Evening of Tue, 9 Apr 2024 – Wed, 10 Apr 2024. Eid marks the end of a month of fasting from dawn to sunset, as well as spiritual reflection and prayer. The</p>

	<p>al-Adha - but the names often get shortened to just 'Eid', which is why it can be confusing.</p> <p>Who celebrates Eid? Muslims- people who follow the faith of Islam.</p> <p>Why do people celebrate Eid? Eid al-Adha - which means 'feast of the sacrifice' - is celebrated just over two months after Eid al-Fitr, at the same time when many Muslims perform the Hajj pilgrimage.</p>	<p>-Where do Muslims go to worship on Eid? -How is Eid celebrated? -Use to watch an Eid performance:</p> <p>Ask: (Floorbook-assessment) What is Eid? Who celebrates Eid: Why do people celebrate Eid?</p> <p>Task: After discussion and pupil voice of the questions above children can write their own Eid cards to someone they care about.</p>	<p>Ramadan fasting</p>	<p>day starts with prayers and a big meal is usually the main event, but there's lots of other ways people celebrate too.</p>
<p>Lesson 3: To understand the identity of a Muslim and the main beliefs of Islam.</p>	<p>The five pillars of Islam- https://www.islamic-relief.org.uk/resources/knowledge-base/five-pillars-of-islam/</p> <p>The Ten commandments- https://www.churchofjesuschrist.org/comeuntochrist/uk/beliefs/holy-bible/the-ten-commandments</p>	<p>Reconnect: What religion is Islam and who follows it?</p> <p>Think back—What did we learn last year about the ten commandments and who are they important to?</p> <p>Discuss: -how Muslims use the Qur'an to live their lives? -there are 5 pillars of Islam that Muslims follow that how them how to live their lives?</p> <p>Ask: (Floorbook-assessment) What are the five pillars-illicit children's understanding of them and write down pupil voice.</p> <p>Task: Complete 5 pillars of Islam jigsaw task together.</p>	<p>Islam Muslim Qur'an Five Pillars of Islam Ten commandments</p>	
<p>Lesson 4: To understand the main beliefs of Islam and</p>	<p>The five pillars of Islam- https://www.islamic-</p>	<p>Reconnect: What religion is Islam and who follows it?</p>	<p>Islam Muslim Qur'an</p>	

<p>compare them to a known religion.</p>	<p>relief.org.uk/resources/knowledge-base/five-pillars-of-islam/</p> <p>The Ten commandments- https://www.churchofjesuschrist.org/comeuntochrist/uk/beliefs/holy-bible/the-ten-commandments</p>	<p>Think back—What did we learn last year about the ten commandments and who are they important to?</p> <p>Discuss: -What are the ten commandments -Watch vlog-- -Discuss the similarities and differences between the five pillars of Islam and the ten commandments of Christianity.</p> <p>Ask: (Floorbook-assessment) Record pupil voice of above discussion.</p> <p>Task: Lay out the five pillars of Islam on the carpet- can you discuss if these match to the ten commandments?</p>	<p>Five Pillars of Islam Ten commandments</p>	
<p>Lesson 5: To compare my own beliefs to those I have learnt about.</p>	<p>The five pillars of Islam- https://www.islamic-relief.org.uk/resources/knowledge-base/five-pillars-of-islam/</p> <p>The Ten commandments- https://www.churchofjesuschrist.org/comeuntochrist/uk/beliefs/holy-bible/the-ten-commandments</p>	<p>Reconnect: -The five pillars of Islam and the Ten Commandments.</p> <p>Discuss: How do Muslims live their life? What rules do they follow? Who do they listen to?...in which Holy book?</p> <p>How do Christians live their life? What rules do they follow? Who do they listen to? ...in which Holy book?</p> <p>How do you live your life? Is there a set of rules you follow? Who do you listen to? Is there a book you seek guidance from?</p> <p>Assessment task: Answer Assessment sheet in Year 2 folder- comparing different religions and their own personal beliefs- can they see the similarities and</p>	<p>Islam Muslim Qur'an Five Pillars of Islam Ten commandments</p>	<p>Respect Tolerance Community values</p>










		differences and recall the main points of each religion?		
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Year 2 – Summer 2 How do ceremonies show our beliefs?

