

**MEOLE BRACE C OF E
PRIMARY SCHOOL AND
NURSERY**

RE SCHEME OF WORK

KEY STAGE 1

AIMS AND PURPOSES OF RELIGIOUS EDUCATION AT KEY STAGE 1

Religious Education provides opportunities for children to:

- Develop their knowledge and understanding of and their ability to respond sensitively to Christianity and the other principal religions represented in Great Britain
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures
- Consider questions of meaning and purpose in life
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- Develop enquiry and response skills through the use of distinctive language, listening and empathy
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Neither is it to be considered the same as collective worship, which has a separate though related place within school life.

CONTENT

During Religious Education in Key Stage 1, children acquire and apply knowledge and understanding of:

- Christianity, Judaism and Islam
- How these religions influence individuals, communities, society and the world

As well as learning about religions, children also develop their ability to respond to what they have learned.

LANGUAGE AND COMMUNICATION

Children develop language skills through:

- Talking about their ideas and presenting them using sustained and systematic writing of different kinds
- Studying sacred texts and stories
- Extracting information from sources such as reference books, videos, CD-ROMs, e-mails and the internet

VALUES AND ATTITUDES

Children:

- Work with others, listen to each other's ideas, and treat others with respect
- Have opportunities to consider their own experiences, attitudes and values, and those of other people
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available
- Identify puzzling questions and suggest answers
- Develop their understanding of why certain things are held to be right or wrong
- Relate to moral and religious issues

BUILDING ON CHILDREN'S EARLIER EXPERIENCES

In the Foundation Stage and nursery classes children will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- Learning about the beliefs and cultures of others
- Encountering the celebration of different festivals
- Hearing stories from a variety of cultural and religious traditions

Please refer to the 'Foundation Stage' section of this document for further information.

EXPECTATIONS – END OF KEY STAGE STATEMENTS

Progression in Religious Education is shown through the different expectations at each key stage. Levels 1 to 3 of the national expectations in Religious Education can be found on page 11 of the Introductory section of this document. The following expectations are based on Level 2, which are the expectations for the majority of children at the end of Key Stage 1.

By the end of Key Stage 1, most children will be able to retell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories. They respond sensitively to the experiences and feelings of others, including those with a faith, and to other people's values and concerns in relation to matters of right and wrong. They realise that some questions that cause people to wonder are difficult to answer (Level 2).

FEATURES OF PROGRESSION

Progress in Religious Education can be characterised by:

- Acquiring wider and more detailed knowledge of religious beliefs and practices
- Deepening understanding of the meaning of stories, symbols, events and practices
- More fluent and competent use of religious language and terminology
- Increased levels in skills of responding to questions of identity, meaning , purpose, values and commitment

As they move through Key Stages 1 and 2, children progress:

From:	towards:
using everyday language	precise use of religious vocabulary
personal knowledge of a few areas of Religious Education	understanding a wider range of areas and the links between them
unstructured exploration	systematic investigation of questions
identifying what is of value and concern to themselves or others	asking questions and suggesting answers to moral and religious questions

KEY STAGE ONE OVERVIEW

The overview has been re-structured to give schools more flexibility over their choice of units studied across the Key Stage:

- The Christianity units remain compulsory in order to meet legal requirements (approx. 40 hours across the key stage)
- Schools may now choose 3 out of 4 Judaism units, and 3 out of 4 Islam units.
- This therefore means that more Additional Study Units may be chosen – schools may also choose to study the remaining Judaism and Islam units as ASUs.
- Some suggested time allocations have been given in order to help schools decide on the balance between compulsory and optional units.

- It should be remembered that the recommended time allocation for R.E. over the whole of Key Stage 1 is **72 hours (approximately an hour per week)**. There is a degree of flexibility within the suggested time allocations for each unit, so schools should use this to help make the hours add up!

Compulsory Christianity Units <i>(total suggested time allocation: 40 hours)</i>	Recommended time	Optional units	
Christmas I: Why is Christmas important to Christians?	2-3 hours	Judaism Units – choose 3 out of 4 <i>(total suggested time allocation: 9 hours)</i>	Recommended time
Christmas II: What are the Christian symbols of Christmas?	2-3 hours	What made Moses a good leader?	2-3 hours
Easter I: What do eggs have to do with Easter? <i>(NEW TITLE: Formerly ‘Why do we have eggs at Easter?’)</i>	2-3 hours	What is the Torah and why is it important?	2-3 hours
Easter II: Why is Easter important to Christians?	2-3 hours	Why do Jewish children celebrate Shabbat?	4 hours
Why is the Bible a special book for Christians?	4-6 hours	Why do Jewish children celebrate Hanukkah?	2-3 hours
What makes a church different from other buildings? <i>(NEW TITLE: Formerly ‘What makes a church a church?’)</i>	4-6 hours	Islam Units – choose 3 out of 4 <i>(total suggested time allocation: 9 hours)</i>	
What happens in a church?	4-6 hours	Why is the Qur’an special to Muslims? Who is Muhammad (pbuh)?	4-6 hours
Who were Jesus’ friends? <i>(NEW TITLE: Formerly ‘Did Jesus have friends?’)</i>	5-6 hours	What happens during Ramadan and Id-ul-fitr?	2-3 hours
Why did Jesus tell stories?	3-4 hours	How do Muslims worship God?	2-3 hours
How should Christians live their lives?	6-8 hours	In what way is the mosque special to Muslims?	3-4 hours
Additional Study Units <i>(total suggested time allocation: 14 hours)</i>			Recommended time
* Harvest I: Why is Harvest important?			2-3 hours
* Harvest II: How is Harvest celebrated around the world?			2-3 hours
Why should we look after our world?			4-6 hours

What are symbols and why do we use them?	6-8 hours
What does it mean to belong?	6-8 hours
* How can I make a difference in the world?	3-4 hours
* What are you wearing?	3-4 hours
What are festivals and why do we have them?	6-8 hours
* Is the world a fair place?	3-4 hours
* What are <i>your</i> big questions?	4-6 hours
*What do we do when someone dies?	As needed
<p>* these units are new within the Agreed Syllabus</p> <p>N.B. Schools may also develop Additional Study Units of their own</p>	

Some suggested frameworks are included within the Non-Statutory Guidance material accompanying this syllabus.

COMPULSORY CHRISTIANITY UNITS (SUGGESTED TIME ALLOCATION – 40 HOURS)

KEY STAGE	1	UNIT TITLE:	WHY IS THE BIBLE A SPECIAL BOOK FOR CHRISTIANS? Unit 27	CHRISTIANITY	6-8 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> What is your special book? Why is it special to you? What is the Bible? Why is the Bible a special book? How do Christians show that the Bible is special? What do Christians learn from the Bible? 	<ul style="list-style-type: none"> Know that the Bible is made up of the Old and New Testaments (L1) List some of the people who are in the Bible (L1) Recall events from a Bible story (L1) Retell a story from the Bible and identify its significance for Christians (L2) Describe what a Christian might learn from the Bible with examples (L3) 	<ul style="list-style-type: none"> Bring in their own special or favourite book and talk about why it is special to them (L1) Talk about some of the elements of the Bible that are puzzling e.g. miracles, parables (L2) See the relevance in their own lives of some of the teachings from the Bible (e.g. forgiveness, caring for others, trust) (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> The Bible is a special book for Christians It contains both the Old and the New Testament The New Testament contains stories about the life of Jesus and stories Jesus told Christians read from the Bible in order to learn about God That what Christians read in the Bible affects how they live their lives 	<ul style="list-style-type: none"> Look at and handle carefully some special Bibles – identifying the Old Testament and New Testament Look at well used Bibles, with notes and underlinings etc. and talk about why the Bible is used in this way by some Christians Identify some stories from the Bible that they are familiar with and talk about them together (e.g. the birth of Jesus) Role-play stories heard to explore the actions of the different characters Use a simple time line to show that the two parts of the Bible were written <i>before</i> and <i>after</i> the birth of Jesus Brainstorm and make a class list of reasons why the Bible is important to Christians 	<ul style="list-style-type: none"> Bring in books to share that are special to them. Reflect on what these stories teach them Discuss whether there is a book or anything in their own lives that they would value in the way that Christians value the Bible Role-play different feelings linked with the Bible stories e.g. when they have no one to play with at playtime, when they fall out with a friend etc Make a list of characteristics of key people in stories heard and reflect on their own feelings about them Reflect on their own families, especially their relationships with any brothers or sisters (or friends) for example: feelings of jealousy

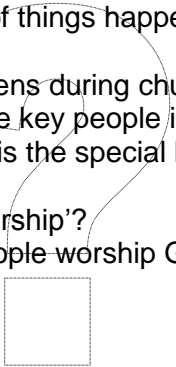
	<ul style="list-style-type: none"> • Use the story of Joseph (Genesis 37) to explore themes of jealousy, forgiveness, caring, loving or Jesus & the paralysed man Sequence the key events in the story • Use a digital camera to take a “moment” from the story – “freeze frame shot” • Retell the story as a class book using drawings or photographs taken of role play 	<ul style="list-style-type: none"> • Illustrate pupils “feelings” explored in story and create a class display of feelings; label and caption e.g. Joseph felt....., his brothers felt, his father felt..... etc
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Places for Worship – video (BBC) • Christianity photopack – Folens • Virtual visits websites • Bibles – variety of different types e.g. for the young, illustrated • ‘Joseph and His Magnificent Coat of Many Colours’ by Marcus Williams • Role play clothes – coat • ‘Religious Education and Drama’ by Ann Lovelace (in Syllabus Guidelines) • Story sack – containing items to help tell story; coloured fabric, gold, corn, cows etc • www.topmarks.co.uk (for versions of Bible stories) 	<ul style="list-style-type: none"> • God • Jesus • Bible • Old Testament • New Testament • feelings; forgiveness, reconciliation, humility, caring, loving • Joseph 	<ul style="list-style-type: none"> • Draw a picture of one of the stories they have encountered during the unit and explain its meaning. • Act out a story and share its meaning. • Explain how characters in the stories feel when..... • Using circle time to explore special books, feelings etc
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage Unit - “Special Books” explores special books from different religions. • KS1 units – ‘Who were Jesus’ friends?’& ‘Why did Jesus tell stories?’ explore other aspects of the life of Jesus so care should be taken when planning • KS2 units - “Why is the Bible important?” (Christianity) looks at the genres of writing in the Bible and how it is used by Christians 	<ul style="list-style-type: none"> • Use Bible stories in Literacy and Drama • Art- decorating a cover for a Bible to make it look special • Art – illustrating the stories • ICT – using digital cameras, video clips, PowerPoint the stories etc 	<ul style="list-style-type: none"> • Where R.E. is linked to literacy, care must be taken to ensure that the R.E. focus is not lost • Children should be guided to identify key feelings and ideas in the stories chosen e.g. repentance, forgiveness, reconciliation (making-up) jealousy • Other stories that would be suitable are David and Goliath (1 Samuel 17) Jonah and The Whale (Jonah 1) and Daniel.

KEY STAGE	1	UNIT TITLE:	HOW SHOULD CHRISTIANS LIVE THEIR LIVES? Unit 15	CHRISTIANITY	6-8 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • How do you like to be treated? • How did Jesus set a good example? • Why be honest? • What do Christians pray about? • What is forgiveness? • What are the two great commandments? • How do Christians try to follow Jesus' example? 	<ul style="list-style-type: none"> • Talk about the two great commandments (L1) • Talk about how Jesus showed care for others (L1) • List ways Christians try to follow Jesus' example (L2) • Give examples of Christian symbols and what they mean (L2) 	<ul style="list-style-type: none"> • Discuss what it means to be honest (L1) • Recognise the importance of saying "thank you" (L1) • Consider how they like to be treated and why (L1) • List ways of being a good example to others (L2) • Explore what it means to show forgiveness, consideration and respect to people (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That rules are an important part of our daily lives <p>Christian Values</p> <ul style="list-style-type: none"> • The two great commandments, "love God" and "love your neighbour" • About Jesus' teaching on: forgiveness and love; relationships with family and friends • Christians believe that God loves and cares for all people and therefore everyone is equally important • Christians try to follow Jesus' example in the way they treat others • How Christians demonstrate love for God and their neighbour in their daily lives through: caring for others, forgiveness, love & relationships with family and friends • About the lives of Christians who followed the example of Jesus 	<ul style="list-style-type: none"> • Invite a Christian from the local church to talk about their faith • Find out about famous Christians e.g. Mother Teresa, Martin Luther King, St Paul and St Peter • Read or listen to relevant stories or Bible readings, and reflect on the teachings e.g. Good Samaritan • Handle Christian artefacts found in the home such as a family Bible or cross or ichthus • Explore a simplified version of the Sermon on the Mount • Read and talk about some traditional Christian prayers and graces e.g. The Lord's Prayer 	<ul style="list-style-type: none"> • Make a book for a younger class about good playground behaviour • Make "Thank You" cards • Devise a "Thank You" prayer to use in an assembly • Use circle time to discuss themes such as forgiveness, honesty, consideration and respect • Read books that explore the themes above e.g. 'Let's Be Friends Again' or Teddy Horsley 'The Grumpy Day' or 'Neighbours' • Explore the idea of "Who is your neighbour?"

