

SCAMBLESBY CE PRIMARY SCHOOL: RELIGIOUS EDUCATION: MEDIUM TERM OVERVIEW:

HEDGEHOGS CLASS



(PLEASE REFER TO UNDERSTANDING CHRISTIANITY SCHEME and LOCALLY AGREED SYLLABUS FOR MUCH MORE SPECIFIC DETAIL AND CONTENT)

Year A	UNIT TITLE	UNDERSTANDING CHRISTIANITY
	God (UC1.1) What do Christians believe God is like?	

AUTUMN TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know the parable of the Lost Son	What is the parable of The Lost Son?	Share knowledge Organiser Share artwork – what does the picture tell us? Read the parable of the Lost Son Explain what a parable is.
2	LO: to retell the parable of the Lost Son	What happened in the parable of The Lost Son?	Consider what the hidden meanings of the story are – forgiveness and love story maps
3	LO: to make connections between the Lost Son and our own life	What does The Lost Son mean to us? Can we think of a different title for the parable?	Discuss God being loving and forgiving just like our parents. Outline of adult – inside what parents do to show love, outside what children show.
4	LO: to know ways in which Christians show they love God	How do Christians show they love God?	Use resource sheet 2 for ideas. Children to generate pictures to show different ways – act these out.
5	LO: to know different types of Christian prayer	What is a Christian prayer?	The jelly babies resource sheet 3. Refer back to the Lost Son and discuss Peter Praise and Suzy Sorry prayers Can we write some prayers?

Incarnation - Core Learning (UC 1.3) Why does Christmas matter to Christians?

AUTUMN TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know why Christmas is important to Christians.	Why do Christians celebrate Christmas?	Share Knowledge Organiser Bring a range of Christmas items – what do they tell us? What do they remind us of? What do we know about Christmas? Who celebrates it and why? Children to create a mind map that shows their knowledge. Reception children to do this with an adult.
2	LO: to know what getting ready for a new baby looks like	How do people prepare for a new baby's arrival?	Discuss who has recently had a new baby in their house. What happened? How did the family get ready? Look at a picture of baby Jesus – Christians believe he was very special. Children to design a bedroom for a very special baby? What would we include? Reception to do this with an adult.
3	LO: to retell the story of Christmas	What happened in the Christmas Story?	Create a trail around school to tell the story. Have an image at each place that tells the story. Use the gospel of Luke to tell the story. Children to stick pictures in their books to retell the story Reception to do this as a group with an adult.
4	LO: to know that 'advent' means the arrival of someone	What does advent mean?	Explain that the four weeks prior to Christmas are a time for Christians to wait for the celebration of the birth of Jesus. Show pictures of an advent wreath, candles and crib scenes in Church. Discuss advent calendars. Why is this an important time for Christians? Children to draw pictures of things that are seen around the time of advent. Write sentences to describe why this is important to Christians.
5	LO: to know about thankfulness in the Christmas story LO: to know about how people show gratitude at Christmas	Where is 'thankfulness' in the Christmas Story? How do we show gratitude at Christmas?	What 'thank you' prayers and sentences might people have said at different points of the story? (Mary, Joseph, shepherds, angels). Share different images to discuss this. Children to write thank you sentences on strips of paper to make into a paper chain Reception to be supported by an adult. Discuss what we have to be thankful for at Christmas time. Who do we want to say thank you to? Write our thank yous on strips of paper and create another paper chain. Reception to be supported by an adult.

Year A	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Compulsory: God – Islam	

SPRING TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to share beliefs about God.	What is God like?	Share Knowledge Organiser Ask pupils to create a mind-map – what do they think God like? Try to identify some key vocabulary that describes what they think might be the characteristics of God – expect lots from Christianity (e.g. creator, loving, powerful, fair, forgiving, etc.). If using drawings, use targeted questions to probe more deeply (thinking), e.g. ‘why have you drawn God as a boy?’, ‘why is God so old?’ Ask pupils to create artworks to reflect these key characteristics. Discuss where pupils have got their ideas from – has this come from previous learning in RE? Has it come from their own personal experience at home or in a particular faith community? Has it come from a particular book or source of authority?
2	LO: to know that Muslims believe in one God	What is God like for Muslims?	Explain that Muslims believe in one God, who is unique and indivisible. Explore the idea of oneness and indivisibility, e.g.: • using maths activities: ask pupils to use different parts of a shape to build a whole shape; ask pupils to construct one whole using halves and quarters • using construction activities: ask pupils to play a Jenga game with something precious balanced on top – which is better (more stable), all the blocks in one tower, or the blocks being taken away? • using art activities: give pupils one blob of plasticine – how many things can you make out of this? Make connections with Muslim beliefs about God: - one, whole God • strong/powerful God that doesn’t need anything else to make him stronger/more powerful • God can make everything – very creative
3	LO: to know the Muslim creation story and their beliefs about ‘harmony’	What is the Muslim creation story?	Introduce pupils to the Muslim creation story (see this overview for a helpful summary for the teacher); pupils could be asked to sequence the text from My First Qur’an Storybook or watch this video from True Tube. Explain that Muslims find this story in the Qur’an. Ask pupils to identify the key elements of the story and think about what this might tell Muslims about what God is like. Emphasise that Muslims believe God made the world exactly as he wanted it to be – all things in harmony (muslim). You could highlight this by asking pupils to create a puzzle using a puzzle template; the puzzle should show an image of the natural world to connect with the idea of the created world being made in harmony, like puzzle pieces fitting together. REMEMBER: pupils must not include a visual representation of God in their picture.
4	LO: to know what is meant by ‘following a straight path’	What does it means to follow a straight path?	Set up a race between two teams: one has obstacles to navigate and the other doesn’t. Once you have run the race a few times, ask the pupils to reflect on which was easier – the course with obstacles or the one without? Connect this with ideas about fairness and unfairness – which course did the pupils prefer to run and why?

			Point out to pupils that most people prefer the course without the obstacles because it enables them to get to their destination quicker and more easily. Now ask pupils to think about why we have rules in our school. What rules do we have? Are some rules more important than others? Why/why not? How do rules help us follow a straight path in school? Explore the idea of a straight path as both physical and moral (to do with the choices we make and the actions we take).
5	LO: to know why Muslims follow the 'shariah'	Why do Muslims follow the shariah?	Explain that for Muslims, human beings have a special job: to keep things in harmony. To do this, they need to follow the straight path (shariah); ask pupils to think about what might they need to help them do this? They might do this by thinking about other special jobs carried out by human beings (e.g. teacher, doctor, army, police, etc.) – what do they need to help them do their job? E.g. ambulance driver, uses siren and flashing light to clear a straight path. What do Muslims have to help them follow the straight path? 1. The natural world to study – learning about the natural world helps Muslims learn more about what harmony and disharmony looks like. E.g. what do plants need to help them grow? How does the natural world provide this for them? (See this book for some excellent information on the contributions to Muslim scientists throughout history.) 2. The Qur'an – Muslims believe that this special book contains the words of Allah and that it will help them make good choices. (Pupils could make a book of guidance for Reception class on reading, e.g. importance of practising reading at home, using the school library, working hard in phonics groups, etc.) 3. The Prophets – special people who help Muslims make good choices. (You could give pupils some dilemmas and ask them who they would you go to for help in solving the dilemma.)
6	LO: know the story about Prophet Muhammad receiving the Qur'an	What happened in the story about Prophet Muhammad receiving the Quran?	Introduce the Prophet Muhammad as a special person to help Muslims make good choices. It would be helpful to provide pupils with some historical and geographical context, e.g. finding Saudi Arabia on a map and noting how close it is to Iraq, Syria and Israel (some of the key geographical areas associated with the origins of Judaism and Christianity), constructing a timeline for the beginning of Judaism, Christianity and Islam, constructing a timeline that shows what was happening in the UK around the time of Muhammad's life, etc. Explain that, like many people in his time, Muhammad didn't get the chance to go to school and learn to read and write. Provide pupils with a simple task and ask them to follow the instructions to complete the task – give 2/3rds of groups instructions in English and 1/3rd instructions in Welsh. How easy is it to complete the task if you can't access the instructions? How did you feel? What was the solution? Introduce the story of Muhammad receiving the Qur'an from the Angel Jibril (video, storytelling, etc. – see here for some possible supporting resources); ask pupils to consider how do they think Muhammad felt when he couldn't write down what the Angel wanted him to record. What was the solution to the problem in this case? (Qur'an = the Arabic word for 'recite'; Muhammad returns to his town and asks for help to record the words he has memorised; he recites them and they are recorded exactly as he says them) Ask pupils to retell the story (e.g. sequencing text, role-play, etc.), emphasising the help Muhammad received from God/Angel Jibril and the help he asked for in order to record God's guidance. Ask pupils to explain why they think this story (and this book) is so important to Muslims. Bring the learning back to the idea of God, harmony and the special job that Muslims believe human beings have. How do the Qur'an and the Prophet Muhammad help them follow the straight path (shariah) so that they can make sure everything is in harmony? What might this mean for how they treat the Qur'an and the Prophet Muhammad?

