



Curriculum Coherence – Year 1 RE

Term 1 Autumn 1 **Unit 1.6 What makes a place significant?**

INTENT **IMPLEMENTATION** **IMPACT**

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> -What is worship? - How do people worship? -Where do people worship? -Why do they worship? -What happens in a place of worship like a church, synagogue, mandir, Mosque? -Why do people go to places of worship? -Why might people not go to places of worship? -What happens inside the place of worship? -What special events might happen inside a place of worship? <p>VOCABULARY</p> <p>Core Vocabulary - Worship, special, place of worship, artifacts, symbols, Judaism, Christianity, Hinduism, Islam, Sikhism, prayer, spiritual, God, Church, temple, belief</p> <p>Ambitious Vocabulary – symbols, spiritual, challah, Mandir, Mosque, Synagogue, worship</p> <p>Values – belonging, unity, respect, understanding, cooperation, sharing, thoughtfulness, happiness</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn share ideas of special celebrations they have attended and then link this to the idea of worship for religious people. -chn discover what a Synagogue is and why it is special for Jews. -Pupils can experience special Jewish bread called Challah and play a game of hid and remember the elements of what is in a synagogue. -Chn experience what a Hindu Mandir is and why it is special for Hindus. -Chn will create a piece of Hindu art that is linked to what they see in the Mandir. -Chn experience what it is like in a Christian Church and why the church is important? -Pupils may get to experience a local Shefford Church with a walking tour. -Chn share their ideas of about different places of worship and discuss how they can have different important events in them – i.e. weddings, baptisms, bar and bat mitzvah, etc. -Pupils use junk modelling materials to create their own churches. -Possible opportunities for role-play experiences – religious weddings, baptisms, etc. events from different religions that are celebrated in a place of worship. -continuous provision opportunities to provide opportunities for pupils to experiences different religious places of worship. 	<p>OUTCOMES</p> <p>Make sense of belief:</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>Understand the impact:</p> <ul style="list-style-type: none"> • give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which 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>Make 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

SMSC:

Spiritual - Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding.

Moral - emphasising the value of diversity and of engaging with issues of truth and justice, as well as identifying and combating discrimination.

Social - encouraging acceptance of diversity of opinion and practice.

Cultural - building bridges between those of different cultural and religious backgrounds, so as to act to combat intolerance and extremism.

SKILLS	READING OPPORTUNITIES	Prior Learning: (EYFS)
		F5: Which places are specially valued and why?

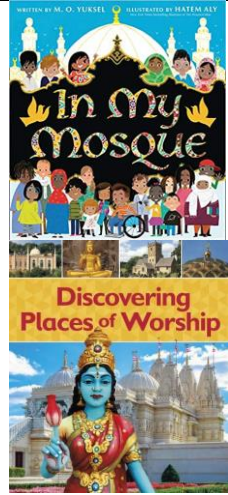
Develop their knowledge and understanding of places of worship for Christians, Jews, Hindus and Muslims.

Use basic subject-specific vocabulary.

Raise questions and begin to express their own views in response to the material they learnt.

Role-play experiences that are linked to the religious places of worship.

Experience firsthand a Christian place of worship.



NEXT STEPS IN LEARNING

KS1:

Unit 1.3 Who is Jewish and what do they believe? (Year 2 Autumn 1)

Unit 1.4 Who is Muslim and what do they believe? (Year 2 (Summer 2)

Unit 1.7 How and why do we celebrate significant times? (Year 2 Autumn 2)

Lower KS2:

Unit L2.1 Where, How and why do people worship? (Year 3 Spring 2)

Unit L2.2: Why do some people think life is like a journey? (Year 4 Spring 1)

Unit L2.7: How is faith expressed in Hindu communities and traditions? (Year 3 Autumn 2)

Unit L2.9: How do festivals and worship show what matters to Muslims? (Year 4 Summer 2)

Bedford Faith Tour visit (Year 4 Summer 1)

Upper KS2: (currently taught in middle school)

Unit U2.8: How is faith expressed in Islam?

Unit U2.10: What will make our community a more respectful place?

KS3:

Unit 3.2: Core and diverse Islam: what is universal and what is different?

Unit 3.10: Do prophets still influence us today?

Unit 3.20: What will make our community a more respectful place?

