

EYFS Learning Objectives

Birth to 3 year old's will be learning to:

- Make connections between the features of their family and other families.
- Notice differences between people

3 and 4 year old's will be learning to:

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception children will be learning to:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

ELG: People, Culture and Communities

Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

End of Key Stage One outcomes

RE should enable pupils to:

<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>
<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

Progression of knowledge

EYFS

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to a subject specific word's and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

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- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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- occupations.
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- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception children will be learning to:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

ELG: People, Culture and Communities

Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage 1

	Year 1	Year 2
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	<ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify a special time they celebrate and explain simply what celebration means (A1). • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). 	<ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and	<ul style="list-style-type: none"> • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). 	<ul style="list-style-type: none"> • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and

<p>recognising the traditions from which they come.</p>	<ul style="list-style-type: none"> • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). • Re-tell stories connected with Christmas/ Easter/Harvest/ and a festival in another religion and say why these are important to believers (A2). 	<p>suggest why they are important (A2).</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them (A2). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Recognise that some people believe God created the world and so we should look after it (A2). • Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<ul style="list-style-type: none"> • Recognise some Christian symbols and images used to express ideas about God (A3). • Identify at least three objects used in worship in two religions (A3). • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). 	<ul style="list-style-type: none"> • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).
<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<ul style="list-style-type: none"> • Ask good questions during a school visit about what happens in a church and in a mosque (B1). • Show an awareness that some people belong to different religions (B1). 	<ul style="list-style-type: none"> • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Talk about how religions teach that people are valuable, giving simple examples (B1). • Identify ways that some people make a response to God by caring for others and the world (B1).

<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<ul style="list-style-type: none"> • Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe (B2). • Talk about what is special and of value about belonging to a group that is important to them (B2). 	
<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<ul style="list-style-type: none"> • Recognise some ways in which Christians and Muslims treat their sacred books (B3). • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<ul style="list-style-type: none"> • Ask some questions about believing in God and offer some ideas of their own (C1). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). 	<ul style="list-style-type: none"> • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
<p>C2. Find out about and respond with ideas to examples of co- operation between people who are different.</p>	<ul style="list-style-type: none"> • Respond to examples of co- operation between different people (C2) 	<ul style="list-style-type: none"> • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).
<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about issues of good and bad, right and wrong arising from the stories (C3).

Long Term Plan – RE Today Scheme (F2 onwards)

People and communities

In Little Grangers we help settle children into the provision by getting to know each other, through learning each other's names by songs and rhymes. Staff talk about differences between people positively and ensure that each child is recognised as a valuable contributor to the group. Play activities are designed to celebrate and value cultural, religious and community events and experiences. In Little Grangers we support children's understanding of difference by using props such as puppets and dolls to tell stories about diverse experiences. Adults encourage children to talk about their own home and community life, and to find out about other children's experiences. Staff embrace and promote differences between people and support children's acceptance of difference. Role play opportunities are provided for children to allow them the opportunity to Talk to children about their friends, their families, and why they are important.

Early Years – F1

Autumn 1 – All About Me

- Make connections between the features of their family and other families.
- Notice differences between people.

Autumn 2 - Celebrations

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Spring 1 – We Are Rossington

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Spring 2 – New Life

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Summer 1 – The Very Hungry Caterpillar

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Summer 2 – What the Ladybird Heard at the Seaside

- Show interest in different occupations.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

FS2

Autumn 1 – Me and My Community
RE Unit: Unit F1 – Which Stories are Special and Why?
<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Autumn 2 – Celebrations
RE Unit: Unit F4 - Which times are special and why?
<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Spring 1 – Traditional Tales
RE Unit: Unit F3: Which places are special and why
<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.
Spring 2 - Farm
RE Unit: Unit F2 – Which people are special and why?
<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.
Summer 1 – Africa
RE Unit: Unit F5: Where do we belong?
<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Summer 2 - Oceans
RE Unit: Unit F6: What is special about our world?
<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year 1

Term 1 – Traditional Tales & Celebrations
Unit 1.1 – Who is a Christian and What do they believe?
Unit 1.7 – What does it mean to belong to a faith community?
Term 2 – We are Rossington & Superheroes

Unit 1.5 What makes some places sacred?
Unit 1.6 – How and why do we celebrate special and sacred times?
Term 3- All around the world & Seaside
Unit 1.6 – How and why do we celebrate special and sacred times?

