

KS1 Cycle A – RE - CHRISTIANITY

Caring	Belonging	Celebrations	Families	Answers	Worship
<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify ways in which faith communities respond to need and link this with their beliefs</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify and describe ceremonies which are special to faith communities and suggest why they are important to believers</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify faith stories about believers and their relationship with God, making the link between faith and action</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify stories from faith communities that have meanings for believers and link these to possible action</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them</p>
<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to link faith stories with beliefs, ceremonies and actions</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to make connections between the behaviour and action of believers</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers.</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community</p>
<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify who cares for them and who they care for and explain how and why people show they care in different ways</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others.</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to explore examples from their own experience and to consider the consequences of action</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different</p>
<p>How do people show they care?</p> <p>How do faith communities show they care?</p> <p>Why do believers care for others?</p> <p>Who do you care for?</p>	<p>Why do people celebrate special moments in life?</p> <p>How do faith communities celebrate special moments in life?</p> <p>What do these ceremonies mean to believers?</p> <p>What does it mean to you to celebrate special moments?</p>	<p>How do people celebrate?</p> <p>How do faith communities celebrate?</p> <p>How do people express their beliefs through their celebrations?</p>	<p>Who can you turn to?</p> <p>Who turned to God?</p> <p>What did they learn from God?</p>	<p>What can we learn from stories?</p> <p>What stories do members of faith communities tell which have meanings?</p> <p>What can believers learn from their stories and why is this important to them? What have you learned from stories?</p>	<p>How and when do people meet together?</p> <p>How and when do faith communities meet together for worship?</p> <p>Why is it important to members of faith communities to meet together for worship?</p>

					How important is it for you to meet together with others?
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Syllabus 1.6b CARING</p> <p>How do faith communities show they care? Invite a visitor from a faith community to talk about how the faith community cares for others. Why do believers care for others?</p>	<p>Syllabus 1.4c BELONGING</p> <p>How do Christians celebrate special moments in life. Baptism and then link to Christmas – gifts and giving. To find out about a Church and why it is special-belonging to/caring about the Christian church family.</p>	<p>Syllabus 1.2b CELEBRATIONS</p> <p>How do people celebrate? How do Christians worship? Special days and festivals.</p>	<p>Syllabus 1.5b FAMILIES</p> <p>Explore why the church feels like a family, make links to the church at Easter.</p>	<p>Syllabus 1.1a ANSWERS</p> <p>What is the bible and who created Christianity? Learn about Jesus. Noah's ark story. What can believers learn from stories. Moses and the Burning Bush Jesus in the Temple - the Bible, A World view-Beliefs based on actions NOT A GOD-such as kindness, respect, wanting to help/humanitarian aid etc prompting questions about our World.</p>	<p>Syllabus 1.2a WORSHIP</p> <p>Identify places that religious people might meet and what might happen when they get together. Symbols used in worship inc The cross where we see it and why it is special.</p>
