

KS1 Cycle B – RE Christianity/ Islam

Caring for the natural world	Valuing new life	Worship and ceremonies	Belonging to a group	Storytelling through sacred writings	Showing kindness and goodness
<p>EXPLORE</p> <p>Ex1 - Learners should be able to link faith stories about the natural world with beliefs, attitudes and action.</p>	<p>EXPLORE</p> <p>Ex2 - Learners should be able to identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used.</p>	<p>EXPLORE</p> <p>Ex2 - Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers.</p>	<p>EXPLORE</p> <p>Ex4 - Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers.</p>	<p>EXPLORE</p> <p>Ex5 -Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live</p>	<p>EXPLORE</p> <p>Ex6 -Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community.</p>
<p>ENGAGE</p> <p>En1 - Learners should be able to identify important teachings from faith stories and demonstrate how these might impact on the lives of believers.</p>	<p>ENGAGE</p> <p>En2 - Learners should be able to link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs.</p>	<p>ENGAGE</p> <p>En3 - Learners should be able to link actions, gestures and rituals to faith stories and beliefs.</p>	<p>ENGAGE</p> <p>En4 - Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer.</p>	<p>ENGAGE</p> <p>En5 - Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer.</p>	<p>ENGAGE</p> <p>En6 -Learners should be able to identify important examples from faith stories and link these to the way believers might behave.</p>
<p>REFLECT</p> <p>R1 - Learners should be able to identify personal responses to the natural world showing how ideas about right and wrong can influence behaviour.</p>	<p>REFLECT</p> <p>R2 - Learners should be able to identify what they value and show how they might express this symbolically.</p>	<p>REFLECT</p> <p>R3 - Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them</p>	<p>REFLECT</p> <p>R4 -Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives</p>	<p>REFLECT</p> <p>R5 -Learners should be able to identify important ideas from stories with meaning and explain how different people might respond.</p>	<p>REFLECT</p> <p>R6 - Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour.</p>
<p>How do people show they care about the world?</p> <p>What do faith communities believe about the world?</p>	<p>How do people show what is important to them?</p> <p>What stories, symbols and visual forms of expression are important to members of faith communities?</p>	<p>How do people use actions, gestures and rituals in their daily lives?</p> <p>What do these actions, gestures and rituals mean and why are they important to believers?</p> <p>How can you show what or who is important to you</p>	<p>What difference does it make to belong?</p> <p>What difference does it make to belong to a faith community?</p>	<p>Why do people tell stories that have a meaning?</p> <p>Why do faith communities value stories that have meaning for them?</p> <p>What can stories tell you about important things in life?</p>	<p>What makes a person good?</p> <p>Who do believers think is good?</p> <p>How can you be good?</p>

		through actions, gestures and rituals?			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Syllabus 1.6c CARING FOR THE NATURAL WORLD</p> <p>The story of creation, explore and discuss the importance of a garden and looking after creatures etc.</p>	<p>Syllabus 1.3c VALUING NEW LIFE – Birth of Jesus</p> <p>Talk about a new baby and the ways we welcome them into our lives.</p> <p>Make links with Christmas.</p>	<p>Syllabus 1.3b WORSHIP AND CEREMONIES</p> <p>How do people use actions, gestures and rituals in their daily lives?</p> <p>What is Islam? And how do Muslims worship?</p>	<p>Syllabus 1.2c BELONGING TO A GROUP</p> <p>Compare and contrast the Muslim Aqiqah ceremony with the Christian Baptism.</p>	<p>Syllabus 1.5c STORYTELLING THROUGH SACRED WRITINGS</p>	<p>Syllabus 1.6a SHOWING KINDNESS AND GOODNESS</p> <p>Learning how to be good from stories.</p>
<p><u>Caring for our world</u> Talk about what is found in a garden and who cares for it. Give pupils opportunity to focus and reflect through natural objects – flowers, leaves, stones, shells etc. Ask pupils to choose one and think about where it came from, how it's made and who looks after it. Look at pictures of different gardens and talk about the similarities and differences, e.g. formal gardens, wildlife gardens, vegetable gardens. Discuss whether a garden needs tending, or whether it grows flowers and foods on its own. Visit and explore a park. Talk to the park keeper or a gardener about the work involved in creating and maintaining a garden. Draw pictures or create a collage of a garden with the plant and animal life which might be found there.</p> <p><u>Faith Stories</u> Find out about stories and teachings from religious traditions regarding the care of the land.</p>	<p><u>How do people show what is important to them?