<p>Home Life</p> <ul style="list-style-type: none"> • Within the home and family Christianity encourages honesty, care and respect for others • Christians pray at home 		
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Time Line Christian Lives from Twenty Centuries (Margaret Cooling) • Assembly Resource books for stories about the chosen themes • Christian artefacts – Lion Books of Children’s Prayers • Teddy Horsley books ‘People Everywhere’ (The Lord’s Prayer), ‘The Grumpy Day’ (forgiveness), ‘The Walk’ (God’s care), ‘Neighbours’ (consideration), ‘Do and Tell’ (prayer) • Useful website:www.educhurch.org.uk 	<ul style="list-style-type: none"> • Forgiveness • honesty • consideration • respect • commandments • prayer • neighbour • commandments 	<ul style="list-style-type: none"> • Circle Time – how do we show we love people in our family? How do you like to be treated? How should we treat others? • Written responses to the story of the Good Samaritan about being a good neighbour • Drawing – poster relating to the two great commandments
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • KS2 units – ‘How is God present and active today?’ explores the concept of the Holy Spirit & the difference it makes for Christians; ‘What is the Church and what is it for?’ looks at the work of the church in the local community / world 	<ul style="list-style-type: none"> • Art – making thank you cards; designing posters • ICT – using MS Publisher to design cards / thank you prayers; use digital camera to take photos of good playground behaviour to illustrate class book. • Drama – role-playing challenging situations • Literacy – writing thank you prayers 	

KEY STAGE	1	UNIT TITLE:	WHAT HAPPENS IN A CHURCH? Unit 24	CHRISTIANITY	4-6 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What sort of things happen in church buildings? • What happens during church services? • Who are the key people in a church? • Which day is the special holy day for Christians? • What is 'worship'? • Why do people worship God? 	<ul style="list-style-type: none"> • Name some of the elements that make up a church service (L1) • Discuss some of the different services that take place in churches (L1) • List some of the key people within the place of worship and what they do (L1) • Name Sunday as the special holy day for Christians (L1) • Talk about what Christians believe (L2) • Describe different ways in which Christians worship during a church service (L2) • Compare 'special days' across the faiths they have studied (L3) 	<ul style="list-style-type: none"> • Talk about times they have had to get ready for a special occasion and explain why this was important (L1) • Sit quietly in a church and reflect on how the building makes them feel (L2) • Discuss why it's important to show respect in a place of worship (L2) • Talk about aspects of church services that puzzles them (L2) • Express their own ideas about worship (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That Sunday is the special holy day for Christians • Christians show God is special through worship • Church services usually include: <ul style="list-style-type: none"> – Readings from the Bible; Singing; Praying; Preaching/teaching; Communion • There are key people in the church. • some Christians who work for the church and community are unpaid volunteers • that a vicar / minister does more than lead services on a Sunday • There are many different acts of worship held in churches, such as: <ul style="list-style-type: none"> – Christenings/ infant baptisms; 	<ul style="list-style-type: none"> • Invite a local church leader to show their special garments/vestments and talk about their work • Hear examples of songs and music that are used in church • Hear and talk about different sorts of prayers • Look for evidence of worship within the church building or through the use of videos - altar rail, organ, pulpit, prayer and hymn books, notice board, guitar etc. • Share experiences of when children have been to church and use them to make a list of special times that people may go to church • Act out some of the different services that may take place within the church e.g. weddings, christenings, baptisms 	<ul style="list-style-type: none"> • Create a timetable of a school day • Make a class book of different occupations with captions • Learn a new song to share in collective worship • Make and use a class prayer book expressing their own concerns • Make a class list of different occupations e.g. teacher, nurse, police officer etc. and say what the job entails • Recall different groups that the children may belong to and how they care for each other. Include in the discussion Christian families/religious families and places where they meet together • Design a poster asking people to help with

<p>weddings; Funerals; Family Services; Harvest Festivals; Crib services; National events</p> <ul style="list-style-type: none"> • that these events are especially important for Christians • the church is an important building for the local community as well as the people who worship there 		<p>arranging flowers or cleaning</p> <ul style="list-style-type: none"> • Plan for a special occasion within the class or school e.g. Christmas party
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Copies of order of service • Hymn books; prayer books • Photographs of church notice boards & services taking place (e.g. Folens pack) • Video – ‘Places for Worship’ – BBC • Dressing up clothes for role play • Useful websites: www.re-xs.ucsm.ac.uk/re/passage; www.request.org.uk - search ‘Churches’; www.educhurch.org.uk - examples of church services; www.surreyplacesofworship.org.uk • Many churches now have downloadable videos of services 	<ul style="list-style-type: none"> • Church • leader • service • wedding • christening/ baptism • harvest • prayer • preaching/teaching • singing • Bible • Worship • Communion / Lord’s Supper 	<ul style="list-style-type: none"> • Writing a job description for a vicar • Observation of children’s responses during a church visit, or of role playing a church service e.g. wedding • Making an information leaflet about the different services happening at your local church • Listing ways in which pupils ‘belong’
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit “Special Places” • KS1 – this unit builds on the Year 1 unit ‘How is a church different from other buildings?’ • KS2 units - ‘How is the Christian faith expressed through worship?’ - church worship; ‘What is the Christian church and what is it for?’ - role of the church in the community / world 	<ul style="list-style-type: none"> • Drama – role playing a church service e.g. wedding • ICT – using digital photography; exploring weblinks • Music – listening to & talking about music used during church worship • Art – designing posters; adding illustrations to an information leaflet 	<ul style="list-style-type: none"> • It is envisaged that this unit could be used in conjunction with a visit to a church building • Further ideas can be found in the “Guidelines to visiting Christian Places of Worship” • In many Anglican churches adults may also be baptised as believers. In this case they would make the promises themselves.

KEY STAGE	1	UNIT TITLE:	WHAT MAKES A CHURCH DIFFERENT FROM OTHER BUILDINGS? Unit 18	CHRISTIANITY	4-6 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> Where do you go when you want to be with other people? Where do Christians meet? What Christian symbols can you find in or on a church building and what do they mean? What are the key interior features of a church and what are they used for? How do you know a building is a church? 	<ul style="list-style-type: none"> Identify one or more external features of a local church, e.g. steeple, name, cross, gravestones (L1) Name the church as a special place for Christians (L1) Name the key interior features of a church and talk about what they are used for (L2) Recognise some symbols within a church e.g. cross, colour, candles, the place of the Bible and what they mean (L2) 	<ul style="list-style-type: none"> Show by their behaviour respect for other people and places of worship (L1) Reflect on how it feels to be inside a church building (L1) Explain how symbols are used in daily life (L2) Discuss why it's important to show respect in a place of worship (L2)
LEARNING OBJECTIVES Pupils should learn: <ul style="list-style-type: none"> That a symbol can have a deep meaning Special Places <ul style="list-style-type: none"> Christians meet together in churches, in school halls, private houses etc. The furniture in a church and its uses such as: altar or communion table; lectern; pulpit; font or baptistery; pews or seats The exterior features of a church building may include: <ul style="list-style-type: none"> Tower; spire; gravestones; cross; church name Symbols on or in a church building may include: <ul style="list-style-type: none"> Cross; dove; colours in glass; vestments; candles 	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to: <ul style="list-style-type: none"> Make a class list and take photographs of features seen inside and out Create a class display of the church visited In groups, go in a 'symbol hunt' around the church Identify the position of a cross; altar table; candles; Bible and discuss their prominence Use previously taken photographs for the children to use during the visit – stand where the photographs were taken, think of captions Children to be colour detectives or go on a "colour trail". Explore the significance of each colour and question why different colours are used Design a stained class window containing a Christian symbol Use Christian symbols as a class display getting pupils to add captions 	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to: <ul style="list-style-type: none"> (through circle time) - 'When I was in a church building I felt.....' Talk about the variety of feelings they might have had and compare to other feelings they have experienced in different buildings e.g. school, school hall, classroom, swimming pool, etc Explore the similarities and differences between these feelings Discuss the differences between signs and symbols. Pupils can draw any they are familiar with and the rest of the class identify them Reflect on the use of colours for expressing different ideas and emotions
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT

<ul style="list-style-type: none"> • Photographs • Photo packs (eg Folens) • Slides • Surrey RE Virtual Visit Site • Video – Places for Worship – BBC • Tape recorder • Video: Introducing Sarah & Paul • Pictures of signs and symbols • Use Paintbox to design a stained glass window using template • Useful web sites: • http://re-xs.ucsm.ac.uk/re/places/ • www.riponcathedral.org.uk; • www.request.org.uk - search 'Churches'; • www.educhurch.org.uk 	<ul style="list-style-type: none"> • Church; spire; steeple; lectern; pulpit; font/baptistery; altar or Communion Table; lynch gate; tower; gravestones; cross; dove • Christian • symbol • notice board/name board • minister • priest • vicar • community • congregation 	<ul style="list-style-type: none"> • Observation of pupils' responses to the church building • Labelling a plan or model of the church • Adding captions to a class book about the visit / photographs for display • Writing riddles about key features
<p>LINKS WITH OTHER UNITS ACROSS KEY STAGES</p>	<p>POTENTIAL CROSS CURRICULAR LINKS</p>	<p>POINTS TO NOTE</p>
<ul style="list-style-type: none"> • Foundation Stage unit - 'Special Places' • If a class book is made about a visit to a church building it could be compared with a similar book made during a visit to another place of worship • KS1 unit – the unit 'What happens in a church?' (suggested for year 2) builds on this unit • KS2 units – 'How is the Christian faith expressed through worship?'; 'How do the actions of the church affect your community?'; 	<ul style="list-style-type: none"> • ICT – virtual visits and CD ROMS to explore a variety of church buildings prior to a visit; design a PowerPoint slide show on the outside of a church building - pupils add captions. Use ICT to design a stained glass window • Art - observational drawings – interior/exterior/key features / symbols within the church buildings; make a collage of one feature of a church building • Geography - plot on a plan the position of key features • DT - make a model of a church interior • Literacy - take photographs with digital camera and add captions, make into a class reference book 	<ul style="list-style-type: none"> • It is important to draw out that the word church can be used in 2 ways – as the building where Christians meet to worship – as the Christian family. We use the word 'school' in a similar way • Further guidance and teaching ideas can be found in "Guidelines on School Visits to Christian Places of Worship" • Give time for the children to reflect on the atmosphere and awe and wonder of the building • Remember to check with the church community that they are happy for you to take photographs • Prepare children for the way they should respect the building and people they may meet

KEY STAGE	1	UNIT TITLE:	WHO WERE JESUS' FRIENDS? Unit 5	CHRISTIANITY	5-6 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> Who are your friends? Why did you choose your friends? Who were Jesus' friends? Why do you think people liked Jesus? Did people change after they had met Jesus? What is a miracle? Was Jesus a good friend? Why? 	<ul style="list-style-type: none"> Retell a story about someone Jesus met (L1) Recall that Jesus' friends were called disciples and remember some of their names (L1) Talk about a miracle that Jesus worked (L1) Explain what a miracle is (L2) Relate how people were changed by meeting Jesus (L2) 	<ul style="list-style-type: none"> Talk about their friends and why they chose them (L1) Explore the feelings associated with friendship and meeting people (L2) Recognise that the miracles were an important part of the life of Jesus and raise challenging questions about why Jesus performed them. (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> That friendship is an important value The Bible contains stories about people Jesus met such as: <ul style="list-style-type: none"> Jesus at the temple Jesus and John the Baptist Jesus chooses the disciples Jesus and the children Jesus and Zacchaeus Jesus and Bartimaeus Jesus and the paralysed man Feeding of the five thousand During his life Jesus had an impact on many different people That a miracle is something that cannot be easily explained 	<ul style="list-style-type: none"> Read the story from a Children's Bible and retell it orally to others Act it out in drama - use a video or digital camera to record action. Hot-seat an interview with someone in the 'crowd' when acting out the story e.g. How do you feel? What do you think of Jesus? Write a play script for the story recording the conversation between Jesus and the people that he met Draw "before" and "after" pictures illustrating how people were changed by meeting Jesus Listen to taped versions of the story & make their own taped version of the story, perhaps from the viewpoint of someone in the crowd. (How did you feel? What did you think of Jesus?) Write a riddle about someone Jesus met Write a newspaper article reporting on one of Jesus' miracles 	<ul style="list-style-type: none"> Draw a friend's portrait and write underneath why they are your friend Make friendship 'webs' & talk about the qualities that make a good friend Reflect on the different emotions displayed by the characters, and explain why they think people felt as they did Explore the mystery of a miracle through one of the stories

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Children’s Bibles • Digital/video camera to record children in action • Taped versions of the stories • Extracts from “The Miracle Maker” video e.g. Jesus at the Temple and healing the paralysed man • BBC Watch TV programmes available to buy ‘Friends Followers’ • www.request.org.uk/infants stories Jesus told • www.refuel.org.uk 	<ul style="list-style-type: none"> • friend • disciple • miracle • faith 	<ul style="list-style-type: none"> • Use the children’s pictures • Watch their drama or read their play scripts • Circle times – expressing their emotions
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage Unit - “What makes us special?”; “Why are stories special?” • KS1 Units - “Why is the Bible a special book?”; “Why did Jesus tell stories?” • KS2 Units - “Who is Jesus Christ?”; “Why did Jesus use parables and perform miracles?” 	<ul style="list-style-type: none"> • Literacy – drama scripts, role play • ICT – take digital photos / videos to use in a power point presentation or performance; add captions to digital camera pictures using word processor package • Art – paint pictures of friends 	<ul style="list-style-type: none"> • The stories suggested in the learning objectives were chosen because they show Jesus meeting different people and the effect he had upon them. Don’t try to fit all the stories into the unit, but select from the list! • It is intended that several stories and their meanings are studied in some depth, and a range of activities employed. • When dealing with questions about miracles and other challenging issues pupils should be encouraged to acknowledge that these events are mysterious and it is perfectly acceptable not to know all the answers