LAS Compulsory: Being Human – Islam

SPRING TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To know what the key beliefs of Islam are	What do Muslims believe?	- Knowledge Organiser Mind map – what do we know about Islam? (<i>Recap from KS1 Compulsory – God [Islam]</i>) - Belief in one God (oneness of God = tawhid) – DON'T DRAW GOD!!!!!! - Belief that God has created things as he wants them to be (in harmony – muslim) - Belief that God wants humans to help keep things in harmony (muslim) - Belief that God has set out a straight path (shariah) for humans to follow to help keep things in harmony (muslim) - Belief that God has given three types of guidance to help people follow the straight path (shariah): the natural world, the Qur'an and the prophets Label two baskets – one as 'God' and the other as 'harmony'. These are your key concept baskets. Ask pupils to place different Muslim beliefs in the baskets – which do they think belong in the 'God' basket and which do they think belong in the 'harmony' basket? Ask them to give reasons for their choices. Ask pupils to create a visual map of Muslim beliefs – e.g. a blank puzzle with some of the 99 Names of Allah, with an image of creation, with an image of a straight path, with an image from the natural world, image/names of human beings, with an image of a book (Qur'an), with the names of some of the Prophets, etc. – concentrate on the idea of harmony created by the puzzle pieces fitting together and the idea of one puzzle created by one God.
2	To understand the importance of the Five Pillars of Islam	How do the Five Pillars of Islam structure the Muslim faith?	Ask pupils to use the resources provided (e.g. cardboard boxes, bean bags, books) to construct something that will stay up without them needing to hold it. Test it out by placing something on top and seeing if the structure holds. Ask pupils to think about what makes a strong construction and what makes a weak construction. You could also look at some examples of buildings (e.g. the Gherkin in London, the Egyptian pyramids, the Leaning Tower of Pisa) and talk about what makes them good or bad constructions. Apply this learning to thinking about what makes a community stronger or weaker: what things are needed to 'hold up' a community? Ask pupils to think about what 'holds up' the school community – what things could the school community not do without? The headteachers/teachers/teaching assistants? The school's vision and values? The building in which the school is housed? Ask pupils to identify the most important thing that 'holds up' the school community and give reasons why they think this is the most important thing. Introduce the Five Pillars of Sunni Islam – explain that they help 'hold up' the Muslim community. - Statement of belief/faith (shahadah): there is no God but God, and Muhammad is his Prophet - Prayer (salat) - Charity (zakat) - Fasting (sawm) - Pilgrimage (hajj) https://youtu.be/H9U8T8x1AhQ (Introduction to the Five Pillars of Islam) Make connections between the Five Pillars of Islam and Muslim beliefs about one God, harmony and the straight path (shariah); explain that Muslims read about the Five Pillars in the Qur'an and learn about them through the example of the Prophet Muhammad. Focus in depth on the idea of harmony: carrying out the Five Pillars is a way for Muslims to be in harmony, as they believe God wants them to be.

3	To understand the importance of community for Muslims	What makes our school an effective and supporting community?	Ask pupils to try to articulate what they think makes your school community unique. What are we about? What do we believe is important? (school values, vision statement) – what does this tell other people about us? Draw attention to whether they all say the same thing or whether they think that different things represent the uniqueness of your school community. Ask them to agree (as a class, in groups, in pairs) a statement of belief for their school community; this should represent the school’s identity and core values: “As a school community, we believe...” Recap learning from the previous session: can pupils remember the Five Pillars of Sunni Islam? Explain that the first Pillar of Islam is the Shahadah = statement of belief: “There is no God but God and Muhammad is his Prophet”. Draw attention to the two key elements of this statement of belief: 1. Belief in one God (compare with Judaism and Christianity); introduce some religions that believe in more than one God – how are they different? 2. Belief in Muhammad as the final Prophet – introduce some of the other Prophets of Islam (e.g. Ibrahim, Nuh, Musa, Dawud, Yunis, Isa) and make connections with Christianity and Judaism – sort cards to match names, video, My First Qur’an Storybook, etc. Ask pupils to compare Muslim beliefs about God with Christian (and, where relevant, Jewish) beliefs about God (cf. KS1 Compulsory – God [Christianity and Islam]). How is Islam similar to and different from Christianity/Judaism?
4	To understand that Muslims believe that God will give them guidance	Do we always make the right choice?	Revisit key Muslim beliefs: one God (tawhid), harmony (muslim) and the straight path (shariah) – remind pupils that Muslims believe that God wants things to be in harmony and that following the straight path (shariah) will help to achieve this. Ask pupils to think about who in their own lives gives them guidance – who helps them when they are stuck? Who gives them good advice? Who listens when they have a problem and tries to help? What difference does this make for the pupils? Introduce the Prophets as individuals who give Muslims guidance to help them follow the straight path (shariah). Muslims read about the lives and examples of the Prophets in the Qur’an and they try to follow their example in their own lives. Explore some of the stories of the Prophets and ask pupils to try to analyse the guidance they are offering to Muslims about how to live their lives and follow the straight path (shariah), e.g.: https://youtu.be/_bN7KIMmWlc (the Islamic story of the Prophet and the Ants and the Crying Camel) http://www.muslimchildrensbooks.co.uk/single-post/2018/05/18/The-story-of-the-Prophet-sawwith-the-cave-and-the-spider (the story of the Prophet and the spider) Pitch a scenario (take it from a story from the Qur’an, e.g. the Queen and the Bird - https://aboutislam.net/reading-islam/understanding-islam/the-story-of-solomon-and-the-queen-of-sheba/ [this website is written from a Muslim faith perspective and is for the teacher’s information]) and ask pupils to consider the following questions: what do you think happens next? What would be the good choice? What would be the wrong choice? How easy is it to make the choice? What help might you need from others? Ask pupils to think about how easy it is for Muslims to follow the example of the Prophets. Does it matter that the Prophets lived many centuries ago and therefore their guidance comes from far back in history? Is good advice always good advice, even if you live in a different time and place? Pupils could be encouraged to draw comparisons with how easy it is to follow guidance and make good choices in their own lives.
5	To understand the importance of Zakat to Muslims	What is Zakat and how can we represent it in a school context?	Place a box with Maltesers inside in front of one child; they have the option to share with others. If they don’t share, they can keep the Maltesers (and everyone’s a bit annoyed with them!); if they do share, there is an additional prize, e.g. a values certificate – but they only find this out once they’ve decided to share. Encourage pupils to think about why it might be better to share. Recap key Muslim beliefs about one God, harmony and the straight path (shariah); ask pupils to consider how sharing with others might be a way of bringing harmony into the world. Use Maths skills to think about the impact of sharing a proportion of what you have with others who have less, e.g. sort a tenth of something to give to others. What difference might this make to those who don’t have enough? Think about some practical examples of this, e.g. donating to Children in Need, a local foodbank, etc.

