Hadleigh Infants and Nursery School

RE Curriculum

Key Stage 1

2021/2022

Hadleigh Infants and Nursery School

Year 1

This content was selected with Year 1 pupils in mind but could be used with Year 2 pupils if a two year cycle is being used with mixed age classes.

	Personal experience	*Christianity*	*Buddhism*	*Hinduism*	*Islam*	*Judaism*	*Sikhism*
Autumn term **Special people**	- Special me - People/pets who are special to me - Making people feel special at birthdays and other times	- Stories about Jesus - The **Christmas** story - **Christmas** lights		- The story of Rama and Sita - Lights at **Divali**			
Spring term **Special symbols and objects**	- Special things in the home - Animals we resemble - Symbols	- Special things in a Christian home - The cross - **Easter** symbols				- The Torah scroll - The story of how Moses led his people to freedom - Remembering the story at the Seder meal during **Pesach**	
Summer term **Special things in nature**	- Nature all around us - Looking after the natural world	- The Genesis 1 creation story - The Christian duty to care for the natural world - Stories of Jesus and hymns about the beauty of the natural world - St Francis of Assisi and his relationship with things in nature			- The cave on Mount Hira where the Qur'an was revealed to Muhammad - Remembering the revelation of the Qur'an during **Laylat al-Qadr** - Stories about Muhammad's kindness to animals		

Essex scheme of work for RE at Key Stage 1 **SPECIAL PEOPLE (Autumn term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What makes me 'special'?	• Using 'discussion partners' and mirrors, ask the children to talk about their own distinctive physical features. Ask the children to draw themselves and then swap pictures with a 'friend'. Friend writes "xxx is special to me because ..." and completes sentence. • Look at a picture of someone and discuss what is missing from the image, e.g. qualities such as character, personality, sense of humour, kindness, helpfulness, being a good friend. These are the things that make the person 'special'. Identify words and symbols to represent these qualities. Display the original pictures on backing sheets and invite the children to add words/symbols around each image to show the person's special qualities.	- Literacy - Art and design - Fundamental British values - Personal, social and emotional development - Fundamental British values
Which people/pets are 'special' to me? What makes them 'special'?	• Invite the children to bring in photographs of family, friends or pets, or they could paint/draw pictures of people and animals that are special to them. Display with words explaining why each person/pet is 'special'.	- Art and design
How do we make people feel 'special' at birthdays and at other times?	• Talk about the things we do to make people feel 'special' on their birthdays: sending cards, giving presents, having parties, singing 'happy birthday', baking/buying birthday cakes and blowing out the candles. Talk about the symbolism of the candles: one candle standing for each year of life. If possible, celebrate someone's real birthday with a cake and candles! • Ask the children to draw pictures of their ideal birthday cakes, with the design saying something about them (e.g. a keen footballer might like a cake in the shape of a football, a child who likes horses might like a cake in the shape of a horseshoe). • Identify ways of making people feel 'special' in daily life, e.g. sending texts or cards, giving presents, sending flowers, going out for a meal, giving a hug, telling someone you love them.	- Personal, social and emotional development - Art and design - Personal, social and emotional development - Fundamental British values