Year 2

Term 1 – London’s Burning
Unit 1.2 – Who is a Muslim and what do they believe?
Unit 1.4 – What can we learn from a sacred book?
Term 2 – We Are Rossington
Unit 1.6– How and Why do we celebrate special and sacred times?
Term 3 – Queen Elizabeth II
Unit 1.8 - How should we care for others and the world, and why does it matter?

Language Plan

Early Years – Little Grangers
Friend, happy, sad, share, mum, dad, sister, brother, Church, Christmas, Easter, home, birthday, help, kind.
Early Years - Nursery
Family, weddings, bride, groom, Christian, celebration, kind, love, help, home, Easter, Church, Pastor, Bible, ark, flood, rainbow, promise, God, whale, storm, sea.
Early Years - Reception
Unit F1 – Which Stories are Special and Why? Special, family, book, story, Jesus, God, Christian, Muslim, Islam, pray, Bible, disciples, friend, sacred, holy, promise, Qur’an, message, Arabic,
Unit F4 - Which times are special and why? Celebration, Diwali, Christmas, Diwali, Rama, Sita, gifts, family, special time, Hindu, festival, Ravana, Diva, character, birthday, Mary, Joseph, nativity,
Unit F3: Which places are special and why Special, place, Christian, church, holy, cross, font, alter, stained glass windows, Muslims, mosque, Allah, happy, sad, scared, excited, worried, pleased, peaceful, Arabic, God, prayer, minaret, dome, similar, different,
Unit F2 – Which people are special and why? Special, person, friends, family, community, Christian, Jesus, disciples, leader, miracle, story, friend, care,
Unit F5 – Where do we belong? Christians, God, special, different, Jesus, disciples, kind, blessed, happy, sad, family, belong, cross, symbol, belief, welcome, baptism, whisper, Muslim,
Unit F6: What is special about our world? Nature, world, Christians, Muslims, special, create, wonderful, special, God, Bible, Muslim, Allah, creator, Prophet Muhammad,
Year 1
Unit 1.1 Who is a Christian and what do they believe? Belief, God, Christian, Christianity, religion, religious, Jesus, birth, death, resurrection, miracle, parable, teaching, bible, kind, Son of God, prayer, worship, powerful, loving, symbols, good, bad, right, wrong.
Unit 1.7 What does it mean to belong to a faith community? Faith, community, groups, belonging, baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, baptism welcoming ceremony.
Unit 1.5 What makes some places sacred? Sacred, holy, special, worship, precious, organ, hymn, prayer, church: altar, cross, crucifix, font, lectern, candles and the symbol of light, cross; baptismal pool; pulpit, Mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

Unit 1.6 How and why do we celebrate special and sacred times? *Christmas, celebration, Jesus, Mary, Joseph, Bethlehem, Stable, born, Jerusalem, Sacred times, festivals, celebrations, remembrance, Easter: Jesus in Holy Week riding into Jerusalem, temple, crucifixion, resurrection, Sunday, Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day*

Year 2

Unit 1.2 Who is a Muslim and what do they believe?- Muslim, God, Allah, Shahadah, First Surah of the Quran, leader, Prophet Muhammad, inspire, kind, caring, faith, symbol, favourite, friendly place, calm place, exciting place, belief, faith, Mosque, prayer mat, clean, minaret, a dome, prayer hall, washroom, prayer beads (subha), creator, judge, merciful, forgiver, please, sorry, peace, thank you, kindness, love, family, life, earth, God, Ramadan, fasting, Eid- ul-Fit

Unit 1.4 What can we learn from sacred books? Holy book, sacred stories, Bible, God, storyteller, rules, teach, Sermon, The Qur'an, Arabic, Muhammad, Angel Jibril, English, language, message,

Unit 1.6 How and why do we celebrate special and sacred times? Ramadan, Id-ul-Fitr, Muslims, fast, celebrate, prayer, mosque, Qu'ran, charity, zakat, Easter, festival,

Unit 1.8 How should we care for others and the world, and why does it matter? Christians, Jesus, valuable, unique, caring, neighbour, Good Samaritan, Mother Teresa, beliefs, encourage, religious and non- religious people.

Speaking and Listening - Oracy Framework Strands

Linguistic – Vocabulary.