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1: To describe what a ceremony is.</p>	<p>Ceremonies can be celebrated with or without religion.</p> <p>Everyone experiences different kinds of ceremonies depending on their community, country, culture, or religion.</p>	<p>Describe this unit of work- we will one discussing different ceremonies from the faiths of Islam, Hinduism and Christianity.</p> <p>Discuss: What is a ceremony? -Have you ever been to a ceremony? Who was it for? What happened? Who did you go with? What did you wear?</p> <p>-Can you list different types of ceremonies on the board?</p> <p>-Meet Amy- discuss different non-religious ceremonies she has been to (a swim award ceremony/ school graduation ceremony/ beaver investiture ceremony, etc.)</p> <p>Ask: (Floorbook-assessment) -What is the difference between non-religious and religious ceremonies? -Are there any similarities?</p> <p>Task: in floorbook -discuss non-religious and religious ceremonies- can you group them correctly?</p>	<p>Ceremony, ceremonies, event, important, religious, nonreligious, celebrate, remember, recognise, official.</p>	<p>Belonging</p> <p>Community</p>
<p>Lesson 2: To explore what happens at an Aqiqah.</p>	<p>Ceremonies can be celebrated with or without religion.</p> <p>Everyone experiences different kinds of ceremonies depending on their community, country, culture, or religion.</p>	<p>Reconnect: What is a ceremony? What is a Muslim? What do they believe in? Where do they worship? What is their holy book?</p> <p>Discuss: -What are the things you do when you welcome a new baby to the world and celebrate with the parents? Have you ever been to a ceremony to welcome a new baby?</p>	<p>Aqiqah, Muslim, Islam, baby, Allah, value, gift, ceremony, charity.</p>	<p>Aqiqah: When a child is born, it is a sunnah of the Prophet Muhammad (peace be upon him) to sacrifice livestock and divide the meat between friends and relatives, as well as to community members in need. This is called Aqiqah,</p>

		<p>In this lesson, we will be learning about a Muslim ceremony to welcome a new baby. This ceremony is called Aqiqah.</p> <p>-Discuss key points of Aqiqah- see ppt factfile.</p> <p>-</p> <p>Ask: (Floorbook-assessment) Why is giving to charity an important part of the Muslim faith?</p> <p>Why would Muslims give to charity at a Aqiqah?</p> <p>Task: Imagine you have asked Muslim parents to give words or phrases to describe what their baby's Aqiqah was like. What might they say? Write down your ideas on post it notes to add to floorbook.</p>		<p>and it is a virtuous act in Islam.</p>
<p>Lesson 3: To explore what happens at a Baptism.</p>	<p>Ceremonies can be celebrated with or without religion.</p> <p>Everyone experiences different kinds of ceremonies depending on their community, country, culture, or religion.</p>	<p>Reconnect: What is a ceremony? What is a Christian? What do they believe in? Where do they worship? What is their holy book?</p> <p>Discuss: -What do we use water for? -The story of Jesus' Baptism- facts shown in ppt</p> <p>Task: Act It Out!- Act out the story of Jesus' Baptism- As a whole class.</p>	<p>Christianity, journey of faith, baptism, Jesus, Bible, God, wash away, sins</p>	<p>Baptism- In Christianity, baptism is the sacrament of admission to the church, symbolized by the pouring or sprinkling of water on the head or by immersion in water. The ceremony is usually accompanied by the words "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit." In the doctrine originated by St. Paul, it signifies the wiping away of</p>

		<p>- In your groups, create a freeze frame for the scene from the story that you have been given. Think about how each character might be feeling at the time. What expressions will be on their faces?</p> <p>Ask: (Floorbook-assessment) Now that you have heard the story of Jesus' baptism, what do you think baptism is? What might happen next for someone who has been baptised? What might their baptism mean to them? Will it change anything in their life?</p>		<p>past sins and the rebirth of the individual into a new life.</p>
<p>Lesson 4: To explain what happens at a Hindu wedding.</p>	<p>Ceremonies can be celebrated with or without religion.</p> <p>Everyone experiences different kinds of ceremonies depending on their community, country, culture, or religion.</p>	<p>Reconnect: Which festival have we learnt about that Hindus celebrate?</p> <p>Discuss: Have you ever been to a wedding? What do you know about weddings? Discuss Hindu weddings- see facts on ppt</p> <p>Ask: (Floorbook-assessment) How do you think it would feel to have mehndi patterns painted on your hands? How would the jewelled clothes feel to wear? What would the Baraat sound like? How might it feel to have the kum-kum powder put on your head? How do you think the special drink given to the groom would taste? How do you think the flowers would smell? How might it feel to walk around the fire? How might it feel to have the kum-kum powder put on your head? How do you think the food might taste?</p>	<p>Hindu, Hinduism, ceremony, celebration, wedding, couple, bride, groom, husband, wife, mehndi, henna, sangeet, sari, safa, the Baraat, garlands, mandap, mangala sutra, symbol, Sanskrit, sacred, Saptapadi, kum-kum powder, tradition.</p>	<p>A Hindu wedding, also known as Vivaha is the traditional wedding ceremony for Hindus. The wedding ceremonies are very colourful, and celebrations may extend for several days. The bride's and groom's home—entrance, doors, wall, floor, roof—are sometimes decorated with colours, flowers, and other decorations.</p>

