



# Making Sense    Understanding Impact    Making Connections

AUTUMN 1

Reception

Being Special: Where do we belong?

Learning outcomes: Plan learning experiences that enable children:-

- Retell religious stories making connections with personal experiences
- Share and record occasions when things have happened in their lives that made them feel special
- Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into a religion other than Christianity.

**Suggested Content**

- Everyone is unique and special - Talk about everyday events and special events
- Religion teaches that each person is special and unique. Explore Jewish and Christian values that God loves people from before they are born (Psalm 139) and their names are written on the palm of God's hand (Isaiah 49 verse 16). Reflect on Christian beliefs about Jesus believing children to be very special (Mark 10 verses 13-16)
- Infant baptism and dedication - water, baptismal candle
- Signs and symbols welcoming children into another faith or belief community

**Key Vocabulary**

love, welcome, special, Jewish, Christian, baptism

Y 1 / 2

CREATION / HARVEST. – Who made the world?

YEAR 3 / 4

CREATION = What do Christians learn from the Creation story?

Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes

**Suggested Content**

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage.

- To know how to retell the story of Creation from Genesis 1:1-2:3 simply
- To know how to recognise that 'Creation' is the beginning of the 'big story' of the Bible
- To know how to say what the story tells Christians about God, Creation and the world
- To know how to give at least one example of what Christians do to say 'thank you' to God for Creation
- To know how to think, talk and ask questions about living in an amazing world
- To know how to give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

**Suggested Content**

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage.

- To know to place the concepts of God and Creation on a timeline of the Bible's 'big story'
- To know how to make clear links between Genesis 1 and what Christians believe about God and Creation
- To know how to recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world
- To know how to describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's Creation is; care for the Earth – some specific ways)
- To know how to describe how and why Christians might pray to God, say sorry and ask for forgiveness
- To know how to ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today

**Suggested Content**

- Explore the idea that created things have creators
- God is Creator of the World (eg Jews, Christians and Muslims) Retell a simple version of the story of Creation (Genesis 1: 1 - 2:3)
- Discussion; if Christians believe God made the world, what should they do? Perhaps thank God e.g. Look at thank you and praise prayers. Also graces before meals

**Suggested Content**

- Jewish/Christian Creation story Genesis 1 1-2:3. Count how many times the story says the world was 'good' or 'very good' What kind of God is it who creates the world
- Importance of looking after things that people have invented. Make connections about God wanting humans to look after the world. Genesis 1:28 -30
- Examples of Christian trying to look after the world - to be 'stewards' or 'creators'



<ul style="list-style-type: none"> <li>• Harvest Festivals in schools and churches - idea of giving and sharing with those people in need. Discussion as to what the children should be grateful for and who they should thank. Thank you letters to appropriate people</li> <li>• Recall Genesis 1. If there was a Creator the children could ask, what questions would they ask the Creator? (many people do not believe there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.</li> </ul>	<ul style="list-style-type: none"> <li>• 'eg St. Thomas Church, Lymington (Eco Church) Find evidence that the congregations do these things because they believe in God as Creator. Does belief in God make any difference as to how people treat the Earth?</li> <li>• 'The Fall' - Adam and Eve Genesis 3 Most Christians see this as a picture as to how everyone behaves. They way everyone 'sins' and this is why people are separated from God and do bad things.</li> </ul>
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<p><b>Key Vocabulary</b> Creation, Bible, God, Christian, Jew, Harvest</p>
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<p><b>Key Vocabulary</b> Creation, Genesis, Adam, Eve, sin, caretakers</p>
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**AUTUMN 2**

**Reception**

**CHRISTMAS – Why is Christmas so special for Christians?**

Learning outcomes: Plan learning experiences that enable children to know and achieve

Talk about people who are special to them  
 Say what makes their family and friends special to them  
 Recall simply what happens at a traditional Christian festival (Christmas)  
 Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus  
 Retell religious stories, making connections with personal experiences.