KEY STAGE	1	UNIT TITLE:	WHY DID JESUS TELL STORIES? Unit 16	CHRISTIANITY	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What's your favourite story? • Why do you like it? • Have you ever learnt something from a story? • Why do people use stories to teach about something? • What is a parable? • What do you think this story means? • What does it mean to a Christian? • Why do you think Jesus told stories? 	<ul style="list-style-type: none"> • Retell stories that Jesus told (L1) • Recall that Jesus' stories are called parables (L1) • Explain what they think the meaning of a parable is (L2) • Understand that Jesus told stories to teach people important truths (L2) • Describe what a Christian might learn from the parables (L3) 	<ul style="list-style-type: none"> • List the reasons why people like stories (L1) • Recognise that some stories have special meanings and are important to people (L1) • Express how they think the story might affect someone's behaviour (L2) • Talk about what's important in the story – for them and for others (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That stories can teach people things • The Bible contains stories that Jesus told such as: The Lost Sheep; The Lost Coin; The Lost Son; The Good Samaritan; The Wise and Foolish Man; The Merchant & the Pearl (or others of your choice) • These stories are called parables and have a deep meaning • Jesus told stories to explain important truths to people 	<ul style="list-style-type: none"> • Make a collection of books/videos containing stories Jesus told e.g. various Bibles, Mick Inkpen versions 'Stories Jesus Told' (Heinemann) • Read /watch/tell stories told by Jesus over a period of a few weeks and ask children to explain what they think they mean • Re-enact stories using drama and video/photograph freeze frames of children in action • Match story titles to their hidden meanings • Listen to several stories • Make a class book about the things Jesus taught through parables e.g. God loves individual people 	<ul style="list-style-type: none"> • Make a class list of why children think people like stories e.g. humour, pictures, imagination • Talk about how things we have learnt can change the way we do things e.g. learning spellings help us to write correctly • In talking about the parables, encourage pupils to reflect on their special meaning and the value they have for Christians • Discuss with a partner how the story might affect their or others' behaviour

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • The Beginners Bible (Kingway) • The Story Tellers Bible (Bob Hartman) • Stories Jesus Told (Mick Inkpen & Nick Butterworth) • Video: 'Quest Animated World Faiths – The Life of Christ' • Use a digital camera for the freeze frame shots • Extracts from "The Miracle Maker" video eg Jesus telling parables • BBC Watch TV programmes available to buy • www.request.org.uk/infants stories Jesus told • www.refuel.org.uk 	<ul style="list-style-type: none"> • Jesus • parable • meaning • truth 	<ul style="list-style-type: none"> • Children match stories with meanings • Children photograph freeze frames and explain their meaning • Use the meaning of a familiar story that Jesus told to write their own story in a modern setting.
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Link to Foundation Stage Unit - "What makes us special?" – lesson 4 and 5 Jesus; "Why are stories special?" lesson 5 • Link to KS1 Units - "Why is the Bible a special book?" • Link to KS2 Units - "Who is Jesus Christ?"; "Why did Jesus use parables and perform miracles?" 	<ul style="list-style-type: none"> • Literacy – drama scripts, role play • ICT – take digital photos / videos to use in a power point presentation or performance 	<ul style="list-style-type: none"> • It is the intention of this unit to look at a range of parables, in order for children to be introduced to Jesus' teaching • Ensure that children are taught the religious significance of the parables

KEY STAGE	1	UNIT TITLE:	CHRISTMAS : WHY IS CHRISTMAS IMPORTANT TO CHRISTIANS? Unit 11	CHRISTIANITY	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What does it mean to celebrate? • When do you celebrate? • Why is celebrating important? • Why is Christmas celebrated? • What do we know about the story of the birth of Jesus? • Why is Christmas important for Christians? 	<ul style="list-style-type: none"> • Identify the parts of the Bible that contains the stories of Jesus' birth (L1) • Talk about the different people in the story and what they did (L1) • Retell the main events of the story (L2) • Say why Christmas is important for Christians (L2) 	<ul style="list-style-type: none"> • Share experiences of celebrations (L1) • Reflect on the emotions associated with celebration (L1) • Identify the reasons behind having certain celebrations (L2) • Recognise that events from the past can be the focus for celebrations today (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • Christmas is the celebration of Jesus' birth • The Bible contains stories about the birth of Jesus. • Christians believe Jesus is the Son of God • The story is in the New Testament • About the key people and events in the birth stories • The story is the focus of the celebration for Christians 	<ul style="list-style-type: none"> • Look at different Bibles and introduce children to the idea of the 2 parts - the Old Testament and the New Testament. One tells of what happened before Jesus was born, and the New Testament tells about his birth and after • Use Christmas cards to sequence the main events of the story and children retell the story • Provide nativity costumes and set up a role play area as a stable for children to act out the story • Look at artists representations of the Nativity and identify key people, saying how they know who they are • Identify key people in the Nativity crib scene 	<ul style="list-style-type: none"> • Talk about times when we celebrate e.g. birthdays, Christmas, new baby etc. and share happy experiences • Circle time "At Christmas (or on my birthday/at Id etc.) I felt..." • Make a list of celebrations and identify why they are celebrated • Explore the events from the past that we celebrate today

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Children’s Bible • Christmas cards with Nativity scene on. • Nativity crib scene • Nativity costumes • Christian art depicting the nativity – use www.nationalgallery.co.uk to download pictures • Big Book “The Tallest Candle” from Times to Remember Series (RMEP) • Scan Christmas cards into a PowerPoint slide show to illustrate the sequence of events in the Christmas story • www.refuel.org.uk has a version of the story with nice music! • DVD – Brian Wildsmith ‘A Christmas Story’ • ‘Cracking Christmas’ CD-ROM – Stapleford Centre • http://ngfl.northumberland.gov.uk/christmas/nativity/nativity.html has a drag-and-drop Nativity picture 	<ul style="list-style-type: none"> • Christmas • Jesus • Son of God • New Testament • Mary • Joseph • shepherds • Wise Men/Magi / Kings • innkeeper 	<ul style="list-style-type: none"> • Sorting Christmas cards, identifying those that come from the story • Sequencing the events of the story • Through observation & discussion, recording children’s comments • Using Circle Time to talk about times when people celebrate, how they feel etc.
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit ‘Why do we have celebrations?’ • Christmas is studied in each year group and it is important that the units for each year group are followed so as to ensure progression. • The emphasis of this unit is the story of the first Christmas, and it is intended for use in Year 1. The Year 2 Christian unit builds on these objectives 	<ul style="list-style-type: none"> • Drama and Music – Christmas productions • Art – Christmas art work depicting the story • Literacy – based on the retelling the Christmas story • ICT – Use of websites; use computers to create graphs showing their favourite aspects of Christmas. e.g. carols, food, time with family, presents, going to church 	<ul style="list-style-type: none"> • In explaining celebrations, children should be encouraged to recognise that many events we celebrate today have a connection with the past e.g. anniversaries, November 5th, Poppy Day

KEY STAGE	1	UNIT TITLE:	CHRISTMAS : WHAT ARE THE CHRISTIAN SYMBOLS OF CHRISTMAS? Unit 23	CHRISTIANITY	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is a symbol? • Where do we see symbols in everyday life? • Why do we use symbols in daily life? • Christmas” – What would you draw? • What symbols might you find on the front of Christmas Cards? • Which symbols tell us about the Nativity story? • Why do we give presents at Christmas? 	<ul style="list-style-type: none"> • Identify places in the Christmas story where symbols appear (L1) • Talk about what the symbols mean in relation to the story and Christmas celebrations (L2) • Identify what Christians believe about the symbols associated with Christmas (L3) 	<ul style="list-style-type: none"> • Identify some common signs and symbols (L1) • Explain the meanings behind some everyday symbols (L2) • Talk about aspects of the Christmas story which puzzle them (L2) • Explain their choice of Christian symbol (L2) • Compare their choice of Christian symbol with another child’s and give reasons for the choices (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • Christmas is the celebration of Jesus’ birth which shows that Christmas is special • The meanings of the symbols of Christmas such as: Light – Jesus is the light of the world The crib scene – the presentation of the Nativity The star – The birth of a new King Presents – The gifts of the Magi 	<ul style="list-style-type: none"> • Sort Christmas cards into groups of religious and secular significance • Look at artists representation of the Nativity which show the symbols of light, star and presents • Discuss what they think the symbols mean • Explore what happens before and after a symbol appears in the story • Use Nativity figures to act out the story 	<ul style="list-style-type: none"> • Discuss signs and symbols around the school and discuss what they mean • Look at other familiar symbols (e.g. traffic lights, road signs, shop logos) and think about what they represent • Discuss why we use symbols in daily life and why certain symbols reflect the Christmas story • Design the front of a Christmas card which uses one of the Christian symbols studied
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT

<ul style="list-style-type: none"> • Jesus through Art – Margaret Cooling (RMEP) • Artists representation of the Nativity/Christmas Cards • Nativity figures • Teddy Horsley books “Lights” / “Presents” • www.topmarks.co.uk - has versions of the story, Christmas activities, build-your-own Nativity scene • www.request.org.uk - type in ‘Christmas’ for some great links! • ‘Cracking Christmas’ CD-ROM – Stapleford Centre 	<ul style="list-style-type: none"> • symbol • sign • light • nativity scene • star • presents • Wise Men • Magi 	<ul style="list-style-type: none"> • Drawing – use of Christian symbol on their card • Through talking about signs and symbols – both everyday & Christian - & the reasons for their choices
<p>LINKS WITH OTHER UNITS ACROSS KEY STAGES</p>	<p>POTENTIAL CROSS CURRICULAR LINKS</p>	<p>POINTS TO NOTE</p>
<ul style="list-style-type: none"> • Foundation Stage unit - ‘Why do we have celebrations?’ • Christmas is studied in each year group across KS1 & KS2 and it is important that the unit for each year group is followed so as to ensure progression. • The emphasis of this unit is the symbols associated with the Christmas Story. It is intended for use in Year 2 and builds on the unit studied in Year 1 	<ul style="list-style-type: none"> • Drama and Music – Christmas productions • Art – Christmas art work linked to symbols e.g. making a Christmas card • Literacy – based on the retelling the Christmas story 	

KEY STAGE	1	UNIT TITLE:	EASTER : WHAT DO EGGS HAVE TO DO WITH EASTER? Unit 14	CHRISTIANITY	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit, a pupil should be able to:	LEARNING OUTCOMES AT2 By the end of the unit, a pupil should be able to:
<ul style="list-style-type: none"> • What is 'new life'? • What signs of new life can you find? • Why do we have hot cross buns on Good Friday? • Why do we have chocolate eggs on Easter Sunday? • Why is Easter important to Christians? 	<ul style="list-style-type: none"> • Identify the places in the Bible story that relate to the Easter symbols (L1) • Say what some symbols stand for (L2) • Talk about why they think Easter is important to Christians (L2) • Explain what Christians believe about Easter (L3) 	<ul style="list-style-type: none"> • Explore some common signs and symbols (L1) • Recognise signs of new life in nature (L1) • Identify that eggs are a symbol of new life and explain why (L2) • Design and explain their own symbol of Easter (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • On Good Friday Christians remember Jesus' death • On Easter Day Christians celebrate Jesus' resurrection • New life is an important theme of Easter celebrations • That symbols are used to represent key aspects of Easter: <ul style="list-style-type: none"> Hot cross buns – Good Friday Cross – the crucifixion Eggs – new life Easter Gardens – the resurrection 	<ul style="list-style-type: none"> • Look at a cross and explore what it means for Christians • Read the Easter story (from a children's Bible) and identify the symbol of the cross • Make/buy hot cross buns and identify the symbol of the cross • Make an Easter garden using natural resources. Describe what would need to be included to make it a representation of the first Easter Day 	<ul style="list-style-type: none"> • Identify familiar signs and symbols around the school and the local area and talk about what they mean • Go on a Spring walk and find signs of new life e.g. blossom, daffodils, frogspawn, birds eggs • Make a class book about signs of new life • Use a digital camera to take photos of new life

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Digital camera to photograph signs of new life • Children's Bible • Crosses • Hot cross buns • www.topmarks.co.uk/christianity/easter/easter.htm 	<ul style="list-style-type: none"> • new life • hope • hot cross buns • cross • Good Friday • Easter Sunday • Resurrection • sign • symbol • Easter Garden 	<ul style="list-style-type: none"> • Using circle time to explore the meaning of the egg as a symbol for Easter. Record children's comments and responses. • Children to make a list of all the things they would need to include in an Easter Garden
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage Unit 'What makes something special?' • The focus for this unit is the symbolism associated with Easter. This unit is intended to be taught to Year 1 pupils – the year 2 Easter unit builds on it • Easter is studied in each year group across KS1 & KS2 and it is important that the unit for each year group is followed so as to ensure progression. 	<ul style="list-style-type: none"> • Science –New Life • DT - Cooking Hot Cross Buns • DT - design and making an Easter Garden • Literacy - making a book about new life • Literacy - make notices to accompany the different crosses explored • Geography-local walks 	<ul style="list-style-type: none"> • Children may find that the sharing of the Easter story raises some puzzling questions. Time should be given to discuss their queries sensitively

KEY STAGE	1	UNIT TITLE:	EASTER : WHY IS EASTER IMPORTANT TO CHRISTIANS? Unit 13	CHRISTIANITY	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What are the sad / happy times of your life? • Why do Christians remember Good Friday? • How did the disciples' feelings change during the story? • Why do Christians celebrate Easter day? • Why is Easter important? • Why did Jesus have to die? 	<ul style="list-style-type: none"> • Recall the main events of the Easter story (L1) • Compare the sadness of Good Friday with the joy of Easter Sunday (L2) • Explain why Easter is important for Christians (L2) • Talk about and explain the feelings of the people in the story (L2) 	<ul style="list-style-type: none"> • Share happy and sad memories (L1) • Reflect on the emotions associated with Easter (L2) • Realise that some questions are difficult to answer (L2) • Accept that there is not always an answer (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That sadness and joy are both a part of the Easter story • Good Friday is when Christians remember Jesus' death • Easter day is when Christians celebrate Jesus' resurrection. • The sequence of the Easter Story • The story of Easter is a story of hope • The Easter story often raises puzzling questions 	<ul style="list-style-type: none"> • Use pictures from "Jesus Through Art" or slides of artists' representations of the story • Sequence some of the main events and use them to retell the story orally • Read the Easter story from a children's Bible and discuss how the people in the story felt • Contrast the sadness of Good Friday with the joy of Easter Day 	<ul style="list-style-type: none"> • Explore, using circle time: "I felt happy when..." "I felt sad when..." • Reflect upon the emotions of different people and why they might be feeling that way • Identify parts of the story that are puzzling to them