</u> Talk about babies and how special they are to their parents / carers .Look carefully at some 'new baby' cards and talk about the messages they give. Invite a parent with a young baby to talk about how they care for him / her. Make a class card for a baby, each child writing a message with their hopes for the baby. Read the story of the birth of Jesus. Explain that this story is important to Christians because they believe that Jesus was a special baby because he was God's Son. Questions and discussion: In the story, who thought that Jesus was a special baby? (You may like to talk about how Mary and Joseph knew he was special - the angel's visits.) Talk about how Mary and Joseph showed that Jesus was special to them. Start a class frieze to show who thought Jesus was a special baby. Resources: Bible, New baby cards. Christmas cards with pictures of</p>	<p><u>Notes:</u> Islam: Muslims worship five times a day, facing the holy city of Mecca. They may pray alone or with others in a mosque.</p> <p>Why is worship important to Muslims? Worship is a way for Muslims to connect with Allah and seek his guidance and blessings. It is also a way for them to express their devotion and gratitude for all that Allah has provided for them.</p> <p><u>Gestures and Rituals</u> Talk about why everyone meets together and what they do. Encourage pupils to think about different rituals during assembly e.g. lighting a candle, singing hymns, praying, listening to stories and music, thinking about other people's ideas, looking at beautiful things, taking part, watching and appreciating the contribution of others. Look at symbols from Islam Symbols to include-including star and crescent. What is Islam?</p>	<p><u>Where I belong</u> Make a list of groups that children belong to. This could include family, class, school, Brownies, Cubs, a faith group, an interest e.g. ballet or karate. Using hoops for each type of group ask two children to stand in any circle which they belong, showing that they belong to more than one. Ask pupils to bring to school something that shows they belong to a group such as a badge or certificate. Use a camera to take photos of any groups children belong to in school for example their class, friendship group or sports team. Children choose one photograph or group and write a paragraph or say how 'belonging' to that group makes them feel. <u>Belonging to a faith community</u> Discuss with children that religious parents feel it is a great privilege and responsibility that their family belongs to a faith community. For them the concept that a child is a gift from God is central and it is</p>	<p><u>My Special Books</u> Introduce a favourite book and explain reasons for choice. Invite librarian to talk. Discuss reasons for books being special to people. Children can talk about their favourite book and say why it's special to them. Talk about how they treat it/ look after it. Talk about stories with meanings/morals – what do these stories tell us?</p> <p><u>Special Faith Books</u> Demonstrate how the Qur'an is treated and read by Muslims, including washing hands before use. If possible, invite a Muslim to do this. Choice of activities which enable children to show knowledge of how Muslims show that the Qur'an is special to them, e.g. demonstrate or explain how the Qur'an is treated. Let the learners see and talk about Arabic writing. They could try to copy or decorate a word or phrase as beautifully as they can.</p>	<p><u>Being a Good Person</u> Sit children in a circle and play a game to draw out qualities of people who are good. At first think about other children within the class then expand their ideas to types of people they think are good e.g. teachers, nurses, doctors, vets, religious leaders, police etc. What makes these people good? What qualities and attributes do they have? Represent some of their views in a wall display. Sit children in a circle and play a game to draw out qualities of people who are good. At first think about other children within the class then expand their ideas to types of people they think are good e.g. teachers, nurses, doctors, vets, religious leaders, police etc. What makes these people good? What qualities and attributes do they have? Represent some of their views in a wall display. Resources: Pictures of different people who are considered to be good.</p>

<p>Islam Creation story and</p> <p>Stories from Islam about caring - The boy who threw stones at trees. Be my Guest</p> <p>Find out about -One of the 5 pillars of Islam is Zakah – an obligation to give money to the poor. It is generally voluntary and a set percentage of someone’s wealth.</p> <p>Assessment</p> <p>WTS: All learners should be able to identify some important ideas from faith stories about the natural world</p> <p>EXS: Most learners should be able to make suggestions as to what the stories mean about the way believers should treat the natural world</p> <p>GDS: Some learners should be able to suggest how believers might put these ideas into practice in their own lives</p>	<p>baby Jesus. Materials for class frieze, individual pictures and for making card or present.</p> <p>What stories, symbols and visual forms of expression are important to members of faith communities?</p> <p>Read the story of the shepherds. Questions and discussion: In this part of the story, who thought that Jesus was a special baby? How did the shepherds know he was special? What did the angels say was special about this new baby? What did the shepherds do to show that they thought he was special? Continue with the frieze.</p> <p>Read the story of the Wise Men Talk about how the Wise Men knew that a special baby had been born. What did they do to show that they thought he was special? Add to the frieze.</p> <p>How can you show what is important to you?