**Suggested Content**

- Why people are special
- Crib scene beginning with Mary, Joseph and Jesus and including the shepherds, wisemen, donkey and angel as well as other characters. Read the story from a children's Bible. Christians say that Jesus is the most important: that God came to Earth as Jesus (the term for incarnation)
- Christmas gifts. Discuss what the children would like for Christmas. Connect with the story of the wise men who gave gifts to Jesus. The most important gift to Christians is Jesus, Christians believe God demonstrated his love for all people by sending Jesus to Earth - they say that's how precious people are to God.

**Key Vocabulary**  
Christian, God, Jesus, Mary, Joseph

**Year 1 / 2**

**YEAR 3 / 4**

What do Christians believe God is like?

How do festivals and family life show what matters to Jews?

Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes

Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes



<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"><li>• Identify what a parable is</li><li>• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li><li>• Give clear, simple accounts of what the story means to Christians</li><li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li><li>• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li><li>• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li><li>• Give a reason for the ideas they have and the connections they make.</li></ul>	<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</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 relationship 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 (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li><li>• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities<ul style="list-style-type: none"><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></li></ul>
<p><b>Suggested Content</b></p> <ul style="list-style-type: none"><li>• Christians believe in God. The Bible is the key way of finding out what God is like</li><li>• Story of the Lost Son (Luke 15:1-2, 11 -32). Emphasis the forgiveness and love shown by the father. It teaches that God loves people, even when they go off on their own way.Explain that the story is a 'parable' - a special story Jesus told to help people understand ideas. They often have a hidden meaning.'</li><li>• What do Christians believe God is like? - (Revise parable of the Lost Sheep in Luke 15.)</li><li>• Importance of forgiving and being forgiven in our lives today whether or not you are a Christian e.g. at school, at home, out of school clubs. How do parents forgive.? link this question to God as a forgiving father in The Lost Son. What do Christians believe God is like? (meaning of parable)</li><li>• What happens when forgiveness is not given?</li><li>• Christians often talk about there being four types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of The Lost Son might lead Christians to think it is very important to say 'praise' and 'sorry' prayers. Look through the parable to see what kind of prayers the characters might say at different parts of the story. Compare with The Lord's Prayer.</li><li>• Refer back to the key question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.</li></ul>	<p><b>Suggested Content</b></p> <ul style="list-style-type: none"><li>• Revisit the festival of <b>Shabbat</b> (KS1) and deepen pupils' understanding</li><li>• <b>Rosh Hashanah and Yom kippur</b>: Explore Rosh Hashanah (Jewish New Year). Consider how Jews examine their deeds from the past year and look to make a fresh start in the next one. Find out about the shofar, eating sweet foods and tashlich</li><li>• Yom Kippur, the 'Day of Atonement' - a day of fasting and praying for forgiveness; what happens and why. Main themes of repentance, deliverance and salvation. This is both solemn (because of the reality of sin) and joyful (God's readiness to forgive)</li><li>• Discuss the value in the pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve</li><li>• <b>Pesach/Passover</b>: Explore the story of Exodus exploring the relationship between the people and God Festival of Pesach - how the story of Exodus is remembered and celebrated in Jewish homes, including the preparation and the seder meal. Important themes (e.g. freedom, faithfulness of God; the Jewish people's place as God's chosen or favoured people - rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Discussion as to how slavery is still present in the world today and the importance of freedom. What role do all of us have in bringing freedom?</li><li>• Ten Commandments - importance to Jewish people at the time and to both Jews and Christians today</li><li>• Prayers and blessings that Jewish people say throughout the day (e.g. the Talmud teaches that Jews should say 'Thank you' 100 times a day! The Siddur prayer book contains 'baruch atah Adonai' prayers - Blessed are you, King of the universe'. Importance of expressing gratitude</li><li>• Make connections with the practice of gratitude in Jewish living (and other faith traditions)</li><li>• Value of family rituals in pupils' own lives; make connections with the way Jewish family life and living encourage a reflective approach to life - Do we have good opportunities for reflection, remembering the past and looking forward in school life as well</li></ul>
<p><b>Key Vocabulary</b> parable, Christian, forgiveness, sorry, prayer,</p>	<p><b>Key Vocabulary</b> Rosh Hashanah (Jewish New Year Festival), Yom Kippur, Day of Atonement, Pesach/Passover. Ten Commandments</p>



