



Austwick CE (VA) Primary School

KS1 RE/World Views Curriculum (Key: Christianity, other religions, thematic)

	Autumn		Spring		Summer	
Year A	<p>EYFS:</p> <p>F4 Being Special: where do we belong (Christian/Jewish - God loves everyone)</p> <p>How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?</p>	<p>EYFS:</p> <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>Who were the first visitors to Jesus? How did the shepherds know that Jesus had been born? Who is this story important for? Who else visited Jesus after he was born? Why do you think that the Magi brought these gifts for baby Jesus?</p> <p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Retell religious stories, making connections with personal experiences</p>	<p>EYFS:</p> <p>F6 Which stories are special and why? (Christianity/Judaism)</p> <p>Which stories do you know that are special to Christians? What do you like about the stories? Why might the stories be important to Christians? Can you find a story book or page in a child friendly Bible that tells this story? How might a story from the Bible show a Christian how to treat other people? Which stories are special to Jewish people? What does the story remind Jewish people of?</p> <p>Identify some of their own feelings in the stories they hear</p>	<p>EYFS:</p> <p>F3 Why do Christians put a cross in an Easter Garden?</p> <p>What did the people shout at Jesus? What does 'Hosanna' mean? What did the people need saving from? Why do you think many Christians are given palm crosses? What do the palm crosses help Christians remember? Which symbols from the story might represent new life? What do you think church will be like for Christians on Easter Day? Why do you think there is a cross in the garden? What does the cross symbolise?</p>	<p>EYFS:</p> <p>F5 Which Places are special and why? (Church and Mosque)</p> <p>Where is a special place to me? Why is it important to you? How do you feel when you are in your special place? Where is a special place for a Christian to go? What is the same about churches? What is different about churches? Why is a church so special to Christians? Where is a holy place for Muslims to go? What makes a mosque holy for Muslims? What is important in a church and a mosque? What do Muslims do in a mosque? What do Christians do in a church?</p>	<p>EYFS:</p> <p>F1 Why is the word God so important to Christians?</p> <p>What do you think the creator of the real jellyfish might be like? Christians believe that God made everything, what might a Christian think God is like? How did you find making your jellyfish? How would feel to create the world and everything in it? What do many Christians believe that Adam was asked to do by God? How do many Christians try to treat the world? What does it mean to be worth more than anything in the world? Who do Christians believe God asked to take care of the world?</p>



	<p>Retell religious stories, making connections with personal experiences. share and record occasions when things have happened in their lives that made them feel special.</p> <p>recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God. Identify a sacred text e.g. Bible, Torah.</p> <p>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 Zaccheus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanks; what the Chanukah story teaches Jews about standing up for what is right) etc .</p>	<p>Talk about new ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc ., and make connections with signs of new life on nature</p> <p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special me for Christians Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc ., and make connections with signs of new life on nature</p> <p>Talk about some ways Christians remember these stories at Easter</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p> <p>Begin to recognise that for Christians, Muslim or Jews, these special things link to beliefs about God</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p>Why is God so important to Christians?</p> <p>Talk about things they nd interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Talk about what people do to mess up the world and what they do to look after it</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Say how and why Christians like to thank their Creator</p>
	1.8 Who am I?	1.3 Why does Christmas matter to Christians?	1.6 Who is Jewish and how do they live?	1.5 Why does Easter matter to Christians?	1.10 How should we care for the world and for others and why does it matter?	1.4 What is the 'good news' Christians believe that Jesus brings?
Year B	EYFS: F4 Being Special: where do we belong (Muslim/Hindu)	EYFS: F2 Why do Christians perform nativity plays at Christmas?	EYFS: F6 Which stories are special and why? (Islam and Hindu)	EYFS: F3 Why do Christians put a	EYFS: F5 Which places are special and why?	EYFS: F1 Why is the word God so important to Christians?



