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| **EYFS Learning Objectives** |
| **Understanding the world**  **ELG: Past and Present**  Children at the expected level of development will:   * Talk about the lives of the people around them and their roles in society; * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;   **ELG: People, Culture and Communities**  Children at the expected level of development will:   * 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. |

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| **End of Key Stage 1 Outcomes** | **Strand**  (Three fold aim) | **Units** |
| A1-Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meanings behind them. | Know | 1.1  1.2  1.5  1.6  1.7 |
| 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. | Know | 1.1  1.2  1.4  1.5  1.6  1.8 |
| A3-Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. | Know | 1.1  1.2  1.5  1.6  1.7 |
| 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. | Express | 1.1  1.2  1.5  1.6  1.7 |
| B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Express | 1.5  1.7 |
| B3. Notice and respond sensitively to some similarities between different religions and worldviews. | Express | 1.4  1.5  1.6  1.7 |
| 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. | Skills | 1.1  1.2  1.4  1.5  1.6  1.8 |
| C2. Find out about and respond with ideas to examples of co-operation between people who are different. | Skills | 1.7  1.8 |
| C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. | Skills | 1.4  1.8 |

**Long Term Plan**

**Early Years- Nursery**

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| **Term 1** |
| **F1- Which stories are special and why?**  Questions in this thread:   * What is your favourite story? What do you like about it, and why? * Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? * What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn? * What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn? * What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? * What are the similarities and differences between different people’s special stories? |
| **Term 2** |
| **F2- Which people are special and why?**  Questions in this thread:   * Who is special to you and why? * Why are some people special? * What story do Sikhs tell about a special person? * What is a good friend like? How did Jesus make some very special friends? * What can a Christian learn from actions in a story? * What story shows Jesus being a friend and caring for others? |
| **Term 3** |
| **F3- Which places are special and why?**  Questions in this thread:   * Where is special to me? * Where is a special place for Christians to go? * Where is a special place for Christians to go? What makes a church special? * Where is a holy place for Muslims to go? * Where is a special place for Muslims to go? What makes a mosque special? * What is important in a church and a mosque? How are holy buildings similar and different? * What is needed to make a truly special place of our own? |

**Early Years- Reception**

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| **Term 1** |
| **F4- Which times are special and why?**  Questions in this thread:   * What special times have you had? What do other people celebrate? * What happens at Sukkot and why? * What story do Hindu people remember at Diwali? What happens at Diwali and why? * What happens at Christmas, and why? * What can we say about Christmas, Diwali and Sukkot? |
| **Term 2** |
| **F5- Where do we belong?**  Questions in this thread:   * What makes us feel special? What makes Christians feel special to God? * How do Christians know that children are special to God? * What groups do we belong to? How do we know we belong to a group? What groups do religious   people belong to?   * How do we show people they are welcome? How are babies welcomed into the Christian family? * How is a baby welcomed into the Muslim religion? * How do Hindu brothers and sisters show their love for each other at a festival? |
| **Term 3** |
| **F6- What is special about our world?**  Questions in this thread:   * What are our favourite things about nature? * Why do some people say the world is special? What do you think is special about the world? * What story do Christians tell about how the creation of the world? * How can we tell the Christian story of creation? * What stories do Muslim people tell about God’s creation? * How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? * Is our world ‘very good’? |

**Year 1**

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| **Term 1** |
| * 1. **Who is a Christian and what do they believe?**   Questions in this thread:   * Who is a Christian and what do they believe? * What do Christians believe about God? * What does the Bible teach us about God? * Why is Jesus important to Christians? * What do the miracles of Jesus teach us about what is important to Christians*?* * Why do Christians pray? * Who is a Christian? |
| **Term 2** |
| **1.4 What can we learn from sacred books?**  Questions in this thread:   * What stories are special to us? What is a holy book? * What did Jesus teach about God in a story? * What did Jesus say about how to treat others? * How are holy books treated? * What can be learnt from the story of Jonah? What is special about Jonah? |
| **Term 3** |
| **1.5 What makes some places sacred?**  Questions in this thread:   * Where do I feel safe? Where is a sacred place for believers to go? * Which place of worship is sacred for Christians? * Why are places of worship important to our community?   **1.8** **How should we care for others and the world, and why does it**  **matter?**  Questions in this thread:   * Should we care for everyone? * What do Christians believe about caring for people? * What do some religions say about caring for other people? * How have some people shown they cared? How is the golden rule an encouragement to care? * What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? |

**Year 2**

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| **Term 1** |
| |  | | --- | | **1.2 Who is a Muslim and what do they believe?** | | Questions in this thread:   * What do we think about God? * Who was the Prophet Muhammad, and why is he important to Muslims? * What stories of the Prophet do Muslims love to tell? * What makes a place or an object special to us? And to Muslims? * What is a mosque, and what happens at a mosque? * How and why do Muslims pray and worship at the mosque? * Mosques near where we live: What can we find out? * What can we learn from Muslim holy words? * Who is a Muslim, and what do they believe? Final learning ideas | |
| **Term 2** |
| **1.6 How & why do we celebrate special and sacred times**  Questions in this thread:   * What do you celebrate and why? What stories do your family tell? * What do Muslims celebrate at Id‐ul–Fitr? |
| **Term 3** |
| **1.7 What does it mean to belong to a faith community?**  Questions in this thread:   * Do we all belong to something? * How do Christians show they belong? * How do Muslims know that they belong? * How do Christians welcome a new baby? How do Muslims welcome a new baby? * How do some people show they belong to one another? |