**Which times / stories are special and why?**

Learning outcomes: Plan learning experiences that enable children to know and achieve

**Talk about some religious stories**

- Recognise some religious words, e.g. about God
- Identify some of their own feelings in the stories they hear
- Identify a sacred text e.g. Bible, Torah
- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

**Key Knowledge**

- The Bible is the holy book for Christians which helps them to understand more about God and people. Share a Bible story from a suitable children's Bible
- Stories from major faith traditions
- Jewish people and Christians share these stories eg David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth) (Jewish scriptures are included in the Old Testament)
- Jewish read the story of 'Chanukah' (found in the books of the Maccabees, not included in the Christian Old Testament)
- Christians use stories Jesus told and stories from the life of Jesus eg Jesus as a friend to the friendless (Zacchaeus Luke 19) and saying 'thank you' (Ten Lepers, Luke 17:11-19)
- Muslims use stories about the Prophet Muhammed
- Hindus - the story of Rama and Sita; the story of Ganesha; stories about Krishna

**Key Vocabulary**  
Bible, Old Testament, New Testament, Prophet Muhammad, Torah

<b>YEAR 1 / 2</b>	<b>YEAR 3 / 4</b>
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<b>Who is Jewish and how do they live? (Part 1)</b>	<b>How do festivals and worship show what matters to a Muslim ? (Part 1)</b>
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Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes	Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes
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<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>• Understand the impact:             <ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul> </li> </ul>	<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul>
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<p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>• Find special object that Jews may have in their home</li> <li>• Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9)</li> </ul>	<p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>• Introduce the meaning of the words 'Islam' and 'Muslim' based on the Arabic root 'sim', which means peace. Islam means the peace that comes from being in harmony with God and Muslim means one who willingly submits to God</li> </ul>
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<p>God is one, that it is important to love God. Some Jewish people write G_d because they want to treat the name of God with the greatest respect.) Explore the meaning of words, what they teach Jews about God and how they should respond to God. Use this as a background to exploring mezuzah, Shabbat and Jewish festivals - how these all remind Jews about what God is like, as described in the Shema and how festivals help Jewish propel to remember him. People of Israel as God's chosen or favoured people</p> <ul style="list-style-type: none"> <li>• Look at a mezuzah, how it is used and how the words of the Shema are on a scroll inside. Discover why many Jews have this in their home.</li> <li>• Find out what Jews do in the home for Shabbat, candles, blessing the children, wine, challah bread, family, meal, rest. Some Jews call it the 'day of delight' and celebrate God's creation (God rested on the seventh day)</li> <li>• Look at a storY in the Jewish Bible (Tenakh) which teaches about God looking after his people eg David and Goliath (1 Samuel 17)</li> <li>• Sukkot - read the story, linking the favoured people's time in the wilderness and the gathering of the harvest; find why this is a joyous festival</li> <li>• Chanukah- look at some art(<a href="http://www.artlewin.com">www.artlewin.com</a>); read the story and identify keywords. Find out about the menorah (seven branched candlestick) and how the nine branched Chanukah links to the story of Chanukah</li> <li>• Importance Of celebration and remembrance in the children's own lives - make connection with the ways in which the Jews celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• Read Surah 1 (chapter 1 of the Qur'an. What does it tell Muslims about what God is like?This chapter shows the nature of God in Islam (Tawhid - the oneness of God)</li> <li>• Salat - prayer five times a day. Why do Muslims pray? For Muslims. The God revealed in Qu'ran Surah 1 is worth worshipping, submitting to and praying to. Look at what happens in prayer: the preparation and the rak'ah (prayer positions). Find out the significance of prayer to Muslims - why it is important to worship God and pray, what difference it makes to Muslim ways of living. Discuss how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque</li> <li>• Look at subhah beads as part of prayer. How does prayer show what matters to a Muslim?</li> <li>• mosque/masjid is important in Muslim community - find out how it is a place of prayer, teaching and community support</li> <li>• Another of the Five Pillars is fasting during Ramadan and ow Eid-ul-Fitr is celebrated at the end of fast</li> <li>• Find out how Muslims show self control by fasting during Ramdan and why this is important</li> <li>• 'Night of Power' which is celebrated during the last ten days of Ramadan to makr the giving of the Qu'ran</li> <li>• Discover what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah</li> <li>• Willing submission to God is central to Islam; ideally Muslims demonstrate this through ibadah, worship</li> </ul>
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<p><b>Key Vocabulary</b> mezuzah, Shema, Shabbat, Sukkot, Chanukah</p>
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<p><b>Key Vocabulary</b> Five Pillars, Ramadan, Eid-ul-Fitr, 'Night of Power', mosque (masjid),</p>
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**SPRING 2**