	Objectives and questions as Year A	(Digging Deeper) Objectives and questions as Year A	Objectives and questions as Year A	cross in an Easter Garden? (Digging Deeper) Objectives and questions as Year A	(Synagogue and Mandir) Objectives and questions as Year A	Objectives and questions as Year A
	1.1 What do Christians Believe God is like?	1.3 Why Does Christmas Matter to Christians?	1.7 Who is a Muslim and what do they believe?	1.5 Why does Easter matter to Christians?	1.9 What makes some places sacred to believers?	1.2 Who do Christians believe made the world?

Year A

	Key Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn 1 1.8 Who am I? What does it mean to belong?	<p>What does it mean to belong to a family?</p> <p>How do we show that we belong to our school?</p> <p>What does it mean to belong to our class? Who am I?</p> <p>How do Christians and Muslims show that they belong?</p> <p>What does it mean to belong to the Christian community? What do</p>	<p>Making sense of beliefs: Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <p>Understanding the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get</p>	<p>Recall and name places where people from two religions feel they belong</p> <p>Recall stories that people share at a religious festival</p> <p>Ask and respond to questions about what communities do and why</p> <p>Find out about similarities in belonging to two different religions</p> <p>Find out about belonging to a religion from a book,</p>	<p>Pupils write in an outline of a person all the groups and places that they belong to.</p> <p>Show some Islamic calligraphy of the words Allah and Muhammad. These words are important for Muslims because Allah is the Arabic word for God and Muslims believe that there is no God except for Allah.</p> <p>Talk with pupils about some of the things that different faith communities might do when they meet as groups e.g. Friday prayers for Muslims, Sunday services for</p>	<p>Community, Muhammad, Shabbat, Allah, Ichthus, faith, baptism, Agigah, parable, wedding</p>



	<p>Christians remember at Easter?</p> <p>What does it mean to belong to the Hindu community? What is it like to belong when it is Raksha Bandhan?</p> <p>What does it mean to belong to the Jewish community? How do Jewish people show belonging?</p> <p>Where and what are symbols of belonging?</p> <p><i>Who am I? What does it mean to belong?</i></p>	<p>married (Christian and/or Jewish and non-religious).</p> <p>Making connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>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.</p> <p>Talk about what they have learned and how their ideas have changed.</p>	<p>a video, a story or some religious artefacts</p> <p>Recall and name a story from a festival in two different religions</p> <p>Make connections between the meanings of symbols of belonging in two religions</p> <p>Ask and respond to questions about how different aspects of life (clothes, food, celebrations, stories) might show that people belong to a religion</p> <p>Express their own ideas and opinions about how doing things together can give feelings of love, sharing or community</p>	<p>Christians and Shabbat celebrations for Jewish people.</p> <p>Read Luke 15:8-10 – watch a video clip to show how everyone is important to God.</p> <p>Show pupil's pictures of Muslims and Christians welcoming new babies. Watch a video of an infant baptism*.</p> <p>Tell pupils that in a Christian wedding ceremony, the couple make promises to each other. Show words linked to traditional Christian wedding vows, e.g love, promise, sickness, health, till death do us part etc. Show pupils the ebook of a Hindu wedding*. Show the children a video of a Hindu wedding**.</p>	
<p>Autumn 2</p> <p>U1.3 Why does Christmas Matter to Christians?</p>	<p>Who was Jesus?</p> <p>What happened in the story of the birth of Jesus?</p> <p>Was Jesus born where people would have expected?</p> <p>Why is waiting and preparing for Christmas important for many Christians?</p>	<p>Making Sense of beliefs: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Understanding the Impact: Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p>	<p>Show a variety of images of baby Jesus: P Solomon Raj - Nativity (1980s – Batik) – India He Qi – Nativity (1998) – Infant and gouache on rice paper (China) Woonbo Kim Ki-Chang – The Birth of Jesus Christ (1952-53) Ink and Colour on silk (Korea) Hanna Varghese – God is with us (2006) Acrylic on canvas (Malaysia) Sandro Botticelli – Mystic Nativity (1500 -1501) Italy With pupils, discuss what the artists are</p>	<p>Incarnation, Jesus, Mary, Joseph, shepherds, Advent, secular, religious, birth, celebration</p>