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Jesus Through Art - Margaret Cooling (RMEP) • Slide of artists' representations of the Easter story (could use www.nationalgallery.co.uk) • Children's Bible • Jesus Through Art poster pack – CEM • A Very Special Sunday – A Story for Easter (Time to Remember series) • Design Easter cards using suitable computer software • Interactive CD Cracking Easter from Stapleford Centre • www.childseyeview.com - festivals video and DVD • www.topmarks.co.uk/christianity/easter/easter.htm • www.bbc.uk.schools RE Easter Story 	<ul style="list-style-type: none"> • Good Friday • Easter Sunday • Resurrection • disciples • emotions • hope 	<ul style="list-style-type: none"> • Sorting Easter cards into sad times/happy times giving reasons for their choices. • Sequencing the story using pictures or Easter cards. • Through observation and discussion, recording children's comments when looking at artists pictures • Retelling the Easter story
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – 'What makes something special?' • The focus of the unit is the Easter Story and is intended for use in Year 2. It builds on the Year 1 unit 'What do eggs have to do with Easter?' • Easter is studied in each year group across KS1 & KS2 and it is important that the unit for each year group is followed so as to ensure progression. 	<ul style="list-style-type: none"> • Art-looking at different artists' impressions of the Easter story • Literacy –retelling the Easter story 	<ul style="list-style-type: none"> • Children may find that the Easter Story raises some puzzling questions. Time should be given to discuss their queries sensitively

ISLAM UNITS – CHOOSE 3 OUT OF 4 (SUGGESTED TIME ALLOCATION – 9 HOURS)

KEY STAGE	1	UNIT TITLE: HOW DO MUSLIMS WORSHIP GOD? Unit 17	ISLAM	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> What is prayer? What is worship? Why do people pray? Who do Muslims pray to? When do you wash? Why? What do you do during your day? Why do Muslims wash before they pray? What is the difference between a prayer and a wish? How do Muslims know when to pray? 	<ul style="list-style-type: none"> Talk about how many times a day Muslims pray (L1) Talk about how many times a day Muslims pray and why (L2) Explain why Makkah is important for Muslims (L2) Describe how a Muslim would use a prayer mat and why they wash before praying (L2) Begin to make comparisons between a mosque and another place of worship. (L2) Notice and name similarities and differences in the way worship is expressed by members of faith communities.(L3) 	<ul style="list-style-type: none"> Recognise that we use different positions or postures for different activities (L1) Identify regular practices at home and at school (L1) Recognise that other people have different preferences for the way they do things (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> For a Muslim, any action or thought can become a prayer Muslims sometimes use a prayer mat to pray Muslims can pray anywhere as long as it is clean Muslims wash before they pray (wudu) to be clean Muslims pray five times a day in order to reflect on and remember Allah Muslims always face towards Makkah to pray Muslims use different positions for prayer The muezzin is the person who calls people to prayer 	<ul style="list-style-type: none"> Listen to the call to prayer (tape recording) Watch video of Faith stories - Islam "Watch" Look at pictures of Makkah and discuss its importance for Muslims Look at pictures of different mosques and identify the mihrab See a video showing how Muslims prepare for prayer by washing (wudu), removing their shoes and using a prayer mat Look at and handle a prayer mat & use the compass to find the position of Makkah Design a prayer mat either on paper or computer 	<ul style="list-style-type: none"> Mime different actions (eg. cleaning teeth, watching television, eating a meal, sleeping) and ask children to identify the mime. Then discuss whether they would do the same action differently Make a time line of key events during the day and talk about similarities and differences Discuss "Does it matter if you get dressed before or after breakfast?"

<ul style="list-style-type: none"> • A compass is used for finding the direction of the Ka'bah 	<ul style="list-style-type: none"> • Make a visit to a local mosque or use the Virtual Visits website to see the different stages of wudu • Watch "Places for Worship" video to see Muslim positions for prayer • Make a model of a mosque adding the key features 	
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Call to prayer on tape or internet www.toursaudiarabia.com/prayer • Faith stories - Islam (Watch series) • BBC places of worship (Islam) - video and separate resource pack • Pictures of mosque, Makkah • Virtual visits website • www.surreyplacesofworship.org.uk/virtualvisits/ • www.hitchams.suffolk.sch.uk/mosque 	<ul style="list-style-type: none"> • Islam • mosque • Allah • Makkah • prayer mat • call to prayer • Ka'bah • Qiblah • Wudu • Mihrab 	<ul style="list-style-type: none"> • Design a prayer mat with instructions for its use • Observe children's responses in the mosque visit
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit - 'What makes a place special?' • KS1 unit 'In what ways is the mosque special to Muslims?' is designed to follow this unit • KS2 units – 'What do Muslims believe?' & 'What does it mean to be a Muslim?' 	<ul style="list-style-type: none"> • Art – design a prayer mat • ICT – internet research and virtual visits • Literacy – captions for display giving instructions for the use of a prayer mat • DT – make a model of a mosque 	<ul style="list-style-type: none"> • For Muslims an act of kindness is an act of worship • This unit could include a visit to a mosque. Further guidance can be found in 'Visiting Muslim Places of Worship' • If possible, buy a prayer mat with an integral compass. These usually include an instruction booklet to find the direction of Makkah from anywhere in the world

KEY STAGE	1	UNIT TITLE:	IN WHAT WAYS IS THE MOSQUE SPECIAL TO MUSLIMS? Unit 19	ISLAM	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What do you know 'by heart'? • What are your special places? • What makes a place special? • Who would you find in a mosque? • Why do Muslims go to a mosque? • How would you learn something by heart? • What would you find in a mosque? • How do Muslims know when it is time to pray? 	<ul style="list-style-type: none"> • Name the special building where Muslims meet together (L1) • Identify two special features of a mosque (L1) • Explain why Muslims face towards Makkah when they pray (L2) • Describe what Muslim children learn to do in a mosque and why (L2) 	<ul style="list-style-type: none"> • Identify a place that is special to them and say why (L1) • Demonstrate something they have learnt by heart (L1) • Talk about activities they do after school (L1) • Talk about how they are reminded to do things (L1) • Demonstrate respect in a place of worship (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • The mosque is the special place of worship for Muslims • One aim of a mosque is to educate people about Islam • People remove their shoes as a sign of respect before they enter a mosque and wear modest clothing • The prayer room always faces towards Makkah • Mosques are decorated with patterns and Arabic writing • Children go there to learn about the Qur'an – often after school • Children are encouraged to learn the Qur'an by heart • Other activities and events take place within a mosque e.g. Id, funeral prayers, social gatherings. This may include recreation 	<ul style="list-style-type: none"> • Look at pictures of mosques • Visit a mosque or Woking Mosque via the virtual visits website and look at the key features • Talk about the importance of the ka'bah to Muslims and why Muslims pray towards Makkah • Use the key questions to write about a mosque • Make a display to show what the children have found out about mosques. The display could include Arabic writing, geometric patterns and photographs taken with a digital camera • Make a class book about a visit to a mosque (if a visit has been made) • Demonstrate the call to prayer by asking a meuzzin to do so 	<ul style="list-style-type: none"> • Draw a picture of their special place to add to a class book and write a caption to say why it is special • Recite things that they know by heart e.g. nursery rhymes, times tables, their address, phone number • Make a class list of things that they do after school • Make a list of ways of being reminded to do things, e.g. alarm clock, school bell

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Folens photopack – Islam • Virtual visits website • BBC ‘Places for Worship’ – Islam – Video and separate photo pack • “Muslim Mosque” Umar Hegedus Keystones • ‘Visiting a mosque’- Ruth Nason Start up religion series • ‘The Most magnificent mosque’ Ann Jungman & Shelley Fowels • ORT book - Mosque School • www.hitchams.suffolk.sch.uk/mosque/default.htm • Video: BBC Birmingham Central Mosque • www.allre.org.uk/shells/strath_iafacts.html 	<ul style="list-style-type: none"> • mosque • Imam • Mihrab • Makkah • Ka’bah • Muezzin • Adhan 	<ul style="list-style-type: none"> • Record pupils’ observations and comments on the mosque visit • Make a group non-fiction book about a mosque • Class list of ideas as to what we would need to do in order to turn their class into a mosque.
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – ‘What makes a place special?’ • KS1 unit – ‘How do Muslims worship God?’ is designed to precede this unit. • KS2 units - ‘What does it mean to be a Muslim?’ and ‘What do Muslims believe?’ 	<ul style="list-style-type: none"> • ICT – digital photography & using virtual visits sites • Art – geometrical patterns • Literacy – non fiction writing; list about making the classroom into a mosque 	<ul style="list-style-type: none"> • Many towns have a purpose-built mosque, but ordinary buildings in the UK (such as houses) are also used • It is suggested that this unit includes a visit to a mosque. Further guidance can be found in ‘Visiting Muslim Places of Worship’ • It is suggested that this unit follows the unit ‘Why do Muslims pray?’ • Muslims can pray anywhere that is clean – e.g. at home, at school or at work

KEY STAGE	1	UNIT TITLE:	WHAT HAPPENS DURING RAMADAN AND ID-UL-FITR? Unit 26	ISLAM	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • When have you been hungry? • What does it mean to fast? • What is a good deed? • Why do Muslims fast during Ramadan? • What special times do you celebrate? • How do Muslims know when it's the beginning of Ramadan and Id? • Why do you think Muslim children look forward to Id-ul-Fitr? 	<ul style="list-style-type: none"> • Talk about the activities associated with the Id-ul-Fitr celebrations (L1) • Explain what Muslims do during the month of Ramadan and why (L2) • Identify aspects of Muslim belief from the practices of Ramadan (L3) 	<ul style="list-style-type: none"> • Talk about times when they've been hungry (L1) • Discuss what they could do to please their teacher or parents (L1) • Imagine what it is like not to eat or drink and to be on their best behaviour for a day (L2) • Explore how they might use their time differently if they were not stopping to eat and drink (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That Ramadan lasts for a month • That Ramadan is a time of fasting, of good actions and thinking about God • Muslims do not eat between sunrise and sunset during the month of Ramadan • Ramadan starts and ends at the first sight of the new moon • The festival of Id-ul-Fitr happens at the end of Ramadan • Muslim children receive new clothes and presents at Id-ul-Fitr 	<ul style="list-style-type: none"> • Make a list of all the things that Muslims believe Allah has provided for them • Find out how Muslims keep Ramadan and make a class book –use some of the web resources • Look at Id Cards and their designs • Make an Id card • Make Id sweets • Make a basket and decorate with Islamic patterns for sweets • Read a story about how a Muslim child celebrates Id-ul-Fitr • Write captions to display with Id artefacts 	<ul style="list-style-type: none"> • Write thank you prayers • Do a painting of the food that they feel most grateful for • Become familiar with the time of day and the cycle of the moon • Make a list of things that parents/guardians do for them and what they could do in return

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Yusuf Isam CD – ‘A is for Allah’ (Section on “Ramadan”) • Id Cards • BBC Places for Worship – Islam (Video and Resource Pack Programme 2) • Celebrations – Id-ul-Fitr (Ginn) • www.submission.org/YES/child2.html and www.gowilder.org.uk/re/fivepillars/index.html have good Ramadan info. • www.ramadan.co.uk/ is a good source for teachers • ‘Watching for the Moon – A Story for Id-ul-Fitr’ – Time to Remember Series • ‘My Id-ul-Fitr’ pub. Heinemann ISBN0431186391 • Video – ‘Wafa’s Eid’ from www.childseyemedia.com 	<ul style="list-style-type: none"> • Ramadan • fasting • sunrise • sunset • self-discipline • celebration • festival • Id-ul-Fitr • new moon 	<ul style="list-style-type: none"> • Their thank you prayers • Id cards • Captions for class display of Id artefacts
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit - “Why do we have celebrations?” • KS2 units – ‘What does it mean to be a Muslim?’ & ‘What do Muslims believe?’ 	<ul style="list-style-type: none"> • Literacy – making lists, books & writing prayers • Art – making cards, Id baskets & paintings of their favourite food • Food technology – making Id sweets • ICT –exploring websites; making captions 	<ul style="list-style-type: none"> • Only healthy adults are required to fast for the whole month. Muslim children often like to try it for a day or half a day • The new moon marks the beginning of a new month in the Islamic lunar calendar • Please explore websites prior to lesson as they may only be useful as a teacher resource