LINKS

English – speaking and listening opportunities in class discussions

Geography – links to where in the world some of the important places of worship are, as well as more local links – where can we see some examples of these places of worship?

Design Technology – making and tasting Challah bread

Drama – role-playing experiences/events that happen in a place of worship

Art – creating Hindu art that they have seen in the Mandir

Computing – opportunities to experience different places of worship in the Immersive room



Curriculum Coherence – Year 1 RE

Term 1 Autumn 2	Unit 1.2 Why does Christmas matter to Christians?	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> -What do people do to celebrate Christmas? - What does Christmas mean to Christians? -What is the nativity? -Who is Jesus and why is he important? -Where was Jesus born? -Why was Jesus a special baby? -How does our nativity link to the nativity story? -What is advent? -Who celebrates Christmas? How and why? -What changes in a church at Christmas? -Why is the church important to Christians? -What do Christians do to show thanks at Christmas? <p>VOCABULARY</p> <p>Core Vocabulary - Nativity, gold, wisemen, Christmas, Jesus, advent, advent wreath, church</p> <p>Ambitious Vocabulary - incarnation, myrrh, frankincense, belief</p> <p>Values – peace, hope, happiness, understanding, kindness, sharing, unity, belonging</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn create a piece of artwork to represent their Christmas. -compare birthday parties to how Christian celebrate Jesus’ birthday. -junk-model shoe box design of a baby room and compare to the barn that Jesus was said to be born in. -nativity story trail to retell the story. -pupils’ link the story of the nativity to their Christmas production. -pupils look at different adverts (candles, wreaths and calendars) to compare and discuss the purpose. -pupils help to make a class advent calendar. -children identify what happens in a church for Christmas. (Possible, visit a local church before Christmas). -pupils create their own thank you statements to give out to their peers and discuss what Christians do to celebrate Christmas. 	<p>OUTCOMES</p> <p>Make sense of belief:</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 for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> ● give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make 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

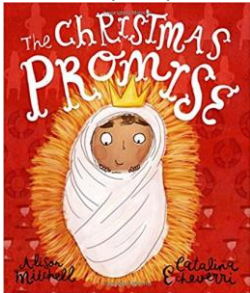
SMSC:

Spiritual - creating time and space in lessons for wonder and reflection.

Moral - exploring what is of ultimate worth to believers through studying the key aspects of beliefs and teachings from religion and philosophy on values and ethical codes of practice.

Social - enabling pupils to articulate their own and others’ ideas on the above in open dialogue and in a consultative way.

Cultural - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.

SKILLS	READING OPPORTUNITIES	Prior Learning: (EYFS) F2: Why is Christmas special for Christians?
<p>Use basic subject-specific vocabulary.</p> <p>Observe, notice and recognise simple aspects of Christianity in their own communities.</p> <p>Recall, remember, name and talk about simple beliefs, stories and festivals linked to Christianity and the Nativity story.</p> <p>Begin to find out about and link Christianity to other religions and beliefs that happen at this time of year.</p>	<p>The Nativity story</p>  <p>KS1 Nativity script (alternative versions of the story)</p>	<p>NEXT STEPS IN LEARNING</p> <p>KS1: Unit 1.7 How and why do we celebrate significant times? (Yr 2 Autumn 2) Link to Nativity performances in December</p> <p>Lower KS2: Unit L2.1: Where, how and why do people worship? (Year 3 Spring 2) Unit L2.11 What is the deeper meaning of religious festivals? (Yr 3 Autumn 2). Link to Nativity performances in December</p> <p>Upper KS2: Unit U2.3: Values: what matters most to Humanists and Christians? Unit U2.6: What do Christians believe Jesus did to ‘save’ people?</p> <p>KS3: Unit 3.1: Why do Christians believe Jesus was God on Earth? Unit 3.18: What does it mean for Christians to believe in God as Trinity? Unit 3.13: What makes a person inspirational to others?</p>

LINKS

Geography – where is Bethlehem located?

History – Links to the original nativity story 2000 years ago

Design Technology –junk modelling shoe box baby room

Drama –ks1 Christmas nativity performance

Art – Christmas artwork and creating a 'gift'.

English – speaking and listening – through retelling the Nativity story



Curriculum Coherence – Year 1 RE

Term 2 Spring 1

Unit 1.8 What makes a book special?

