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| Year group: FS2 | Subject Area: Religious Education | Unit 1 – Autumn 1: Being Special: where do we belong? | Subject Leader: C Tose | |
| Learning Outcomes | | Future linked knowledge FS2 – what places are special and why | | |
| Making sense <ul style="list-style-type: none"> re-tell religious stories Understanding impact <ul style="list-style-type: none"> recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into a religion other than Christianity. Making connections <ul style="list-style-type: none"> making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special | | Making sense <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Understanding impact <ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Making connections <ul style="list-style-type: none"> Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) Express a personal response to the natural world. Talk about somewhere that is special to themselves, saying why | | |
| Notes | Cross-curricular links | Possible hooks/enrichment activities | | |
| | PSHE | Re-enact a Baptism Visit a church Minister visit or Hindu family visit | | |
| Being Special: Where do we belong? | | | | |
| Lesson Sequence | | | | |
| Lesson 1 <i>What makes us feel special?</i> Read the Ugly Duckling and talk about what made him special. | Lesson 2 <i>Why do many Christians believe that children are special to God?</i> Look at the story of Jesus blessing the children. | Lesson 3 <i>How are children welcomed into the Christian family?</i> Look at a Christening/Baptism. | Lesson 4 <i>How are some babies welcomed into the Muslim tradition?</i> Look at the Aqiqah ceremony. | Lesson 5 <i>How do Hindu brothers and sisters show love for each other at a festival?</i> Look at Raksha Bandhan. Lesson 6 |
| Key vocabulary | | | | |
| Special Different | Judaea Disciples Blessing | Baptism, Dedication Ceremony, Invitation Card, Certificate Gown, Cross Bible, Candle, Font | Shaved hair Bad luck Trouble Silver Bitter, Sweet | Rakhi Love Festival |

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| Key skills throughout unit |
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| <ul style="list-style-type: none"> • Investigating: Asking relevant questions • Reflecting: Reflecting on religious beliefs and practises, reflecting on own experiences from visiting a place of worship • Expressing: Explaining practises they may have seen • Interpreting: Drawing meaning from artefacts and ceremonies • Empathising: Considering the thoughts and feelings and beliefs of others, seeing the world through the eyes of another • Applying: Using RE learning in new situations • Analysing: Distinguishing between the features of different religions |
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| Year group: FS2 | Subject Area: Religious Education | Unit 2 – Autumn 2: Why is Christmas special to Christians? | Subject Leader: C Tose |
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| Learning Outcomes | | Future linked knowledge (Y1: Why does Christmas matter to Christians?) |
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| <p>Making sense</p> <ul style="list-style-type: none"> • Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus • Retell religious stories <p>Understanding impact</p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christmas festival (Christmas) <p>Making connections</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them | | <p>Making sense</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus’ life come from the Gospels • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important to Christians. <p>Understanding impact</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of Nativity to guide their beliefs and actions at Christmas <p>Making connections</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas |
| Notes | Cross-curricular links | Possible hooks/enrichment activities |
| | Art: Creating a nativity scene English: Drama/Role play | Visit to St Aidan’s Church for Christmas Service |

Big Question: Why is Christmas special to Christians?

Lesson Sequence

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| <p>Lesson 1 <i>What did we look like when we were babies?</i> Children to bring in photo of themselves as babies and discuss similarities/differences</p> | <p>Lesson 2 <i>What is the Christmas Story?</i> Read the Christmas story</p> | <p>Lesson 3 <i>What do Tom and Tessa do at a Church at Christmas?</i> Use persona dolls to explore a Church service at Christmas.</p> | <p>Lesson 4 <i>What songs do people sing at Christmas?</i> Learn a range of carols such as Little Donkey, Silent Night, Away in a Manger</p> | <p>Lesson 5 <i>What gifts do people give at Christmas?</i> Think also about Christians helping at shelters and cooking Christmas lunch for homeless</p> | <p>Lesson 6 <i>Visit a Church for a Christmas Service</i> Whole school visit</p> |
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Key vocabulary

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| <p>Baby Newborn</p> | <p>Jesus/Mary/Joseph/Wise men/Shepherds/Bethlehem/Stable/Manger/Incarnation</p> | <p>Carol Service Midnight Mass Sing Pray</p> | | <p>Kind Sharing Thoughtful Need Care</p> | |
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Key skills throughout unit

- Investigating: Asking relevant questions
- Reflecting: Reflecting on religious beliefs and practises, reflecting on own experiences from visiting a place of worship
- Expressing: Explaining practises they may have seen
- Interpreting: Drawing meaning from artefacts and ceremonies
- Empathising: Considering the thoughts and feelings and beliefs of others, seeing the world through the eyes of another
- Applying: Using RE learning in new situations
- Analysing: Distinguishing between the features of different religions