KEY STAGE	1	UNIT TITLE:	WHY IS THE QUR'AN SPECIAL TO MUSLIMS? WHO IS MUHAMMAD (PBUH)?	ISLAM	4-6 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What makes a book special? • How can you tell that the Qur'an is special to Muslims? • Do you have different names for people special to you? • What is 'respect'? • Who do you respect? • How do you show respect? • Why do Muslims say "peace be upon him" when they mention Muhammad** (pbuh)? • What does Allah mean? 	<ul style="list-style-type: none"> • Name the Qur'an as the Islamic holy book (L1) • Use the term Allah in the correct context (L1) • Demonstrate how the Qur'an should be treated (L2) • Explain why Muhammad is important to Muslims (L2) 	<ul style="list-style-type: none"> • Talk about times when they have been a messenger (L1) • Identify the different names that they call people special to them (L1) • Explain what it means to treat someone with respect (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • What it means to treat someone with respect • What a prophet is <p>The Qur'an:</p> <ul style="list-style-type: none"> • Is the special book for Muslims • Is written in Arabic and read from right to left • contains the words of Allah to Muhammad • The way that Muslims treat the Qur'an shows how important it is to them <p>Beliefs about Allah:</p> <ul style="list-style-type: none"> • Muslims believe in one God • Allah is the Arabic name for God the Creator. • There are also ninety-nine beautiful names used to describe Allah which reflect aspects of 	<ul style="list-style-type: none"> • Look at a copy of the Qur'an, the way it is treated with respect i.e. covered in cloth and placed on a stand • Listen to and read stories about the Prophet Muhammad especially the story of Jibrael (Gabriel) and Muhammad and discuss why Muhammad is important to Muslims • Listen to Yusuf Islam talking and singing about Muhammad the Messenger of Allah • Copy the name Muhammad in Arabic and use geometric designs to decorate the border • Look at Islamic designs which show the names of Allah • Look at examples of the ninety-nine names of 	<ul style="list-style-type: none"> • Talk about people important to them and how they treat them with respect, and learn from their example • Draw a speech bubble and add a message that they might have to deliver • Paint pictures of a person who is special to them and make a list of names that they and others call them e.g. grandma, granny, nanny

* as a sign of respect, Muslims say 'peace be upon him' (pbuh) whenever they mention Muhammad and all the other prophets mentioned in the Qur'an

<p>his character</p> <p>Beliefs about Muhammad (pbuh*)</p> <ul style="list-style-type: none"> • Muhammad is a prophet • Muhammad is the last messenger of Allah in Islam • 'Peace be upon him' (pbuh) is spoken and written after Muhammad as a mark of respect 	<p>Allah inside the mosque or on an RE website and some of the names in English</p>	
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Yusuf Islam - A is for Allah (CD) • Celebrations - Id-ul-Fitr (story of Muhammad and the Qur'an) (published by Give) • Qur'an, Islamic designs and the names of Allah. • Video: Pathways of Belief – Islam Programme • www.discoverislam.com (has a gallery of posters) • www.theresite.org.uk (to search for Islamic patterns) 	<ul style="list-style-type: none"> • Qur'an • Muslims • Islam • (Pbuh) • Allah • messenger • holy • Arabic 	<ul style="list-style-type: none"> • Design a cover for the Qu'ran with instructions for its use. • Identify different names for special people • Decorate a plaque or plate with the names of Allah that they can remember
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – 'Why are stories special?' • KS1 unit – 'How do Muslims worship God?' • KS2 unit – 'What do Muslims believe?' 	<ul style="list-style-type: none"> • Art - Islamic patterns – portraits of special people, designing a Qu'ran cover • Music – listening to Islamic music • Literacy – writing names and messages, instructions • ICT – using websites; writing captions for display 	<ul style="list-style-type: none"> • Care must be taken when handling the Qur'an in the classroom. It should be covered and kept on a high shelf. Hands should be washed before touching it • "peace be upon him" (pbuh) is spoken or written after Muhammad's name by Muslims as a mark of respect

JUDAISM UNITS – CHOOSE 3 OUT OF 4 (SUGGESTED TIME ALLOCATION – 9 HOURS)

KEY STAGE	1	UNIT TITLE:	WHAT IS THE TORAH AND WHY IS IT SPECIAL? Unit 22	JUDAISM	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What books are special to you? • How can you tell the Torah is special to Jews? • How is the Torah different from other books? • What is it about the synagogue that makes it a special place for Jews? • Why do Jews go to the synagogue? • Why is the Torah so special? • Do you go to a special place to worship? 	<ul style="list-style-type: none"> • Name the Torah as the Jewish holy book (L1) • Describe how and where the Torah is kept (L1) • Name the synagogue as the Jewish place of worship (L1) • Demonstrate how the Torah is read (L1) • Explain, with examples, that the Torah teaches Jews how God wants them to live (L2) • Explain why there is always a light burning in the synagogue (everlasting light) (L2) 	<ul style="list-style-type: none"> • Identify books that are of value to them and why (L1) • Look at different places where they go to learn (L1) • Explain what it means to treat something with respect (L2) • Tell the class something that they have learnt from a book, which has shown them how to behave towards others (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • What it means to treat something with respect • The Torah is the Jewish holy book • The Torah is in the form of a scroll and is written in Hebrew • The Torah contains rules for Jews to live by • The synagogue is the place where the Torah is kept • The synagogue is the place where Jews go to learn, worship God and be together as a community • Light is a symbol for God’s presence in the synagogue 	<ul style="list-style-type: none"> • Look at photographs, posters, books or a virtual visit website, of the Torah being used • Handle a replica Torah and look at Hebrew writing and the way it is read with a yad • Make a scroll using some Hebrew letters or write one of the Ten Commandments inside • Go on a visit to a synagogue or look at photographs, posters, books or a virtual visit website of a synagogue. Identify the everlasting light and the Ark and talk about why these features are there • Make a model of a synagogue showing key features 	<ul style="list-style-type: none"> • Bring in a book from home that is of value to them and explain why to the class • Make a display of books with children’s own captions • Talk about how you should treat things that belong to someone else • Share stories at story time that encourage children to demonstrate caring behaviour • Make a class list of places that the children can go to learn e.g. library, assembly-hall

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Replica Torah • Yad • Photographs of Torah in use (e.g. Folens photopacks) • Virtual visits site (synagogue) • 'Ten Good Rules' by Susan Remick Topek • www.atschool.eduweb.co.uk/sirrobhitch.suffolk/ • www.torah.org • http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm 	<ul style="list-style-type: none"> • holy • Torah • scroll • valuable • precious • synagogue • ark • Yad • value • Kippah • everlasting light 	<ul style="list-style-type: none"> • Observation of how they handle special books • Making notices for class display • Making a torah scroll and a cover • Making a model of a synagogue
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit "Why are stories special?" & 'What makes a place special?' • This unit is intended to follow the unit 'What made Moses a good leader?' • KS2 Unit – 'Who are the Jews?' 	<ul style="list-style-type: none"> • ICT – Research using internet sites, making labels • Art/ DT – making a torah cover or model of a synagogue 	<ul style="list-style-type: none"> • The light that burns in a synagogue is symbolic of God's presence and is never extinguished • See separate guidelines 'Visiting Jewish Places of Worship' if planning a synagogue visit

KEY STAGE	1	UNIT TITLE:	WHAT MADE MOSES A GOOD LEADER?	JUDAISM	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is a leader for? • When have you been a leader? • What does it mean to be a leader? • Why did Moses become a leader? • What do you think made Moses a good leader? • Why are rules important? • What would happen if we didn't have rules? • Why do you think God gave Moses laws? 	<ul style="list-style-type: none"> • List some things that Moses did as a leader of the Israelites (L1) • Retell how God chose Moses to be a leader (L2) • Recall some of the laws that God gave to Moses and what they mean (L2) • Explain how they think that the laws help Jewish people to live their lives. (L2) 	<ul style="list-style-type: none"> • Identify leaders within their own lives and say what they do (L1) • Talk about how it feels to be a leader (L1) and what qualities are needed to be a good leader (L2) • Say why we need rules and what would happen if we did not have them (L2) • Compare Jewish rules with rules that they live by (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • what it means to be a leader and when a leader is necessary <p>Moses is an important person in Judaism because:</p> <ul style="list-style-type: none"> • God chose him to be a leader of the Jewish people • Moses led the Israelites to freedom • God gave Moses laws that Jews should learn and live by. • These rules teach Jews to develop respect for God, for life, for other people and property • Within the home and family, Judaism encourages honesty, care and respect for others 	<ul style="list-style-type: none"> • Listen to some key stories about the life of Moses and his leadership • Act out some of the key stories about the life of Moses and his leadership e.g. the burning bush, the plagues, parting the sea, giving of the Ten Commandments • Video the role play or take photographs of "freeze frame" moments in the stories • Illustrate the story of the plagues • Share 'Ten Good Rules' by Susan Remick Topek • Make a poster to illustrate what one of the 'rules' means • Talk about how some of the rules encourage Jewish people to treat other people well 	<ul style="list-style-type: none"> • Paint pictures of leaders in their own lives and add captions about what they do e.g. class teacher, head teacher, swimming instructor, dinner lady • Circle time: • "I was a leader when I..." • "When I was a leader I felt..." • Draw a picture of a school or class rule and what would happen if we did not have that rule • Make a list of class commandments

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Stories about Moses' life • "Ten Good Rules" by Susan Remick Topek • Video the acting out of the stories/take digital photographs • Use of word processing package for captions, labels etc • Video: "Prince of Egypt" • Video: "Moses, Prince and Shepherd" • The Bible in Animation series - Moses • http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm 	<ul style="list-style-type: none"> • Moses • Ten Commandments • rules • leader • Israelites • honesty • respect • fairness 	<ul style="list-style-type: none"> • Circle time • Write captions about Moses' leadership qualities • Poster interpreting rules
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – 'What makes us special?' • KS1 unit – this unit is a preparation for 'What is the Torah and why is it important?' • KS2 unit – 'Who are the Jews?' 	<ul style="list-style-type: none"> • ICT – digital photographs for freeze frames • Literacy – drama (acting out stories), writing captions and poster designs • Art – poster design 	<ul style="list-style-type: none"> • These stories are in Exodus Chapters 3 to 20 in the Bible

KEY STAGE	1	UNIT TITLE:	WHY DO JEWISH CHILDREN CELEBRATE HANUKKAH? Unit 10	JUDAISM	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is a miracle? • What is the miracle within the story? • How do Jewish families celebrate Hanukkah? • Why are there eight flames? • What do you do with a dreidel? • Why is light important at Hanukkah? 	<ul style="list-style-type: none"> • Recall events from the Hanukkah story (L1) • Retell the story of the miracle of the oil and suggest what it might mean (L2) • Explain the symbolism of the hanukiah (L2) • Describe some of the traditions linked to the celebration of Hanukkah (L2) 	<ul style="list-style-type: none"> • Identify traditions within the school and their own family (L1) • Talk about things that puzzle them about the story (L1) • Talk about how they feel when they celebrate(L1) • Give examples of things (e.g. miracles) which are difficult to explain (L2) • Imagine how a Jewish child might feel when celebrating Hanukkah celebrations (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • Jewish people celebrate the festival of Hanukkah as part of a living tradition • The story behind Hanukkah is central to the festival • Light is seen as representing the presence of God • The symbol of the hanukiah is related to the story • There are traditions associated with the celebration of Hanukkah 	<ul style="list-style-type: none"> • Use secondary sources to explore the story behind the celebration of Hanukkah (e.g. video) • Learn how to light a hanukiah and talk about how it is linked to the story of the temple and the burning oil • Make a finger hanukiah by drawing around hands (using double thumbs as servant candle). Put flames on correct number of candles for Hanukkah e.g. four nights, four candles lit in the correct order (see points to note) • Play the dreidel game with gelt (money or chocolate money) • Make Hanukkah cards and decorate with symbols associated with Hanukkah • Listen to some Jewish songs about Hanukkah. • Make latkes (potato cakes) • Make up riddles about Jewish Hanukkah 	<ul style="list-style-type: none"> • Make a class book of traditions within the school • Make a tape / video interviewing children about different family traditions e.g. "When it is my birthday my mum makes me a cake" • Circle time - "How I feel on special days"

RESOURCES/LINKS WITH ICT	artefacts KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Faith Stories, video – Channel 4 • ‘Sammy Spider’s First Hanukkah’ by Sylvia A. Rouss • “What is Hanukkah?” Harriet Ziefert and Rick Brown (Lift the flap book) • ‘Sharon Sings Hanukkah’ CD/tape • www.holidays.net/chanukah/story.html • Download a design to make a dreidel from: www.holidays.net/chanukah/dreidel.html • http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm • A Child’s Eye View of Festivals DVD from www.childseyemedia.com 	<ul style="list-style-type: none"> • Hanukkah • Hanukiah • tradition • dreidel • gelt • miracle • servant candle (shamash) • latkes • everlasting light 	<ul style="list-style-type: none"> • Using Hanukkah riddles • Through observation and conversation
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit “Why do we have celebrations?” • KS1 unit – ‘Why do Jewish children celebrate Shabbat?’ • KS2 unit – ‘What does it mean to be a Jew?’ 	<ul style="list-style-type: none"> • Art / DT - making dreidels, hanukiahs or cards • Literacy – writing riddles • Music – listening to Jewish music • Food Technology – making potato latkes 	<ul style="list-style-type: none"> • The candles on a hanukiah are lit in a specific order for the 8 nights of Hanukkah. The servant candle (shamash) is lit first then used to light the other candles on the hanukiah, numbered from right to left, starting with the candle of the appropriate day e.g. for day 4, light shamash candle then candle 4, 1, 2, 3