	<p>What do some people like to say thank you for at Christmas?</p> <p>How do people use the story of the nativity to guide their beliefs at Christmas?</p> <p><i>Why does Christmas Matter to Christians?</i></p>	<p>Making Connections: Decide what they personally have to be thankful for at Christmas time.</p>	<p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>showing about Jesus in each image.</p> <p>Create a timeline in the playground with chalks for the Nativity story. The shepherds being the first to be told about Jesus' birth and to visit tells many Christians that Jesus came for everyone, poor and rich alike. Talk together about how the shepherds might have felt when they met Jesus for the first time.</p> <p>Talk with pupils about the significance of the advent wreath for Christians and what each of the candles represents.</p> <p>Encourage pupils to think about what they are thankful for at Christmas time (try not to focus on gifts but more time with family, a warm place to live etc – responses may or may not focus on Christian ideas, depending on pupils' own choices)</p>	
<p>Spring 1</p> <p>1.6 Who is Jewish and how do they live?</p>	<p>What is precious to Jewish people?</p> <p>What does a mezuzah remind Jewish people about?</p>	<p>Making Sense of beliefs: Recognise the words of the Shema as a Jewish prayer.</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat,</p>	<p>Learning Pathway and ways of life. Learn about texts from the Torah and their importance for Jewish people today.</p> <p>Find out about the mezuzah and the Shema</p>	<p>Investigate things that might be seen in and around a Jewish person's home. Show pupils artefacts or photographs of the following things: shabbat candles, challah bread, a table set up for a shabbat meal, a chain with the Star of David on it, candle sticks, a seder plate and a chanukiah.</p>	<p>Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David</p>



	<p>How and why do Jewish people celebrate Shabbat?</p> <p>What stories do Jewish people tell from the Torah?</p> <p>What might the story of Chanukah* make Jewish people think about? <i>Who is Jewish and how do they live?</i></p>	<p>Chanukah) remind Jews about what God is like.</p> <p>Understanding the Impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Making Connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>prayer and what they mean for believers.</p> <p>Find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p>	<p>Give pupils a scroll outline, encourage them to think of one important message for others, sharing how to live, that they think is important enough to be pinned onto people's door posts. Encourage pupils to write their message on the scroll and decorate it.</p> <p>Watch a video clip about Shabbat. What sort of things might Jewish people do at Shabbat. What might Jewish people not do.</p> <p>Discuss some of the stories that might be found in both Jewish and Christian holy texts.</p>	
<p>Spring 2</p> <p>U1.5 Why does Easter Matter to Christians?</p>	<p>What are the main events of the Bible story of Holy Week and Easter?</p> <p>What are the six biggest moments in the story of Easter?</p> <p>How do Christians feel about the main events of</p>	<p>Making Sense of Beliefs: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Easter is very important in the 'big story' of the Bible.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Share the story of Easter (from Palm Sunday to Easter Day). Show pupils a video version of the story* Encourage pupils to discuss the similarities and differences on big sheets of paper between the text and the video.</p> <p>Give pupils an empty comic strip of six boxes, ask them to map out</p>	<p>God, salvation, Saviour, resurrection, eternal life, secular, Easter, worship, Good Friday, religious</p>



	<p>the Bible stories of Holy Week and Easter?</p> <p>Why do Christians say 'Good Friday' for the day Jesus died?</p> <p>What impact does the Easter story have on many Christians?</p> <p><i>Why does Easter matter to Christians?</i></p>	<p>Recognise that Jesus gives instructions about how to behave.</p> <p>Understanding the Impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Making Connections: Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>		<p>the story, making sure that they add a sentence to describe each of the key events of the Easter story.</p> <p>Show pupils a selection of religious artwork that retell the following events from the story from the Bible: Palm Sunday The Last Supper Jesus' arrest Jesus and Pontius Pilate Jesus carries the cross Jesus dies. Jesus rises again.</p> <p>Show pupils a timeline of the big story of the Bible. Use their knowledge from previous units to talk through the story up until Easter</p> <p>Share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter.</p>	
<p>Summer 1</p> <p>1.10 How should we care for the world and for others, and why does it matter?</p>	<p>What do Christian, Jewish and non-religious people believe about caring for people?</p> <p>Why do Christians and Jewish people believe that they are unique and special to God?</p>	<p>Making sense of belief: Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>	<p>Encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people.</p> <p>Revise knowledge of Genesis 1 and what this account of creation tells</p>	<p>Outline of a person, to write down the things that make them unique and special.</p> <p>Look at a Torah scroll photograph – share Psalm 8 – praising God's Creation.</p> <p>Explain that during the festival of Sukkot, many Jewish people remember the story of the exodus and how God looked after his</p>	<p>Community, world, Psalm, stewardship, love, Genesis, religious, non- religious, Christian, Jews</p>