Essex scheme of work for RE at Key Stage 1 **SPECIAL PEOPLE (Autumn term)**

✝ **Christianity**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Who was Jesus and why is he 'special' to Christians?	• Show the children pictures of Jesus. Ask, "Who do you think this is?" "What do you notice about him?" "When and where do you think he lived?" • Explain that for people called Christians, Jesus is the most important person who ever lived. He lived 2,000 years ago in the land that today is called Israel. We don't really know what he looked like. In his life and teachings, he showed people how to live in a loving and caring way. Christians try to follow his teachings and example. Christians call him the Son of God and they pray to him for help in their lives.	- History, geography
What do some Bible stories tell us about Jesus?	• The children could listen to or watch Bible stories about Jesus. Suitable stories, such as *Jesus blesses the children* and *Zacchaeus*, may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*. Ask what the stories tell us about the special qualities of Jesus. The children could retell the stories through writing and pictures or by acting them out.	- Literacy - Literacy, art and design, drama
What does the Christmas story tell us about the special qualities of Jesus?	• Remind the children that Christians will celebrate Jesus as a special person at Christmas. Re-tell the traditional story of the birth of Jesus using Christmas cards (or other images) to illustrate the sequence of events, e.g. Mary's encounter with the angel Gabriel, the journey to Bethlehem, the stable scene, the visit of the shepherds, the visit of the wise men or 'kings'. Discuss features which show Jesus as 'special'. Encourage the children to look for different representations of the nativity stories as cards appear in the shops. A simple version of the nativity story may be found on the *CBeebies lets celebrate* website. • Ask the children to make birthday cards for Jesus.	- Literacy - Art and design
Why are there so many lights at Christmas time?	• Discuss what Jesus meant when he called himself "the light of the world" (John 8:12). Christians believe that Jesus is their "guiding light": They believe that Jesus guides them through the darkness, showing them the way and providing comfort. • Discuss the use of lights at Christmas time: how they brighten the dark winter days, how candlelight provides Christmas 'magic', how fires provide warmth and comfort.	- Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL PEOPLE (Autumn term)**

Hinduism

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What story do people in India tell to show that Rama and Sita were 'special'?	• Show the children pictures or shrine figures of Rama, Sita, Lakshman and Hanuman. Ask, "What do you notice about them?" "When and where do you think they lived?" "Who do you think they might be?" • Let the children listen to or watch a simplified version of the story of how Rama rescued Sita from the ten-headed demon Ravana with the help of his brother, Lakshman, and Hanuman, the monkey king. A simple version of the story told with shadow puppets may be found on the *CBeebies lets celebrate* website. The children could then re-tell the story in pictures with captions or through drama.	- Literacy - Art and design/drama
What makes Rama and Sita 'special' to Hindus?	• Discuss what was special about Rama and Sita. Rama was heroic, brave, noble and loving. Sita was loyal, devoted, faithful and loving. • Remind the children of the work they did on people/pets who are special to them. Explain that most people in India belong to a religion called Hinduism and are called Hindus. Explain that for Hindus, Rama and Sita are very special. They are the ideal man and woman, the perfect husband and wife. They set an example for all Hindus to follow. Who sets a good example for the children to follow in their lives?	- Personal, social and emotional development
How do Hindus use lights to remember Rama and Sita as 'special' people at Divali?	• Explain to the children that when Rama and Sita returned as King and Queen to the kingdom of Ayodha, the people welcomed them home with rows of 'divas' (small clay lamps). Show pictures of how Divali is celebrated today (the festival takes place in October or November). Divas are lit in homes, streets and temples to celebrate the triumph of good over evil. • Children could make their own divas: little clay or plasticine bowls containing tea lights. These could be lit and the children could sit listening to some peaceful Indian music. They could then talk about what it felt like.	- Cultural development - Fundamental British values - Moral development - Design and technology - Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL SYMBOLS AND OBJECTS (Spring term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What 'special' things do I have in my home? Why are they special to me? How do I treat them?	• Bring in an object which is special to you, the teacher. Explain why it is special, for instance, it may have been a present from someone special or a treasured book or a family heirloom. Describe how you take care of it. • Ask the children to bring in something which is special to them, e.g. a present, a photograph or special clothes. They should explain why it is special and how it is kept/treated in the family home. Drawings or photographs of their special objects could be displayed with captions.	- Personal, social and emotional development - Fundamental British values - Art and design
What animals do we resemble?	• Children are put into pairs. Each child says what animal their partner reminds them of, giving their reasons. Most will probably talk about physical characteristics (e.g. "Ahmed reminds me of a giraffe because he is very tall", "Jane reminds me of a fish because she is a good swimmer"). Some may talk about characteristics to do with personality (e.g. "David reminds me of a monkey because he is funny and a bit cheeky sometimes", "Ananya reminds me of a deer because she is quiet and shy").	- Personal, social and emotional development - Fundamental British values
Is this the 'outer me' or the 'inner me'?	• Explain to the children that there is an 'outer me' (the bit that others can see) and an 'inner me' (the bit that others cannot see). • Children draw the animals their partners say they resemble, adding words of explanation. Does the picture show the 'outer me' or the 'inner me'?	- Art and design
What is a symbol?	• Teacher explains the meaning of 'symbol' (something that stands for something else). Teacher explains that the animals that have been drawn are 'symbols' of each child. Class goes on a 'symbol hunt' around the school looking for symbols (e.g. school logo/emblem, football team logo/emblems, mathematical/musical symbols, signs on toilet doors, car manufacturers).	