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| Year group: FS2 | Subject Area: Religious Education | Unit: 3 – Spring 1: Christianity- Why is the word God special to Christians? | Subject Leader: C Tose |
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| Learning Outcomes | Future linked knowledge (Y1 Unit 1) |
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| <p>Making sense</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God and Human beings. <p>Understanding impact</p> <ul style="list-style-type: none"> Say how and when Christians like to thank their creator <p>Making connections</p> <ul style="list-style-type: none"> Talk about things they find puzzling, interesting or wonderful and also about their own experiences and feelings about the world | <p>Making sense</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians <p>Understanding the impact</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practise in worship <p>Make Connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make |

| Notes | Cross-curricular links | Possible hooks/enrichment activities |
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| | Science: Animals around the world Art: Creation story paintings Music: Learning a Christian praise song | Outdoor activities linked to how amazing our world is |

Big Question: Why is the word God special to Christians?

| Lesson Sequence | | | | |
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| <p>Lesson 1 <i>What does the word God mean?</i></p> | <p>Lesson 2 <i>Which people believe in God?</i> Make links between how Christians think God is amazing and so are careful with how they use his name.</p> | <p>Lesson 3 <i>What is amazing about the world?</i> Discussing animals, nature, weather</p> | <p>Lesson 4 <i>What is the story that Christians and Jews use to think about the creator?</i> Read the creation story</p> | <p>Lesson 5 <i>What do Christians and other people (non religious) think about the world and how we should treat it?</i></p> |

| Key vocabulary | | | | |
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| Creator | Christians Christianity | Animals Nature Weather Sun Moon | Creation story Creator God | Kindness Special Amazing |

| Key skills throughout unit |
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| <ul style="list-style-type: none"> Investigating: Asking relevant questions Reflecting: Reflecting on religious beliefs and practises Expressing: Opinions on God Interpreting: Drawing meaning from stories |

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| Year group: FS2 | Subject Area: Religious Education | Unit: 4 – Spring 2: Why is Easter special to Christians? | Subject Leader: C Tose |
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| Learning Outcomes | Future linked knowledge (Y2 Unit 4) |
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| <p>Making sense</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians. <p>Understanding impact</p> <ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs. Talk about some ways Christians remember these stories at Easter. <p>Making connections</p> <ul style="list-style-type: none"> Talk about ideas of new life in nature Make connections with signs of a new life in nature. | <p>Making sense</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understanding impact</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter <p>Making connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. |

| Notes | Cross-curricular links | Possible hooks/enrichment activities |
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| Do not focus too much on the death of Jesus but move onto Christian belief in resurrection. | Art- Making crosses/Easter objects DT- Tasting hot cross buns | Meet a Christian who is willing to talk about Easter celebrations Make an Easter garden |

Big Question: Why do Christians put a cross in the Easter garden?

| Lesson Sequence | | | | |
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| <p>Lesson 1 <i>What happened on Palm Sunday?</i></p> <p>Unpack a bag with objects linked to Palm Sunday and tell the story</p> | <p>Lesson 2 <i>What objects are linked to Easter?</i></p> <p>Look at palm cross, hot cross buns, eggs, cross, leaves and make connections. Look at</p> | <p>Lesson 3 <i>What does new life mean?</i></p> <p>Link new life – resurrection of Jesus to eggs (symbol of new life)</p> | <p>Lesson 4 <i>What artefacts /objects can we make linked to Easter?</i></p> | <p>Lesson 5 <i>What parts of Easter celebrations are most special to Christians?</i></p> <p>Speak to someone who is Christian who celebrates Easter</p> |

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| | their meanings. | | | |
| Key vocabulary | | | | |
| Palm | Palm, Leaves | Buds, Bulbs | Cross | Church |
| Leaves | Cross | Growing | Eggs | Service |
| Cross | Jerusalem | Life | Palm | Egg roll |
| Jerusalem | Eggs | Eggs | Leaves | Family |
| | Hot cross buns | Lifecycle | | Friends |
| Key skills throughout unit | | | | |
| <ul style="list-style-type: none"> • Investigating: Asking relevant questions • Reflecting: Reflecting on religious beliefs and practises • Expressing: Opinions on God, explaining concepts, rituals and practises • Interpreting: Drawing meaning from stories and artefacts and symbols | | | | |