Cognitive – Content; Structure; Clarifying and summarising; reasoning.

Social and emotional – Working with others; Listening and responding.

Sequence of Teaching and Learning

Early Years – F2

Term 1 – All About Me & Celebrations.

Unit F1- Which stories are special and why?

Unit F4 - Which times are special and why?

Term 2 – We are Rossington/ Traditional Tales & Growing

Unit F3: Which places are special and why

- Explore: family, friends, people and music from around the world

Unit F2 – Which people are special and why?

Term 3 – The Jungle & Pirates and Mermaids

Unit F5: Where do we belong?

Unit F6: What is special about our world?

Year 1

Term 1 – Traditional Tales & Celebrations

Unit 1.1 – Who is a Christian and What do they believe?

Unit 1.7 – What does it mean to belong to a faith community?

Term 2 – We are Rossington & Superheroes

Unit 1.5 What makes some places sacred?
Unit 1.6 – How and why do we celebrate special and sacred times?
Term 3- All around the world & Seaside
Unit 1.6 – How and why do we celebrate special and sacred times?

Year 2

Term 1 – London’s Burning
Unit 1.2 – Who is a Muslim and what do they believe?
Unit 1.4 – What can we learn from a sacred book?
Term 2 – We Are Rossington
Unit 1.6– How and Why do we celebrate special and sacred times?
Term 3 – Queen Elizabeth II
Unit 1.8 - How should we care for others and the world, and why does it matter?

Early Years: Foundation Stage 1

Term	Topic	Learning Objectives	Links
Autumn 1	All About Me	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Families, Families book to open discussions and compare similarities and differences in an open safe environment. • Wind up toys
Autumn 2	Celebrations	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Cultural influence Dr Ranj CBeebies – working as a doctor • Sound mats/ stepping stones recording sounds • Where was Jesus born? Look at photos to compare Jerusalem to UK • Respecting and valuing each others cultures through modelling.
Spring 1	We Are Rossington	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Occupations in Rossington, what do our parents do? • Construction to twist and turn eg brio • Chinese New Year • Respecting and valuing each others cultures through modelling.
Spring 2	New Life	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Cultural influence Pastor Simpson – working for the Church • Microphones • Photos / parental involvement of children from different countries, discuss and compare to the UK.

		<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Respecting and valuing each others cultures through modelling.
Summer 1	The Very Hungry Caterpillar	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Cultural influence Kay Shaw – working in schools • Constructions with cogs • Respecting and valuing each others cultures through modelling.
Summer 2	What the Ladybird Heard at the Seaside	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Bee bots • Where are you going on your holiday? Google search images of these places. Link with parents. Look at differences and similarities. • Respecting and valuing each others cultures through modelling.

Early Years: Foundation Stage 2

Term	Topic	Learning Objectives	Links
Autumn 1	Me and My Community	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Unit F1 – Which Stories are Special and Why?</p> <p>Explore stories pupils like, re-telling stories to others and sharing features of the story they like.</p> <p>Talk about the Bible being the Christians’ holy book which helps them to understand more about God, and how people and the world work. Look at a range of children’s Bibles to see how they are similar/different</p> <p>Share a Bible story from a suitable children’s Bible, e.g. ‘Butterworth and Inkpen’ series; Scripture Union The Big Bible Storybook.</p> <p>Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus.</p> <p>Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power.</p> <p>Visit from a dentist, talking about oral development.</p>

			<p>People who help us in the community.</p> <p>Look at the map of Rossington.</p>
Autumn 2	<p>Celebrations</p>	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>RE - Unit F4 – What times are special and why?</p> <p>Discuss the importance and value of celebration in children’s own lives</p> <p>Look at reminders (cards, invitations, photos, wrapping paper) of special days</p> <p>Consider major religious festivals and celebrations: Christmas, Eid and Diwali</p> <p>Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.</p> <p>Birthdays – How we celebrate our birthdays. Children to discuss how they celebrated their last birthday – compare to how staff celebrated their 5th birthday.</p> <p>Explore how people celebrate different festivals and religious events around the world. Key focus on Diwali, Christmas, Birthdays and Eid.</p> <p>Explore - Think about all the different times we enjoy together, what kind of things do we do together? Linked to celebrations topic.</p> <p>Visit to a local church.</p> <p>Looking at a map to visit the local church.</p>
Spring 1	<p>Traditional Tales</p>	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<p>Unit F3 – Which places are special and why?</p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places Recognise a place of worship</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Focus on Churches and Mosques.</p> <p>Chinese New Year - Exploring ways of life between where we live and China.</p>