KEY STAGE	1	UNIT TITLE:	WHY DO JEWISH CHILDREN CELEBRATE SHABBAT? Unit 2	JUDAISM	4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • Why is it important to rest? • What do you do at the weekend? • What do you learn from your family? • When is Shabbat celebrated? • How is Shabbat celebrated? • What makes Shabbat different from the rest of the week for Jewish children? • How does Shabbat help Jewish children to learn more about their faith? 	<ul style="list-style-type: none"> • Say when Shabbat is celebrated (L1) • Identify key elements of the Shabbat meal and their symbolism (L2) • Name some of the Shabbat artefacts and describe how they are used (L2) • Talk about how Shabbat is a rest from work and a special family time (L2) • Compare Shabbat with other special days (L3) 	<ul style="list-style-type: none"> • Talk about when their families have special times together (L1) • Explore the idea of a separate special day (L1) • Identify times when they rest (L1) • Identify why rest is important (L2) • Talk about how they learn things from their families (L2) • Compare their lives with the lives of Jewish children (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That families celebrate special times in many different ways • Shabbat and the Friday night meal are an important part of Jewish family life • Shabbat lasts from sunset on Friday to sunset on Saturday • There are symbols that mark its beginning and its end • Shabbat is central to Jewish families and it is an opportunity for teaching Jewish children about their religion • Shabbat is a time of rest. • Shabbat recalls God resting on the seventh day after creation 	<ul style="list-style-type: none"> • Visit a synagogue or invite a Jewish visitor to demonstrate the Shabbat meal • Re - enact what happens at the Friday night meal • Use secondary sources e.g. video • Act out what happens at the end of the Shabbat meal • Handle Shabbat artefacts and describe how they are used during the family meal • Make a challah loaf and talk about why it is different from a normal loaf of bread • Make a spice box and demonstrate how to use it 	<ul style="list-style-type: none"> • Talk about when their families have special times together and what makes them special • Talk about the things they think they have learnt from their family • Make a zig-zag book with the seven days of the week. Pupils depict times for work and for rest with emphasis on what they do at the weekends. Talk about why rest is important. • Conduct a survey about what children do at the weekend. Present results as a graph using ICT • Discuss whether or not they think it is important to spend time together as a family • Bring in objects which are special to them and talk about why they are special

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Video BBC ‘Places for Worship’ • Digital camera for taking pictures of artefacts • Video camera for recording the enactment of the Shabbat meal • “A Day to Rest – The Story of Shabbat” – Time to Remember Series • Video: “Watch – Shabbat” • http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm 	<ul style="list-style-type: none"> • Shabbat • Challah • work • rest • weekend • Havdalah • spices • Kippah • family time • Creation 	<ul style="list-style-type: none"> • Observations during visit to a synagogue or when they have a Jewish visitor • During role play of Shabbat meal • Make and demonstrate using a spice box
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit “Why do we have celebrations?” • KS1 unit – ‘Why do Jewish children celebrate Hanukkah?’ • KS2 unit - ‘What does it mean to be a Jew?’ 	<ul style="list-style-type: none"> • DT – making spice box • Literacy – drama – re-enacting Shabbat meal • Food Technology – Challah loaf • Maths / ICT – survey about what children do at the weekend 	<ul style="list-style-type: none"> • It is the intention of this unit for pupils not only to recall facts about what happens on Shabbat, but to demonstrate an understanding of the central meaning of Shabbat for Jewish families as a time set apart from the rest of the week • It is important to emphasise that although many Jews live in Israel, Jews also live all over the world • This unit could include a visit to a synagogue. Further guidance can be found within the booklet ‘Visiting Jewish Places of Worship’.

ADDITIONAL STUDY UNITS (SUGGESTED TIME ALLOCATION – 14 HOURS)

KEY STAGE	1	ASU TITLE:	WHY SHOULD WE LOOK AFTER OUR WORLD? Unit 6	COMPARATIVE	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> What makes our world a beautiful place? What do sacred texts teach about the creation of the world? Why do they think God made the things he did? Why should we look after our world? Do we treat our world with respect? How can we 'live caringly'? 	<ul style="list-style-type: none"> Identify aspects of the local environment that they enjoy (L1) Retell aspects of the Christian creation story (L1) Recognise that Jews, Christians and Muslims share in the same creation story and identify where they are found (L2) Explain why Christians, Jews and Muslims believe they should care for the world we live in (L2) Make comparisons between the creation stories of the religions studied (L3) 	<ul style="list-style-type: none"> Talk about ways in which they can care for the local environment. (L1) Respond to the world with a sense of wonder and appreciation (L2) Realise that some questions about creation cause people to wonder and are difficult to answer (L2) Acknowledge that they have a responsibility to care for their environment (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> The world is a place of wonder To recognise that people can spoil the natural world How humans use and waste the world's resources All people have a responsibility to care for the world Take responsibility for and accept ownership of the natural world That many faiths show concern about waste and greed Christians, Jews and Muslims all believe that there is one God who created the world and 	<ul style="list-style-type: none"> On a walk identify features of their local environment that they like/ dislike. Plant bulbs and seeds, and discuss how and why to care for the growing plants Go on a litter hunt around the school grounds. Divide the litter into two boxes – for recyclable and non-recyclable items. Make a bar chart to show the most common things that people throw away. Think of different ways to re-use the packaging. Are we wasting the world's resources by using so much? Can we do something about this? 	<ul style="list-style-type: none"> Make a list of things in our world that are beautiful. Talk about what happens to the litter that is cleared away. How do pupils feel about this? Make a class list of ideas for improvement. Explore feelings about litter and decide on a personal response to it. Use Christian Aid site to investigate these issues. Examples have been "worm power" (India) "dung rules OK" (Uganda) and "wild fun" (UK) Try Green Quiz Circle Time - Children suggest ways in which they could reduce the amount of litter they

<ul style="list-style-type: none"> cares for all people The Bible, the Torah and the Qur'an contain the story of how God created the world The Bible also contains songs and poems which describe God as creator 	<ul style="list-style-type: none"> Show children photos of children in Africa with home made toys. If possible show children real examples. Tell/read the creation story using a Children's Bible or picture book version. Discuss why Jews, Christians and Muslims believe that we should care for the world around us Create a class collage of our wonderful world and add captions to explain on which day God created each part according to the Genesis story Read a modern wording of a psalm, (eg Psalm 8) describing God as creator 	<p>create.</p> <ul style="list-style-type: none"> Watch excerpts from a nature documentary that depicts the beauty of the natural world Research ways in which they can show care for the environment or for animals / invite a visitor to talk about caring (? Animal sanctuary or disabled club, dog for the blind etc) Write their own poems and prayers about the natural world Write their own psalm of praise for creation
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> Videos / DVDs e.g. Reader's Digest / BBC Creation stories e.g. "In the beginning" (Steve Turner), "Wonderful Earth" (Butterworth and Inkpen); Encountering Christianity – In Creation Big Book Bible – e.g. Psalm 8 "Who?" – Jane Catermill Lion Book of Prayer www.christian-aid.org.uk "Live Caringly" 	<ul style="list-style-type: none"> creator creation wonder responsibility environment 	<ul style="list-style-type: none"> Writing their poems and prayers In a circle time explain why we should look after the world. Children create a poster encouraging recycling / care for the environment
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> Foundation Stage unit – 'What makes our world wonderful?' KS1 ASU "What are your big questions?" KS2 unit – 'Did God create the universe?' 	<ul style="list-style-type: none"> Science – nature and environmental studies ICT – research on the internet Art – Creation collages and pictures; poster design Literacy – writing own 'psalms'; poster design 	<ul style="list-style-type: none"> This unit could be followed by an ASU looking at creation stories from other faiths and cultures

KEY STAGE	1	ASU TITLE:	HOW CAN I MAKE A DIFFERENCE IN THE WORLD? Unit 29	COMPARATIVE	4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • Who is in my community? • What do we have in common with other children around the world? • Can we make a difference to the world we live in? • What can I do to make things different? 	<ul style="list-style-type: none"> • Talk about stories they have heard and recount elements of the story (L1) • Talk about things that are the same for different groups of people, comparing stories (L2) • Know the groups to which they belong e.g. family, school (L1) • Understand that they are part of a wider global community (L2) • Identify ways in which faith communities show care for others (L2) 	<ul style="list-style-type: none"> • Ask questions about the meaning of puzzling stories (L1) • Explain the parts of the story that interest them (L2) • Talk about how they feel when they give to others (L1) • Identify a situation either from their own local experience or another world wide in which they have a role to play. (L2) • Compare their own lives with those of children around the world (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • To look at and respond to our world and learn about caring for our world • That we are part of a wider global community • That their class is a community made up of different individuals • Who cares for them, and how they respond to that care • That they can care for others, and how they may do this • That there are many different kinds of people in the community • Describe other communities, and how people in religious communities show care • To identify and respond to values about caring, expressed through faith stories 	<ul style="list-style-type: none"> • Learn about religious stories, which describe caring for people and animals, such as the story of St Francis and the Wolf, Siddarta and the Swan, and Three Dates • Explore the role of charities in this country • Use charity web sites to analyse which the children find attractive / compelling. Identify which web sites are supported by faith groups • Identify local charities supported by the children • Organise a fundraising day supporting a charity chosen by the children • Make posters to encourage children to support a charity 	<ul style="list-style-type: none"> • Ask and answer questions about the stories e.g. Why did Francis feel compelled to give his wealth to the poor? Why did people and animals feel at ease with him? • Read the story on Christian Aid resource sheet 1:5 The Dandi Gudina school'. Encourage pupils to imagine they are one of the Karayu (Ka-rye) people while they listen to the story. Explore children's feelings through role-play / drama • Read 'At home with Shompa' (CA resource sheet 2:1) or big book "Shompa lives in India". Talk about the similarities and differences between the life of Shompa and pupils in class. • Who Cares for Ahmed? (CA resource sheet 2:2) Who does Ahmed rely on in his

		community? Make a list of the problems Ahmed has to live with. Make a list of difficulties children in the class encounter.
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • www.christian-aid.org.uk/learn/schools/index.htm for 'Live Caringly' resource sheets & ideas for this unit • Charity Sites: http://www.globallinks.org.uk/; www.actionaid.org.uk; www.tearfund.org.uk; www.fairtrade.org.uk; www.oxfam.org.uk; www.salvationarmy.org.uk; www.cafod.org.uk 	<ul style="list-style-type: none"> • Waste • Litter • Recycle • Christian Aid • Charity • Fundraising 	<ul style="list-style-type: none"> • Note children's answers to questions • Posters – what message do they give? • Can children talk about the similarities and differences between their lives and the lives of others?
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage "What makes our world wonderful?" • KS1 ASUs: 'Why should we look after our world?'; 'Is the world a fair place?'; 'What are your big questions?' • KS2 ASU – 'Live thoughtfully' 	<ul style="list-style-type: none"> • Literacy – story reading and writing and dramatisation of stories • Art – posters • Drama – role play stories • Music – adding music to story • Geography – location of countries 	<ul style="list-style-type: none"> • Check that the way you present the lives of children round the world is not stereotypical but presents them in a real way giving positive as well as negative images.

KEY STAGE	1	ASU TITLE:	HARVEST : WHY IS HARVEST IMPORTANT? Unit 9	COMPARATIVE	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit, pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit, pupils should be able to:
<ul style="list-style-type: none"> • Where does this grow? • What does it need to grow? • When is Harvest time? • What is the 'Harvest'? • What is a Christian Harvest festival? • How do we show thankfulness? 	<ul style="list-style-type: none"> • Talk about how some Christians like to say thank you to God for the harvest by holding a harvest festival (L1) and why (L2) • Recognise the similarities and differences between ideas and practices relating to the Christian celebration of harvest festival (L2) 	<ul style="list-style-type: none"> • Identify occasions when they want to say thank you for something and talk about the reasons why. (L1) • Discuss and suggest reasons why some people want to help others. (L2) • Suggest reasons why Harvest is a time to be thankful (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That there are times in their own lives when they want to say thank you • That Harvest is a significant time • That Christians believe that God loves and cares for all people • That one way God shows his love is through the provision of food • That some Christians like to say thank you to God for the harvest 	<ul style="list-style-type: none"> • Look at words from a Harvest Hymn or prayer e.g. 'We plough the fields and scatter' and pick out the words and lines that show thankfulness to God. • Paint pictures to illustrate parts of the hymn and add labels/captions explaining their picture. • Examine and discuss pictures of Christian Harvest festivals focusing on how and why Christians like to say thank you to God for the Harvest. • Visit your local church at Harvest time and look at the different aspects of the display • Create a class/hall display on aspects of harvest e.g. harvest of the sea, land, • Write a prayer to say thank you, which could then be used in your school Harvest celebration 	<ul style="list-style-type: none"> • Ask the children to identify the fruit and vegetables that are pulled out of a shopping bag. Discuss how and where the produce was grown. • Use circle time to introduce the idea of thankfulness and the different ways we say thank you by discussing occasions when they have wanted to say thank you and the reasons why • Consider ways in which they could 'share out the Harvest' in their local community

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • www.woodlands-junior.kent.sch.uk/customs/Harvest.html • www.educhurch.org.uk • Books... • Celebrating Harvest (Start-Up Religion) by Ruth Nason • Harvest Festival (Don't Forget) (Paperback) by Monica Hughes 	<ul style="list-style-type: none"> • Harvest • harvesting words... cutting, picking, growing, collecting, gathering, netting • Celebration • Gratitude • Thankfulness • Prayer • Hymns 	<ul style="list-style-type: none"> • Circle time discussions recording children's ideas and thoughts • Recording times they have wanted to say thank you • Writing a prayer for use in your school Harvest celebration
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – 'Why do we have celebrations?' • KS1 - this unit is designed for use in Year 1, as the unit 'How is Harvest celebrated around the world' follows on from it. • KS2 unit – 'Harvest – does everyone have enough?' 	<ul style="list-style-type: none"> • Geography - where do different foods come from? • Art- creating pictures from the stimulus of a hymn; looking at different artists works on food • Citizenship – care in the local community • Literacy – writing prayers • ICT – take digital photos at your local church, showing their Harvest display 	<ul style="list-style-type: none"> • This is an opportunity to make school harvest Festivals more meaningful to young children • These are good opportunities for helping children to become more aware of their role in the local community.