<p><u>Caring</u> How do people show they care? For example: Explore the idea of belonging and caring (family, school, church, pets, dolls, and people in news). Draw people who care for us e.g. doctors, teachers etc. Are there special things and people that we care for? Who cares for us? Encourage pupils to share experiences of their own families. Collect and make pictures for a display about people who care for others. Who do you care for? Act out a situation which the children are familiar with (new child at school, being lost, losing something precious, sharing, saying</p>	<p><u>Belonging</u> <u>Special Moments</u> Why do people celebrate special moments in life? Explore the sort of groups that people belong to. For example: Show pupils different uniforms, such as Beavers Rainbows, a school uniform, a swimsuit and badges, a football scarf and programme, a family photograph from a photo album. Talk about how you join, or come to belong to one of these groups, what it means to belong, what promises people make and what these people share. Create a display with the uniforms and pictures. Alongside each add a caption, for example, 'Being a Beaver means...', and 'Belonging to a family means....' Read stories about what it means to belong. <u>Special Events</u></p>	<p><u>Celebrations</u> Show some pictures of celebrations and explore what is going on. Share experiences of things that make us happy and sad, of special moments, special achievements as we grow up. Use photographs to show how special moments from the past can be 're-lived'. Children ask family members about special celebrations in the past and share memories. Collect memorabilia (photos, cards, videos, artefacts, etc.) which represent different celebrations. <u>Celebrating special moments</u> What does it mean to you to celebrate special moments? For example: Talk about a ceremony or celebration they have attended. Talk about how it felt to be there. Brainstorm words to describe those feelings. Create a collage with images from magazines which</p>	<p><u>Families</u> Look at pictures of families of all kinds. (Include some with grandparents and wider families, one-parent families, children in care homes etc.) Talk about the sort of things families do together, how they show they love and care for each other and sometimes for other people. Encourage children to share experiences of their own families if they are willing to do so. Collect and make pictures for a display about families and how they care for each other. <u>The Church as God's family</u> Look at and discuss a variety of pictures of Christian communities. Explain that the church is like big family: because people belong to God they are like brothers and sisters to each other. Encourage the children to share ideas about what this might mean.</p>	<p><u>What do stories tell us</u> Use the children's experience to explore the idea of right and wrong in the way we behave towards each other. Discuss their ideas of a good person and what they can teach us. Use heart-shaped paper to write 'A friend is..... <u>Stories from Faith Communities</u> Draw on the children's previous knowledge about Jesus (e.g. birth stories). Tell the story of the child Jesus in the Temple (Luke 241-51) and raise questions to encourage imaginative responses and application to their own lives (e.g. being lost, finding a safe place) Introduce the idea of friends. Tell stories of Jesus's conversations with his friends.</p>	<p><u>People meeting together</u> Talk about the different times when people meet together, e.g. at work, at school, at clubs, on special occasions. When does this happen and how often? Think about the difference between meeting people at school every day and meeting for a special occasion. Discuss the reasons why people like to meet together and what happens when they get together. Identify places people might meet on a local map to create a display. Add a caption to show what goes on in each location. <u>Worship together</u> Think about the idea of special days. Talk about where faith communities might meet and why they might use a special building.</p>