			Looking at a map of Rossington to spot where the woods are. Look at images from Rossington in the past, such as the school, and talk about how it has changed.
Spring 2	Farm	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 	<p>Unit F2 – Which People are Special and Why?</p> <p>Meet a person with a religious faith, e.g. vicar or a parent. ‘Hot seat’ the invited guest. Ask why he/she believes and what is important in his/her life.</p>
Summer 1	Africa	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Unit F5 – Where do we belong?</p> <p>Discuss the idea that each person is unique and valuable.</p> <p>Discuss religious beliefs that each person is unique and valuable.</p> <p>Discuss how God’s love for children is shown in Christianity through infant baptism and dedication.</p> <p>Discuss how children are welcomed into Islam Aqiqah ceremony, whispering of the Shahdah and cutting of hair.</p> <p>Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle.</p> <p>Explore how children from the village of the Luo tribe in south-west Kenya may be similar or different to in terms of how they travel to school, what they eat, where they live etc. The Luo are farmers and fishermen. Many Luo people are Christians. Many Luo people are taught to speak English at school.</p> <p>Discuss the environment where Handa lives and how this is different to Rossington.</p> <p>Details of Luo People of Kenya and their Migration and Settlement (govisitkenya.com)</p>
Summer 2	Oceans	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework Know some similarities and differences between different religious and cultural communities in this country, 	<p>Unit F6 – What is special about our world?</p> <p>Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God</p> <p>Use stories to talk about creation, acting out stories etc; link with ideas of how special children are.</p>

	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Use a simple, but authentic version of the biblical creation story, explore in a range of ways: reflect on ways in which the world is ‘very good.’</p> <p>Hear/role-play stories from faiths about care for animals and the world.</p> <p>Discuss the Circus and how circus people live and draw on similarities and differences between the way we live and the way they live.</p>
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Year 1

Term	Topic	RE Unit/Key Question	Key Stories	Learning Objectives	Content	Links
Autumn 1	Traditional Tales	Unit 1.1 Who is a Christian and what do they believe?	The book of Jonah Parables of Jesus	<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament,</p> <p>Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.</p> <p>Look at art and recognise some symbols and images used to express ideas about God. Talk to Christians about what they believe about God- Pastor Simpson</p> <p>Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</p> <p>Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</p>	

					<p>Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. - The Lord's Prayer</p> <p>Explore what the idea of God means for the children themselves.</p>	
Autumn 2	Celebrations	<p>Unit 1.7</p> <p>What does it mean to belong to a faith</p>		<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Show an awareness that some people belong to different religions (B1).</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p>	<p>Talk about stories of people who belong to groups -which children belong, including their families and school, what they enjoy about them and why they are important to them.</p> <p>Find out about some symbols of 'belonging' used in Christianity and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges); symbols of belonging in children's own lives and experience.</p> <p>Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zaved habat.</p> <p>Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises,</p>	<p>Children in Need</p> <p>Remembrance on 11th November</p>

					<p>hymns and prayers at a wedding. Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</p> <p>Talk to some Christians Pastor Simpson, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</p> <p>Explore the idea that different people belong to different religions, and that some people are not part of religious communities. Find out about times when people from different religions work together, e.g. in charity work or to remember special events.</p> <p>Examples might include</p>	
Spring 1	We are Rossington	Unit 1.5 What makes some places sacred?		<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques and show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church (B1).</p>	<p>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</p> <p>Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).</p> <p>Explore the main features of places of worship in Christianity and at least one other religion, ideally Visit St Luke's Church</p> <p>Find out how the place of worship is used and talk to some Christians, about how and why it is</p>	

					<p>important in their lives.</p> <p>Pastor Simpson</p> <p>Notice some similarities and differences between places of worship and how they are used.</p> <p>Compare a mosque to a church</p> <p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p> <p>Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children’s songs to help learn stories; to celebrate at a wedding.</p>	
	<p>Superheroes</p>	<p>Unit 1.6</p> <p>How and why do we celebrate special and sacred times?</p>	<p>Easter</p> <p>Riding into Jerusalem</p> <p>Crucifixion</p> <p>Resurrection</p>	<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Identify some ways Christians celebrate Easter and some ways a</p>	<p>Consider the importance and value of celebration and remembrance in children’s own lives.</p> <p><i>Learn about festivals in Christianity, including Christmas, Easter and Harvest in Christianity: the stories and meanings associated with them. (Christmas</i></p>	

