

Autumn Term	Spring Term	Summer Term
Where we learn about different religious beliefs from around the world to build a sense of identity and belonging.		
<p><b>Key Question:</b> What is the ‘Trinity’ and why is it important for Christians? (INCARNATION UNIT BOOKLET)</p>	<p><b>Key Question:</b> How do festivals and family life show what matters to Jewish people? (AGREED SYLLBUS, PAGE 70)</p>	<p><b>Key Question:</b> How and why do people mark the significant events of life? (AGREED SYLLABUS, PAGE 71)</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</li> <li>Offer suggestions about what texts about baptism and Trinity mean</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way, they live.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</li> </ul> <p><b>Objectives:</b></p> <p><b>Lesson 1: Water</b></p> <ul style="list-style-type: none"> <li>Explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching. Make a link with why water is used in Christian baptism – because of its many symbolic meanings.</li> </ul> <p><b>Lesson 2: Gospel</b></p> <ul style="list-style-type: none"> <li>Introduce the idea of a ‘Gospel’ - a life story or biography of the life and teaching of Jesus. Tell pupils the story of Matthew 3:13-17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus’ public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.</li> </ul> <p><b>Lesson 3: Baptism</b></p> <ul style="list-style-type: none"> <li>Look carefully at two paintings of the Baptism. Discuss similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationships with the Jewish people.</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> <li>Make simple links between Jewish beliefs about God and his people and how Jews live.</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and wider communities.</li> <li>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</li> <li>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives and giving good reasons for their ideas.</li> </ul> <p><b>Objectives:</b></p> <p><b>Lesson 1: Rosh Hashanah (Jewish New Year Festival) and Yom Kippur</b></p> <ul style="list-style-type: none"> <li>Use a variety of creative ways to explore the stories behind the Jewish New Year Festival; what does it mean, it’s significance, how do believers express the meaning through symbols, sounds, stories and rituals.</li> <li>Consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about shofar, eating sweet foods. Tashlich.</li> </ul> <p><b>Lesson 2: Pesach/Passover</b></p> <ul style="list-style-type: none"> <li>Explore the story of the Exodus through text, art, film, drama, exploring the relationship between the people and God; find out how this story is remembered at the festival of Pesach and celebrated in Jewish homes.</li> </ul> <p><b>Lesson 3: Ten Commandments</b></p> <ul style="list-style-type: none"> <li>Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandment to Jewish people at the time and today.</li> </ul> <p><b>Lesson 4: Prayers and Blessings</b></p> <ul style="list-style-type: none"> <li>Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day!) what are the benefits of expressing gratitude</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</li> <li>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> <li>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul> <p><b>Objectives:</b></p> <p><b>Lesson 1: Metaphor of Life</b></p> <ul style="list-style-type: none"> <li>Explore and use the religious metaphor of life as a What might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers on life’s journey?</li> </ul> <p><b>Lesson 2: Baptism</b></p> <ul style="list-style-type: none"> <li>Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments. <b>Christians: Baptism.</b></li> </ul> <p><b>Lesson 3: Sacred Thread Ceremony</b></p> <ul style="list-style-type: none"> <li>Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps?</li> </ul>

**End of Lower Key Stage 2**

**Outcomes:**

**Making Sense of Beliefs**

- identify and describe the core beliefs and concepts studied
- Make clear links between texts/ sources of authority and the core concepts studied
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers

**Understanding the impact**

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and, in the way, they live
- Identify some differences in how people put their beliefs into practice

**Making connections**

- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Give good reasons for the views they have and the connections they make

**Cross Curricular Links:**

**Autumn:**

**Spring:**

**Summer:**

<p>the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.</p> <p><b>Lesson 4: Prayer</b></p> <ul style="list-style-type: none"> <li>Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about Jesus' baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms and compare the official prayers with their suggestions: what did they miss out? Notice where Christian belief in the Trinity (God as three persons in one: Father, Son and Holy Spirit) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations, and make connections with the story of Jesus' baptism.</li> </ul> <p><b>Lesson 5: Key Question</b></p> <ul style="list-style-type: none"> <li>Return to the unit question: What is the 'Trinity' and why is it important for Christians? Ask pupils to express their response using art. Use a triangle or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. Ask them to write a short piece to explain their artwork.</li> </ul>	<p>regularly? *note that non-religious people often keep gratitude journals or show gratitude in other ways*</p> <p><b>Lesson 5: Family Rituals</b></p> <ul style="list-style-type: none"> <li>Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living,; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.</li> </ul>	<p>Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments. <b>Hindus: sacred thread ceremony.</b></p> <p><b>Lesson 4: Bar/Bat Mitzvah</b></p> <ul style="list-style-type: none"> <li>Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments. <b>Jews: bar/bat mitzvah.</b></li> </ul> <p><b>Lesson 5: Map of Life</b></p> <ul style="list-style-type: none"> <li>Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'? Reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.</li> </ul>
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Gospel</li> <li>Trinity</li> <li>Symbolic</li> <li>Biography</li> <li>Baptism</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Judaism</li> <li>Jew</li> <li>Jewish</li> <li>Festival</li> <li>Rosh Hashanah</li> <li>Pesach</li> <li>Passover</li> <li>Shofar</li> <li>Taschlich</li> <li>Exodus</li> <li>Commandment</li> <li>Talmud</li> <li>Ritual</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Significant</li> <li>Love</li> <li>Commitment</li> <li>Celebrate</li> <li>Ceremony</li> <li>Baptism</li> <li>Marriage</li> <li>Community</li> </ul>
<p><b>Resources/Artefacts:</b></p> <ul style="list-style-type: none"> <li>UNIT L2.3 – Staff Common – Curriculum 22-23 – RE – Key Stage 2 Resources – God/Incarnation</li> <li>Christianity Resource Box</li> </ul>	<p><b>Resources/Artefacts:</b></p> <ul style="list-style-type: none"> <li>UNIT 2.10</li> <li>Judaism Resource Box</li> </ul>	<p><b>Resources/Artefacts:</b></p> <ul style="list-style-type: none"> <li>UNIT L2.11</li> <li>Hinduism Resource Box</li> </ul>