</p> <p>Look at some Christmas cards with pictures of baby Jesus. Talk about how the artists have shown that he is a special baby. Discuss the things that Christians do at Christmas to show they believe he is special e.g. celebrate, worship, send cards with a Christian message, give money and help to people who need it (such as the homeless). Listen to a CD of a carol about Jesus being special e.g. ‘Come and join the celebration’ or ‘Hark! The herald angels sing’. Add some pictures of people today to the frieze. Invite the children to respond to the idea of Jesus as a special baby in a way</p>	<p>Play extracts of a variety of music used in school worship and encourage the children to talk about how each one makes them feel. Discuss whether we all respond in the same way and why/why not. A popular piece of music could be played again and children could draw pictures of what it makes them think about. Talk about the different responses. If you have a visual focus in school worship, talk about whether and why they find this helpful.</p> <p>As a class, look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship.</p> <p>Faith Rituals - compare</p> <p>Christians: Hands – raised in prayer, clapping in rhythm, hands together, palms up, making the sign of the cross, sharing peace by shaking hands, holding a bible, breaking bread, elevating a host Bodies – standing or kneeling, head bowed, swaying or dancing to music songs, processing in church with a cross, lighting a candle for prayer.</p> <p>Muslims: Introduce The Quran Hands – using prayer beads (subha). Bodies – removing shoes for prayer, washing before prayer (wudu), standing in rows for prayer, moving through prayer positions (rak’ahs).</p>	<p>important to welcome babies into the faith community. You may recap Baptism (from Year 1 Belonging unit) but the focus here is on the Muslim Aqiqah ceremony. (pupils working at greater depth may be able to compare both ceremonies).</p> <p>Basic Aqiqah facts: As soon as a baby is born into it is welcomed into the Ummah.(Muslim community). The father whispers the Adhan (call to prayer) into the baby’s right ear and the Iqamat (shorter version) into the baby’s left ear. A small amount of honey or sugar is placed onto the baby’s tongue to symbolise the characteristics hoped for. On the seventh day after birth the Aqiqah ceremony is held – the baby’s head is shaven, the hair is weighed and equivalent amount of silver is given to the poor to symbolise the family sharing their good fortune and happiness with others. The baby is also given its name which is usually chosen from the Qur’an or from a list of great Muslims of the past. The baby is then given some dates, salt, sugar and water to taste which is symbolic for how they are going to experience the reality of life. Use a multi-sensory approach to exploring the ceremony. Watch, hear, talk and act out what happens when a Muslim baby is born. Listening – to the call to prayer, talk about why the words are spoken, whisper some good advice into another pupils ear.</p>	<p>Storytelling from Faiths</p> <p>Act out the story in groups. Children could write their own explanation of meaning. Read part of a Sura (e.g. “Look at the birds, held poised in the midst of the air. Nothing holds them up but the power of Allah” ; 88: 17-20 “Look at the camels how they are created and at the sky how it is raised high, and at the mountains how they are fixed firm, and at the earth how it is spread out”) Talk about what it tells a Muslim about God. Match these suras to characteristics of God using cards saying, e.g. “Made a beautiful world”, “Looks after living things”. Time allowing there could be creative work based on the extract. Make a special class book of poems and stories.</p> <p>Assessment</p> <p><i>WTS: All learners should be able to recall the outline of stories from faith communities which have meaning and be able to identify some important ideas from the stories</i></p> <p><i>EXS: Most learners should be able to suggest what the stories say to believers about how they should lead their lives</i></p> <p><i>GDS: Some learners should be able to demonstrate how the story would impact on a believer’s life if</i></p>	<p>Good People from Faith stories</p> <p>Introduce children to some creative storytelling. People of faith often learn how to be good from stories. Tell stories such as: *The boy who threw stones at trees – Islam</p> <p>Talk about the stories asking questions about what the pupils can learn about people of faith think goodness is, and represent some part of each story in a creative way. Explore these stories over four weeks to ensure pupils have a good understanding. This could involve literacy, drama and art. Discuss with children examples of people today who they admire. Why do they admire them? Are they similar to any of the people from faith communities that have been shared above? Encourage children to make practical suggestions about how they can express their concern for others, and treat each other with fairness and as of equal value. Ideas and suggestions can be represented on the wall in a chain of rings or circles.</p> <p>Assessment</p> <p><i>WTS: All learners should be able to identify individuals from faith communities who are believed to set an example</i></p> <p><i>EXS: Most learners should be able to identify qualities and attributes</i></p>