**Substantive Knowledge and Deeper Knowledge**

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| **Early Years** | |
| **Emerging –** Beginning to be aware of family customs, routines and traditions. | Children show interest in the lives of people who are familiar to them. They recognise and describe special times or events for family and friends. |
| **Expected –** Knowing some similarities and differences between themselves and communities. | Children know about similarities and differences between themselves and others, and among families, communities and traditions. |
| **Exceeding –** Discussing how different people have different beliefs, attitudes, customs and traditions and treating them with respect. | Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. |

**Year 1**

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| **Unit 1.1 – Who is a Christian and what do they believe?** | |
| 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). * Talk about issues of good and bad, right and wrong arising from the stories (C3). * Ask some questions about believing in God and offer some ideas of their own (C1). |
| Exceeding | |  | | --- | | * Make links between what Jesus taught and what Christians believe and do (A2). | |

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| **Unit 1.4 What can we learn from sacred books?** | |
| Emerging | * Talk about some of the stories that are used in religion and why people still read them (A2). * Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). |
| Expected | * Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). * Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). * Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). * Talk about issues of good and bad, right and wrong arising from the stories (C3). |
| Exceeding | * Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). * Make links between the messages within sacred texts and the way people live (A2). |

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| **Unit 1.5 What makes some places sacred?** | |
| Emerging | * Recognise that there are special places where people go to worship, and talk about what people do there (A1). * Identify at least three objects used in worship in two religions (A3). |
| 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). * Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). * Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). |
| Exceeding | * Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). |

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| **Unit 1.8** **How should we care for others and the world, and why does it**  **matter?** | |
| Emerging | * Talk about how religions teach that people are valuable, giving simple examples (B1). * Recognise that some people believe God created the world and so we should look after it (A2). |
| Expected | * Retell Bible stories and stories from another faith about caring for others and the world    (A2).   * Identify ways that some people make a response to God by caring for others and the   world (B1).   * Talk about issues of good and bad, right and wrong arising from the stories (C3). * 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) * Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). |
| Exceeding | * Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). * Answer the title question thoughtfully, in the light of their learning in this unit (C1). |

**Year 2**

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| **Unit 1.2 Who is a Muslim and what do they believe?** | |
| Emerging | * 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). * Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). |
| Expected | * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). * Re-tell a story about the life of the Prophet Muhammad (A2). * Recognise some objects used by Muslims and suggest why they are important (A2). * Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). * Find out about and respond with ideas to examples of cooperation between people who are different (C2) |
| Exceeding | * Make links between what the Holy Qur’an says and how Muslims behave (A2). * Ask some questions about God that are hard to answer and offer some ideas of their own (C1). |

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| **Unit 1.6 How & why do we celebrate special and sacred times?** | |
| Emerging | * Identify a special time they celebrate and explain simply what celebration means (A1). * Talk about ways in which Jesus was a special person who Christians believe is the Son of   God (A2). |
| Expected | * Retell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in   another religion and say why these are important to believers (A2).   * Ask questions and suggest answers about stories to do with Christian festivals and a story   from a festival in another religion (B1).   * 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).   * Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another   religions (A1). |
| Exceeding | * Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid‐ulFitr (A3). * Identify some similarities and differences between the celebrations studied (B3). |

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| **Unit 1.7 What does it mean to belong to a faith community?** | |
| Emerging | * Talk about what is special and of value about belonging to a group that is important to them (B2). * Show an awareness that some people belong to different religions (B1). |
| Expected | * 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). * Respond to examples of co-operation between different people (C2) * 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). |
| Exceeding | * Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). * Identify some similarities and differences between the ceremonies studied (B3). |