				<p>festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest and a festival in another religion and say why these are important to believers (A2).</p>	<p><i>in Autumn2 and Harvest in Autumn 1)</i></p> <p>For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.</p> <p>Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc</p>	
Summer	<p>All around the world</p> <p>Seaside</p>	<p>Unit Unit 1.6</p> <p>How and why do we celebrate special and sacred times?</p>		<p>Re-tell stories connected with Christmas/ Easter/Harvest and a festival in another religion and say why these are important to believers (A2).</p>	<p><i>Revisit - Learn about festivals in Christianity, including Christmas, Easter and Harvest in Christianity: the stories and meanings associated with them. (Christmas in Autumn2 and Harvest in Autumn 1)</i></p>	

Unit 1.1 Who is a Christian and what do they believe?

Lesson	Content	Success Criteria
1	<p>Who is a Christian and what do they believe?</p> <p><u>Resources</u></p> <p>A bag to include; a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of</p>	<p>Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p>

	some Christians (make sure they are young, old and of various nationalities), a picture of a font, a Christian charity leaflet and a picture of a person praying.	
2	What do Christians believe about God?	Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1).
3	What do Christians believe about God? Using a poem! <u>Resources</u> The Kenning Poem (cut up into lines).	Recognise some Christian symbols and images used to express ideas about God (A3). Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
4	What does the Bible teach us about God? The Story of Jonah <u>Resources</u> 3 Bibles of different kinds The Story of Jonah A selection of cards with a range of ideas about God on – pupils choose one that is shown by their part of the story (Jonah) and justify.	Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1).
5	What does the Bible teach us about God? The Lost Son <u>Resources</u> The Lost Son story, A bag with a collection of items a parent would use with a baby	
6	Why is Jesus important to Christians? Circle Time sorting Jesus the Storyteller The Lost Sheep <u>Resources</u> 10 pictures of different heroes, A carefully chosen picture of Jesus, The Lost Sheep story by Nick Butterworth and Mick Inkpen, Some paintings or stained glass images of the story	Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).

7	<p>Why is Jesus important to Christians? The Good Samaritan</p> <p><u>Resources</u> The Good Samaritan story</p>	
8	<p>What do the miracles of Jesus teach us about what is important to Christians? Jesus the miracle worker. What can we learn from the story of Jesus and the Ten Lepers?</p> <p><u>Resources</u> Perform a simple magic trick, The story of Jesus and the Ten Lepers Small world people (such as Lego people) Small speech bubbles and think bubbles.</p>	<p>Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).</p>
10	<p>What do the miracles of Jesus teach us about what is important to Christians? The feeding of the five thousand Show learning about Jesus.</p> <p><u>Resources</u> The Feeding of The Five Thousand story,</p>	
11	<p>Why do Christians pray? What does the Lord's Prayer mean? How and why do Christians pray today?</p> <p><u>Resources</u> A Bible, Posters, leaflets, photos of notice boards about prayer group</p>	<p>Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).</p>
12	<p>Who is a Christian?</p> <p><u>Resources</u></p>	<p>Emerging: Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p>

	<p>A bag to include; a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a Christian charity leaflet and a picture of a person praying.</p>	<p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).</p>
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Unit 1.5 What makes some places sacred?

Lesson	Content	Success Criteria
1	<p>Where do I feel safe? Where is a sacred place for believers to go? Where do you feel safe?</p> <p><u>Resources</u> A picture of a place that is special to you.</p>	<p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p>
2	<p>Where is a special place for believers to go?</p> <p><u>Resources</u></p> <p>Photographs of places in the community, such as leisure centre, school, doctors surgery, library. Photographs of a local Mosque and a local Church.</p> <p>2 large hoops</p> <p>Artefacts or photos that might be found in each of these places of worship (Mosque and Church)</p>	
3	<p>Which place of worship is sacred for Christians?</p>	