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	<p>of their own choice e.g. a picture, a poem, their own carol. Make pictures to show some of the people they are special to and who are special to them. Talk about how we can show people that we care about them. Make a card or present for someone we care about. Resources: Materials for class frieze, individual pictures and for making card or present. Christmas carols.</p> <p>Link back to Islam What do Muslims do when a baby is born? Compare to Christening.</p> <p>Assessment</p> <p><i>WTS: All learners should be able to link stories, symbols and visual forms of expression to particular faith communities</i> <i>EXS: Most learners should be able to identify important beliefs reflected in the stories, symbols and visual forms of expressions belonging to a faith community or communities</i> <i>GDS: Some learners should be able to make clear links between stories, symbols and other forms of visual expression and beliefs</i></p>	<p>Give pairs or small groups of children a picture to look at in more detail or an action to focus on. Ask them to discuss and share ideas about what the people in the picture are doing, how they are expressing themselves and what they might be looking at, listening to, saying or singing. They could also talk about how they think the people are feeling. Ask each group to share their observations and ideas. As a class, talk about the similarities and differences in the way people worship and why this might be.</p> <p>If possible, visit a local mosque and look at some of the imagery which helps people to worship God. Talk about the building and the images that help believers to think about God, and why. Encourage children to share their own experiences of worshipping with others if they have any experience or wish do so. What do they enjoy/find helpful about their place of worship/type of service? Talk about why people sometimes like to pray or think about God on their own. Explore some of the things which might help them to concentrate and feel close to God? e.g. closed eyes, music, a picture or icon, prayer beads, some words from a hymn or special book. Encourage the children to share anything they want to about when they like to be on their own to think and what they use to help them.</p> <p>Assessment</p>	<p>Assessment</p> <p><i>WTS: All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies</i> <i>EXS: Most learners should be able to say how these actions, gestures and rituals might be used</i> <i>GDS: Some learners should be able to suggest why these actions might be important to believers</i></p>	<p><i>they put the teaching into practice</i></p>	<p><i>which set these people apart linking the examples in the stories with the way believers should lead their lives</i> <i>GDS: Some learners should be able to explain how their attitudes and behaviour marked them out as being good within the faith community.</i></p>
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		<p><i>WTS: All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies</i></p> <p><i>EXS: Most learners should be able to say how these actions, gestures and rituals might be used</i></p> <p><i>GDS: Some learners should be able to suggest why these actions might be important to believers</i></p>			
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KS1 Cycle B Topic Coverage

<u>Autumn</u> <u>Me, My World and I</u>			<u>Spring</u> <u>My family and wider community</u>			<u>Summer</u> <u>Worship and People</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 need to look after our world.</p> <p>that nature and the natural world is precious.</p> <p>that the world is important and should be looked after.</p> <p>that stories from special books can teach people how to care for the world.</p> <p>how to recognise important symbols of faith.</p> <p>that Christians believe that Jesus is God's son.</p>						<p>that people meet together for lots of different reasons.</p> <p>that people share that time together for a purpose.</p> <p>that people can have different emotions to where and how they share.</p> <p>that people meet together sometimes for worship</p> <p>that worship is a time to meet together and share beliefs.</p> <p>that there are different places that people meet for worship.</p> <p>that different religions have a different special book (Bible / Qu'ran)</p> <p>how to recognise symbols of some places of worship (Christian / Islam)</p> <p>that there are similarities and differences between places of worship.</p> <p>that there are similarities and differences between experiences e.g. Baptism / Agigah.</p> <p>how prayer can be important to individuals</p> <p>that there are different rituals associated with different religions.</p> <p>how to respect other religious beliefs, worship and rituals.</p> <p>how to ask questions about the similarities and differences</p> <p>that they can share their own beliefs.</p>						<p>that Christians read a special book called the Bible</p> <p>that Muslims read a special book called the Qu'ran..</p> <p>that Qu'ran is written in Arabic.</p> <p>that these books are precious and important so should be treated that way.</p> <p>that Christians use the name God but Muslims refer to God as Allah</p> <p>how they can be a good person by recognising the qualities of a good person.</p> <p>That 'people who help us' are good people.</p> <p>how stories from special books can teach people good qualities.</p>					