		<p>Task: Hindu wedding quiz- see ppt</p>		
<p>Lesson 5: To identify and recall the religions I have learnt to help me plan a ceremony.</p>	<p>Ceremonies can be celebrated with or without religion.</p> <p>Everyone experiences different kinds of ceremonies depending on their community, country, culture, or religion.</p>	<p>Reconnect: What do we know about ceremonies?</p> <p>You wear your best clothes or a special uniform for a ceremony. </p> <p>Family and friends attend ceremonies together. </p> <p>There are prayers at a ceremony. </p> <p>Someone makes a speech at a ceremony. </p> <p>There is singing at a ceremony. </p> <p>A ceremony marks an important event. </p> <p>Photographs are taken at ceremonies. </p> <p>Ceremonies are unimportant. </p> <p>Ceremonies are always only attended by adults. </p> <p>Discuss: --What are the different factors we have seen in a Christian/ Muslim/ Hindu ceremony?</p> <p>Assessment Task: In groups, you will plan a ceremony for your baby cousin. What elements have you learnt about that you will add into the ceremony? Why?</p> <p>Ask: (Floorbook-assessment) Do you think your ceremony was effective?</p> <p>Why? What elements of the ceremony that you planned today remind you of the other ceremonies we have learnt about?</p>	<p>Ceremony, ceremonies, event, important, religious, non-religious, celebrate, remember, recognise, official, cooperation, speech, invitation, achievement.</p>	<p>Belonging</p> <p>Community</p>

RE Progression:

	EYFS				Year 1				Year 2		
	Skills	Knowledge	Vocabulary		Skills	Knowledge	Vocabulary		Skills	Knowledge	Vocabulary
Personal, Social and Emotional Development:		Non secular discussion- What makes me 'Special'?	Special friends family forgiveness	Describe and explain beliefs, and practices, recognising the diversity	Recall and name different beliefs, practices, major	Creation: special places Why and how do special places help people show	Special Church Mosque Holy Jesus God	Find out about the meaning behind different beliefs,	Creation/Fall: What do Christians learn from the creation story?	Idabah Worship belief Mindfulness peace Church Mosque	

<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>Which people, family/friends are 'special' to me, and why?</p> <p>What is forgiveness? What does saying sorry mean?</p> <p>Compare similarities and differences between my beliefs/ families' beliefs, and my peers.</p>		<p>which exists within and between communities</p>	<p>festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied.</p>	<p>what they believe? Who is God? - Basic concept of God. Why is the church a holy building for Christians? How does the church help people to know about Jesus and worship God?</p> <p>Who is Allah? - Core concept.</p> <p>Why is the Mosque a holy building? (symbols and artefacts).</p> <p>Why are some books and stories special? What writings, words and stories are special to Christians?</p> <p>Why is water so special to Muslims when</p>	<p>Allah Islam Christian Muslim Muhammed Prophet Messenger Prayer Forgiveness</p>	<p>practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied.</p>	<p>Islam: Idabah (worship and belief in action)</p> <p>What is Islam? who do they worship? What with? How do they worship? Why? Main beliefs?</p> <p>What is (Mindfulness/ Non-Secular links to mental wellbeing)</p>	<p>Holy Jesus God Allah Islam Christian Muslim Muhammed</p>
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						<p>they prepare to pray? What stories do Christians tell about St. Francis of Assisi? Why is his story important to Christians?</p> <p>Why does Easter matter to Christians?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>				
<p>Understanding the world:</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Encourage children to talk about each other's</p>	<p>Why is the Holi festival celebrated?</p> <p>Why do Christians put a cross in an Easter Garden?</p> <p>How do I and other people celebrate</p>	<p>Holi Easter Christians God Hindus Creation Harvest festival natural</p>	<p>Identify, discuss and respond to sources of wisdom found in religion and worldviews</p>	<p>Retell some religious and moral stories.</p> <p>Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive.</p> <p>Retell and suggest</p>	<p>Special Words and Stories</p> <p>Why are some books and stories special? What writings, words and stories are special to Christians? Islam</p> <p>What is similar and what is different in the sacred books and holy stories</p>	<p>Story Holy book/special book Respect Sacred Buddha Buddhism Samaritan</p>			