KEY STAGE	1	ASU TITLE:	HARVEST : HOW IS HARVEST CELEBRATED AROUND THE WORLD? Unit 20	COMPARATIVE	2-3 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit, pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit, pupils should be able to:
<ul style="list-style-type: none"> • Why is Harvest a more significant festival in some countries than in others? • Why do we celebrate the Harvest? • How is Harvest celebrated in different countries around the world? • Why is water a vital natural resource? • What do we waste? • How can we be less wasteful? 	<ul style="list-style-type: none"> • Describe how Harvest is celebrated (L1) • Recognise the similarities and differences between ideas and practices relating to the celebration of harvest (L2) • Identify what Christians and people from other faiths believe about wastefulness / Harvest etc. (L2) • Make comparisons between different Harvest celebrations, identifying some beliefs (L3) 	<ul style="list-style-type: none"> • Talk about religious stories they have heard (L1) • Identify which goods are fair trade and which are not (L1) • Understand that buying fair trade products makes a difference to the lives of people across the world (L2) • Suggest reasons why Harvest is a time to be thankful (L2) • Identify ways in which what we do (e.g. being wasteful) has an effect on others (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That the food we eat comes from many different places around the world • That we are part of a wider global community • That Harvest is a time for celebration • That Harvest is a more significant festival in some countries because it can mean the difference between eating or going hungry • That many faiths show concern about waste and greed • All people have a responsibility to care for the world • How Christians and people from different faiths and cultures give thanks for the Harvest 	<ul style="list-style-type: none"> • Groups of children choose a country and present research to the class in the form of a newspaper article, interview etc. using website 'Harvest festivals around the world' • Consider the question 'What happens if harvest fails?' to explore the fact that harvest is a real celebration in many countries. How would it affect our lives? Present ideas as a news item. • Use story 'Muhammad (pbuh) at the stream' (Christian Aid resource sheet 1:4 OR the African story "Why the sky moved away" or "Why is the sky so high?" (Christian Aid web site) to explore issues of greed and waste 	<ul style="list-style-type: none"> • Read story 'The world came to my place today'. Talk about issues raised • Children bring in different food items in for display or visit your local shop or supermarket. Identify where in the world it comes from. • Look at fair trade items and consider the difference it makes to the local community concerned when people buy fair trade items • Use Oxfam's online resource 'Water for all' & show pupils the introductory slide from Kenya • Talk about their reactions & consider whether it might make a difference to the way we use water.

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • www.harvestfestivals.net/harvestfestivals.htm - if possible focus on how Christians celebrate around the world • www.christian-aid.org.uk/learn/schools/index.htm for some resource sheets for this unit • www.oxfam.org.uk/coolplanet/water/index.htm 'Water for all' • www.fairtrade.org.uk has useful teacher information about fair traded food 	<ul style="list-style-type: none"> • Harvest • Harvest festival • Celebration • Wastefulness • Fair trade • Community • Global community • Thankfulness • Christian Aid 	<ul style="list-style-type: none"> • Responses to discussion topics • Through internet research • Written 'newspaper' articles
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – 'Why do we have celebrations?' • KS1 - this unit is designed for use in Year 2, to follow on from 'Why is Harvest important?' • KS2 unit – 'Harvest – does everyone have enough?' 	<ul style="list-style-type: none"> • Geography – where food comes from • Science / Geography – effects of drought • Literacy – writing newspaper articles / presentations • Maths – sorting products with fair trade logo • ICT – use of internet for research 	<ul style="list-style-type: none"> • This is an opportunity to make school harvest Festivals more meaningful to young children • These are good opportunities for helping children to become more aware of their role as a global citizen.

KEY STAGE	1	ASU TITLE:	IS THE WORLD A FAIR PLACE? Unit 28	COMPARATIVE	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • How do we value human life? • Is one child more valuable than another? • What basic things do we need to live? • Is it fair that some children do not have basic needs met? • Is it fair that some have more than others? • What can we do to make it fair for them? • What does it mean to trade fairly? • What organisations are working to improve the lives of children around the world? 	<ul style="list-style-type: none"> • Understand that all humans have basic needs (L1) • Understand that not everyone has those needs met(L2) • Identify aspects of charity work that campaign for change.(L3) • Understand that buying fair trade products makes a difference to the lives of people across the world (L2) • Appreciate that all human life is precious (L2) 	<ul style="list-style-type: none"> • Identify something they think is unfair (L1) • To be able to appreciate that what they think is unfair might not be to another person (L2) • Compare their ideas of unfairness with those of others (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That all human life is valuable. • That every child has a right to have their basic needs met (e.g. shelter, care, water, food, education) • That every child can make a difference and have an impact to change for the better. • That some people feel strongly enough about the unfairness in the world to campaign to make things better. 	<ul style="list-style-type: none"> • Use UNICEF photographs to explore the lives of children world wide. Children think of questions they would like to ask the children in the photos. • Email questions to children in schools overseas about their lives. • Use video footage of children on internet (www.actionaid.org.uk) • Sorting exercise using packaged foods to find those that are traded fairly. What does it mean to trade fairly? What is the symbol that tells us food has been traded fairly? What difference would it make to a community if it was able to trade fairly? • Make a poster to present • Use charity web sites to find out about what can be done to make the world a fairer place. • Children research in groups and present about 	<ul style="list-style-type: none"> • Introduce through a circle time or discussion asking the children what they mean by “It’s not fair!” • Compare their daily lives with the lives of children around the world through using photographs and email / letters to children in link schools. • Group art work inspired by “fair / unfair” using contrasting colours and packaging from foods. • Children make up dance using music with different moods and coloured ribbons to represent children’s feelings. • Children role play lives of children overseas. Give children scenarios to act out. • Oxfam cool planet for teachers gives resources and photos that could be used

	different charities	
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • UNICEF - “Rights of the Child” Downloadable Materials for FS and KS1 www.unicef.org.uk • Good photo library and downloadable education pack from www.fairtrade.org.uk • www.christian-aid.org.uk/learning for resource sheets and ideas for this unit • Examples of other Charity / Campaigning Sites: • http://www.globallinks.org.uk/ • www.actionaid.org.uk www.cafod.org.uk • www.tearfund.org.uk www.traidcraft.org.uk • www.fairtrade.org.uk www.oxfam.org.uk • www.salvationarmy.org.uk • www.peopleandplanet.org.uk • www.sendmyfriend.org.uk 	<ul style="list-style-type: none"> • community • trade • rights • charity • human • shelter • food • water • education • UNICEF • Fairtrade 	<ul style="list-style-type: none"> • Their questions in emails and letters • Through role play • Through dance • Through art work • Through discussions about what is fair/ unfair
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit – ‘What makes our world wonderful?’ • KS1 unit - ‘Why should we look after our world?’; ASUs – ‘Is the world a fair place?’ & ‘What are your big questions?’ • KS2 ASU - ‘Live Thoughtfully’ 	<ul style="list-style-type: none"> • Literacy – story reading and writing and dramatisation of stories • Art – group pictures, posters • Music – mood matching • Dance – creating expressive dances • Geography – fair trade, map work etc 	<ul style="list-style-type: none"> • Check that the way you present the lives of children round the world is not stereotypical but presents them in a real way giving positive as well as negative images.

KEY STAGE	1	ASU TITLE:	WHAT ARE FESTIVALS AND WHY DO WE HAVE THEM? Unit 25	COMPARATIVE	6-8 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is a celebration ? • What is a festival ? • Why do people celebrate ? • How do people celebrate the harvest ? • How is Chinese New Year celebrated ? • How is Purim celebrated ? • How is Divali celebrated ? • Which festival would you like to celebrate most? Why? 	<ul style="list-style-type: none"> • identify elements of a traditional Harvest Festival (L1) • explain why Harvest is an important celebration (L2) • identify something which happens at Chinese New Year (L1) • say that Purim is a Jewish celebration and shake their shaker at the correct point in the story (L1) • explain why Haman's name has to be blocked out (L2) • say that Divali is a Hindu festival (L1) • retell part of the story associated with Divali (L2) • explain why diva are lit as part of the celebration (L2) 	<ul style="list-style-type: none"> • identify different celebrations from an artefact (L1) • explain why they like a particular celebration (L1) • talk about the emotions associated with celebrating (L1) • identify an item of food that they are grateful for (L1) • respond sensitively to the feelings of others (L2) • explain why New Year is an important time (L2) • identify which festival they would choose to celebrate and why (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That people celebrate for different reasons • What happens during a Harvest Festival • Why Harvest Festivals are celebrated • That New Year is an important time in many cultures • That Chinese New Year is celebrated in different ways, including: <ul style="list-style-type: none"> dragon dances giving of money wearing new clothes hanging paper decorations • That Purim is celebrated by Jewish children 	<ul style="list-style-type: none"> • Identify familiar celebrations connected with an artefact • Make a Harvest display using items traditionally associated with Harvest Festivals • Make a Chinese dragon or lion mask and wear it to perform a dance • Make a shaker to use during the story of Purim • Make a clay diva to hold a nightlight 	<ul style="list-style-type: none"> • Talk about different familiar celebrations • Explore the emotions associated with celebrating • Identify aspects of celebrating that they enjoy • Interview a partner about the celebration they enjoy most • Write about which of the festivals studied they would most enjoy celebrating and why

<ul style="list-style-type: none"> • That noises are made to block out the sound of Haman's name • That Divali is a Hindu festival • That there is a story behind the celebration • That light is an important part of the celebration 		
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
Websites: <ul style="list-style-type: none"> • www.gio.gov.tw/taiwan-website/5-gp/culture/lunar-NY/ • www.holidays.net/purim/story.html • http://website.lineone.net/~jlanacs/hindu.htm 	<ul style="list-style-type: none"> • Festival • Celebration • Harvest Festival • Chinese New Year • Purim; Haman • Rama; Sita; Divali; Diva 	<ul style="list-style-type: none"> • Through discussion – emotions associated with festivals, different elements of festivals; children talk about the artefacts they've made • Through observation – do children shake their shaker at the appropriate time?! • Written – which festival they most like
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage – 'Why do we have celebrations?' and 'What makes something special?' • KS1 units on Christmas and Easter will link with this; also the Harvest ASUs • KS2 – Christmas & Easter units; 'Is giving better than receiving'? (Sukkot); 'What does it mean to be a Jew'? (Passover) 	<ul style="list-style-type: none"> • Creativity – making dragon masks; clay diva; shaker • Literacy – writing prayers; writing about the festival they liked best and why • Drama – interviewing a partner • Dance – Chinese dragon dance • Music – Chinese music • Maths – sorting Harvest vegetables 	<ul style="list-style-type: none"> • This unit is deliberately arty – try combining the activities with art lessons to make the best use of time • Websites listed are designed for teacher reference only • Although the recommended timing for this unit is 6-8 hours, it may need altering to fit into smaller time spans (you could just use the lessons containing festivals which are relevant to your children or interest you)

KEY STAGE	1	ASU TITLE:	WHAT ARE YOUR BIG QUESTIONS? Unit 21	COMPARATIVE	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What do we mean by 'big questions'? • What are your big questions? • What about the world makes you wonder? • Why is our world a place of wonder? • Are there answers to big questions about our world? • Is Heaven a real place? • What might God look like? 	<ul style="list-style-type: none"> • recall events from creation stories (L1) • begin to show an awareness of similarities between religions (L2) • use a range of religious vocabulary to describe & compare key features of religions (L3) 	<ul style="list-style-type: none"> • talk about their ideas in response to a story (L1) • talk about things that they find puzzling (L1) • identify questions that cause them to wonder (L2) • respond to the world with a sense of wonder and appreciation (L2) • realise that some questions that cause people to wonder are difficult to answer (L2) • compare their own and other people's ideas about questions that are difficult to answer (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • There are questions that cause people to wonder • These questions are often difficult to answer • The ability to ask questions is part of what makes us human • The beauty of the natural world often makes people ask big questions • People sometimes try to explain the mysteries of the natural world through story 	<ul style="list-style-type: none"> • Use a variety of creation stories from across the world (e.g. aboriginal / Chinese / African) to explore how different cultures / religions have tried to explain mysteries about the natural world • Recall / retell compare events from the stories • Find out what different faith communities believe about heaven • Look at how famous artists have tried to represent what God looks like. Is there a right answer? Why not? Look at the passage in the Bible where John the disciple tries to describe what God is like. 	<ul style="list-style-type: none"> • Use picture books to explore the concept of 'big questions'. • Children identify ideas that they have questions about. Write as speech bubbles. • Take children on a walk around the school. Find a quiet place to sit and allow children space to reflect on their natural environment. • Read together the picture book 'Heaven' by Nicholas Allan. Talk about the different ideas about heaven that Lily & her dog have. Why are they different? Talk with a partner about their ideas on heaven.