**Reception**

**Why do Christians put a cross in their Easter Garden?**

Learning outcomes: Plan learning experiences that enable children to know and achieve

- **Recognise and retell stories connected with celebration of Easter**
- **Say why Easter is a special time for Christians** • **Talk about ideas of new life in nature**
- **Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature**
- **Talk about some ways Christians remember these stories at Easter.**

**Suggested Content**

- Unpack a bag containing items associated with Palm Sunday. Ask the children what they think they are for. Tell the story of Palm Sunday. Tell the children that Jesus was going to come as a king and rescue them from the Romans - they wanted to be saved. Discuss how Pamn Sunday is celebrated today.
- Look at a palm cross - compare with the palm leaves from Palm Sunday and also with the cross on hot cross buns, Say how the cross reminds Christians that the Bible says Jesus died on a cross and then was buried in a cave tomb. Use a Bible or video clip to tell story. Use images to get children to remember what happens in the story. NB With young children, it is better not to focus too much on the death of Jesus, but to move onto the Christian belief in resurrection.
- Make an Easter Garden in the classroom - you may want to take the children up to see the Easter Garden outside St Mary's Church, Slaley. Help children to learn that most Chrstians believe that Jesus did not stay dead but came to life again and this is why Easter is a happy time for Christians. It is also why eggs are linked to Easter - symbols of new life. Connect to the idea of new life by looking at buds and bulbs growing.

<p><b>Key Vocabulary</b></p>
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Jesus, Palm Sunday, cross, Easter, resurrection	
Year 1 / 2	Year 3 / 4
Who is Jewish and how do they live? (Part2)	How do festivals and worship show what matters to a Muslim? Part 2
Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes	Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: <ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul> </li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul>
<p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>• Find special object that Jews may have in their home</li> <li>• Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9) God is one, that it is important to love God. Some Jewish people write G_d because they want to treat the name of God with the greatest respect.) Explore the meaning of words, what they teach Jews about God and how they should respond to God. Use this as a background to exploring mezuzah, Shabbat and Jewish festivals - how these all remind Jews about what God is like, as described in the Shema and how festivals help Jewish propel to remember him. People of Israel as God's chosen or favoured people</li> <li>• Look at a mezuzah, how it is used and how the words of the Shema are on a scroll inside. Discover why many Jews have this in their home.</li> <li>• Find out what Jews do in the home for Shabbat, candles, blessing the children, wine, challah bread, family, meal, rest. Some Jews call it the 'day of delight' and celebrate God's creation (God rested on the seventh day)</li> <li>• Look at a storY in the Jewish Bible (Tenakh) which teaches about God looking after his people eg David and Goliath (1 Samuel 17)</li> <li>• Sukkot - read the story, linking the favoured people's time in the wilderness and the gathering of the harvest; find why this is a joyous festival</li> <li>• Chanukah- look at some art(<a href="http://www.artlewin.com">www.artlewin.com</a>); read the story and identify keywords. Find out about the menorah (seven branched candlestick) and how the nine branched Chanukah links to the story of Chanukah</li> <li>• Importance Of celebration and remembrance in the children's own lives - make connection with the ways in which the Jews celebrate</li> </ul>	<p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>• Introduce the meaning of the words 'Islam' and 'Muslim' based on the Arabic root 'sim', which means peace. Islam means the peace that comes from being in harmony with God and Muslim means one who willingly submits to God</li> <li>• Read Surah 1 (chapter 1 of the Qur'an. What does it tell Muslims about what God is like?This chapter shows the nature of God in Islam (Tawhid - the oneness of God)</li> <li>• Salat - prayer five times a day. Why do Muslims pray? For Muslims. The God revealed in Qu'ran Surah 1 is worth worshipping, submitting to and praying to. Look at what happens in prayer: the preparation and the rak'ah (prayer positions). Find out the significance of prayer to Muslims - why it is important to worship God and pray, what difference it makes to Muslim ways of living. Discuss how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque</li> <li>• Look at subhah beads as part of prayer. How does prayer show what matters to a Muslim?</li> <li>• mosque/masjid is important in Muslim community - find out how it is a place of prayer, teaching and community support</li> <li>• Another of the Five Pillars is fasting during Ramadan and ow Eid-ul-Fitr is celebrated at the end of fast</li> <li>• Find out how Muslims show self control by fasting during Ramdan and why this is important</li> <li>• 'Night of Power' which is celebrated during the last ten days of Ramadan to makr the giving of the Qu'ran</li> <li>• Discover what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah</li> <li>• Willing submission to God is central to Islam; ideally Muslims demonstrate this through ibadah, worship</li> </ul>



