

Autumn Term	Spring Term	Summer Term
Where we learn about different religious beliefs from around the world to help us to respect everyone.		
Key Question: Who is Jewish and how do they live? (AGREED SYLLABUS, PAGE 49)	Key Question: Why does Easter matter to Christians? (SALVATION UNIT BOOKLET)	Key Question: What makes some places sacred to believers? (AGREED SYLLABUS, PAGE 50)
<p>Outcomes:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. <p>Objectives:</p> <p>Lesson 1: Special objects</p> <ul style="list-style-type: none"> Discuss what precious items pupils have in their home. Why are they important? Why are they meaningful? Find out what special objects Jewish people might have in their home (<i>mezuzah</i>, candlesticks, <i>challah</i> bread, <i>challah</i> board, <i>challah</i> cover, wine goblet, other kosher food, Star of David on a chain, prayer books, <i>chanukiah</i>, <i>kippah</i>). Gather pupils' questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils' questions and help the class to answer them where possible. <p>Lesson 2: Beliefs about God</p> <ul style="list-style-type: none"> Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring <i>mezuzah</i>, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God's <i>Chosen</i> or <i>Favoured</i> People. <p>Lesson 3: Mezuzah</p> <ul style="list-style-type: none"> Look at a <i>mezuzah</i>, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why. <p>Lesson 4: Shabbat</p> <ul style="list-style-type: none"> Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, <i>challah</i> bread, family meal, rest. 	<p>Outcomes</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. <p>Objectives:</p> <p>Lesson 1: Spring</p> <ul style="list-style-type: none"> Introduce the unit by looking around for examples of the new life that comes in the spring. Introduce the story of Holy Week. <p>Lesson 2: Easter Story</p> <ul style="list-style-type: none"> Set up an Easter labyrinth/outdoor trial/pass the parcel for pupils. At each stop, share the part of the story and give pupils the chance to discuss and reflect upon it 1) The entry into Jerusalem 2) Jesus' betrayal and arrest at the Mount of Olives 3) Jesus' crucifixion 4) The empty tomb 5) Jesus' appearance to Mary Magdalene and the disciples. Use an active strategy to get pupils to become familiar with the story. <p>Lesson 3: Emotions</p> <ul style="list-style-type: none"> Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (angry, sad, excited, worried, surprised etc Note the big change from Friday (sad) to Sunday (puzzled overjoyed) <p>Lesson 4: New life</p> <ul style="list-style-type: none"> Connect the ideas of eggs, new life and the belief of Jesus' resurrection. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death and how that shows Christians that Jesus has opened up a way for them to have life after they die – a life with God in heaven. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering. <p>Lesson 5: Church – Local visit opportunity</p> <ul style="list-style-type: none"> Find out how churches celebrate different parts of Holy Week, e.g. Palm Sunday (crosses); Good Friday (hot cross buns, Stations of the cross); Easter Sunday (joyful songs, giving and eating eggs). Connect these practises with the events in the story. Create actions for the story. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community. Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between. <p>Objectives:</p> <p>Lesson 1: Special places</p> <ul style="list-style-type: none"> Talk about how the words 'sacred' and 'holy' are used. What makes some places and things special, sacred or holy? Consider what things and talk about what places are special to pupils and their families. Why do people like going to these places? How do people treat places that are very special to them? What places might be special to a religious person? How might they act in or treat a special place? <p>Lesson 2: Church</p> <ul style="list-style-type: none"> Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords. Why do people go to a church? How are they used? (God's house/to worship god/to be part of a community, peace/to feel close to God) Look at the main features of a church (opportunity to visit a local church) what symbols and artefacts there are in a church? How are they used and what do they symbolise? <p>Lesson 3: Mosque – Local Visit opportunity</p> <ul style="list-style-type: none"> Why do people go to Mosque? How do Muslims show respect to their sacred building? (taking shoes off, washing hands, covering heads) Look at features/practises of a Mosque (opportunity to visit a local mosque) how are features used and what do they symbolise? <p>Lesson 4: Music</p> <ul style="list-style-type: none"> Explore how religious believers sometimes use music to help them in worship e.g. Christians sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human

End of Key Stage 1 Outcomes:

Making Sense of Beliefs:

- Identify core beliefs and concepts studied and give a simple description of what they mean.
- Give examples of how stories show what people believe.
- Give clear, simple accounts of what stories and other texts mean to believers.

Understanding the Impact:

- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- Give examples of ways in which believers put their beliefs into practice.

Making connections:

- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.
- Give a good reason for the views they have and the connections they make.

Cross Curricular Links:

Autumn Term:

Spring Term: Science – Living things and their habitats

Summer Term: Music

<p>Explore how some Jewish people call it the 'day of delight', and celebrate God's creation.</p> <ul style="list-style-type: none"> Put together a mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes. <p>Lesson 5: Sukkot</p> <ul style="list-style-type: none"> Sukkot: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a <i>sukkah</i> and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; Chanukah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the <i>menorah</i> (seven-branched candlestick) and how the nine-branched chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people. 		<p>voice for the Prayer Call and to recite the Qur'an in beautiful ways.</p> <ul style="list-style-type: none"> Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful. <p>Lesson 5: Community</p> <ul style="list-style-type: none"> Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Jewish Jews Precious <i>Mezuzah</i> Candlesticks <i>Challah</i> bread <i>Challah</i> board <i>Challah</i> cover Wine goblet Kosher Star of David Prayer books, <i>chanukiah</i>, <i>kippah</i>). 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Incarnation Salvation Holy Week Resurrection Easter 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Sacred Holy Church Mosque Christian Muslim Artefacts Features
<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT 1.7 Jewish artefacts 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT 1.5 - Staff Common – Curriculum 22-23 – RE – Key Stage 1 Resources – Salvation Church visit Christianity artefacts 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT 1.8 Mosque visit Christianity artefacts Islam artefacts