**Language Plan**

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| **Early Years** |
| **Unit F1-** special, God, favourite, worship, Christian, Bible, holy book, helpful, strong, wise, loving, trust, promise, easy, impossible, Jesus, message, Muslims, messengers, Qur’an, holy book, Allah, similarities, differences  **Unit F2-** special,kind, brave, helpful,questions, Christian, symbol, cross, Sikh, Guru Nanak, wonder, friendship, Bible, hungry, miracles,  **Unit F3-** favourite,special, Christians, Church, minister, holy, Muslims, Mosque, prayer, Arabic,  **Unit F4-** celebrate,festivals, religious, special, Birthday, Christmas, Wedding, Sukkot, harvest, Jewish, Moses, Diwali, Hindus, Rama, Sita, Christmas, Jesus, Mary, Joseph, God, shepherds, wise men, angels, inn, Birthday,  **Unit F5-** Christians, God, special, precious, believe, Bible, blesses, belong, family, groups, cross, symbols, welcome, Baptism, ceremony, Church, Shahadah, Allah, Hindus,  **Unit F6-** nature, discover,world,special, create, Christians, Jewish, Bible, Torah, Muslims, Prophet Muhammad, Allah, role-model, caring, |
| **Year 1** |
| **Unit 1.1-** Celebrate, sacred, Christian, font, vicar, belief, prayer, church, God, Jesus, holy spirit, creator, Bible, Old Testament, New Testament, Jonah, tableau, Annunciation, Pentecost, lord, parable, miracle, father, Heaven, daily, forgive, temptation  **Unit 1.4-** sacred,special, holy, God, Jesus, Bible, shepherd, parable, Christian, globe, Qur’an, Islam, Jonah, Nineveh, forgive, emotions  **Unit 1.5-** safe, sacred, special, church, mosque, synagogue, worship, artefacts, Altar, cross or crucifix, Lord’s Table, bread, wine, bible, font, lectern, candles, symbol of light, believer, debate, symbol, community,  **Unit 1.8-** valuable, unique, kingdom, caring, neighbour, Good Samaritan, Mother Theresa, encouraged, help, obey, inspire, creation, Genesis |
| **Year 2** |
| **Unit 1.2-** important, love,invisible, God,Arabic, Allah, pray, leader, Prophet Muhammad, religious leaders, Muslims, Islam, special, beliefs, holy, Mosque, prayer mat, sacred, worship, Imam, community, dome, tower, Shahadah, prayer beads  **Unit 1.6-** celebrations,favourite, cultural, wedding, Christmas, birthday, Easter, Id‐ul‐ Fitr, Ramadan, fast,  **Unit 1.7-** belonging,symbols,artefacts, cross, crucifix, Bible, Church, Calligraphy, Allah, Mosque, Baptism, similarities, differences, candle, font, generous, promises, vows, |

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| **Key Vocab** | **Concepts** | **Speaking and Listening** |
| Bible  Qur’an  Tora Scroll  Guru Granth Sahib  Church  Mosque  Synagogue  Gurdwara  Crucifix  Prayer Beads  Marriage  Baptism  Wedding  Easter  Christmas  Id‐ul‐ Fitr  Ramadan  Muslim  Islam  Prophet Muhammad  Allah  Christian  God  Jesus  Jewish  Sikhism  Guru Nanak | Holy Books  Places of worship  Religious symbols  Celebrations  Religions and ways of life  Believing and belonging | **Oracy Framework Strands**  Physical – Voice, Body Language.  Linguistic – Vocabulary.  Cognitive – Content, Structure, Clarifying and summarising.  Social and emotional – Working, Listening and responding, Confidence in speaking, Audience awareness. |

**Sequence of Teaching and Learning**

**Early Years- Nursery**

**Unit F1 – Which stories are special and why?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Teacher to share their special object and tell the class why it is important to them. | * Identify some of their own feelings in the stories they hear. |
| 2 | Children to discuss their own special object and why it is important. | * Identify some of their own feelings in the stories they hear |
| 3 | My favourite book- Children to bring in their favourite book from home. | * Identify some of their own feelings in the stories they hear |
| 4 | Introduce Grace, a Christian girl and introduce The Bible. | * Identify a sacred text e.g. Bible |
| 5 | Explore the Bible story the ‘Calming of the storm’. | * Talk about the Calming of the Storm |
| 6 | Role-play the story ‘Calming of the storm’ from last week using props. | * Talk about the Calming of the Storm |
| 7 | Discuss people who help us and link this to Jesus and the disciples. | * Talk about the Calming of the Storm |
| 8 | Explore the word ‘holy’ and introduce the story ‘David and Goliath’ looking at the chant that goes alongside the story. | * Talk about some religious stories |
| 9 | Introduce the word ‘promise’. Children to play the game ‘promise with our feet’. Read the story ‘The Two Sons’. | * talk about the story of the two brothers * talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do |
| 10 | Exploring the hidden messages in the Bible stories and what they teach Christian people. | * talk about the story of the two brothers * talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do |
| 11 | Receiving a message, what makes a good messenger? Introduce the Prophet Muhammed and explore the first revelation of the Qur’an | * Talk about the story of the revelation of the Qur’an * Recognise some religious words, eg messenger, Muhammad, Angel |
| 12 | Introduce Imran, a Muslim boy. Can we remember Imran’s special story from last week? Children to explore the Qur’an. | * Identify a sacred text e.g. Qur’an |
| 13 | Recap on the Qur’an, what is the difference between a special book and a holy book? | * identify a sacred text e.g. Qur’an |
| 14 | Recap on stories we have learnt in this unit. Discuss similarities and difference through playing the hoop game. | * Talk about some religious stories that have been covered in this unit * Recognise some religious words and use the correct ones in their own retellings |