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| Year group: FS2 | Subject Area: Religious Education | Unit: 5 – Summer 1: What places are special and why? | Subject Leader: C Tose |
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| Learning Outcomes | Future linked knowledge Y2: What makes some places sacred to believers? |
| <p>Making sense</p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <p>Understanding impact</p> <ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship <p>Making connections</p> <ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world. • Talk about somewhere that is special to themselves, saying why | <p>Making sense</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understanding impact</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. <p>Making connections</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. |

| Notes | | Cross-curricular links | | Possible hooks/enrichment activities | |
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| Note that the difference between 'special' and 'holy' is different | | Art: Make stained glass windows Computing: Use ipads to take pictures of inside a church | | Visit a local Church St Aidan's. | |
| What places are special and why? | | | | | |
| Lesson Sequence | | | | | |
| Lesson 1 <i>Where is special to me?</i> Discuss favourite places at school, special places at school and home. Create a class book of special places. | Lesson 2 <i>Where is a special place for Christians to go?</i> Introduce a church, who works in a church. Introduce character of Grace and look at her special place. | Lesson 3 <i>What makes a church special to Christians?</i> Ideally, visit a Church | Lesson 4 <i>Where is a holy place for Muslims to go?</i> The new Mosque – Imran's story. | Lesson 5 <i>What makes a mosque holy for Muslims?</i> Explore the inside of a Mosque and learn about the call to prayer | Lesson 6 <i>What is important in a church and a mosque? How are holy buildings similar and different?</i> |
| Key vocabulary | | | | | |
| Favourite Special Object Place Space | Church Minister Worship Clergy Special Holy | Worship Faith Sacred Special Holy Bible Cross Font Altar Stained glass window | Mosque Tower Dome Prayers Allah Makkah Brotherhood | Special Holy Prayer God Minaret Muezzin | Features Same Different |
| Key skills throughout unit | | | | | |
| <ul style="list-style-type: none"> Investigating: Asking relevant questions Reflecting: Reflecting on religious beliefs and practises, reflecting on own experiences from visiting a place of worship Expressing: Explaining practises they may have seen Interpreting: Drawing meaning from artefacts and visits Empathising: Considering the thoughts and feelings and beliefs of others, seeing the world through the eyes of another | | | | | |

- Applying: Using RE learning in new situations
- Analysing: Distinguishing between the features of different religions

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| Year group: FS2 | Subject Area: Religious Education | Unit: 6 – Summer 2: Which stories are special and why? | Subject Leader: C Tose |
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| Learning Outcomes | | Future linked knowledge |
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| <p>Making sense</p> <ul style="list-style-type: none"> • Identify a sacred text e.g. Bible, Torah • Talk about some religious stories • Recognise some religious words, e.g. about God <p>Understanding impact</p> <ul style="list-style-type: none"> • Talk about some of the things these stories teach believers <p>Making connections</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear | | <ul style="list-style-type: none"> • Who is Jewish and how do they live (Year 1) • Who is Muslim and how do they live? (Year 2) |
| Notes | Cross-curricular links | Possible hooks/enrichment activities |
| This can be done within the provision or during story times also | Ideas for provision: Special books and bible stories in the book area David and Goliath messy tray | Visit a local Church St Aidan's. |

Which stories are special and why?

| Lesson Sequence | | | | | | |
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| <p>Lesson 1</p> <p><i>What is your favourite story? What do you like about it and why?</i></p> | <p>Lesson 2</p> <p><i>What stories do you know that are special to many Christians?</i></p> <p>What do Christians think Jesus was like? Do you know any Bible stories?</p> | <p>Lesson 3</p> <p><i>What stories are special to Christians and Jews?</i></p> <p>Look at the story of David and Goliath. Recognise some religious words from the story</p> | <p>Lesson 4</p> <p><i>What story shows Jesus being a friend and caring for others?</i></p> <p>Look at the story of Zacchaeus</p> | <p>Lesson 5</p> <p><i>What stories are special to Muslims?</i></p> <p>Look at the story of the first revelation of the Qur'an.</p> | <p>Lesson 6</p> <p><i>What is the holy book for Muslims?</i></p> | <p>Lesson 7</p> <p><i>What are the similarities and differences between different people's special stories?</i></p> |

Key vocabulary

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| Favourite Special | Bible Story Parable Samaritan Nice/kind/caring | David Goliath | Friend Kind Caring | | Qur'an | Similar Different Differences Similarities |
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Key skills throughout unit

- Investigating: Asking relevant questions
- Reflecting: Reflecting on religious beliefs and practises
- Expressing: Opinions on God
- Interpreting: Drawing meaning from stories