INTENT

IMPLEMENTATION

IMPACT

KNOWLEDGE

-What makes a book special?
 -What are the holy books linked to the world religions?
 - Who uses these holy books?
 -How do you know a holy book is special? How are they treated by the religion?
 -Where are the holy books kept?
 -What are the symbols connected to Judaism, Christianity and Islam?
 -Why are the messages in the holy books mostly shared as stories?
 -Who reads these holy books and why?
 -What do the stories/parables tell religious people to do?

VOCABULARY

Core Vocabulary - Special, important, God, message, Bible, sacred texts, stories, parables, scriptures, holy, special, Qur'an stand, artifacts
Ambitious Vocabulary – Qur'an, Torah, parables, yad, gospels, belief

Values – hope, courage, determination, unity, belonging, trust, honesty, cooperation, understanding, respect

ACTIVITIES

- Chn choose their own special books to share with the class.
 -Chn create their own special book about themselves and what is important to them.
 -Chn explore how the Jewish Torah is treated and then explain in their own words what they have discovered.
 -Chn create their own special messages linked to the Torah and make their own special 'Torah scrolls'.
 -Chn experience stories from the Bible and link it to Christian belief.
 -Pupils retell the Good Samaritan and share what the message is trying to say.
 -Chn experience what Muslims believe about how to treat the Qur'an and why it is so important to them.
 -Pupils recreate the story of when the Prophet Muhammad (pbuh) receives the Qur'an from Angel Gabriel.

OUTCOMES

Make sense of belief:

- identify a belief about God linked to what a holy book says
- recognise that sacred texts contain stories which are special to many people and should be treated with respect
- identify at least three symbols of respect used by members of a religion when they use their holy book

Understand the impact:

- recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say
- give simple examples of 'hidden messages' in faith stories, or wise sayings

Make connections:

- talk about what they like in the stories from sacred texts that they hear
- think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people
- suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories
- ask and suggest answers to questions arising from their learning about holy books

SMSC:

Spiritual - Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding.

Moral - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Social - encouraging acceptance of diversity of opinion and practice.

Cultural - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good.

SKILLS

Develop their knowledge and understanding of Christian, Jewish and Muslim holy books and why they are so important to them.

Use basic subject-specific vocabulary.

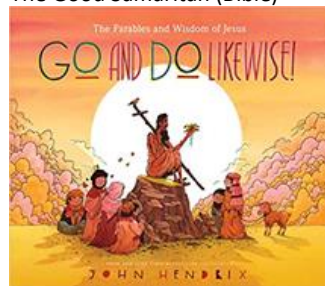
Raise questions and begin to express their own views in response to the material they learnt.

Recall and retell the stories/parables shared in the holy books.

READING OPPORTUNITIES

Muhammad in the Cave (Qur'an)

The Good Samaritan (Bible)



Prior Learning: (EYFS)

F6: Which stories are specially valued and why?

NEXT STEPS IN LEARNING

KS1:

Unit 1.3 Who is Jewish and what do they believe? (Year 2 Autumn 1)
 Unit 1.4 Who is Muslim and what do they believe? (Year 2 (Summer 2)
 Unit 1.11 Who is an inspiring person and stories they inspire? (Year 2 Spring 2)
 Unit 1.12 What good news did Jesus bring? (Yr 2 Spring 1)


Lower KS2:

L2.1 Where, How and why do people worship? (Year 3 Spring 2)

Upper KS2:

Unit U2.5: How do Christians decide how to live?

		<p>Unit U2.7: What helps Hindu people as they try to be good? Unit U2.8: How is faith expressed in Islam? Unit U2.9: Justice and poverty: why does faith make a difference?</p> <p>KS3: Unit 3.8: It's my life: what should I do with it? Unit 3.2: Core and diverse Islam: what is universal and what is different? Unit 3.10: Do prophets still influence us today? Unit 3.15: Good, bad; right, wrong: how do I decide?</p>
<p>LINKS English – speaking and listening during class discussions History – links to books being special, the three Holy books are also seen as Historical documents Design Technology – pupils create their own special message scroll, with homemade paper, etc. Drama – retelling the story of the Good Samaritan Modern Foreign Languages- Arabic (Islam), Hebrew (Judaism), Latin (Original versions of the Bible)</p>		