<p>sorry, being fair, etc) How did pupils show acts of care?</p> <p>Introduce pictures of people who are sad. Children discuss why they are sad, and record how they would change things. Discuss feelings of those who have been helped.</p> <p>Engage in practical task, e.g. writing a card to someone who is sick, act out situations where practical help can be given to people in need.</p> <p>Link to how Christians care for each other.</p> <p>Assessment <i>WTS: All learners should be able to say how faith communities care for others</i> <i>EXS: Most learners should be able to suggest how and why members of faith communities care for others recalling the outline of faith stories which focus on caring for others</i> <i>GDS: Some learners should be able to explain how a believer might try to put the teachings into practice in their own lives</i></p>	<p>How do faith communities celebrate special moments in life? Show items associated with welcoming a baby in Christianity concentrating on infant baptism, such as a baptismal candle, a certificate of baptism, water, appropriate pictures. Invite a practising Christian with a recently baptised baby to visit and talk about the experience, or celebrate a mock baptism in the classroom/local church using local clergy. Create a display alongside other 'Belonging' images. Look at a welcoming ceremony from a different tradition using important items in the same way. Find out what promises are made.</p> <p>Water in baptism - list all the things we use water for, and talk about the reasons why it is a good symbol in baptism. The candle in baptism - talk about the reasons why we need light, and why it is a good symbol in baptism. Add a caption to the display - 'Being a Christian means.....' What does belonging mean to the families?</p> <p>Look at a church and why is it special – part of God's family. The Christmas story.</p> <p>Assessment <i>WTS: All learners should be able to identify how we belong to different groups.</i> <i>EXS: Most learners should be able to describe what it feels like to belong to a group and be able to name some groups.</i></p>	<p>illustrate these feelings. Plan a class celebration – how about a 'Fri-Yay' celebration? Talk about the celebrations that the pupils would like to join in with and why. Make a list of the reasons to add to the display.</p> <p>Celebrations in Faith Communities Produce a calendar of celebrations throughout the year. Identify one or more Christian celebrations (Harvest, Christmas, Good Friday, Easter, Whitsun) and talk about the reasons for these (e.g. saying Thank-you, keeping important memories from the past alive, making promises to God...). Identify common elements in all celebrations: food, clothes, cards, presents, family gatherings.</p> <p>Discuss the messages these convey. Consider ways people celebrate important points in their own lives, e.g. birthdays, weddings, baptism, confirmation. Look again at pictures of celebrations and talk about the places they are held in. Explore differences between celebrating at home and in a larger, special building.</p> <p>Assessment <i>WTS: All learners should be able to identify a religious celebration or celebrations and link these with particular preparations</i> <i>EXS: Most learners should be able to use some religious words and phrases to describe how members of faith communities might prepare for a celebration</i> <i>GDS: Some learners should be able to link faith communities with</i></p>	<p>Talk about what Jesus might have meant when he told his followers that they should all love each other. Explore ways in which Christians are like a family. Emphasise the importance of each person being valued and needed.</p> <p>Assessment <i>WTS: All learners should be able to outline why the church is like a family</i> <i>EXS: Most learners should be able to say why believers might turn to God for support</i> <i>GDS: Some learners should be able to make links between the support God gave and the action taken by the believer</i></p>	<p>What can we learn from stories? Look at the stories Noah's Ark, Moses and the Burning Bush Jesus in the Temple. Reflect on Jesus as a friend, someone who did good things for others. Make a class collage of pictures of people doing good for others. Share ideas about good things the children can do. Link to A World view-Beliefs based on actions NOT A GOD-such as kindness, respect, wanting to help/humanitarian aid etc prompting questions about our World.</p> <p>Assessment <i>WTS: All learners should be able to share ideas about the behaviour practised by the main characters in the faith stories</i> <i>EXS: Most learners should be able to suggest what believers might learn about the way to behave from the main characters in the story</i> <i>GDS: Some learners should be able to make connections between the meaning of the story and the way believers might be expected to behave</i></p>	<p>Look at examples of special religious meeting places. Find out what might happen when religious people get together, and what special things they might do.</p> <p>The Importance of Worship Prayer, listening to a reading from a special book, singing hymns, listening to a talk. Find out more about what happens. Describe the activity and suggest how it might feel to take part. Talk about why this is especially important to a believer. Think about the reason why people might be sad if they could not do this. Discuss why it is important to do these things together - with other people who feel it is important. Talk to a member of a faith community to find out why worship is important to them. Discuss the importance of the cross and where we see it.</p> <p>Meeting with Others. Ask pupils to share their own ideas of things they like to do with other people. Find out what they would miss if they could no longer meet. What would they like to continue doing, and why? Identify the good things about meeting with others. Pupils could lead the next school assembly and tell the school what they have been learning about why different people choose to meet up together. Identify what make meeting together with others an important experience.</p>
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KS1 Cycle A Topic Coverage

<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>I will learn...</u>								
<p>how and why we care for others.</p> <p>how we can show we care.</p> <p>how Faith communities show they care.</p> <p>that people celebrate special moments in life</p> <p>how we celebrate..</p> <p>how faith communities celebrate.</p> <p>what ceremonies mean to believers.</p> <p>what it mean to you to celebrate special moments.</p>			<p>that people meet together for lots of different reasons.</p> <p>how people celebrate.</p> <p>how faith communities celebrate.</p> <p>how people express their beliefs through their celebrations.</p> <p>Who you can turn to.</p> <p>who turned to God.</p> <p>what people learned from God.</p> <p>who Buddha was and why people worship him.</p>			<p>how and when do people meet together.</p> <p>how and when do faith communities meet together for worship.</p> <p>why it is important to members of faith communities to meet together for worship.</p> <p>how important it is for people to meet together with others.</p> <p>what we can learn from Bible stories.</p> <p>what stories members of faith communities tell which have meanings.</p> <p>What can believers learn from their stories and why is this important to them? What have you learned from stories?</p>		