	<p>What do Jewish people believe about caring for people?</p> <p>What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p>What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p><i>How should we care for the world and for others, and why does it matter?</i></p>	<p>Understanding the impact:</p> <p>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</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Making connections:</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p>Talk about what they have learned and how their ideas have changed. Say why Christians and Jews might look after the natural world.</p>	<p>Christians and Jews about caring for the world.</p> <p>Carefully think about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah.</p> <p>Consider why people who are religious and non-religious should care for others and look after the natural world.</p>	<p>people. Watch a video clip of how a family celebrate Sukkot.</p> <p>Give pupils a picture of Mother Teresa and encourage them to write down or draw some of the things that she did to help other people.</p> <p>Share the Christian and Jewish creation story with pupils.</p> <p>Explore the Jewish festival of Tu Shevat or New Year for the trees*.</p>	
<p>Summer 2</p> <p>1.4 What is the good news Jesus brings?</p>	<p>What did Jesus' good news mean for Matthew in the Bible story?</p> <p>What might a Christians say was the good news that Jesus brought to Matthew?</p> <p>What do many Christians believe is the good news</p>	<p>Making Sense of the Text:</p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about</p>	<p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p>	<p>If they needed 12 people to change the world who they would choose for their team?. Make a list of reasons for choosing the class's 12 world-changers.</p> <p>Choose one person that they think is a world changer, draw a picture of them and write why they think that person is a world changer.</p>	<p>Christians, Jesus, Matthew, fishermen, disciples, tax collector, peace, forgiveness, Apostles</p>



	<p>that Jesus brings about forgiveness?</p> <p>What do many Christians believe is the good news that Jesus brings about peace?</p> <p>What might Christians do to follow the life of Jesus and bring 'good news' to people?</p> <p>How might Christian prayer link to saying sorry and forgiveness?</p> <p><i>What is the good news Jesus brings?</i></p>	<p>how to behave.</p> <p>Understanding the Impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Making Connections: Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas</p>	<p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Pupils rewrite Matthew's story independently onto a comic strip.</p> <p>'Forgive and you will be forgiven'. Put these words of Jesus in the centre of large pieces of paper. draw cartoons of people who need forgiving. Then draw a speech bubble from each person, with the word 'Sorry' in it.</p> <p>Pupils to think about four kinds of peace: peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven). Pupils think about ways in which Christians might be able to show they try to follow the life of Jesus and bring 'good news' to people. Show pupils an example of a 'good news' project either in your local area or if you don't know one show a photo from St George's Crypt, Leeds* who have been helping homeless people for over 90 years.</p>	
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Year B