**Unit F2 – Which people are special and why?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Play the mirror in a box game and explore the word ‘special.’ Explore the ‘I am special’ song. | * Say what makes other  people special to them * Talk about people who are special to them. |
| 2 | Play the ‘2, 4, 6, 8’ game to think about who is special to us in Nursery.  Discuss what we are good at. | * Say what makes other  people special to them * Talk about people who are special to them. |
| 3 | Create a picture of ‘who is special to me’ in the community (home etc) | * Say what makes other  people special to them * Talk about people who are special to them. |
| 4 | Who is special to Grace? (Christian girl) exploring Grace’s cross symbol on her necklace.  Visitor- Reverend Martijn, what is it like to be a Christian? | * Talk about people who are special to them in the local community. |
| 5 | Introuduce the character Arjan (a Sihh boy). Explore an image of ‘Guru Nanak and the cobra’ before reading the story. | * Recall a story about a special person in Sikhism and talk about what can be learnt from it. |
| 6 | Recap on the story from last week. Ask ‘I wonder’ questions relating to the story. | * Recall a story about a special person in Sikhism and talk about what can be learnt from it. |
| 7 | What does the story tell us about Guru Nanak? Explore images of Guru Nanak- why are they special? | * Recall a story about a special person in Sikhism and talk about what can be learnt from it. |
| 8 | Exploring friendship and discussing what makes a good friend. Recap the Bible and learn about Jesus’s friends (disciples) | * Identify some of the qualities of a good friend and identify their own good friends. * Recall and talk about a story of Jesus as a friend to the disciples. |
| 9 | ‘Calling of the Disciples’ story trail. | * Recall and talk about a story of Jesus as a friend to the disciples. |
| 10 | Discussing the meaning of the story and who was ‘special’. | * Recall and talk about a story of Jesus as a friend to the disciples. |
| 11 | The ‘hungry teacher’ scenario. Explore the talking tub (feeding of the 5000.) | * Recall and talk about the  story of the feeding of the  5000 |
| 12 | Exploring the story of the Feeding of the 5000. Introduce the word ‘miracle.’ | * Recall and talk about the  story of the feeding of the  5000 |
| 13 | ‘Treasure hunt’ and exploring the story ‘The Magpies Tale’ | * Talk about a story where Jesus shows friendship to another. |

**Unit F3 – Which places are special and why?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Discussing and sharing our ‘special places’ | * Talk about somewhere that is special to themselves, saying why. |
| 2 | Draw a picture of my special place. | * Talk about somewhere that is special to themselves, saying why. |
| 3 | Exploring Grace’s special place- The Church. Sharing photographs of St. Peters Church. | * Be aware that a church has special meaning for Christian people. * Talk about the things that are special and valued in a church. * Identify some significant features of the outside and inside of a church. * Recognise a church. |
| 4 | Writing a letter to Grace- what would we like to find out from the photographs of St.Peters Church?  Explore the words ‘holy’ and ‘special’ again. | * Be aware that a church has special meaning for Christian people. * Talk about the things that are special and valued in a church. * Identify some significant features of the outside and inside of a church. * Recognise a church. |
| 5 | Virtual Tour of a church (RE online) followed by a discussion on what they have observed. | * Be aware that a church has special meaning for Christian people. * Talk about the things that are special and valued in a church. * Identify some significant features of the outside and inside of a church. * Recognise a church. |
| 6 | Exploring Imran’s special place- The new Mosque using props.  How is Imran feeling? Vote with our feet. | * Be aware that a mosque has special meaning for Muslim people. * Talk about the things that are special and valued in a Mosque. * Identify some significant features of a mosque. * Recognise a mosque. * Get to know and use appropriate words to talk about thoughts and feelings linked to visiting a mosque. |
| 7 | ‘Peace be upon you’ exploring why this phrase is said by Muslim people.  Listen to the ‘Call of the Prayer’ How does it make us feel? How does it make Imran feel? | * Be aware that a mosque has special meaning for Muslim people. * Talk about the things that are special and valued in a Mosque. * Identify some significant features of a mosque. * Recognise a mosque. * Get to know and use appropriate words to talk about thoughts and feelings linked to visiting a mosque. |
| 8 | Virtual Tour of a Mosque (RE online) followed by a discussion on what they have observed. | * Be aware that a mosque has special meaning for Muslim people. * Talk about the things that are special and valued in a Mosque. * Identify some significant features of a mosque. * Recognise a mosque. * Get to know and use appropriate words to talk about thoughts and feelings linked to visiting a mosque. |
| 9 | Church and Mosque- exploring similarities and differences. | * Be aware that churches have special meaning for Christians and mosques have special meaning for Muslims. * Talk about the things that are special and valued in special places, a mosque and a church. * Recognise a church or mosque. |
| 10 | Make a ‘special place’. | * Identify some significant features of sacred places and holy places and apply these ideas when creating a special place of their own. * Get to know and use appropriate words to talk about their thoughts and feelings when in a special place. |