			Explain that Muslims give 2.5% of their disposable income to those in need (zakat); they believe this helps bring more harmony into the world; you could use various examples of bringing things into balance, e.g. a seesaw, an old-fashioned set of scales, etc. Compare this with the idea that some people in the world have more than they need and some don't have enough (= imbalance); when Muslims give zakat, they believe they are helping to redress this imbalance. Try to include some examples of how zakat money might be used by a Muslim community, e.g. https://www.islamic-relief.org/zakat/recipients-of-zakat/ and https://muslimhands.org.uk/donate/greatest-need/zakat-fund. Explain to pupils that we have been thinking about how Muslims can help those in need by giving zakat. Now we want to think about how easy it is to accept help. Explore some situations in which it might be easier or harder to accept help: why might people sometimes find it difficult to accept help? How might we encourage people to accept help when they need it? Explore the Muslim belief that everyone needs each other because everyone is connected to each other in harmony (muslim). Ask pupils to choose a random act of kindness to carry out this week as a gift of their time, etc., to help make the world a more harmonious place.
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LAS Compulsory: Life Journey – Islam

SUMMER TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To know some of the key beliefs of Christianity and Islam	What does it mean to belong? Why does it matter to belong?	Share knowledge organiser Prepare a card sort activity – key beliefs from Christianity and Islam (e.g. on God, the world, human beings); can pupils sort them into the correct religions and the correct categories? Focus on Muslim beliefs about God, human beings and the world. Encourage pupils to show their understanding of the connections between beliefs, e.g. pupils could write them up on cards and try to match them up, like a game of dominoes. Ask pupils to try and rank these beliefs (e.g. diamond 9) – do they think any of the beliefs is the most important? Encourage them to show their reasoning – why do they think this? Can they recognise that other people may think differently? Divide pupils into groups and ask each group to create a visual expression of one of the key beliefs; use these to build a display that can be added to throughout the term so that pupils have a visual overview of the ways in which Muslim practices relate to core Muslim beliefs. REMEMBER: pupils must not produce a visual representation of God.
2	To understand how prayer unites Muslims	What practices do different faiths follow as part of their worship?	Introduce pupils to the practices and beliefs associated with Muslim prayer (salah) – the words said (e.g. the Shahadah), the movements carried out, the preparations beforehand, the frequency throughout the day, the use of a prayer mat facing towards Makkah, etc. You could set the classroom up to mimic a mosque – girls and boys on different sides of the room, shoes off before they come in and a quick wash of hands and face, the call to prayer (adhaan) playing over the whiteboard as they enter the classroom, a series of movements that they need to do together or a series of words that they need to say together, etc. Focus on the ways in which prayer is shared and carried out as a community, even when Muslims are not physically in the same place when it is carried out; from a 'God's-eye view', this is a picture of the whole community doing something together in harmony. https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=10&t=2s (introduction to the Five Pillars of Islam, including the Shahadah and salah) https://www.bbc.com/education/clips/z4gkq6f (Muslim prayer) https://www.bbc.com/education/clips/z74wmp3 (Friday prayer at the mosque) https://www.bbc.com/education/clips/zfh9r82 (wudu - preparation for prayer) https://www.bbc.com/education/clips/zn6sb9q (the Shahadah) Introduce the key term ummah (the global Muslim community). Why might it make a difference if all Muslims around the world are praying in harmony? What difference might this make to a feeling of belonging? (Compare to people around the country watching England matches on TV, live, together, alone, etc.) Ask pupils to complete a piece of extended writing – 'prayer helps Muslims feel like they belong because...'; focus on providing evidence (the process of reasoning). Could add 'I think belonging is important for Muslims/for everyone because...' as an extension to this.
3	to know how Muslims welcome a new baby into their community	How do different Muslims celebrate and say thank you for the life of a new baby?	Tell pupils that there will be a visitor to the class (you could actually arrange for someone to visit!) – what sorts of things could they do to make this person feel welcome and comfortable in unfamiliar surroundings? How might they help this person feel a part of the community at this school? What things are important to the school community and how might they show this to the visitor? Set the pupils a simple task, e.g. throwing x number of soft balls into a basket within a certain timeframe. Ask pupils to do this individually and then as part of a team. Why might being part of a team be better than doing this on your own? How might the idea of belonging connect with Muslim beliefs about harmony?

			Introduce pupils to the ways in which Muslims welcome a new baby into the Muslim community, e.g. https://www.truetube.co.uk/film/muslim-birth-ceremonies (select elements from this to help pupils identify the key features of the ceremonies and traditions associated with welcoming a new baby) Give pupils something sweet to taste and think about why this might be an important tradition for Muslims welcoming a new baby – what does sweetness represent? Ask pupils to weigh various objects in the same way that some Muslims shave the baby's hair and weigh it to give the weight in silver or gold to charity. Ask them to consider why Muslims might feel it is so important to give a charitable gift when a new baby enters the community. Ask pupils to create a welcome banner for a new baby that reflects key vocab covered during the lesson. Place it on the display board created in the first lesson so that it is visually connected with key Muslim beliefs.
4	to know how we welcome a new baby into a Christian community	How do Christians celebrate and say thank you for the life of a new baby?	Ask pupils to try to explain what a promise is. What promises have you made? What promises do we make to each other in our school community? Why are promises important? Why do people feel sad or cross when promises are broken? Support pupils to read through the story of Jesus' baptism (Mark 1:9-11) – who are the key characters? What are the key features of the baptism? (e.g. water, Holy Spirit, God, Jesus, love, etc.). Pupils could retell the story or create character that explore what the different people were thinking and feeling when Jesus was baptised. Investigate the different ways in which Christians celebrate a baby's baptism: what are the key features of the service? How do they relate to the story in the Bible? What promises are made by the parents, the godparents and the Christian community? You could use artefacts, a visit to a local church/visitor from a local church, video clips, etc. https://www.bbc.com/education/clips/zm87tfr (Christian baptism part 1) https://www.bbc.com/education/clips/zr34wmn (Christian baptism part 2) https://www.bbc.com/education/clips/z8b9jxs (Christian baptism celebrations) https://www.bbc.com/education/clips/zhq6sbk (Christian baptism animated story) https://www.bbc.com/education/clips/z6wmpv4 (the Bible and baptism) Ask pupils to think about how easy it is to keep the promises that have been made at a baptism. Is it easier to do this as a whole community? (In advance, you could interview parents/colleagues who have had their own children baptised or who are godparents to get some example responses.) Pupils should respond showing their process of reasoning. Ask each pupil to make their own promise that they intend to keep in the next week. Ask them to write it on a leaf template and create a 'promise tree' that can be displayed in the classroom. Make sure you return to this at some point in the next week to talk about whether it was easy or difficult to keep their promise, and how this might relate to how easy/difficult it is for Christians to keep the promises they make at a baby's baptism.
5	To be able to compare Muslim and Christian ways of welcoming a new baby into the community	What are the key differences between how Christians and Muslims welcome babies into their communities?	Our Community: take a walk around school – what signs can you see that show you what the school community is like? What things are important to the school community and where do you find them around school? Are the same things important to everyone in the community? (Go into the staffroom, if possible...!) When you get back to the classroom, talk about what it means to be part of this school community. How do the ways in which Muslims and Christians welcome a new baby into their community connect with the idea of belonging to a community? How does this connect with key Muslim and Christian beliefs about God and human beings? Build on prior learning by creating areas around the classroom that engage the different senses: what things might you hear at a baptism or as part of Muslim birth rites? What things might you eat? What things might you see or touch? Ask pupils to record what they find out. They could do this by creating a podcast/iBook/website/poster/piece of scaffolded writing, etc. Ask pupils to identify in what ways are Muslim birth rites and Christian baptism traditions the same and different. This could be scaffolded with particular headings, e.g. something to eat, something to say, something to speak, etc. Continue to build on the classroom display to link Muslim practices to Muslim beliefs, adding the ways in which Christian practices are similar/dissimilar.