	<p>Visit a church. Expressing their learning</p> <p><u>Resources</u> Image of a Church and a Mosque and the artefacts of photos the children looked at in the previous lesson. Arrange a visit to the church and take photos Powerpoint of the photos from the church visit. Invite a Christian to the class. Ipad</p>	<p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2)</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>
4	<p>Which place of worship is sacred for Christians? Questions Time for reflection</p> <p><u>Resources</u> Invite a Christian to the class. Ipad</p>	<p>Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>
5	<p>Which place of worship is sacred for Muslims? The Mosque Time for reflection</p> <p><u>Resources</u></p> <p>Have photographs of the following images wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer)</p> <p>A recording of the call to prayer.</p>	<p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>
6	<p>How are places of worship similar and different? Time for reflection</p> <p><u>Resources</u> 2 hoops</p>	<p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p>

	<p>A label that says mosque and a label that says church. Photos of the inside and outside of a mosque and the church. Net of a cube template. Recording devices for children who are unable to write.</p>	<p>Identify at least three objects used in worship in two religions (A3).</p> <p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>
7	<p>Why are places of worship important to our community? Community poster Time for reflection.</p>	<p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>

Unit 1.6 How & why do we celebrate special and sacred times?

Lesson	Content	Success Criteria
1	<p>What do you celebrate and why? What stories do your family tell? Thinking about celebrations? Where? How? Food? Music? Stories?</p>	<p>Emerging: Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Expected: Identify some ways Christians celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).</p>

		<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Identify some similarities and differences between the celebrations studied (B3).</p>
2	<p>What happened at Easter and how does it make people feel?</p> <p>Engaging with the story</p> <p>Creating a timeline</p> <p>Creating a mystery play.</p> <p><u>Resources</u></p> <p>Props and figures to re-tell the Easter story.</p> <p>Lego</p> <p>Play dough</p> <p>Paint</p>	
3	<p>What happened at Easter and how does it make people feel?</p> <p>A happy or sad story?</p> <p>Music for Holy Week and Easter</p> <p><u>Resources</u></p> <p>You will ideally need four pieces of music that express the story of Easter. Choose a mixture of contemporary music and classical pieces e.g. Woah, He is Alive and Down to Earth by Stephen Fischbacher, Crucifixion by John Stainer and The Hallelujah Chorus by G.F. Handel</p>	<p>Emerging: Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Expected: Identify some ways Christians celebrate Easter some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Exceeding: Suggest meanings for some symbols and actions used in religious celebrations, including Easter (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>
4	<p>How do Christians celebrate Easter?</p>	<p>Emerging: Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p>

	<p>Identifying symbols.</p> <p>Remembering Easter</p> <p>Rejoicing and weeping</p> <p><u>Resources</u></p> <p>Objects to look at – palm leaf, piece of bread, glass of (pretend) red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross.</p>	<p>Expected: Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Suggest meanings for some symbols and actions used in religious celebrations, including Easter (A3).</p>
5	<p>What matters most at Easter?</p> <p><u>Resources</u></p> <p>A table or tray with ten items that are associated with Holy Week and Easter on it. My examples are: a hot crossed bun, a chocolate egg, a cuddly toy rabbit, a daffodil, a palm cross, a crucifix and an empty cross, an Easter card, a glass of wine (or a small bottle) and a toy plastic donkey. Variations on this are all possible.</p>	<p>Emerging: Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Expected: Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Exceeding: Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p>

Unit 1.7 What does it mean to belong to a faith community?

Lesson	Content	Success Criteria
1	<p>Do we all belong to something? We all belong!</p> <p><u>Resources</u></p> <p>Cut out templates of a person – A4 size.</p> <p>Teacher (or willing adult) shows things from their life that tells the children something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend, mementoes from a holiday with friends, objects from a club they belong to, etc</p>	<p>Emerging: Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected: Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Recognize symbols of belonging for Jews or Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities</p>