**Early Years- Reception**

**Unit F4 – Which times are special and why?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Explore the ‘celebration tub’ which objects are we most looking forward to finding out about? | * Give examples of special occasions that they and others have experienced and suggest features of a good celebration. |
| 2 | What does the word ‘celebration’ mean?  What is our favourite celebration and why? | * Give examples of special occasions that they and others have experienced and suggest features of a good celebration. |
| 3 | Introduce Hannah (a Jewish girl) and introduce the celebration Sukkot.  ‘A Harvest Festival’. | * Say why Sukkot is a special time for Jewish people. |
| 4 | Sukkot- Another ‘Thank you’  Look at images of a ‘Sukkah’ and discuss its features. | * Say why Sukkot is a special time for Jewish people. |
| 5 | Create a ‘Sukkah’ and invite friends over to see it. | * Say why Sukkot is a special time for Jewish people. |
| 6 | Introduce Samit (a Hindu boy) and introduce his favourite celebration ‘Diwali.’ What do we already know about Diwali? | * Say why Diwali is a special time for Hindus. |
| 7 | Watch a video of the Rama and Sita story. Draw a picture of my favourite character from the story. | * Recall a simple story connected with Diwali. |
| 8 | Which objects from the celebration tub are linked to Diwali? How do these objects help Hindus think about Diwali? | * Say why Diwali is a special time for Hindus. |
| 9 | Share pictures of themselves celebrating a Birthday. Children to discuss how they celebrated.  Say hello to Grace again, one Birthday is her favourite but it’s not her own? | * Say why Christmas is a special time for Christians. |
| 10 | Share ‘The Christmas Story’ using all our senses. | * Say why Christmas is a special time for Christians. * Recall a simple story connected with Christmas. |
| 11 | Talking about the objects in our celebration tub. | * Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. |

**Unit F5 – Where do we belong?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Read the story ‘The Lion and the Mouse’ what is special about the characters? What are they good at? What are you good at? | * Share occasions when others have made them feel special. |
| 2 | How well do we know each other? Play the ‘back to back’ game. Explain that Christians believe God knows everyone really well. | * Share occasions when others have made them feel special. |
| 3 | Share the story of ‘Jesus blessing the children’. Stopping throughout and using ‘I wonder…’ questions. | * Retell the story of ‘Jesus blessing the children’ and make connections with personal experiences. |
| 4 | How does the story make you/Jesus feel? | * Retell the story of ‘Jesus blessing the children’ and make connections with personal experiences. |
| 5 | Create a picture of my family. Children to use their picture to tell the class about their family. | * Share and record  occasions when they  belong to a group |
| 6 | Do we belong to any other groups? Explore how some people belong to religious groups. Which group does Grace belong to? Do we know that just by looking at her? | * Share and record  occasions when they  belong to a group |
| 7 | Welcoming a visitor. Welcoming a new baby- Teacher to discuss. | * Recall simply what happens at a traditional Christian infant baptism. |
| 8 | Welcoming a new baby- In Christianity. | * Recall simply what happens at a traditional Christian infant baptism. |
| 9 | How is a baby welcomed into the Muslim religion? | * Recall simply what happens when a baby is welcomed into the Muslim tradition. |
| 10 | Our messages to a new baby. | * Recall simply what happens when a baby is welcomed into the Muslim tradition. |

**Unit F6 – What is special about our world?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Exploring the discovery table.  Play the description game. | * Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world. * Talk about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature. |
| 2 | Listen to nature’s symphony and carry out a ‘nature quest’. | * Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world. * Talk about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature. |
| 3 | Group discussion- Nature  Explore the question ‘who do you think made all this nature?’ | * Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world. * Talk about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature. |
| 4 | ‘What a wonderful world’ children to photograph their favourite nature scene and share why with their group. | * Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world. * Talk about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature. |
| 5 | Introduce and discuss the word ‘create’. What do Grace (Christian girl) and Hannah (Jewish girl) think about nature and how it was created?  Journey stick story. | * Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. |
| 6 | Retelling the creation story using the journey sticks. | * Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. |
| 7 | Say hello to Imran- teacher to share story of Muhammad and the crying Camel using a journey stick. | * Express ideas about how to look after wildlife in response to the story of Muhammad and the crying camel. * Talk about what the story of Muhammad and the crying camel says about God, the world and human beings. |
| 8 | Exploring what Muslims believe about the creation of the world. | * Express ideas about how to look after wildlife in response to the story of Muhammad and the crying camel. * Talk about what the story of Muhammad and the crying camel says about God, the world and human beings. |
| 9 | Read the story ‘Muhammad and the Kittens’.  How can we make the world a better place and help nature? | * Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. * Talk about what the story of Muhammad and the kittens says about God, the world and human beings. |
| 10 | Discussing- Caring for animals  Why is it so important for Muslims? | * Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. * Talk about what the story of Muhammad and the kittens says about God, the world and human beings. |
| 11 | Carry out our plan to make the world a better place! | * Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. * Talk about what people do to mess up the world and what they do to look after it. * Talk about their own experiences and feelings about when the world is and is not looked after. |
| 12 | What might happen? Exploring scenarios and thinking about what Grace / Hannah / Imran might do? What should we all do? | * Talk about what people do to mess up the world and what they do to look after it. * Talk about their own experiences and feelings about when the world is and is not looked after. |