Year A

UNIT TITLE

LOCALLY AGREED SYLLABUS

LAS Additional: Sacred Spaces

SUMMER TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To know what makes a space 'special'	What makes a space special?	Take pupils on a trip outside – what can they see? What can they hear? Can they smell anything? What can they touch and how does it feel? Try to identify contrasting sights, sounds and textures. Return to the classroom and repeat the activity – how is it different from the sights, sounds and textures outside? You could include different foods as well to explore the idea of taste. Introduce or recap learning on the senses from the Science curriculum, e.g. https://www.bbc.co.uk/bitesize/articles/zxy987h. Can pupils identify the five main senses? You could provide a labelling activity or ask them to point to the appropriate part of their body when you name each of the senses. Set pupils a series of challenges that involve them using their senses to complete. For example, you could set up a treasure hunt or escape room-style challenge where each clue can only be solved by using a particular sense. There could be an element of competition to these challenges. Pupils could also be asked to experience what it would be like to lose one sense; for example, they could be asked to complete the same route twice: once with a blindfold and once without. Which is easier and why? Did they notice anything happening to any other senses when they lost sight? For example, did the sense of hearing or touch become more or less important?
2	To articulate the who, why, what, where, when, how of 'special places'	How do people use different kinds of spaces to express their beliefs? Eg: architecture of places of worship, Forest Church, standing stones in pagan worship, etc.	Talk to pupils about some of your special places: • Where are they? • What makes them special to you? • What makes them different from other places you spend time in? Ask pupils to talk about or record some special places to them. This could be at home, in the local area, somewhere else in this country or around the world. Ask the pupils to answer the same questions as above. They could share the information in group discussion, draw pictures of their special places, write short paragraphs explaining why their special place is important, etc. Introduce a series of special places and explore reasons why they are special to a particular group of people. Address the following questions: • What is this place? • Who is this place special to? • Why is it special to them? • How do they use it? • Is this place special to everyone? If not, how do other people treat this place? Try to find ways to help pupils engage their senses when looking at these special places: what does it look like? What might it sound like when you are there? What might you be able to feel and what would it feel like? What might you be able to taste or smell? For example, you could look at a local football stadium, the Taj Mahal, Buckingham Palace, Stonehenge, the Bomber Command Memorial, etc.

			Ask pupils to choose one of the special places and explain why it is special to a particular group of people. This could be done as a hot-seating activity, a role play, a short podcast, a piece of extended writing, etc. Provide appropriate scaffolding to ensure pupils give reasons for what they are saying.
3	As for Week 2	As for Week 2	Ask pupils to recall learning from the previous session: can they remember any of the special places they learned about? What made them special? What could you know about these places by engaging their senses? Introduce the key word, 'sacred'; explain that this means 'set apart' or 'holy'. Things that are sacred are often connected with God. Some special places are called sacred places because they are connected with God. Introduce a number of sacred places for religious people: • What is this special place? • Who is it special to? • Why is it special to them? • What does it look/sound/feel/taste/smell like? • How does this special place connect with God? (What makes it sacred, rather than just special?) You could carry out a visit/visits to local places of worship or use film/audio resources to support learning. You could also invite visitors into school to share information about their special places. At this stage, it is not necessary to go into too much detail – pupils will have the chance to look at specific sacred places in more detail later on in the unit. Pupils could record their learning in a learning journal/scrapbook; this could include photographs, post-it notes of comments made by pupils/visitors, pieces of extended writing, drawings of key features of the special place, etc. Ensure that they have included some reference to the key word sacred. https://request.org.uk/restart/2014/05/28/special-places/
4	To understand the role and the features of the Christian church	How does a church support the Christian faith?	Introduce pupils to one or more Christian churches. This could be through a series of visits or by using film/audio resources. Try to use more than one type of church to highlight diversity within Christianity. Utilise as many resources as possible to engage the senses. • What is a church? You could draw attention to the church as a building and the church as the community of people who follow Jesus. • Who is it special to and why is it special to them? • What makes a church sacred (connected with God)? • What are the key features of a church? (Try to pick no more than three key features or artefacts, e.g. font, altar and candles, and focus on these in the different worship spaces.) • What sorts of things might you see/hear/smell/feel/taste in a church? • What other kinds of spaces do Christians worship in? (e.g. Forest Church, house groups, etc.) https://www.truetube.co.uk/film/charlie-and-blue-find-out-about-jesus (finding out about Jesus by visiting a church) https://request.org.uk/restart/2015/01/12/tour-of-a-church/ (tour of a church) https://request.org.uk/restart/2015/09/22/a-tour-of-a-welsh-chapel-english-and-cymraeg/ (tour of a Welsh chapel) https://request.org.uk/restart/2015/06/04/learn-about-going-to-church/ (why do Christians go to church?) https://request.org.uk/restart/2014/12/30/inside-a-church/ (inside a church – interactive) https://request.org.uk/restart/ (click on Places for a variety of other resources about different types of Christian churches) http://www.mysticchrist.co.uk/forest_church (Forest Church)

			Ask pupils to record their learning by drawing images or writing words associated with Christian churches inside large-scale letters of the word 'sacred'. This could then be placed on display in the classroom. Different groups of pupils could be responsible for different letters.
5	To understand the role and the features of the Muslim mosque	How does a mosque support the Muslim faith?	Ask pupils to recall learning from the previous session – what can they remember about Christian churches? What makes them sacred to Christians? Believing (specialist knowledge – ways of believing and the sources of authority they draw from) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysing data) Introduce pupils to one or more Muslim mosques. This could be through a series of visits or by using film/audio resources. Try to use more than one type of mosque to highlight diversity within Islam. Utilise as many resources as possible to engage the senses. • What is a mosque? You could draw attention to the mosque as a place of worship and a place of learning for the Muslim community. • Who is it special to and why is it special to them? • What makes a mosque sacred (connected with God)? • What are the key features of a mosque? (Try to pick no more than three key features or artefacts, e.g. prayer mat, qibla, minaret, minbar, and focus on these in the different worship spaces.) • What sorts of things might you see/hear/smell/feel/taste in a mosque? • Where else might a Muslim worship God? https://www.youtube.com/watch?v=Q4J6SjgJ4sc (BBC Schools – Places of Worship – Islam) https://www.bbc.co.uk/bitesize/clips/z74wmp3 (BBC Bitesize - Friday Prayers at the Mosque) https://www.bbc.co.uk/bitesize/clips/z4gkq6f (BBC Bitesize - Prayer at the Mosque and at Home) https://www.bbc.co.uk/bitesize/clips/zfh9r82 (BBC Bitesize - Wudu or Washing in Preparation for Prayer) https://www.truetube.co.uk/film/traditional-mosque (interactive mosque) https://www.youtube.com/watch?v=jt2_MtdPs5w (KS1 inside a mosque) https://www.bbc.co.uk/teach/class-clips-video/the-mosque/zmctvk7 (My Life, My Religion – the Mosque: KS2) Ask pupils to imagine they are a Muslim child talking to a non-Muslim friend. How might they explain what a mosque is, how they use it and why they think it is sacred? This could be recorded as an extended piece of writing (e.g. a letter), a video diary, a podcast, a role-play, etc. Scaffold the activity to ensure pupils connect the word 'sacred' with their learning about the mosque, and that they refer to the different ways in which the mosque might engage the senses.
6	To understand the role and the features of the Hindu mandir	How does a mandir support the Hindu faith?	Ask pupils to recall learning from the previous session – what can they remember about Christian churches and Muslim mosques? What makes them sacred to Christians and Muslims? Believing (specialist knowledge – ways of believing and the sources of authority they draw from) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysing data) Introduce pupils to one or more Hindu mandirs. This could be through a series of visits or by using film/audio resources. Try to use more than one type of mandir to highlight diversity within Hinduism. Utilise as many resources as possible to engage the senses. • What is a mandir? You could draw attention to the mandir as a place of worship and a place of community gathering for Hindus. • Who is it special to and why is it special to them? • What makes a mandir sacred (connected with God)? • What are the key features of a mandir? (Try to pick no more than three key features or artefacts, e.g. murtis, bells, dewa/deva lamps, and focus on these in the different worship spaces.) • What sorts of things might you see/hear/smell/feel/taste in a mandir?