<p>Key Questions</p> <p><i>Big Questions</i></p>	<p>National Curriculum Coverage</p>	<p>Subject specific skills and knowledge development</p>	<p>Key Tasks</p>		<p>Key Vocabulary</p>
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<p>Autumn 1</p> <p>U1.1 What do Christians believe God is like?</p>	<p><i>What do Christians believe God is like?</i></p>	<p>Making Sense of the text: Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Understanding the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Making Connections: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>Show an artist's impression of the moment in the story from the Lost Son parable where the father hugs his son and welcomes him home. Give pupils a speech bubble that is headed with 'I wonder...' about the story inside the bubble.</p> <p>Discuss what this parable might teach Christians about God.</p> <p>Christian prayers have four main types - praise, saying sorry, saying thank you and asking for something. Introduce the pupils to four jelly-baby characters: Peter Praise, Suzy Sorry, Andrew Ask and Thea Thanks —each character should be a different colour. Recap the story of Jonah and the big fish - show pupils a map of where Jonah travelled on his journey. How do pupils think that God knew where Jonah was?</p>	<p>Forgiving, prodigal, worship, Nineveh, loving, father, parable, Jonah, God, holy</p>
<p>Autumn 2:</p> <p>U1.3 Why does</p>	<p>What signs are there that Jesus is a king?</p>	<p>Making Sense of the Text: Recognise that Incarnation is part of the 'Big Story' of the Bible.</p>	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p>	<p>Recap how Jesus brought good news to very poor people. Introduce stories of the angel appearing to Joseph, telling him</p>	<p>Good news, king, incarnation, Wise Men, angel, Gabriel, nativity, gold, frankincense, myrrh, advent</p>



<p>Christmas Matter to Christians? (Digging Deeper)</p>	<p>Where would you expect a king to be born?</p> <p><i>Why does Christmas matter to Christians?</i></p>	<p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’</p> <p>Understanding the Impact: Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth.</p> <p>Making Connections: Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.</p>	<p>that the baby is from God and should be called Jesus (Matthew 1:18–25), and the visit of the wise men (Matthew 2:1–12).</p> <p>Pupils sketch a king and discuss features of kingship. Look at Botticelli’s ‘Mystic Nativity’ — show the characters in the stable and let pupils identify them. which looks like a king.</p> <p>Talk about the gifts that the wise men gave: gold, frankincense and myrrh. Show examples.</p>	
<p>Spring 1</p> <p>1.7 Who is a Muslim and what do they believe?</p>	<p>What do Muslims think about God?</p> <p>How do you think it would feel for a Muslim to say the name of Allah?</p> <p>How do you think a Muslim would say Allah’s name? Would they say it loudly, quietly, respectfully or another way?</p> <p>What do some of the Muslim 99 Beautiful Names for God mean?</p>	<p>Making sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Understanding the impact: Give examples of how Muslims use the Shahadah to show what matters to them.</p>	<p>Find out about Islam, key beliefs, and ways of living for Muslims.</p> <p>Learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah.</p> <p>Encounter stories about the Prophet and find out about what these teach Muslims today about ways of living.</p> <p>Learn about the five pillars of Islam and how</p>	<p>Explore what Muslims do to get to know Allah better.</p> <p>Write a response to the sentence starter; Muslims believe that Allah is... write the name for Allah that they think is most interesting.</p> <p>Using a thought bubble write down the thoughts of a new Muslim saying the declaration of faith for the first time.</p> <p>Listen to some stories about the Prophet Muhammad to find out a little bit more about what Muslims believe that he was like.</p>	<p>Shahadah, Zakat, Muslims, Hajj, Islam, Sawm, Salah, Tawhid, Ramadan, prophet</p>



	<p>What does the Shahadah say about Muslim beliefs?</p> <p>Who was the Prophet Muhammad pbuh and why is he important to Muslims?</p> <p>What do Muslims believe the Prophet Muhammad pbuh was like?</p> <p>What do Muslims do because they love to treat the Quran with respect?</p> <p><i>Who is Muslim and what do they believe?</i></p>	<p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living.</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>these impact upon the lives of believers.</p> <p>Learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Show pupils a Qur'an . Reflect upon where Muslims might have the Qur'an.</p>	
<p>Spring 2</p> <p>U1.5 Why does Easter Matter to Christians?</p>	<p>Why was Jesus angry?</p> <p>How did Jesus show God's will?</p> <p>What happened at the Last Supper?</p>	<p>Making Sense of the Text: Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people)</p>	<p>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p>	<p>Place pictures from Holy Week onto an Easter story timeline or story map.</p> <p>Recap the Easter story add some new parts: cleansing of the temple, the Last Supper, Jesus' trial. Focus on the new parts of the story.</p>	<p>Last supper, temple, trial, salvation, washing disciples feet, crucifix, chalice, Maundy Thursday, Good Friday</p>