**Year 1**

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

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Introduce the key question ‘who is a Christian and what do they believe?’  Create a spider diagram of what we already know about Christianity. | * I can describe what I think about what Christians believe. * I can describe what I think Christians believe is important to them. * I can consider questions about what Christians might believe and think is important. |
| 2 | Explore people’s ideas of God using art from the spirited art gallery. | * I can talk about my ideas about God. * I can talk about some ways Christians describe God and Jesus. * I can talk about why God is important for Christian people. |
| 3 | To discuss and record our various roles and what Christians believe are the roles of God. | * I can talk about my ideas about God. * I can talk about some ways Christians describe God and Jesus. * I can talk about why God is important for Christian people. |
| 4 | Recap on the ‘roles of God’ and create a picture to answer the question ‘Where is God?’ | * I can talk about my ideas about God. * I can talk about some ways Christians describe God and Jesus. * I can talk about why God is important for Christian people. |
| 5 | Explore the Kenning Poem – the roles of God.  Introduce the concept of the Trinity – Father, Son and Holy Spirit. | * I can talk about my ideas about God. * I can talk about some ways Christians describe God and Jesus. * I can talk about why God is important for Christian people. |
| 6 | Explore pictures of water, ice and steam and link this to the Trinity. | * I can talk about my ideas about God. * I can talk about some ways Christians describe God and Jesus. * I can talk about why God is important for Christian people. |
| 7 | Exploring the Bible, teaching about both parts: The Old Testament – How God wants us to live our lives. The New Testament - Jesus and his followers. Explore stories from both parts. | * I can talk about some ways that Christians describe God and Jesus. * I can talk about why God and Jesus are important for Christian people. * I can describe some ways Christians might use the Bible. |
| 8 | Read and explore the Old Testament story of Jonah and the Whale. Think of how the story might teach Christians about God. | * I can retell a story that shows what Christians might think about God. * I can talk about why God and Jesus are important for Christian people. * I can describe some ways Christians might use the Bible. |
| 9 | Watch the video of the parable of the lost son and discuss what Jesus wanted people to learn from this story. Discuss how parents care for their children and link this to what Christians believe about God. | * I can retell a story that shows what Christians might think about God. * I can retell stories told by Jesus and about Jesus in words, drama and pictures. * I can talk about why God and Jesus are important for Christian people. * I can describe some ways Christians might use the Bible. |
| 10 | Explore and create similes about God based on a Christians view and their own view. | * I can talk about my own ideas about God. * I can talk about some ways that Christians describe God and Jesus. * I can talk about why God and Jesus are important for Christian people. |
| 11 | Encourage children to elaborate on their ideas from last week using adjectives…  E.g. “If God were an item of clothing God would be a soft woolly jumper because God is all around you keeping you warm.” | * I can talk about my own ideas about God. * I can talk about some ways that Christians describe God and Jesus. * I can talk about why God and Jesus are important for Christian people. |
| 12 | Exploring superheroes and their importance and comparing that to how Christians view Jesus. Introduce the word ‘Lord’. | * I can talk about some ways that Christians describe Jesus and God. * I can think and talk about how the Bible influences Christians. * I can ask questions about how the Bible influences Christians. |
| 13 | Explore and act out the story of ‘The Good Samaritan.’ | * I can retell stories told by Jesus and about Jesus in words, drama and pictures. * I can think and talk about how the Bible influences Christians. * I can ask questions about how the Bible influences Christians. * I can make links between what Jesus taught and what Christians believe and do. |
| 14 | Discuss the concepts of ‘magic’ and ‘miracles’ and compare this to the Christians views of Jesus. | * I can think and talk about how the Bible influences Christians. * I can ask questions about how the Bible influences Christians. * I can make links between what Jesus taught and what Christians believe and do. |
| 15 | Share the story of Jesus and the Ten Lepers (Luke 17:11-18) and create freeze frames. | * I can think and talk about how the Bible influences Christians. * I can retell stories told by Jesus and about Jesus in words, drama and pictures. * I can make links between what Jesus taught and what Christians believe and do. |
| 16 | Share the story of The feeding of the 5000 (John:6 1-33) and retell using stick puppets. | * I can think and talk about how the Bible influences Christians. * I can retell stories told by Jesus and about Jesus in words, drama and pictures. |
| 17 | Create a ‘what I know about Jesus’ poster. | * I can describe some ways that Christians describe God and Jesus. * I can talk about why God and Jesus are important for Christian people. |
| 18 | Explore ‘The Lords Prayer’ and compare this to our Rowena prayer. | * I can talk about, and ask questions about, how the Bible influences Christians. * I can make links between what Jesus taught and what Christians believe and do. * I can give reasons why Christians pray. * I can describe what Christians pray about. |
| 19 | Create a picture of ‘The Lords Prayer.’ | * I can talk about, and ask questions about, how the Bible influences Christians. * I can make links between what Jesus taught and what Christians believe and do. * I can give reasons why Christians pray. * I can describe what Christians pray about. |
| 20 | Exploring prayers and discussing ‘what is a prayer?’ | * I can make links between what Jesus taught and what Christians believe and do. * I can give reasons why Christians pray. * I can describe what Christians pray about. |
| 21 | Evaluating what we have learnt so far about Christians, looking back at our spider diagram from our first session and adding more details. | * I can make links between what Jesus taught and what Christians believe and do. * I can give reasons why Christians pray. * I can describe what Christians pray about. |