Essex scheme of work for RE at Key Stage 1 **SPECIAL SYMBOLS AND OBJECTS (Spring term)**

Christianity

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What special things might be found in a Christian home? Why are they special?	• Invite someone to share some of the objects and artefacts which are special to him/her because of their Christian faith. Ask the person to explain why these things are special and how they are treated, or used, in the home. The special objects could include things such as a Bible, prayer book, baptismal certificate, cross, crucifix, rosary, devotional statue or picture. • Collect some special objects which might be found in a Christian home. Label the objects and display them in a Home Corner. Ask the children work in groups and assign each group to a particular object. Their task is to find a picture of the object on the internet and to print it out. Using computers, they can then write some sentences about the object. Create a wall display of their pictures and words.	- Computing
Why is the cross the most important Christian symbol?	• Show the children various examples of crosses. Explain that the cross is the most important 'symbol' of Christianity because Jesus died on a cross. Explain in simple terms that the Romans crucified Jesus along with other Jewish rebels because they thought that Jesus might lead the people of Palestine (the Jews) in an uprising against them. Explain that the Romans were wrong about this. Jesus was a man of peace who wanted people to act in a kind and loving way to each other. • Explain that after the body of Jesus had been taken down from the cross and put in a rock tomb, Christians believe that God brought him back to life and he appeared to his friends and followers. This showed that God's goodness had defeated evil and the possibility of life after death was now open to everyone. Christians celebrate this on Easter Day. Film clips to supplement this learning may be found on the *CBeebies lets celebrate* website.	- Moral development - Spiritual development
What Easter symbols remind Christians of their belief that Jesus came back to life?	• Show the children Easter cards. Identify symbols on the cards. Some symbols will relate to the Bible story, e.g. the cross. Some symbols will relate to new life, e.g. eggs, bunnies, chicks, daffodils. Some symbols will relate to the idea of good defeating evil, e.g. candlelight overcoming the dark. • Children can design their own Easter cards incorporating some of these symbols.	- Art and design

Essex scheme of work for RE at Key Stage 1 **SPECIAL SYMBOLS AND OBJECTS (Spring term)**

✡ **Judaism**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Why is the Torah scroll so special for Jews and what is done to show how it is very special?	• Show the children a photograph of a Torah scroll (Sefer Torah) 'dressed' in mantle, crowns and breastplate (see below). Ask, "What do you think this is?" "What do you notice about this picture?" • Explain that for people who belong to the Jewish religion, this is the most special thing in the world. It is the Torah scroll and it contains the first five books of the Bible. It is handwritten on parchment (animal skin). It is attached to wooden rollers on which are placed miniature crowns with bells. It has an embroidered cloth cover or a metal or wooden case. A silver 'breastplate is hung around it. It is kept in a special cupboard at the front of the synagogue (the Aron Hakodesh). • Show the children a yad (a silver pointer at the end of which is a hand with an outstretched index finger). Ask, "What do you think this is used for?" "What do you think 'yad' means?" ('Hand'). Explain that when the Torah scroll is read, the reader keeps his or her place by using the yad. The scroll itself is too holy to be touched. • The children could write special words of their own on long pieces of paper that could then be rolled up into 'scrolls'. The outside of their 'scrolls' could be decorated.	- Cultural development - Fundamental British values
What are the main events in the story of Moses and why is he so important to the Jewish people?	• Explain that the story you (the teacher) are about to tell/read is found in the Torah scroll and the Bible. Tell/read a simplified version of the story of Moses, from his birth until he leads the slaves across the Red Sea to freedom. Explain that without Moses, the slaves would never have been freed. (A suitable account may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*.) • Ask the children to retell some of the main events in the story in pictures with captions or through drama. The main events include: being found in the bulrushes by Pharaoh's daughter, killing the Egyptian, encountering God in the burning bush, warning Pharaoh about the plagues and escaping across the Red Sea.	- Literacy - Art and design, drama