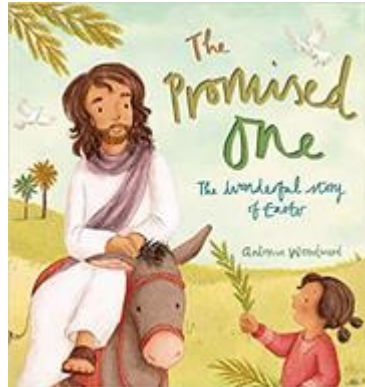
 <p>Curriculum Coherence – Year 1 RE</p>		
<p>Term 2 Spring 2</p>	<p>Unit 1.5 What is Easter and why does it matter to Christians?</p>	
<p>INTENT</p>	<p>IMPLEMENTATION</p>	<p>IMPACT</p>
<p>KNOWLEDGE -What is the Easter story? - Why do Christians celebrate Easter? -What happens in a church during Easter? -Why is the Easter story so important to Christians? -How does Easter link to a new start/spring/new life/new beginnings?</p> <p>VOCABULARY Core Vocabulary - Easter, Forgiveness, Good Friday, church, worship, Holy Week, new life, hope, heaven, God, Bible Ambitious Vocabulary - Salvation, resurrection, crucifixion</p> <p>Values – unity, belonging, understanding, love, kindness, courage, determination, trust, sharing, patience, thoughtfulness, hope</p>	<p>ACTIVITIES - Chn experience taste test of different religious foods linked to the Christian story of Easter. -pupils follow an Easter story trail to experience and retell the story of Jesus at Easter. -If possible pupils visit a church to see how the Church changes at Easter or see a virtual tour/images. - Pupils design and create Easter egg paintings to reflect Good Friday and Easter Sunday celebrations in the church. -pupils explore the Easter box artefacts and debate importance of artefacts to the Easter Story. -</p>	<p>OUTCOMES Make sense of belief:</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) recognise that Jesus gives instructions about how to behave <p>Understand the 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>Make 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
<p>SMSC: Spiritual - consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God. Moral - exploring what is of ultimate worth to believers through studying the key aspects of beliefs and teachings from religion and philosophy on values and ethical codes of practice. Social - consideration of the influence of beliefs upon lifestyles, actions and behaviours. Cultural - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>		
<p>SKILLS</p>	<p>READING OPPORTUNITIES</p>	<p>Prior Learning: (EYFS) F3: Why is Easter special for Christians? F6: Which stories are specially valued and why?</p>

Develop their knowledge and understanding of Christianity and worldviews, recognising the local, national and global contexts.

Use basic subject-specific vocabulary.

Raise questions and begin to express their own views in response to the material they learnt.

The Easter story: 1)The entry into Jerusalem, e.g. John 12:12–15; 2)Jesus asks his followers to remember him with bread and wine; 3)Jesus' betrayal and arrest at the Mount of Olives, e.g. Luke 22:47–53; 4)Jesus dies on the cross, e.g. Luke 23:26–56; 5)The empty tomb, e.g. Luke 24:1–12; 6)Jesus' appearance to Mary Magdalene and the disciples in John 20:11–23



NEXT STEPS IN LEARNING

KS1:

Unit 1.11 What is the deeper meaning of religious festivals? (Yr 2 Spring 2)

Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Yr 4 Spring 2)

Lower KS2:

Unit L2.3: What is the 'Trinity' and why is it important for Christians? (Year 4 Autumn 2)

Unit L2.11: What are the deeper meanings of the festivals? (Year 3 Autumn)

Unit L2.10 For Christians, what was the impact of Pentecost? (Yr 4 Sum 1)

Upper KS2: (currently taught in middle school)

Unit U2.1: What does it mean if Christians believe God is holy and loving?

Unit U2.6: What do Christians believe Jesus did to 'save' people?

KS3:

Unit 3.1: Why do Christians believe Jesus was God on Earth?

Unit 3.4: What happens when we die?

Unit 3.11: Why is there suffering in the world?

Unit 3.18: What does it mean for Christians to believe in God as Trinity?

LINKS

Science – a focus on the season of spring and the changes that come with this. i.e. new life, new babies, new flowers, etc.

History –pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas three months earlier.

Design Technology – taste test different foods linked to Easter celebrations and evaluate.