<p><b>Key Vocabulary</b> mezuzah, Shema, Shabbat, Sukkot, Chanukah</p>	<p><b>Key Vocabulary</b> Five Pillars, Ramadan, Eid-ul-Fitr, 'Night of Power', mosque (masjid),</p>
<p>SUMMER 1</p>	
<p>Reception</p>	
<p>Which Places are Special and why</p>	
<p>Learning outcomes: Plan learning experiences that enable children to know and achieve</p>	
<ul style="list-style-type: none"> <li>• Talk about somewhere that is special to themselves, saying why</li> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are special and valued in a place of worship</li> <li>• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• Express a personal response to the natural world</li> </ul>	
<p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>• Invite visitors eg vicar to talk about/show pictures of places that are spiritually significant to them and say why they are special. Learning should build towards understanding that there are special places for religious people. Children share and record their own special places in a variety of ways and say why they are special</li> <li>• Consider a church as a special place for Christians and a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features eg church, font, cross, candle, Bible; mosque washing area, prayer hall, prayer mats, minaret. Discuss what makes this a place of worship.</li> <li>• Consider a place of worship for members of another faith eg synagogue</li> <li>• Visit St Mary's Church, Slaley. Which parts of the building make them feel safe, happy, sad, special? Which parts are important for Christians and why.</li> <li>• Create a space for quiet reflection. Go for a nature walk, handle and explore natural objects that inspire awe and wonder. Discuss how special our world is and how to care for it. put some ideas into practice eg planting flowers, recycling</li> </ul>	
<p><b>Key Vocabulary</b> special, church, mosque, synagogue, worship, reflection</p>	
<p>YEAR 1 / 2</p>	<p>YEAR 3 / 4</p>
<p>What does it mean to belong to a Faith Community?</p>	<p>What kind of world did Jesus want?</p>
<p>Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes</p>	<p>Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes</p>
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <p>Recognise that loving others is important in lots of communities</p> <ul style="list-style-type: none"> <li>• Say simply what Jesus and one other religious leader taught about loving other people</li> <li>• Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married</li> </ul>	<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:</p> <ul style="list-style-type: none"> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>• Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> <li>• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for</li> </ul>