			Where else might a Hindu worship God? https://www.truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship (Charlie and Blue hear about Hindu Worship) https://www.youtube.com/watch?v=jDc4CJscWws (Places of Worship – Hindu Mandir) https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbft2t39 (My Life, My Religion – the Mandir: KS2) http://resources.hwb.wales.gov.uk/VTC/ngfl/re/m_parry_carmarthenshire/arteffactau/cysegdfa.htm (Hindu worship) https://www.bbc.co.uk/bitesize/clips/zh734wx (worship in a mandir – information for teachers) Ask pupils to draw or label three key artefacts from a mandir and explain what they are, how they are used and how they help make a mandir a sacred place for Hindus.
7	To understand the role and the features of the Sikh gurdwara	How does a gurdwara support the Hindu faith?	Ask pupils to recall learning from the previous session – what can they remember about Christian churches, Muslim mosques and Hindu mandirs? What makes these places sacred to Christians, Muslims and Hindus? Introduce pupils to one or more Sikh gurdwaras. This could be through a series of visits or by using film/audio resources. Try to use more than one gurdwara to highlight diversity within Sikhism. Utilise as many resources as possible to engage the senses. - What is a gurdwara? You could draw attention to the gurdwara as a place of worship and a place of service (sewa) to the wider local community. - Who is it special to and why is it special to them? - What makes a gurdwara sacred (connected with God)? - What are the key features of a gurdwara? (Try to pick no more than three key features or artefacts, e.g. Guru Granth Sahib, langar, Karah Parshad, and focus on these in the different worship spaces.) - What sorts of things might you see/hear/smell/feel/taste in a gurdwara? - Where else might a Sikh worship God? https://www.truetube.co.uk/film/charlie-and-blue-go-gurdwara (Charlie and Blue visit a Gurdwara) https://www.bbc.co.uk/bitesize/clips/zkr87ty (BBC Teach – The Gurdwara Part 1) https://www.bbc.co.uk/bitesize/clips/zd4wmp3 (BBC Teach – The Gurdwara Part 2: the langar and sewa) https://www.reonline.org.uk/specials/ks4_sikhism/gurdwara.php (information for teachers) https://www.reonline.org.uk/subject-knowledge/sikhism/religious-practice/ (information for teachers) Ask pupils to plan (and possibly prepare!) a special meal that could be served in a Sikh langar within a gurdwara. Pupils must explain why sharing food in the langar helps make the gurdwara a sacred place for Sikhs.
8	To compare different sacred spaces	What are the common features of sacred spaces?	Ask pupils to look back at their learning journey over the unit: - What different sacred spaces have they learned about? - Who were they sacred to? - What made them sacred spaces? - Can they identify any similarities between the sacred spaces they have explored? - Can they identify any differences between the sacred spaces they have explored? Challenge pupils to create a sacred space. They must be able to explain: - Who the space is sacred to and why it is sacred to them; - What people might see/hear/smell/taste/touch in this space and how that helps it feel like a sacred space. This is not an activity that necessarily involves pupils ‘imagining a new religion’, although if they wish to do this that is ok, as long as they can explain what it is about their created space that makes it sacred for the members of that imagined religion. Pupils might choose to design a church, mosque, mandir or gurdwara based on their learning during the unit.

Creation: UC 1.2 (core): *Who do Christians believe made the world?*
AUTUMN TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To be able to retell the story of creation from Genesis 1:1–2.3 simply. To recognise that 'Creation' is the beginning of the 'big story' of the Bible.	Who made the world?	Look at some lovely images (or objects) of the natural world. If these have a creator, what might the creator be like? (for example, amazing, huge, strong, full of ideas, happy, magic.) • Introduce the story of Genesis 1. Set the scene: Here's a story told by Jewish and Christian people about God. What is their response to the story — feelings, ideas, questions? Then focus on this question: what does the story tell us about what God is like? (For example: big, amazing, powerful, exciting, clever, patient.) • Explore the story in different ways. For example, choose two or three of the following: • choose music to express each of the days of creation; get pupils to do dance moves that reflect the music and what is created. • draw and role play: imagine pupils are the first animals, birds or fish! • look at some poems (Steve Turner for example, see Resources) and learn to recite one — the rhythm and repetition helps, which is partly why the Genesis account is structured with all the repetitions (it was morning..., it was evening..., the third day...). • Get pupils to come up with key words for the story (two or three per day), draw them, and order them, so that they can practise retelling the story. Put these alongside some images for each day, recalling them each time you tell the story.
2	To be able to say what the story tells Christians about God, Creation and the world.	What does the Bible tell Christians about how the world was created?	Ask the key question: Who made the world? The answer that Christians (and others) give is, 'God did'. Not everyone thinks this, of course. • Have a look at the 'big story' frieze; ask which part of the picture shows creation and say how (they will need to look closely!). Point out that 'Creation' is just the start of a 'big story' for the Bible and, Christians say, for humans too!
3	to give at least one example of what Christians do to say thank you to God for the Creation.	How do Christians show their gratitude for the Creation?	If God made the world, how should people live? What do pupils think? One way is by being thankful to God, the Creator. • Talk about how Christians think that God provides everything we need to survive (land, water, air, sunlight, food to grow, living animals and people), so humans should thank God above all. This Creator is so amazing that Christians want to praise God as well as thank him, saying how wonderful they think he is. Ask pupils to come up with some thank-you and praising sentences that Christians might say. They can use sentence-starters like 'Creator God, thank you for... O God you are amazing because...' Record these on sticky notes.

			• One time of year when Christians think about God as Creator and say thank you is Harvest. Your school will probably have a Harvest Festival. How is this a way of saying thank you? Look at some harvest prayers and hymns. Ask pupils to choose the line in a song which they think is most important for Christians, and say why. • Recall the idea that Christians believe God created the world, so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.' Talk about how Christians might share the resources offered at harvest. Find out what some churches do with their harvest offerings: for example, taking it into the community, or giving it to food banks. What does the school do, and why? • If Harvest is an annual event, how do Christians remember to be thankful to the Creator every day? One way is by saying 'grace' before meals. Find out some grace prayers, and see if pupils can make up some ideas for Christians. What difference does it make if you say something every day? Pupils are often told to say please and thank you. Why is that?
4	To think, talk and ask questions about living in an amazing world.	How can we articulate the wonders of our world?	Ask pupils: If someone believes God made the world, what might they say about it? What might they say to this Creator? Their comments might start with 'I like... Thank you for... I wonder why... Please can you... It's amazing that...' Record these ideas on sticky notes and include them in a display. • If pupils could ask the world-maker any questions, what questions would they ask? • To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have, you might like to try this experiential activity: Have some fruit (grapes, for example) in the class. Get pupils to think about how the fruit grew. It needs light, water, to bud, to flower, bee pollination, fruit growing, harvesting, transporting — and here we have the fruit. So when the pupils eat one, how should they eat it? Quickly, without a thought? Or slowly, touching, feeling, tasting — aware of all the sensations, appreciating how wonderful it is. Ask them to hold the fruit, to stroke it, to sniff it; they should put it in their mouths and feel their teeth and tongue on it before biting — and feeling the juice spurt. Which words do pupils use to describe this experience? Compare with how we usually tend to eat without noticing. It might make us be a bit more grateful for our food. • How does this idea apply to all the food pupils eat? Get pupils to take two tokens or pebbles into the their lunch. Before eating, place one token in the centre of the table and talk to other pupils about how important it is to enjoy the food, and why. For example, 'I will really enjoy... because...'. After the food has been enjoyed, ,think about one person they really need to thank for it: for example, dinner supervisors, cooks, farmers, shopkeepers, and God. They put the token in the middle of the table, or give it to the relevant person if they're present, and say, 'I want to thank... because...'. • Remind pupils of the link between the Christian's answer to the key question, who made the world? (i.e. God), and the importance of being thankful.