Drama –recall the story of Easter

Art – decorate Easter eggs linked to the story, links to school museum and artwork that is linked to the Easter story from different cultures.



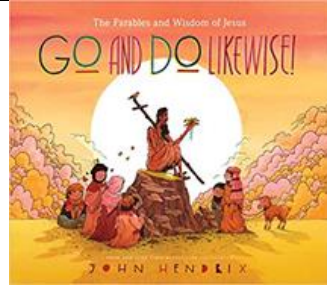
Curriculum Coherence – Year 1 RE

In line with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Term 1 Summer 1		
Unit 1.1 What do Christians believe God is like?		
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE -What is creation? -Who created the world? - Who is God and what do Christians believe about him? -What is God’s best creation? -What did God create? -Where is God? Why do Christians see God’s creations as a gift?</p> <p>VOCABULARY Core Vocabulary - God, Jesus, gift-giver, forgiveness, friendship, Christianity, Bible Ambitious Vocabulary – creation, belief, parables, creator, forgiveness, worship</p> <p>Values – trust, unity, belonging, courage, honesty, cooperation, sharing, thoughtfulness, patience, respect, friendship, love, hope, happiness</p>	<p>ACTIVITIES - Chn go on an outside hunt for God’s creations. -create artwork and write adjectives and descriptions to describe what God might be like. -create a junk model design to retell the Jewish/Christian story of creation. -describe what God might be like -pupils design a gift worth giving</p>	<p>OUTCOMES</p> <p>Make sense of belief:</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>Understand 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 (e.g. by saying ‘sorry’, by seeing God as welcoming them back, by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying ‘sorry’ to God). <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.
<p>SMSC: Spiritual - creating time and space in lessons for wonder and reflection. Moral - exploring what is of ultimate worth to believers through studying the key aspects of beliefs and teachings from religion and philosophy on values and ethical codes of practice. Social - provision of activities for working collaboratively. Cultural - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>		
<p>SKILLS</p> <p>Use basic subject-specific vocabulary.</p> <p>Observe, notice and recognise simple aspects of Christianity in their own communities.</p> <p>Recall, remember, name and talk about simple beliefs, stories and festivals linked to Christianity.</p>	<p>READING OPPORTUNITIES</p> <p>Parable of God’s gift to people.</p> <p>The Jewish and Christian creation story.</p> <p>The parables of: The lost coin The lost sheep The lost son.</p>	<p>Prior Learning: (EYFS) F1: Why is the word ‘God’ so important to Christians? F6: Which stories are specially valued and why? KS1: Unit 1.6 What makes some places significant? (Year 1 Autumn 1) Unit 1.2 Why does Christmas matter to Christians? (Year 1 Autumn 2) Unit 1.8 What can we learn from sacred books and stories? (Year 1 Spring 1)</p>

Begin to find out about and link Christianity to other religions and beliefs.

Ask questions about the Christian stories and artefacts shared in this unit.



NEXT STEPS IN LEARNING

KS1:

Unit 1.3 Who is Jewish? What do they believe and how do they live? (Year 2 Autumn 1)

Unit 1.4 Who is a Muslim? (Year 2 Summer 2)

Lower KS2:

Unit L2.1 Where, how and why do people worship. (Year 3 Spring 2).

Unit L2.3 What is the 'Trinity' and why is it important for Christians? (Yr4 Autumn 2)

Upper KS2:

Unit U2.1: What does it mean if Christians believe God is holy and loving?

Unit U2.8: How is faith expressed in Islam?

Unit U2.9: Justice and poverty: why does faith make a difference?

Unit U2.11: Why do some people believe in God and some people not?

KS3:

Unit 3.5: What do people believe about God and the Universe?

Unit 3.9: What difference does it make to be an atheist or agnostic in Britain today?

Unit 3.11: Why is there suffering in the world?

Unit 3.18: What does it mean for Christians to believe in God as Trinity?

LINKS

Science/Forest School – outdoor walk looking at nature and God's creations

Design Technology – junk modeling of the creation story

Drama – retelling the different parables in this unit

Art – sketches of God and what he might be like, as well as of God's creations, links to school museum and how religious art reflects the different ideas of God.

English – identifying adjectives and describing what God might be like

Lesson 5 is a continuous provisions style lesson that links to math, science, English and Life learning



Curriculum Coherence – Year 1 RE

Term 3 Summer 2

Unit 1.9 How do we show we care for others?