<p>(Christian and/or Jewish and non-religious)</p> <ul style="list-style-type: none"><li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li><li>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</li></ul>	<p>their ideas.</p>
<p><b>Suggested Content</b></p> <ul style="list-style-type: none"><li>• Symbols of 'belonging' used in Christianity and Judaism</li><li>• Everyone is valuable. Story of Lost Sheep (Luke 15) to show how, for Christians, all people are important to God. Connect teaching as to how people should love each other (John 13: 34-35) and (Mark 12:30-31)</li><li>• Jewish teaching: Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18)</li><li>• Christian infant baptism and dedication. Compare this with a welcoming ceremony from another religion - Judaism: naming ceremony for girls - brit bat or zeved habat</li><li>• Find out how people can show they love someone and that they belong with another person e.g. through the promises made in a wedding ceremony, through symbols e.g. rings, standing under the chuppah in Jewish weddings. Compare promises made in a Christian wedding with the Jewish ketubah (wedding contract)</li><li>• With Christians and a member of the Jewish religion talk about what is good about being in a community and what kind of things they do when they meet in groups for worship</li><li>• Different people belong to different religions. Some people are not part of religious communities but most people are in communities of one sort or another</li><li>• Discover when people from different religions and none work together. eg charity work or to remember special events - Remembrance Day)</li></ul>	<p><b>Suggested Content</b></p> <ul style="list-style-type: none"><li>• Read 'Jesus calls his First Disciples' (Matthew 4: 18-22) Note what Jesus asks these people to do. What would they have to give up? Why did these men give up everything to follow Jesus? What might a 'fisher of people' be expected to do? NB Word Gospel means 'good news' - Jesus must have seemed like good news to them. Unit explores some examples of why people thought he and his message was 'good news'</li><li>• This story is part of a 'Gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography and the writers made choices about what to include - they don't tell everything he ever said and did (not all Christians agree about whether they include the actual words of Jesus.) Why did Matthew include this story in his Gospel. Why didn't he give a set of entry qualifications?</li><li>• Look at some other stories to see what kind of world Jesus wanted eg Healing of the Leper (Mark 1:40 - 44 - eg this time lepers were unclean and rejected) Why did Jesus touch and heal this person? NB Jesus' practice of showing love to those most vulnerable and often rejected by society.) See also The Good Samaritan (Luke 10:25 - 37) What kind of world did Jesus want? How did he want his followers to behave?</li><li>• Find evidence that churches are making the world like the one Jesus wanted - look at St Mary's, Slaley noticeboard, website and visit from vicar - also Slaley News published monthly (see copy in Headteacher's office) eg church services, caring for people, baptisms, weddings, funerals, reading the Bible, giving to charity. These are all important so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others</li><li>• A day in the life of a church leader - invite the vicar to talk to the children. Find some examples of Christian leaders going beyond the everyday routines to show love for others</li><li>• It is not only Christians who want a better world - so do people from other faiths and those with no religious faith. What kind of world would the children like to see and why? What would they do to bring it about? What kind of world do you think Jesus wanted? (eg showing love for all, including outcasts)</li></ul>
<p><b>Key Vocabulary</b> community, wedding, chuppah, baptism, brit bat (Jewish naming ceremony for girls)</p>	<p><b>Key Vocabulary</b> Gospel (Good News), 'fishers of people', leper, outcast, Good Samaritan,</p>

<p><b>SUMMER 2</b></p>
<p><b>Reception</b></p>
<p>Why is the word God so important to Christians?</p>
<p><b>Learning outcomes: Plan learning experiences that enable children to know and achieve</b></p> <ul style="list-style-type: none"><li>• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li><li>• Retell stories, talking about what they say about the world, God, human beings</li></ul> <p>• Think about the wonders of the natural world, expressing ideas and feelings</p> <p>• Say how and when Christians like to thank their Creator</p>



- Talk about what people do to mess up the world and what they do to look after it.

**Suggested Content**

- Many people around the world think that the whole world was created by God - see Creation story from a children’s Bible Talk about the idea of a creator. Discuss how special the word ‘God’ is for Christians, Jews and Muslims as they believe he is the creator.
- Christians like to praise the creator. What might Christians say to God in their prayers? - thanking God for the world and for life.
- Christians sing hymns see BBC website ([www.bbc.co.uk/programmes/p044h89p](http://www.bbc.co.uk/programmes/p044h89p))  
Christians thank God the creator at Harvest. Christian bring food to the service and then share it with the people who need it.  
Christians think God is amazing and so are careful as to how they use his name and how they think the world is amazing so try to treat it well and all the creatures too. What can we do to treat the world and other people well?