Incarnation: UC 1.3 (core): Why does Christmas matter to Christians?

AUTUMN TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	What happened in Bethlehem at Christmas time?	Tell some familiar stories containing a character appearing to be someone she/he is not (for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are. • Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Although Jesus might not have looked particularly special, Christians believe he was actually very special indeed — they believe he was God on Earth! • Explain that Christians believe that God came to Earth to be with people and show them how to live. When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare. • Think about getting a bedroom ready for a new baby, and discuss what we would put into it. Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Hundreds of toys, the most beautiful crib, special pictures on the walls? Ask pupils to sketch the rooms. Ask pupils to imagine who would come to visit such a baby. • Tell the story from the Gospel of Luke in an interesting way. A Christmas story trail is recommended, in the hall, or even around the local church, with stations being a) Nazareth — Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem — Jesus being born and placed in a manger. d) Fields — Angels appearing to shepherds. e) Bethlehem — Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class. Pupils should use pictures to retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side — whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story. • Look back at ideas for Jesus' bedroom. Compare with the living conditions Jesus actually got. Remind pupils who it was that came to visit Jesus — not rich people, but poor shepherds. Explain this shows that God came to earth to bring good news to everyone, even poor people. The good news was about God and how to be close to him. Ask pupils to act out what the shepherds might say to Mary and Joseph, and the questions they might ask. • Talk about why Christmas matters to Christians today — what are their ideas now?

2	To recognise that stories of Jesus' life come from the Gospels.	What differences are there in the gospels about the birth of Jesus?	Prepare Matthew and Luke's retelling of the Nativity, comparing differences and similarities – maybe in a Venn diagram? Discuss why Mark and John do not retell the birth of Jesus. Briefly recap the story from Core Learning of how Jesus brought good news to very poor people. Explain that there are two more stories in the Bible about Jesus being born. Introduce stories of the angel appearing to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18–25), and the visit of the wise men (Matthew 2:1–12). Tell each story in an interactive way: for example, using props, keywords, drama. • Look at the 'Big Story' frieze, recapping pupils' knowledge of it. Explain that God coming to Earth as baby Jesus is also part of the 'big story'. Find this on the frieze/timeline and teach the word 'incarnation' — which means 'in the flesh' (Latin word carne = flesh; think carnations — flesh-coloured, or carnivore — flesh-eating). • List together people in the story who know that Jesus is God: for example, Mary, Joseph, wise men, shepherds, angels. Use drama activities to check how well pupils can explain that Jesus was more than just a normal baby: for example, hot-seating pupils as a relevant character/asking them to role-play the story of the nativity, with the teacher asking pertinent questions to relevant characters at appropriate points in the action. • Explain that there is one more important thing for pupils to know about the birth of Jesus. Ask pupils to sketch a king and discuss features of kingship. Look at Botticelli's 'Mystic Nativity' — just show the characters in the stable and let pupils identify them. Ask which looks like a king — do any have the features of kings from sketches? Recap parts of Matthew 2 where the wise men are looking for the King of the Jews and worship Jesus as a king. What signs are there that Jesus is a king? Where would pupils expect a king to be born? • Talk about the gifts that the wise men gave: gold, frankincense and myrrh. Allow pupils to experience the gifts, for example, see and feel some gold, smell frankincense (perhaps with an incense stick or oilburner). Look carefully at the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it. • Expand pupils' view of the 'Mystic Nativity' so they can see the whole picture. Even though the baby itself doesn't necessarily look like a king or God, how is the artist showing he is special? Pupils might like to speculate on why the baby is so large in this picture. Give pupils a card frame and ask them to frame the parts of the picture that are most interesting, most puzzling and most important, and say why. • Ask the key question: Why does Christmas matter to Christians? Gather and record your pupils' answers. Do they remember the word incarnation?
3	To give examples of ways in which Christians use the story of the nativity to guide their	How do the events of the nativity affect how we celebrate Christmas?	Revisit pictures taken on 'looking for Christmas' walk (or show some taken by staff of the area, or look at the Christmas adverts). Can pupils see any signs of the Jesus story? • Look at some Christmas cards and work out which have signs of the story, and which do not

	beliefs and actions at Christmas.	Which Christmas traditions are linked to Christian beliefs?	Ensure that cards not explicitly linked to the story are not dismissed as 'wrong'. They are part of secular traditions surrounding Christmas, but pupils should understand that the activity is focusing on Christian reasons for the festival. • If possible, walk to a local church — which signs of the Jesus story can be seen here in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why? If a trip cannot be arranged, a local vicar or member of the church could visit the class with photos of the signs. Explain that Christmas Day is the day when Christians celebrate Jesus' birth. This is why there are lots of clues about Jesus being born, in the church and elsewhere. It is celebrating Jesus' birthday! • Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas are Advent, when some Christians wait and prepare for celebrating the birth of Jesus. Introduce some Advent traditions and make sure pupils know their meanings (this may be done as part of the church trip). For example, make an Advent wreath — a circle to show that God lasts forever; light four candles on Sundays leading up to Christmas, with the fifth candle symbolising the birth of Jesus on Christmas Day; make a crib scene as a reminder of the birth story; make an Advent calendar to count down to the day Jesus was born. • If appropriate, help the local church with their Advent preparations. Can crib scenes or religious decorations for the Christmas tree (based on the Gospel of Luke) be produced for the church to use? • Revisit the key question: What answers can pupils give to it now — 'Why does Christmas matter to Christians?'
4	To decide what they personally have to be thankful for at Christmas time.	What am I grateful for? Who am I grateful to?	Explain that Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live. It's also a time when people put up decorations. Discuss who puts up decorations for family birthdays and explain that at Christmas, many people put up decorations to celebrate Jesus' birthday. What decorations do pupils use? • Get pupils to think about thankfulness in relation to the Christmas story. What 'thank you' prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments? Make a paper chain of these 'thank you' words as part of class Christmas decorations (use big links, and supported writing and talk to enable deeper thinking; some pupils may choose/need to show their ideas with pictures). Use red and green paper to make this chain. • How do people show gratitude at Christmas? Discuss whether pupils have anything to be thankful for at Christmas this year. Make another paper chain (use two different colours, maybe blue and purple this time) of all the 'thank yous' the pupils can think of that they need to say this Christmas: to family, friends, teachers, dinner supervisors and so on, for all that makes Christmas a special time of year.

Gospel: UC 1.4 (core): What is the good news that Jesus brings?