	<p><i>Why does Easter Matter to Christians?</i></p>	<p>Understanding the Impact: Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Making Connections: Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Visit local church to find out about signs of Easter and the Easter story there.</p> <p>Look at Jesus' words on the cross: Discuss who Jesus is forgiving and what is being forgiven.</p> <p>Discuss how standing in someone's shoes can help us to understand another's actions. Bring in some pairs of shoes/paper footprints for pupils to practise this through drama. Look at the words from 'Father, forgive them; for they do not know what they are doing'</p>	
<p>Summer1</p> <p>1.9 What makes some places sacred to believers?</p>	<p>Which places are special to me?</p> <p>Where is a sacred place for a believer to go?</p> <p>Which place of worship is sacred for Christians?</p> <p>Which place of worship is sacred for Jewish people?</p> <p>Which place of worship is sacred for Muslims?</p> <p>Why are places of worship important to our community?</p>	<p>Making sense of belief: Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Understanding the impact: Give examples of stories, objects, symbols and actions used in</p>	<p>Find out about various places of worship and why they are important to many believers.</p> <p>Focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions.</p> <p>Spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.</p>	<p>Show a selection of special places that they might know (e.g Buckingham Palace, Big Ben, Disneyland etc).</p> <p>Draw their special place.</p> <p>Using a range of photographs compare similarities and differences between different church buildings.</p> <p>3: Show photographs of the inside and the outside of different synagogues. Watch a virtual tour of the synagogue.</p> <p>Draw a synagogue, labelling the key areas and rooms that they would find there.</p>	<p>Special, sacred, holy, Christian, Jewish, Muslim, church, mosque, synagogue, beliefs, worship, community, Shabbat</p>



	<p><i>What makes some places sacred to believers?</i></p>	<p>churches, mosques and/or synagogues which show what people believe.</p> <p>Give simple examples of how people worship at a church, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or a community.</p> <p>Making connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Talk about what they have learned and what has helped them to learn.</p>		<p>Watch a Christian worship service and a Shabbat service.</p> <p>Set up a variety of photographs of the inside and outside of Mosques on them. Pupils write down something they find interesting, a question that they would like to ask or something that they know and stick it to the pictures.</p> <p>Using a large table with three columns headed 'church, mosque and synagogue.' Pupils write down in each column what they know about those places of worship.</p>	
<p>Summer 2</p> <p>U1.8 Who made the World?</p>	<p>Who do Christians say made the World?</p> <p>What happens in Genesis?</p> <p>Why do Christians look after the World?</p> <p>What happens at Harvest and why?</p>	<p>Making Sense of Beliefs: Retell the story of creation from Genesis 1:1 - 2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation</p>	<p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p>	<p>Take pupils outside into the playground encourage them to look at various parts of the natural creation e.g plants, trees, grass etc. Discuss what pupils think the creator of these things is like.</p> <p>Read Genesis 1-3</p> <p>Show pupils the first part of the Big Frieze - everything created is represented by a paint pot.</p>	<p>Creation, Universe, World, belief, thank, Harvest, God, believe, Bible, Genesis, praise</p>



	<p>How do artists show Creation?</p> <p><i>Who made the World?</i></p>	<p>and the world.</p> <p>Understanding the Impact: Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Making Connections: Think, talk and ask questions about living in an amazing world.</p>	<p>Humans should care for the world because it belongs to God.</p>	<p>Give pupils a paint pot outline and encourage them to fill their paint pot with items that were created on one of the days of creation.</p> <p>Show a church set up for a Harvest celebration. Explain that Harvest is a time when Christians say thank you to God for all that they have been given and all that God has made. Encourage them to write a thank you that a Christian might say to God at harvest time.</p> <p>Show pictures that different artists have created to show the different days of creation.</p> <p>Give pupils a window outline and a day of the creation story to show within it.</p>	
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