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • www.sln.org.uk/storyboard/ has some creation stories from other cultures • 'Why is the sky blue?' by Susan Varley pub. Andersen Press ISBN 184270589X • 'Old Turtle' by Douglas Wood pub. Scholastic US ISBN 0439309085 • 'Wombat goes walkabout' by Michael Morpurgo pub. by Picture Lions ISBN 0006646271 • 'The Rainmaker' by Barbara Todd pub. Annick Press ISBN: 1550377744 • 'Heaven' by Nicholas Allan pub. Red Fox ISBN0099488140 • Use National Gallery online to find art resources www.nationalgallery.co.uk 	<ul style="list-style-type: none"> • Big question • Wonder • God • Heaven • Creation • Natural world • Creation stories • Myths • Aboriginal • Chinese • African 	<ul style="list-style-type: none"> • Due to the nature of this unit being more focussed on AT2, teachers may feel it's not appropriate to assess certain aspects of children's responses. • Written – speech bubbles containing their big question • Through discussion about big questions within stories they have encountered • In their artwork
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • KS1 unit 'Why should we look after our world?' looks at the Creation stories from the Christian, Jewish and Muslim faiths • KS2 unit – 'Did God create the universe?' • All units will have some areas of big questions within them 	<ul style="list-style-type: none"> • ICT - use of digital camera to record images of wonderful aspects of nature • Art – use collage materials to create a picture of the main character from the picture book; representations of heaven / God • Literacy – making a big book • Science – aspects of the natural world found in their immediate environment 	<ul style="list-style-type: none"> • This unit is deliberately AT2 orientated • Since representations of God are forbidden in Islam, some of this unit may not be appropriate for Muslim children

KEY STAGE	1	ASU TITLE:	WHAT DOES IT MEAN TO BELONG? Unit 8	COMPARATIVE	6-8 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is belonging ? • Where do we belong ? • How do people know when we belong somewhere ? • How does it feel to belong ? • What is a community ? • How do religious communities help children to belong to them ? • What happens at a christening ? 	<ul style="list-style-type: none"> • recall facts about Christian, Jewish & Muslim communities (L1) • identify Christian, Jewish & Muslim artefacts (L1) • explain something that Christian children would learn at Sunday School (L2) • recall what happens during a christening (L1) and why (L2) • talk about how people from different religious communities might be recognised (L1) and what they mean (L2) • explain something that Jewish children would learn at shul or Muslim children would learn at Mosque School (L2) 	<ul style="list-style-type: none"> • draw their own friendship web (L1) • reflect on how it feels to belong (L1) • suggest people who belong to the school community and list the different jobs they do (L1) • list ways that people might belong together (L2) • consider their own role within the school community (L2) • compare their roles within the school community with those of others (L2/3) • talk about the ways that different communities of people are recognised (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That people 'belong' together in many different ways • That everybody feels the need to belong • That a community can be made up of different types of people • That religious communities have ways of helping children to 'belong' • That Christian children go to Sunday School to learn about belonging to the Christian faith • How babies are welcomed into the Christian church community • That Jewish children go to shul to learn about belonging to the Jewish faith 	<ul style="list-style-type: none"> • Discover what Christian children do at Sunday School, or Jewish children do at shul, or Muslim children do at mosque school • Discuss how this helps children to learn about belonging to a faith community • Watch excerpts from Places for Worship to find out about children from different religious communities or look at photos • Watch a baby being christened • Look at publications / magazines designed especially for children within different faiths 	<ul style="list-style-type: none"> • Play pairs games or sort artefacts into sets • Discuss ways that children belong e.g. friendship groups, clubs etc. • Talk about the school community and what it's for • Discuss how it feels when you belong somewhere • Design a badge to reflect aspects of belonging

<ul style="list-style-type: none"> • That Muslim children go to Mosque School to learn about belonging to the Muslim faith • That members of faith communities might wear religious symbols or special clothing: Christian – cross or fish (ICTHUS) Jewish – kippah or Star of David Muslim – skull cap or prayer shawl 		
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • Places for Worship – video (BBC) • Christianity photopack – Folens • Islam photopack – Folens • Judaism photopack – Folens • Websites: http://www.educhurch.org.uk/pupils/themes/sunday_school.html; http://www.theresite.org.uk; http://re-xs.ucsm.ac.uk/ 	<ul style="list-style-type: none"> • Belonging • Community; religious community • faith • Christian; Jewish; Muslim • Sunday School; Shul; Mosque School • Cross; Fish (ICTHUS) • Kippah; Star of David; • Skull cap • Prayer shawl 	<ul style="list-style-type: none"> • Lists – places they belong & people who belong together • Through observation of questions asked of a visitor • Drawing – making of a badge showing aspects of belonging
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage – ‘What makes us special?’ ‘Why do we have celebrations?’ ‘What makes something special?’ • All KS1 units have references to ways in which religious communities express belonging • KS2 units – ‘How do the actions of the Church affect your local community?’; ‘What does it mean to be a Muslim?’; ‘What does it mean to be a Jew?’ 	<ul style="list-style-type: none"> • Literacy – writing lists; friendship webs • Speaking and Listening – questioning a visitor • Art / DT – designing & making a badge 	<ul style="list-style-type: none"> • This unit is designed to be taught in year 2, when children have had experience of the 3 religions studies at KS1 • The websites listed are designed for teacher use only • Although the recommended timing for this unit is 6-8 hours, it may need altering to fit into smaller time spans. You could choose aspects that particularly interest you

KEY STAGE	1	ASU TITLE:	WHAT ARE SYMBOLS AND WHY DO WE USE THEM? Unit 12	COMPARATIVE	6-8 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • What is a symbol ? • Where do we see symbols in everyday life? • What colour would you use to make people really notice a symbol ? • What are the symbolic colours in this picture ? • What does this symbol mean ? • Why do people use this symbol ? 	<ul style="list-style-type: none"> • identify which Christian symbol is found within the story (L1) • explain what each Christian symbol means (L2) • recall that bread and wine are special symbols for Christians (L1) • use appropriate symbols on their plate (L1) • explain the symbols they have used (L2) • identify the Star of David and Menorah on Jewish artefacts (L1) • talk about what the Menorah symbolises (L2) • explain that patterns and Arabic writing are used by Muslims as decoration (L1) and explain why (L2) 	<ul style="list-style-type: none"> • identify the meaning of everyday signs and symbols (L1) • design a symbol for use in the classroom and say why they chose it (L2) • discuss the use of colour within everyday signs (L1) • discuss what makes a meal special (L1) • discuss the idea of loyalty (L2) • Express wonder at the intricacy of Islamic art (L1) • make their own geometric pattern or calligraphy inspired by Islamic art and talk about the reasons for their choice (L2)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That a symbol can convey meaning without words • That Christians use symbols and what they mean: cross; fish (ICTHUS); dove; flames; candle • That Christians share a special meal together called <u>communion</u> • That the bread is a reminder of Jesus' body and the wine is a reminder of Jesus' blood • That the Star of David and Menorah are Jewish symbols • That Muslims do not use images of people or animals as decoration 	<ul style="list-style-type: none"> • Experience different stories connected with symbols • Learn about what different Christian symbols mean • Find out about the communion meal • Watch a video of the bread and wine being taken during a communion service • Make a plate for communion bread featuring Christian symbols • Make a Challah loaf cover featuring the Star of David symbol • Produce a geometric pattern inspired by Islamic art 	<ul style="list-style-type: none"> • Talk about everyday signs and symbols and what they mean • Design their own classroom symbol • Explore the use of colour within symbols • Consider the value of special meals within their own experience • Talk about feelings of loyalty • Look at Islamic art and talk about what it makes them feel to see beautiful patterns • Make and play a symbol-matching game to help remember what different religious symbols mean

<ul style="list-style-type: none"> • Mosques and many Muslim artefacts are decorated with patterns and Arabic writing • There are ninety-nine beautiful names used to describe Allah 	<ul style="list-style-type: none"> • Decorate one of Allah's beautiful names 	
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<p>Websites:</p> <ul style="list-style-type: none"> • http://www.request.org.uk/main/dowhat/symbols/symbols01.htm • http://www.nationalgallery.org.uk/ • http://atschool.eduweb.co.uk/carolrb/christianity/ • http://atschool.eduweb.co.uk/carolrb/islam/art.html • http://www.aboutjudaism.com • www.fours.co.uk/re 	<ul style="list-style-type: none"> • Symbol; meaning, representation • Cross; Fish (ICTHUS); Dove; Flames; candle; Communion • Star of David; Shabbat; Challah loaf • Islamic art; geometric patterns; Allah • Arabic • Calligraphy 	<ul style="list-style-type: none"> • Discussion – which symbol matches the story • Drawing – use of Christian symbols on a communion plate; making Challah cover; Islamic-inspired decoration one of for Allah's names • Match the symbol game – identifying meaning of symbols
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • KS1 - all units have references to religious symbols esp. 'What are the Christian symbols of Christmas?' and 'What do eggs have to do with Easter?' • KS2 - all units have references to religious symbols, esp. the thematic unit 'How do people express their faith through the arts?' 	<ul style="list-style-type: none"> • Art – making communion plate; Islamic patterns • DT – Challah cover • Literacy – reading information 	<ul style="list-style-type: none"> • Websites listed are recommended for teacher reference only • Although the recommended timing for this unit is 6-8 hours, it may need altering to fit into smaller time spans

KEY STAGE	1	ASU TITLE:	WHAT ARE YOU WEARING? Unit 1	COMPARATIVE	3-4 HOURS
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • Why do people wear different clothes for different jobs? • When do people wear a uniform and why? • What is the meaning of different items of religious clothing? • What do your clothes say about you? • Does it matter what you look like? 	<ul style="list-style-type: none"> • Identify different items of religious clothing (L1) • Talk about religious stories they have heard (L1) • Talk about the symbolism or beliefs connected with religious clothing (L2) • Compare items of religious clothing, identifying symbolism and belief (L3) 	<ul style="list-style-type: none"> • Identify the reasons why people wear clothing for special occasions or occupations (L1) • Recognise that people wear clothes to show they are part of a community (L2) • Demonstrate positive attitudes towards others (L2) • Compare their own experiences with those of a faith tradition (L2) • make suggestions as to how to avoid being prejudiced (L3)
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • That what people wear can sometimes communicate information to others • To describe and analyse messages communicated by badges and uniforms • About the 'uniforms' worn by people from different religious communities • That religious clothing often has a symbolic meaning • The beliefs behind the wearing of religious clothing • To compare their own experiences with those of a faith tradition • To develop positive responses to others, and apply them • That Christians believe that it matters more what we are like on the inside than on the outside • 	<ul style="list-style-type: none"> • Look at photos of people wearing items of 'religious' clothing e.g. Jewish boys / girls dressed for Bar / Bar Mitzvah / Muslims dressed for prayer / vicar with clerical robes on etc. • Talk about what each item represents and why it's important. • Talk about the phrase 'Man looks at the outside but God looks at the heart'. • Use the story about St. Martin of Porres to explore children's feelings about prejudice & stereotyping. 	<ul style="list-style-type: none"> • Show pupils a range of pictures of people who wear different clothes for their jobs. Talk about why uniforms are sometimes important e.g. for safety / easy identification etc. • Children write riddles about a 'uniform' for others to guess. • Show children a range of images of people of different cultures / ages / backgrounds etc. with the idea of exploring what we can tell about people by how they appear.

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> • www.christian-aid.org.uk/learn/schools/index.htm - 'Live Caringly' • http://re-xs.ucsm.ac.uk/ is quite useful as a teacher resource (and pupil resource if used with guidance!) Use this in advance to find other useful sources of images for pupils to look at • Folens photopacks • Items of religious clothing e.g. kippah • Videos / DVDs BBC Places for Worship; resources from Child's Eye Media for clips showing people wearing items of clothing 	<ul style="list-style-type: none"> • Uniform • Christian – vicar; robes; clerical shirt • Jewish – rabbi; tallit; kippah; tefillin – bar / bar mitzvah • Muslim terms – imam; prayer shawl; topi • Prejudice • Stereotype • St. Martin of Porres 	<ul style="list-style-type: none"> • Through children's responses during discussion times • Through written riddles • Through labelled photos
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> • Foundation Stage unit 'What makes us special?' • KS1 units – aspects of 'How do Muslims worship God?'; 'What is the Torah and why is it special?'; 'What happens in a church?' make reference to clothing worn for particular religious occasions • KS2 unit - 'What do your clothes say about you?' 	<ul style="list-style-type: none"> • Geography / Citizenship – looking at photos of people from different cultures • Literacy – riddles / labelling photos • ICT – using websites to search for information about religious clothing 	<ul style="list-style-type: none"> • This unit is designed not only to look at religious clothing, but to consider issues of prejudice and stereotype

FOUNDATION STAGE & PRIMARY	ASU TITLE:	WHAT DO WE DO WHEN SOMEONE DIES? Unit 61	COMPARATIVE	AS NEEDED
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KEY QUESTIONS	LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:	LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> • How do you feel when you lose something? • What actually happens physically when a person dies? • How do you feel when you lose someone? • What do Christians believe happens when you die? • What do people of other faiths believe happen when you die? • How can we remember someone who has died? 	<ul style="list-style-type: none"> • Recognise that faith communities have different ways of dealing with death • Explain what different faiths believe about life after death 	<ul style="list-style-type: none"> • Recognise that all living creatures must die • Find ways of expressing emotion • Recognise that loss and grief are shared human experiences • Express their own views about loss and death
LEARNING OBJECTIVES Pupils should learn:	POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:	POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:
<ul style="list-style-type: none"> • To understand that death is a part of human experience; that there is a cycle of life. • To know that moments in the cycle of life are marked and commemorated in various ways. • To know that some people believe that there is life after death. • To understand that sadness is an emotion we all feel at some point in our lives • To understand that it is important to express the emotions they feel. • To think of practical ways to remember someone after they have died. • To show an understanding that some questions about death are difficult to answer. 	<ul style="list-style-type: none"> • What do you do when you lose something? e.g. talk to someone, ask friends for help etc. • Use website link which discusses what happens after someone dies • Invite local Christian leader to talk to the children about Christian beliefs of what happens when someone dies • Explore the ways that faith communities cope with death and the traditions that accompany death. (If relevant invite leaders of other faith communities from the local area to discuss what happens when someone dies) • How do religious groups remember those who have died? • Visit local churchyard and read messages and epitaphs on gravestones. 	<ul style="list-style-type: none"> • Discuss how you feel when you lose something. Are there degrees of loss? • What does it mean to lose someone whether through divorce, moving away from loved ones, bereavement etc.? • Use appropriate stories that deal with loss (see resources list) to explore the feelings children encounter when losing someone close to them and use circle times for children to be able to express their feelings • Explore ways to support the child/children. Talk about prayer and talking as a means of support. What do they think will help? • Think of ways to remember the person who has died. – Memory boxes, memory trees, planting trees, memories book, setting up a special place, epitaphs.