SPRING TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Which bible stories do I know that share 'good news'?	In this work, pupils will investigate the lives of some people for whom Jesus was good news. Jesus offered friendship, forgiveness and peace. Pupils will think about how these three offers are 'good news'. • Good news: Jesus is a friend to the friendless. Ask the class in groups, if they needed 12 people to change the world who they would choose for their team? You might offer some photos of people they could choose, or think of types of people (brilliant, admired and successful, perhaps) or offer some qualities to choose (strong, kind, clever, helpful, sharing and so on. See Resource Sheet 1). Make a list of reasons for choosing the class's 12 world-changers. Jesus chose 12 men to be his world-changers, but they were not who people might expect. From Matthew 9:9–13 tell the story of Jesus choosing Matthew the tax collector as one of his 12 disciples, a man nearly everyone disliked. Every time his name is mentioned, pupils can chorus 'Oh no, Jesus, not him!' Why was it a surprise? Christians teach that Jesus brought good news because he was a friend to those left out by other people. Act out: Ask pupils to dramatise the story in groups of six. Include a chorus which repeats 'Oh no, Jesus, not him', and then 'Good news: Jesus welcomed everyone.' Ask pupils what they think of Jesus' choice of world-changers. Explore their ideas about why Jesus chose them. Can they think why Christians might see this as 'good news'? • Good news: forgiveness if you go wrong. Luke 6:37–38. Jesus taught: 'Forgive and you will be forgiven'. Put these words of Jesus in the centre of large pieces of paper. Ask pupils to work together to draw cartoons of people who need forgiving. Then ask them to draw a speech bubble from each person, with the word 'Sorry' in it. From above, draw speech bubbles saying 'You are forgiven'. Look at each other's work and discuss the idea that God forgives people who say sorry. Should we forgive people who say sorry too? Do Christians think Jesus was good news because he gave God's forgiveness to everyone who was sorry? • Good news: God can give you peace. Give pupils four heart outlines each. Get them to draw, colour or stick on images that show a heart that is afraid, ill or worried, using three of the hearts. Talk about what they have expressed. Teach them Jesus' promise to his disciples from John 14:27: 'My peace I leave with you, my peace I give to you. Do not let your heart be troubled and do not be afraid.' Jesus' first followers went through many troubles, but they had peace in their hearts. Christians today find peace in their faith too. Jesus is good news, say the Christians, because he gives his followers peace.

			Ask the pupils to think about four kinds of peace: peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven). Can they paint (or find) a picture to express one or two of these types of peace? Paint this into a fourth heart shape: it could be their own idea, or they could think about what a Christian would draw to show peace, and why.
2	Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.	What do stories from the gospel tell us about Jesus' teachings?	GOOD NEWS: GOD LIKES TO GIVE GOOD THINGS IN ANSWER TO PRAYERS: LUKE 11:9–13 - Make a list with the class of 10-plus things mums and dads, or other carers, do to show they love their children. - Read the story: Luke 11:9–13 (see Resource Sheet 3). Ask pupils: what do you think the story is about? Why is Jesus telling the story? - Ask pupils to remember the opening of the Lord's Prayer: 'Our Father in heaven...' Christians think God loves humans and has given humans many gifts, including these ten: animals to care for, imagination, life, the Earth, love, beautiful days, food, water, our brains, each other. Put these on cards, and get pupils to decorate the cards with images. Then rank them: which of the gifts do pupils think are the best? Point out that some people say 'nature' provides these gifts, but Christians thank God for all these things. Consider together what a mum or dad is like, and lists of any ways the pupils think God might be like a mum or dad, but also unlike a mum or dad (for example, visible/invisible; gives you life; gets asked for things and sometimes says 'yes' or 'no').
3	Recognise that Jesus gives instructions to people about how to behave.	How did Jesus tell people to behave?	BEING THANKFUL: HOW MUCH DOES IT MATTER? LUKE 17:11–19 - Teach the class that Christians thank God for good gifts, but everyone feels better if they give thanks to other people too. Tell the story of Jesus and the ten lepers. Give pupils some emoticons showing different emotions (see Resource Sheet 4), and ask them to hold the card if they think one of the characters has a matching feeling. Ask the pupils to act out: feeling ill, being ignored, getting better, saying thank you. Ask them to imagine how Jesus might have felt about the leper who came back, and the nine who didn't. Ask pupils what they think and feel about the story. - Set up a 'thankful circle'. You need seven cards with 'values' words on them: KIND WORDS/SHARING/FUN TOGETHER/ FRIENDLINESS/FORGIVENESS/HAPPY TIMES/BEING CHEERFUL. Make sure pupils recognise what each one means. Stand in a close circle, and pass the cards round. When you pass the card, say to the person: 'Thanks for... (whatever is written on it)'. Have a whispering circle, and then try a shouting circle! Everyone experiences thanking and being thanked. Rank these values too: which are the ones we feel most thankful for, and why? - If a Christian prayed to God about these things, what would they say? If everyone suddenly stopped being thankful, or saying thank you, then what would happen? You might offer pupils the SMSCD challenge: can you say 'thank you' to at least ten people today? If they do, discuss whether people noticed and if it made a difference to be thankful. Link this back to the key question about the good news of Jesus.

4	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.	How do Christians follow the teachings of Jesus in their own lives?	Here, pupils will learn about how Jesus' teaching and being an example of good news challenges how Christians try to live now: Ask them 'How do Christians love God and their neighbour?' • A lesson on friendliness. Show the class a 'good news' photo of a Christian project to help homeless people; for example, from Leeds, where St George's Crypt has been helping homeless people for over 85 years: their website tells their story (see Resources). Ask pupils to work out what is going on, and suggest whether this might be a 'good news' picture. Who for? Is it a good example of people following Jesus? In what way? What might Jesus say or do if he visited St George's Crypt? You might record ideas on sticky notes for a display.
5	Give at least two examples of how Christians put these beliefs into practice in Church community and their own lives (for example: charity, confession).	How do Christians demonstrate their beliefs in how they act towards others?	• Use the '9 Prompt' activity (see Resource Sheet 2) to explore the work of Saint George's as good news for people who need a friend. If there is a local homeless project, you might use it and adapt the images. • A lesson on forgiveness: You might revisit some of the material on forgiveness in Unit 1.1 God. Or, find out about how Christians say sorry in church. Many Christians say words of confession together in church (see Resources); some go privately to a priest to say sorry and receive forgiveness. • A lesson on peace and forgiveness. Remind pupils about different types of peace and explore ways in which Christians might find this peace:
6	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Is Jesus' 'good news' only Good News if you are a Christian? How can people who don't believe in God have a happy life?	• Peace inside: For example, sit somewhere calm, peaceful, beautiful – look at some lovely peaceful pictures from nature, but also churches or monasteries. Why do people build big, beautiful churches? Talk about how it might feel to be in one of these places, and how Christians might find God's peace. • Peace between people: For example, read the story in which Jesus tells Peter he must forgive someone 490 times! (Matthew 18:21–22). What does this say about how important forgiveness is? How would forgiveness bring peace? Act out or draw a situation where someone has done something wrong to a friend – how do they feel? Then when one has said sorry and the other has forgiven them, how does that feel? How does this bring peace? • Peace with God: Jesus says God forgives people if they are sorry. Read some Christian prayers – see Resources. Christians often say these prayers together in church, or privately in their own prayers; some Christians confess to a priest. If doing bad things messes up a person's relationship with God, how does saying sorry bring peace?