<p>Understand that some places are special to members of their community.</p>	<p>families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p>	<p>Christmas? Geography/ PSHE link Hannukah link</p> <p>Creation: What is Harvest and how is it celebrated around the World? Christian festival contrasting religious festival- Hindu rice festival. Sukkoth- Jewish</p> <p>What is the 'special' pattern of my day and week? What do I most enjoy?</p> <p>Compare children of</p>			<p>meanings to some religious and moral stories.</p>	<p>we have learned about? How and why is respect shown for a book? How do Muslims respect their holy book?</p> <p>Buddhism: How did Buddha teach people how they should live their lives?</p> <p>How did Jesus teach his followers how to live by telling the story of The Good Samaritan?</p>				
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<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p>	<p>different religions. How they worship. Why they worship. Where they worship, etc.</p> <p>Secular comparisons: What can we see in the world around us? How can we help to look after the natural world? Christianity Who made the world? Who is God?</p>								
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	Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.									
				Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning	Recognise different symbols and actions and key practices associated with religious communities. Identify and make connections between religious communities.	What is similar and what is different in the sacred books and holy stories we have learned about? How and why is respect shown for a book? How do Muslims respect their holy book? When do Jewish people remember the special words of the Shema and what do they mean?	Sacred Respect Jew Judaism Shema Bible Qur'an	Recognise different symbols and actions and key practices associated with religious communities. Identify and make connections between religious communities.	Why is yoga important to Hindus? Why do Hindus go on a pilgrimage? (Mindfulness/ Non-Secular links to mental wellbeing) How does living life as a Hindu compare to the life of Christians? Can we compare it to our own life?	Mental wellbeing Secular/non-secular revelation

						What other special words have we learnt about in other religions? What is similar? What is different?				
				Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions	Explore questions about belonging, meaning and truth. Respond using words, music, art or poetry.	<p>What is a special place? what does it mean to us?</p> <p>Why and how do special places help people show what they believe?</p> <p>What words/songs are special in our school?</p>	Belonging Community Special	Explore questions about belonging, meaning and truth and express their own ideas and opinions about these questions.	<p>What responsibility has God given people about taking care of the world? (impact of Christianity on society the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence.):</p> <ul style="list-style-type: none"> • How people of faith put belief into practise and actions individually. • Social action • Cultural heritage • British values • Christian aid 	Faith Identity Culture British values Resurrection Salvation

									<p>What kind of world did Jesus want? How do we know— Link to Easter</p>	
				<p>Draw conclusions about what enables different communities to live together respectfully for the well-being of all</p>				<p>Find out about examples of co-operation between people who are different.</p> <p>Respond to this with their own ideas.</p>	<p>How communities and organisations work together to make a better place? - interfaith projects.</p> <p>What responsibility has God given people about taking care of the world? (impact of Christianity on society the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence.):</p> <ul style="list-style-type: none"> • How people of faith put belief into practise and actions individually. • Social action • Cultural heritage 	

									<ul style="list-style-type: none"> • British values • Christian aid 	
				<p>Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.</p>	<p>Find out about questions of right and wrong.</p> <p>Express their own ideas and opinions in response to this enquiry.</p>	<p>what is a special place? what does it mean to us?</p> <p>How did Jesus teach his followers how to live by telling the story of The Good Samaritan?</p> <p>What kind of world did Jesus want?</p>	Express Values meaning			
				<p>Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities</p>	<p>Observe and understand varied examples of religion and worldviews.</p>	<p>Christianity- Who is Jesus and what does he teach?</p> <p>Islam- How do Muslims live? How do they show respect for what is important?</p> <p>Hinduism- What is important to Hindus?</p>	<p>Respect Hinduism</p> <p>Hindus Practise teachings</p>	<p>Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities.</p>	<p>Christianity- What is the creation story? What is the Trinity? What is Christians responsibility to the world?</p> <p>Hinduism- What is Hinduism? How do Hindus practice their</p>	<p>Creation Trinity Responsibility Religion/religious worship</p>

						Judaism- What are their special words and practises? Buddhism- How does Buddha teach people how they should live their lives?			religion/ worship?	
				Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Begin to suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Explore meaning of community throughout units- understanding similarities and differences between each other/ within religions and communities and throughout different religions within the same communities.	Similarities Differences community	Understand the challenges of commitment to a community of faith or belief. Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Discuss and relate to understanding of a community. -How communities and organisations work to make the world a better place. Discuss how acceptance is important in our communities and the world- linking to British values.	Faith Identity Culture British values
				Appreciate and appraise varied dimensions of religion linking these	Identify and evaluate some religious and cultural differences between	Compare and contrast religions we have learnt about. Discussing why	Festivals: Eid Shema Gospel Teachings express	Understand and evaluate the value of diversity within religion.	Ask questions about the different religions we have learnt.	Diversity Difference Respect Tolerance Individual liberty

				to British values	religions with the aim of promoting mutual respect and interfaith dialogue.	<p>they have similarities and differences:</p> <p>Creation: non-secular/ Christianity/ Islam.</p> <p>How Hindus and Christians express their faith.</p> <p>Why the Qur'an and the Bible are so important.</p> <p>Understanding why Eid/ words of the Shema/ the teachings of Buddha and the gospel of the Good Samaritan are important to their corresponding religion. And can we learn from them?</p>			Link questions to own beliefs and experiences as well as other religions.	
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