INTENT

IMPLEMENTATION

IMPACT

KNOWLEDGE

-What makes us unique an important?
 - What is the Golden Rule?
 -How can we show the Golden Rule?
 -What do religions teach about charity and kindness?
 -What are some examples of religious charities?
 Why does it matter to help others who need help?
 -What are some examples of religious charities?
 -Why are these important to religious believers?
 -How can we care and help others?

VOCABULARY

Core Vocabulary - valuable, belief, God, love, care, charity, golden rule, creator, friendship, humanity, kindness, Islam, Judaism, Hinduism, Christianity, Sikhism
Ambitious Vocabulary - zakat (almsgiving), tzedakah (charity), aid, relief, unique

Values – friendship, respect, hope, happiness, love, cooperation, sharing, thoughtfulness, peace, understanding

ACTIVITIES

- Chn to look at the golden rule - create a story/comic strip about when pupils showed the golden rule and what the opposite might look like.
 - Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish
 -identify what makes a good friend and how to be a good friend (make a good friend pledge)
 -create some puppet plays/use drama to model how to be a good friend and link this back to the golden rule
 - zakat (almsgiving)in Islam and tzedakah(charity) in Judaism identify what this is and who shows this example of charity
 -read stories of inspirational religious people and share why they people are inspirational.
 -create a kindness tree and identify how this links back to our values and school rules.

OUTCOMES

Make sense of belief:

- identify a story or text that says something about each person being unique and valuable
- give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

Understand the impact:

- give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- give examples of how religious teaching encourages care for other people

Make connections:

- think, talk and ask questions about what difference believing in God makes to how people treat each other
- give good reasons why everyone (religious and non-religious) should care for others

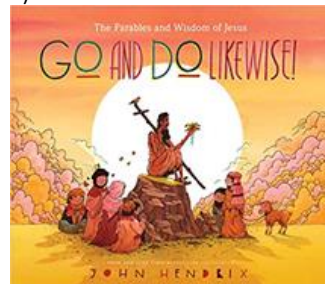
SMSC:
Spiritual - consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
Moral - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.
Social - exploring social issues from religious perspectives, recognising both the common ground and the diversity of viewpoints within and between religions, and non-religious stances.
Cultural - building bridges between those of different cultural and religious backgrounds, so as to act to combat intolerance and extremism.

SKILLS

Develop their knowledge and understanding of Christianity, Jewish, Hindu, Muslim and worldviews, recognising the local, national and global contexts.
 Use basic subject-specific vocabulary.
 Raise questions and begin to express their own views in response to the material they learnt.

READING OPPORTUNITIES

Religious texts:
 Matthew 6:26
 Genesis 1
 Matthew 19
 Mark 10
 Luke 18
 Luke 5:1–11- the paralysed man to Jesus
 The Good Samaritan
 The Jewish story of Ruth and Naomi (Ruth 1–4).



Non-religious texts exploring friendship:
 Winnie the Pooh and Piglet
 The Rainbow Fish

Prior Learning: (EYFS)
 F4: Being special: where do we belong?

NEXT STEPS IN LEARNING

KS1:
 Unit 1.11 Who is an inspiring person? (Year 2 Spring 2)
 Unit 1.4 Who is a Muslim and what do they believe? (Year 2 Summer 2)
 Unit 1.10 How do we show we care for the earth? (Year 2 Summer 1)

Lower KS2:
 Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)
 Unit L2.12 How and why do people try to make the world a better place? (Year 4 Autumn 1)
 Unit L2.9 How do festivals and worship show what matters most to Muslims? (Year 4 Summer 2)

Upper KS2:
 Unit U2.1: What does it mean if Christians believe God is holy and loving?
 Unit U2.4: How and why do some people inspire others?
 Unit U2.10: What will make our community a more respectful place?

KS3:

		Unit 3.6: Should Christians be greener than everyone else? Unit 3.19: Sharing one world: are religions part of the problem or the solution? Unit 3.20: What will make our community a more respectful place?
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LINKS

Design Technology – create a kindness tree

Drama – puppet/role play linked to golden rule

Art – comic strip of friendship

Life leaning – links to school rules/values/ Anti-bullying week

Computing – immersive room opportunities linked to sharing the stories/parables identified