<p>2</p>	<p>How do Christians show they belong? Symbols of Christian belonging A Story of belonging in Christianity</p> <p><u>Resources</u></p> <p>Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ichthus, What would Jesus do(WWJD) bracelet an image of /Jesus, Jesus and Mary, a church, rosary, bible, etc.</p> <p>The story of the Lost Coin.</p>	<p>Emerging: Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected: Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities (B2)</p>
<p>3</p>	<p>How do Muslims know that they belong?</p> <p>Symbols of Muslim belonging</p> <p>A Story of Belonging in Islam</p> <p><u>Resources</u></p> <p>Two pieces of Islamic calligraphy saying 'Allah' and 'Muhammad'</p> <p>An image of pilgrims circling the ka'aba at hajj.</p> <p>The story of the Boy who three Stones and Trees</p> <p>A blank outline of the ka'aba</p>	<p>Emerging: Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected: Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities (B3)</p>
<p>4</p>	<p>How do Christians welcome a new baby?</p> <p>Way in: a new baby</p> <p>Baby baptism in Christianity</p>	<p>Emerging: Show an awareness that some people belong to different religions (B1).</p> <p>Expected: Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Exceeding: Responding sensitively to differences in the way believers express their identify and belonging (B2).</p>
<p>5</p>	<p>How do Muslims welcome a new baby?</p> <p><u>Resources</u></p> <p>Spread items over a table; a razor (in a case) and shaving foam, a pair of kitchen scales, a gold necklace or ring and a print-out of the Islamic calligraphy looked at in the first section saying 'Allah'</p>	<p>Identify some similarities and differences between the ceremonies studied (B3).</p>

6	<p>How do some people show they belong to one another? Friendship promises Belonging to each other in a Christian wedding</p> <p><u>Resources</u> Images of wedding rings.</p>	<p>Emerging: Show an awareness that some people belong to different religions (B1).</p> <p>Expected: Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p> <p>Exceeding: Responding sensitively to differences in the way believers express their identify and belonging (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>
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Year 2

Term	Topic	RE Unit/Key Question	Key Stories	Learning Objectives	Content	Links
Autumn 1	London's Burning	<p>Unit 1.2</p> <p>Who is a Muslim and what do they believe?</p>	<p>Muhammad and the Cat</p> <p>Muhammad and the camel</p> <p>The story of the tiny ants</p> <p>My Muslim Faith (Evans publishing)</p> <p>The story of the first revelation of the Qur'an to Muhammad, in a cave on Mount Hira by the angel Jibril</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p>	<p>Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.</p> <p>Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha;</p> <p>Share the words of the Shahadah, listen to the Call to Prayer.</p> <p>Give children a way to respond to their own big questions e.g writing a class big</p>	

				<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>questions poem or a 'Where is God?' poem.</p> <p>Describe one of the beliefs that Muslims hold about God e.g. tawhid.</p> <p>Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an.</p> <p>Talk to Muslims about what they believe about God.</p> <p>Explore what the concept of God means for the children themselves.</p> <p>Identify the objects that are most precious to them. Why are they precious? How does it show?</p> <p>Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important?</p> <p>Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p>	
Autumn 2	London's Burning	<p>Unit 1.4</p> <p>What can we learn from a sacred book?</p>	<p>The story of the lost coin</p> <p>Sermon on the Mount</p> <p>Muhammad and the Black Stone</p>	<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories</p>	<p>Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people</p>	<p>Children in Need</p> <p>Remembrance on 11th November</p>

				<p>which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>believe that they are from God.</p> <p>Introduce the Bible as a sacred text for Christians.</p> <p>Introduce a sacred text for Muslims – Holy Qur’an.</p> <p>Investigate how these books are used and treated; Bible translated into lots of different versions to make accessible to all ages; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.</p> <p>Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10).</p> <p>Explore stories about Prophet Muhammad e.g. ‘Muhammad and the rebuilding of the Ka’aba’).</p> <p>Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims and Christians.</p>	
Spring	We are Rossington	<p>Unit 1.6</p> <p>How and why do we celebrate special and sacred times?</p>		<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest and a festival in another religion and say why these are important to believers (A2).</p>	<p>Consider the importance and value of celebration and remembrance in children’s own lives.</p> <p>Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</p> <p>Talk about what the stories and events</p>	

					means for the children themselves.	
Summer	Queen Elizabeth II	<p>Unit 1.8</p> <p>How should we care for others and the world, and why does it matter?</p>	<p>The story of the Good Samaritan</p> <p>Four friends take the paralysed man to Jesus</p> <p>Jesus Special friends (Luke 5:7-11)</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1-11), four friends take the paralysed man to Jesus (Luke 5 v 17-26), 'The good Samaritan' (Luke 10: 25- 37).</p> <p>Consider the idea that we all have special gifts we can use to benefit others.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam.</p> <p>Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a</p>	

					<p>'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important.</p>	
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Religious Education