**Unit 1.4- What can we learn from sacred books?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Discuss our special books and explore the words ‘sacred’ and ‘holy.’ Introduce the Bible. | * I can understand what holy means and know that some books are holy. * I can understand why there are different versions of the Bible published. |
| 2 | Exploring Jesus as a story teller and explore the story ‘The Good Shepherd.’ | * I can listen to stories that Jesus told. * I can understand the meaning behind the arable of the lost sheep. |
| 3 | Thinking about our golden rules and the rules Christians try to keep by exploring ‘The Sermon on the Mount.’ | * I can understand some of the lessons taught by Jesus. * I can say ways in which these lessons can be put into practice today. |
| 4 | Complete a rules list taking ideas from both the golden rules and the rules of Christians. | * I can understand some of the lessons taught by Jesus. * I can say ways in which these lessons can be put into practice today. |

**Unit 1.5 – What makes some places sacred?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Thinking about and creating a picture of our ‘special place.’ | * I can consider places that make me feel safe. * I can give simple reasons why paces make me feel safe. * I can compare different places of worship. |
| 2 | Looking at St.Peters church through images and discussions. | * I can find out more about places of worship. * I can think about ‘where is a sacred place for believers?’ * I can say why a place of worship is sacred for believers. |
| 3 | Looking at the main features of a church and why it is special to Christian people. | * I can find out more about places of worship. * I can think about ‘where is a sacred place for believers?’ * I can say why a place of worship is sacred for believers. |

**Unit 1.8 – How should we care for others and the world, and why does it matter?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Exploring the image of Jesus with the children and read the verses from Mark, Chapter 10. Exploring what makes us ‘special’ and ‘unique’. | * I can give an example of what Jesus said about the importance of children. * I can give examples of how people are unique and valuable. * I can describe how it feels when people are not kind. |
| 2 | Listen to ‘You are a star’ – fischy music, listening to the lyrics and discussing how the song makes us feel. | * I can give an example of what Jesus said about the importance of children. * I can give examples of how people are unique and valuable. * I can describe how it feels when people are not kind. |
| 3 | Exploring the questions ‘should we be caring?’ and ‘why is it important to care?’ and link this to ‘The Good Samaritan’ story. Introduce the story of Jesus healing the paralised man. | * I can look for similarities and differences between different bible stories about caring. * I can say why Jesus told the story of the Good Samaritan. * I can give two examples of religious people caring for others. * I can give examples of what believers do as a result of learning lessons from the Good Samaritan and the four friends and the paralised man. |
| 4 | Listen to the song ‘Build up’ – Fischy music. Children to record five ways they could build someone up. Can we link this to ‘The Good Samaritan’ story? | * I can look for similarities and differences between different bible stories about caring. * I can say why Jesus told the story of the Good Samaritan. * I can give two examples of religious people caring for others. * I can give examples of what believers do as a result of learning lessons from the Good Samaritan and the four friends and the paralised man. |
| 5 | Finding out about the life of Mother Theresa. | * I can describe how Mother Theresa put her beliefs into action. |
| 6 | Exploring the ‘Golden rule scroll’ and creating drawings to illustrate this. | * I can describe how Mother Theresa put her beliefs into action. * I can consider questions such as ’what it would be like if everyone followed the golden rule?’ |
| 7 | Thinking about the question ‘How do we find out what Christians believe about the creation of the world?’ Read the story and create images of the creation story. | * I can understand that some people look after the world because God is a creator. * I can describe different ideas about what God might be like from reading the creation story. * I can share my own creative ideas about what the creation story says about God. |
| 8 | Looking at ‘good images of the world’ and ‘bad images of the world’ and debating the question “Have we spoiled God’s Earth?” | * I can understand that some people look after the world because God is a creator. * I can describe different ideas about what God might be like from reading the creation story. * I can share my own creative ideas about what the creation story says about God. |

**Year 2**

**Unit 1.2- Who is a Muslim and what do they believe?**

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Thinking about what is important to us and why. | * I can identify some ways a Muslim might describe God. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 2 | Class Discussion- Where is God?  Draw a picture to represent- Where is God? | * I can identify some ways a Muslim might describe God. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 3 | Exploring leaders and the question “what makes a good leader?” Think about religious leaders. | * I can retell a story about the Prophet Muhammad. * I can say why Muslims try to follow Muhammad and have great respect for him. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 4 | Introduce the Prophet Muhammed and read the story of ‘Muhammad and the Cat.’ | * I can retell a story about the Prophet Muhammad. * I can say why Muslims try to follow Muhammad and have great respect for him. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 5 | Exploring more stories of the Prophet Muhammed and thinking about how they teach Muslim people an inspiring lesson. | * I can retell a story about the Prophet Muhammad. * I can say why Muslims try to follow Muhammad and have great respect for him. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 6 | Recap on the stories from last week, ’The story of the tiny ants’ and ‘Muhammad and the Camel.’  Record a response to the sentence starter: The stories of the Prophet teach Muslims… | * I can retell a story about the Prophet Muhammad. * I can say why Muslims try to follow Muhammad and have great respect for him. * I can respond sensitively to what matters to Muslims and what matters to me. |
| 7 | Discuss and draw a picture of their ‘special place.’ | * I can identify what makes a place special, or holy. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 8 | Recapping what we learnt about the Prophet Muhammad and exploring a Mosque. | * I can identify what makes a place special, or holy. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 9 | Explore a virtual tour of a Mosque. Listen to the ‘call of the prayer.’ | * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 10 | Further exploring the parts of a Mosque and creating a drawing of the outside of a Mosque. | * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 11 | Exploring the prayer hall and looking at prayer mats. | * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 12 | Researching Mosques in the local community. | * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 13 | Looking at the Qur’an and watching a video of the revelation of the Qur’an to Muhammad, in a cave on Mount Hira by the angel Jibril.  Introduce the ‘Shadadah’. | * I can recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’an. * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 14 | Looking at the ‘Shadadah’ and discussing what words are important to us.  Exploring geometric patterns and calligraphy. | * I can recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’an. * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 15 | Exploring prayer beads and the 99 names of Allah. | * I can recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’an. * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 16 | Looking at special words for Muslims, Christians and us. | * I can recognise how important the Qur’an is to Muslims and give an example of a way Muslims treat the Qur’an. * I can use the right words to describe some things that are important in Islam. * I can recognise and describe the significance of particular objects and places to Muslims. |
| 17 | Discussion and games to explore what is important to us and what is important to Muslims. | * I can respond sensitively to what matters to Muslims and what matters to me. |
| 18 | Recap on what we have learnt about Muslims so far, what else would we like to find out? | * I can respond sensitively to what matters to Muslims and what matters to me. |

