

Autumn Term	Spring Term	Summer Term
Where we learn about different religious beliefs from around the world to help us to respect everyone.		
<p>Key Question: Who do Christians say made the world? (CREATION UNIT BOOKLET)</p>	<p>Key Question: Who is a Muslim and how do they live? (AGREED SYLLABUS, PAGE 48)</p>	<p>Key Question: What do Christians believe God is like? (GOD UNIT BOOKLET)</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. <p>Objectives:</p> <p>Lesson 1: The World Around Me</p> <ul style="list-style-type: none"> Spend some time experiencing nature around school, look closely at flowers and insects. Lie underneath some trees and watch the sunlight, observe the clouds, feel the rain, watch the trees blow in the wind. Describe the experience and feelings. Take photographs/a video. <p>Lesson 2: Creation Story (1)</p> <ul style="list-style-type: none"> Read the story of Creation from Genesis 1:1 - Class discussion in response to the story - feelings, ideas and questions. Point out that ‘Creation’ is just the start of a ‘big story’ for the Bible. Children to create a representation of the Creation story (storyboard, posters, drama) <p>Lesson 3: Creation Story (2)</p> <ul style="list-style-type: none"> Talk about how Christians think that God provides everything we need to so humans should thank God. Children to write thank-you and praising sentences that Christians might say. For example, God you are amazing because...’ use sentence starters and pictorial cues for LA. <p>Lesson 4: Looking After the World</p> <ul style="list-style-type: none"> Retell the creation story. If God made the world, how should people live? Give some examples of what Christians do to look after the world for God. One key way for Christians to show thankfulness to God is for them to be generous to those with less (Mathew 10:8) – Link this to Harvest Festival. <p>Lesson 5: Being Thankful</p> <ul style="list-style-type: none"> One way to be thankful is by saying ‘grace’ before meals. Share some grace prayers. What difference does it make if you say something every day? Children to share ideas and to write a thank you prayer. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. <p>Objectives:</p> <p>Lesson 1: Allah</p> <ul style="list-style-type: none"> Muslims believe that Allah is too great to be drawn, Muslims refer to a place when they think of Allah. Ask children where they think Allah could be. Children to draw a representation of ‘Where is God’ remembering not to draw a person. <p>Lesson 2: 99 names of Allah</p> <ul style="list-style-type: none"> Research the meaning of children’s names and share positive qualities or characteristics. Show the class some Islamic prayer beads, 99 beads on a string, and tell them Muslims have 99 names for God, because God is all things to them. Each name describes something different about what Allah is like. Children to select pictures or words that describe what Allah is like – cut and stick activity in books. <p>Lesson 3: Shahadah ‘There is no god except Allah; Muhammad is the Messenger of Allah’</p> <ul style="list-style-type: none"> One of the Five Pillars of Islam and to be a Muslim, you must believe and declare these words. These words are included in the words that are whispered into the ear of a baby when they are first born. Show pictures of Muslims whispering the words into a baby’s ear and ask pupils to see if they can remember the words of the Shahadah. Talk about how this shows how important the words are. <p>Lesson 4: Prophet Muhammad</p> <ul style="list-style-type: none"> Ask the children who a leader is? Who leads a school, who leads a football team etc. Does anyone lead the world? Talk about leaders and what they do. The Prophet is a leader for Muslims - Prophet Muhammad taught all Muslim people how to follow God. Watch https://www.bbc.co.uk/bitesize/clips/z9tqb82 - a short story about the life of the Prophet Muhammad – the main message being that no matter how small or 	<p>Outcomes:</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make. <p>Objectives:</p> <p>Lesson 1: The Lost Son</p> <ul style="list-style-type: none"> Use images to make predictions of the story. What do the children think is happening in the pictures? Read the parable of The Lost Son and discuss the meaning of the story. In groups or independently children re tell the story (puppets, role play, storyboard) <p>Lesson 2: The Lost Son (2)</p> <ul style="list-style-type: none"> Recap the story. Class discussion – How do you think the characters in the story feel and why (Father, oldest Son, youngest son) create a class word bank. Children to identify the feeling of each character drawing an emoji and writing a sentence. <p>Lesson 3: Parable</p> <ul style="list-style-type: none"> Teach children that stories told in the bible are called Parables and parables are stories with a hidden meaning that teach Christians how to live. The Lost son teaches Christians that God is forgiving and loving. Children to decorate a cube net with drawings of the story on the outside and a drawing of the meaning of the story on the inside. <p>Lesson 4: Love and Forgiveness</p> <ul style="list-style-type: none"> Christians believe this parable teaches that God is loving and forgiving, like a parent. Using their own parents/guardians as a model ask children to draw an outline of a parent. Inside the outline write/draw what parents do or say to show that they love their children. On the outside of the outline write/draw what pupils do or say to show that they love their parents. Draw out the meaning that love goes both ways.

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: Science - Animals

Spring Term: Art - Henry Matisse

Summer Term: Geography – Local Areas – Local Church

	<p>large animals are they are all important to God and need to be cared for. Children to retell one of the stories by making stick Puppets.</p> <p>Lesson 5: The Qur'an</p> <ul style="list-style-type: none"> • The Qur'an is the Muslim Holy Book. Research how Muslims look after The Qur'an. • Children to create a poster showing how to look after The Qur'an 	<p>Lesson 5: Beliefs into Practise</p> <ul style="list-style-type: none"> • Christians want to show that they love God. As a class, think of some of the ways that Christians might do this. For example, sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Stick drawings of these actions to the outside of large dice. Use the dice with the class. Take it in turns to throw the dice and then act out what that might mean for a Christian.
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Christianity • Christians • God • Creation • Bible • Genesis • Prayer 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Islam • Muslim • Belief • Allah • Shahadah • Qur'an • Prophet Muhammad 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Christians • Bible • Parable • Forgiveness • Belief • Practise • Church
<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> • UNIT 1.2 Staff Common – Curriculum 22-23 – RE – Key Stage 1 Resources - Creation • Children's Bible • Harvest Festival • Christianity Resource Box 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> • UNIT 1.6 • Islamic Prayer Beads • Qur'an • Islam Resource Box 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> • UNIT 1.1 – Staff Common – Curriculum 22-23 – RE – Key Stage 1 Resources - God • Children's Bible • Christianity Resource Box