**Key Vocabulary**

Creator, Christians, Jews, Muslims, Harvest

YEAR 1 / 2

How should we care for the world and for others, and why does this matter?

Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

**Suggested Content**

- Introduce the idea that each person is unique and important. Christians and Jews believe that God values everyone, such as for Christians Matthew 6:26, Jesus blessed the children (Matthew 19, Mark 10, Luke 18) for Jews and Christians Psalm 8 ( David praises God’s creation and how each person is special in it) - Non religious views of the value of all people
- Discuss the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship eg Winnie the Pooh and Piglet. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong eg Jesus special friends (Luke 5:1-11), the Story of the Paralyse Man (Luke 5:17-26). Children to describe their friend’s special skills, leading to the idea that we all have special skills

YEAR 3 / 4

How and why do religious and non-religious people try to make the world a better place?

Learning outcomes - Intended to enable pupils to achieve end of key stage outcomes

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they know and can:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

**Suggested Content**

- Think about some of the ways in which the world is not such a good place: you could start small and local and end up big and global e.g. from upsetting people in the dinner queue through to making a mess of the environment. Why are people not always as good as they could be? Explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator(sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit. Muslims believe people do good and bad deeds and also need God’s mercy
- Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system eg The Ten Commandments (Exodus 20:1-21), Deuteronomy 5:1-22, the Two Commandments of Jesus (Mark 12: 28-34) and the



<p>we us to benefit others</p> <ul style="list-style-type: none"><li>• Some religions believe that serving others and supporting the poor are important parts of being a religious believer eg tzedaka (charity) in Judaism</li><li>• Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs eg Doctor Barnardo</li><li>• CAFOD, the Jewish charity Tzedek, a non religious charity eg WaterAid also people in the local area</li><li>• After studying the teachings of one religion on caring, work together as a group to create an event for elderly people in the village.</li><li>• Look at some texts from different religious scriptures about the 'Golden Rule' and ask the pupils if they can suggest times when it has been followed and times when it has not been followed. Discuss how the Golden Rule can make it better for everyone.</li><li>• Recall earlier teaching about Genesis 1. How might Jews and Christians treat the world?(make connections with the Genesis account) e.g. Humans are important but have a role as God's representatives on God's creation. Genesis 2:15 says they are to care for it, as a gardener tends a garden. Find ways that people look after the world and think of good reasons why this is important for everyone, not just religious believers. Make links with the Jewish ideas of tikkun olam (repairing the world).</li></ul>	<p>'Golden Rule' (Matthew 7:12) NB Golden Rule is important in many traditions, including for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? How would this make the world a better place?</p> <ul style="list-style-type: none"><li>• Explore some ideas and individuals that help inspire people to make the world a better place;- The Jewish teaching of tikkun olam (mending the world) and tzedaka (charity) (revision from KS1) : find some examples of Jewish charities who try to make the world a better place, what they do and why. A modern festival is Mitzvah Day where Jewish people may take part in voluntary work in the community. Explore the lives of inspirational Christians e.g. Mother Teresa. Think about how her religious faith inspired and guided her life and her contribution to making the world a better place. Explore the work of Christian Aid and Islamic Relief: can they change the world? Compare non-religious ways of 'being good without God' e.g. What do Humanists use to guide their ways of living? Many use the Golden Thread Rule (which is common across many religions too.), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (eg Annie Besant who fought for women's rights) and why they did this. Also look at the work of secular charity, Oxfam. How have they made the world a better place?</li><li>• Children to reflect on the value of love, forgiveness, honesty, kindness, generosity in their own lives and the lives of others in the light of their work in RE.</li></ul>
<p><b>Key Vocabulary</b> disciples, 'Golden Rule', friendship, Doctor Barnardo, WaterAid</p>	<p><b>Key Vocabulary</b> Mother Teresa, Annie Besant, Christian Aid, Humanists, Oxfam</p>