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

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Discussing and mind mapping our favourite celebrations. | * I can identify a special time I celebrate and describe its importance. * I can say what celebration means. * I can describe how a festival is celebrated * I can look for similarities and differences between festivals. * I can think of reasons why some people like to celebrate important events. |
| 2 | Discuss the celebrations: Christmas, Easter, weddings and the questions:  Why is each celebration important? Why is the celebration held? Which religion do they come from? What do people do to celebrate? | * I can identify a special time I celebrate and describe its importance. * I can say what celebration means. * I can describe how a festival is celebrated * I can look for similarities and differences between festivals. * I can think of reasons why some people like to celebrate important events. |
| 3 | Learn about the festival Eid-ul-Fitr. Create invitations showing aspects of what happens during this celebration. | * I can describe what happens and what is being celebrated at Eid-ul-Fitr. * I can describe what happens during Ramadan * I can think of reasons why some people choose to fast during Ramadan. * I can look for similarities and differences between the celebration of Easter and Eid-ul-Fitr |
| 4 | Exploring similarities and differences between the celebration of Easter and Eid-ul-Fitr. | * I can describe what happens and what is being celebrated at Eid-ul-Fitr. * I can describe what happens during Ramadan * I can think of reasons why some people choose to fast during Ramadan. * I can look for similarities and differences between the celebration of Easter and Eid-ul-Fitr. |

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

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| **Lesson** | **Aims** | **Success Criteria** |
| 1 | Thinking about where we belong and what makes us happy and sad. | * I can tell you about where I belong * I can say how important belonging is. * I can tell you about signs different religions have to show they belong to a faith community. |
| 2 | Where do we belong? Swimming club, football team, family, Beavers, Class ? and church etc. | * I can tell you about where I belong * I can say how important belonging is. * I can tell you about signs different religions have to show they belong to a faith community. |
| 3 | Investigating How Christians show they belong. | * I can describe what Christians believe about God caring for them. * I can tell you about Christian symbols of belonging. |
| 4 | Exploring how Muslims know they belong. | * I can describe what a story about the prophet shows about belonging to the Muslim community. * I can tell you about how calligraphy shows what is important to Muslims. |
| 5 | Discussing the story ‘The boy who threw stones at trees’ and thinking about how this may influence Muslims. | * I can describe what a story about the prophet shows about belonging to the Muslim community. * I can tell you about how calligraphy shows what is important to Muslims. |
| 6 | Finding out what happens at a Baptism. | * I can tell you why many Christian families baptise their babies. * I can discuss similarities and differences between two different baptisms. * I can tell you about a welcoming ceremony in Islam. |
| 7 | Discover how Muslims welcome a new baby. | * I can tell you why many Christian families baptise their babies. * I can discuss similarities and differences between two different baptisms. * I can tell you about a welcoming ceremony in Islam. |
| 8 | Looking at a Christian wedding. | * I can tell you about elements of Christian and Muslim weddings. * I can tell you why some people choose to make promises to one another when they get married. * Discuss what happens at a Muslim wedding. |
| 9 | Exploring a Muslim wedding. | * I can tell you about elements of Christian and Muslim weddings. * I can tell you why some people choose to make promises to one another when they get married. * Discuss what happens at a Muslim wedding. |
| 10 | Recap a Muslim wedding and create a Mehndi pattern. | * I can tell you about elements of Christian and Muslim weddings. * I can tell you why some people choose to make promises to one another when they get married. * Discuss what happens at a Muslim wedding. |
| 11 | Compare and write about the similarities and differences between Christian and Muslim weddings. | * I can tell you about elements of Christian and Muslim weddings. * I can tell you why some people choose to make promises to one another when they get married. * Discuss what happens at a Muslim wedding. |
| 12 | Compare and write about the similarities and differences between how Christians and Muslims welcome a new baby. | * I can tell you why many Christian families baptise their babies. * I can discuss similarities and differences between two different baptisms. * I can tell you about a welcoming ceremony in Islam. |