Salvation: UC 1.5 (core): Why does Easter matter to Christians?
SPRING TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.	How do the different sections of the Bible fit together?	Discuss what our senses tell us about springtime, how spring differs from the other seasons, including the idea of new life. What signs tell us that Easter is approaching? • Ask pupils why they think Easter is important to Christians. Collect their responses at this stage. • Explain that Easter is a festival that occurs in spring to remember a very important part of the Bible. Remind pupils that Christians celebrate the birth of Jesus at Christmas. Christians believe that Jesus is God come to Earth. The life of Jesus and many things he said and did are found in the Gospels in the Bible. The Easter story is one of sadness, followed by great happiness. • Set up an Easter labyrinth for pupils. Essential parts of the story to be included in the labyrinth for Year 1 are: 1) The entry into Jerusalem; 2) Jesus' betrayal and arrest at the Mount of Olives; 3) Jesus' crucifixion; 4) The empty tomb; 5) Jesus' appearance to Mary Magdalene and the disciples. Biblical references are in the teacher's notes, but ensure that these extracts are told in a child-friendly manner. • At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. At this age, it is useful to make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. • Play Easter 'pass the parcel'. Under each layer should be a picture or caption from the Easter story (have them in order, so the entry to Jerusalem is on the outermost layer). As each picture/caption is revealed, the pupil who opened it should retell that part of the story, with the other players checking for accuracy. (See Resource Sheet 1.) • Have some small Easter eggs as the prize in the middle of the Easter pass the parcel. Ask pupils why eggs are connected to Easter. If necessary remind pupils of their walk and discussion focusing on new life, explaining (if you haven't already) why eggs are a symbol of new life. Are pupils able to spot a part of the story that is about new life? • Place the events of Easter on the 'Big Story' of the Bible timeline, using the frieze artwork and the keywords (Incarnation, Gospel, Salvation — see Essential Information). • Ask pupils again, why does Easter matter to Christians? How have their answers changed?
2	Tell stories of Holy Week and Easter from the Bible and recognise	How does Holy week and Easter include the	pupils a hot cross bun and ask them to identify how it is different from a currant bun, and how it is linked to the Easter story. Explain that many Christians eat hot cross buns at Easter to remind them of the Easter story.

	a link with the idea of Salvation (Jesus rescuing people).	concept of Salvation and rescuing people?	• Invite in a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter. Introduce pupils to traditions linked with Palm Sunday (palm cross, Palm Sunday processions, for example), Good Friday (for example, special church service at 3 o'clock, eating hot cross buns, visiting the 'stations of the cross') and Easter Sunday (for example, a joyful church service in the morning, giving and eating eggs, decorating a cross in church). • Help pupils to remember how each practice links to the story by putting on one classroom wall a picture of Jesus riding into Jerusalem, three crosses on a second wall, and the empty tomb on the third. Give pupils one of the Easter practices they have learnt about — they should run to the picture it links to. Pupils should justify their choices. • Look at pictures of decorated Easter eggs, not chocolate ones. Remind pupils why eggs are used as symbols at Easter due to their links with new life. Make a papier mâché egg and decorate it with pictures of what Christians do at Easter. Stick a small cardboard cross onto the egg. • Create some simple actions that pupils can copy to show the events of Holy Week, from the perspective of a disciple: Palm Sunday (waving palms, excited), Good Friday (sad, show tears coming down cheeks), Easter Sunday (excited, happy, dancing, as Jesus rises to new life) — this is how the story ends! Talk about the Christian belief that Jesus rises from his tomb (resurrection) and even appears and speaks to people that he used to know. Explain that Jesus rising from his tomb shows Christians that after they die, they can also have a new life, a life with God in heaven. • Read together the start of Heaven by Nicholas Allen, and discuss both Lil and Dill's ideas. Ask pupils what they think heaven might be like — can they describe it with words or draw images? • Listen to Waterbugs and Dragonflies by Doris Stickney. Discuss where the dragonfly went and how this makes him feel. Ask pupils whether this is a happy or sad tale. What links can they see with the story of Jesus and his resurrection? What is different about the story of Jesus? • Talk with pupils about the fact that beliefs in life after death vary. Christians believe that if you trust God, there is another life after this life, in heaven with God. Christians think Jesus showed that there is life after death by coming alive again after he was killed on the cross at the first Easter. Christians believe Jesus was able to come back to tell his disciples, because he was God in the flesh (incarnation). No one knows exactly what heaven is like, but Christians — at a funeral — say there will be no tears there, and people who know God will find peace and rest.
3	Recognise that Jesus gives instructions about how to behave.	What did Jesus say or do to give us instructions about how to behave?	Summarise learning from a range of Jesus' parables, such as The Good Samaritan, The Prodigal Son... Discuss what each story tells us, retitling each one appropriately.
4	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection	How do Christians show their beliefs when they worship at Easter?	Make a visit to a local church to find out about signs of Easter and the Easter story there. These could include pictures, crucifix, empty cross, chalice and paten, colours used. • Ask pupils to recap Easter practices that they have learned previously. Look at images of footwashing from Maundy Thursday — what part of the story do pupils think it links to? Watch videos of Good Friday and Easter Day church services, what specific actions take place?

	in church worship at Easter.		• What example does Jesus set here? Give some instances of when Christians try to follow Jesus' example and look after other people. Find out some examples of local churches helping the homeless, running a foodbank, or helping people with disaster relief around the world. How does this link with the idea of Jesus 'saving' people? Jesus wants Christians to rescue those who are suffering too.
5	Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	What does the Easter story mean to me and my life?	Ask pupils why people find it helpful to believe that there is a heaven. Make a link with the idea for Christians that Jesus brings good news. • Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad. Read a story such as Let's Be Friends Again! by Hans Wilhelm, where one of the main characters needs to forgive another. Stop as the turtle is released, and ask what both pupils should do. At the end of the story, discuss who said sorry, how the brother felt before and after forgiving, and what might have happened if he never forgave his little sister. • Ask if pupils have heard the phrase 'forgive and forget'. Do they think the brother will really forget what his sister did? Why is it important for him to forgive and wipe the slate clean anyway? • Pupils to put on the angry faces that they might pull if they are very cross with someone, then relax them as they might after they have forgiven — how do their faces feel at both stages? • Play some angry music and ask pupils to reflect on the hardest thing they have ever had to forgive. Play some softer music to allow pupils to think about forgiving the person or people who hurt you.

Year B	UNIT TITLE	LOCALLY AGREED SYLLABUS
	Thankfulness (Including Christianity)	

SUMMER TERM (B)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know what thankfulness means	What is thankfulness?	Knowledge Organiser Collect ideas from children about what they are thankful for. Who might they say thank you to? How might they do that?

2	LO: to know who we are thankful for and choose a way to show this	Who are we thankful for?	Children to mind map all the people they are thankful for then choose some to make and card and explain why they are thankful.
3	LO: to appreciate what we are thankful for	What are we thankful for?	Explore the school ground- what are we grateful for? Children to mind map all the things they are thankful for.
4	LO: to know reasons that Christians might say thank you	When do Christians say thank you?	Thanking God Harvest Baptism
5	LO: to know why Jewish people might say thank you	When do Jewish people say thank you?	Analyse and discuss and partake in a version of a Passover meal
6	LO: to know that we can say thank you by 'giving back'	What can we do to say thank you?	Consider a local cause that we could give gifts to – food bank, refugees...

Year B	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Additional: Places of worship (including Christianity)	

SUMMER TERM (B)			
Sessi on	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know what we mean by worship	What is worship?	What do we already know? What does worship mean to us? Discuss Collective Worship in school? What are acts of worship? Where does it take place? Who do we worship? Children to design a place of worship (labelled drawing). This could be somewhere in school or at home. What do they think is important to include?
2	LO: to recognise the six main religions of the world and their places of worship.	Where do different people worship?	Introduce the idea that people worship in many different ways and believe in different things. Which religions do we know already? Have we seen places of worship? Children to match the religion to the symbol and place of worship

3	LO: to know the key features of a Church and how they connect with Christian values	What are the key features of a Church?	Labelled drawings/models of St Martin's Church with key features identified. They could use blocks etc and make labels (Y1) Visit to St Martin's Church
4	LO: to know the key features of a Mandir and how they connect with Hindu values	What are the key features of a Mandir?	Draw and label a Mandir and describe the key features. They could use blocks etc and make labels (Y1) Puja, murti, arti
5	LO: to know the key features of a Mosque and how they connect with Muslim values	What are the key features of a Mosque?	Draw and label a mosque and describe the key features. They could use blocks etc and make labels (Y1) Prayer hall, ablution area, mosaics, mihrab