Essex scheme of work for RE at Key Stage 1 **SPECIAL SYMBOLS AND OBJECTS (Spring term)**

✡ **Judaism (continued)**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What special foods do Jews have at the Seder meal during Pesach to remind them of the story of how Moses led the slaves to freedom?	• If possible, invite a member of the Jewish community to talk about the festival of Pesach, which takes place near Easter in March/April. If this isn't possible, explain to the children that during Pesach, Jewish families gather together to eat a special meal called the Seder. During the meal the story of Moses is read from a special book called a Haggadah. If possible, show the children a copy of a Haggadah. • Show the children a Seder plate with the various items of food placed on it. Explain that this is a special plate which is placed on the table for the Seder meal. The various food items all have symbolic meanings. Go through each item in turn asking the children to try and guess which part of the story it recalls: - A roasted shankbone of lamb: a reminder of the lambs that the slaves sacrificed before smearing the blood onto their doorposts to protect their homes from the angel of death. - A roasted egg: a symbol of the new life of freedom that awaited the slaves. - Parsley: a symbol of new life, a reminder of plants growing in Spring. - A bowl of salt water: before being eaten, the parsley is dipped in salt water as a reminder of the tears and sweat of the slaves. - Bitter herbs such as horseradish: a reminder of the bitterness of slavery. - Haroset (a sweet sticky paste made of grated apples, cinnamon, chopped nuts, honey and wine): a reminder of the mortar used by the slaves to bind the bricks and also of the sweetness of freedom. • On paper plates, the children can draw and label these foods.	- Cultural development - Fundamental British values - Art and design

Essex scheme of work for RE at Key Stage 1 **SPECIAL THINGS IN NATURE (Summer term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What aspects of the natural world can we enjoy around us?	• Organise the children to undertake trails of the natural world, e.g. in their gardens, school grounds and parks. Record the seasonal changes taking place through photos, drawings, images from magazines and newspapers: longer days, flowers, blossoming trees, young birds and animals.	- Science
	• Group and display their findings. Ask the children to identify aspects of nature they experience and particularly enjoy. Make a class display featuring pictures of the children and their responses to the natural world.	- Spiritual development
How can we help to look after the natural world?	• Discuss ways in which the children can care for and contribute to the natural world, e.g. by using litter bins, clearing rubbish, walking to school, planting bulbs and seeds. Create banners and posters for display.	- Moral and social development - Fundamental British values
How do we feel in response to the wonder and beauty of the natural world?	• Show the children film clips illustrating the beauty of the natural world and evoking a sense of awe and wonder. Examples of suitable DVDs/Blu-rays include programmes from the BBC Natural History Unit (David Attenborough's wildlife programmes) and films such as *Microcosmos* and *March of the Penguins*.	- Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL THINGS IN NATURE (Summer term)**

✝ **Christianity**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
How do Christians believe the world and everything in it began?	• Using a children's Bible or picture book retellings, read the story of creation found at the start of the Bible (Genesis chapter 1 – chapter 2 verse 4). Discuss the different aspects of creation included. Ask the children to think about the most important point for the people who wrote the story: that the world did not come into existence by accident, there was a creator behind its beginning. Explain that some people, including Christians and other religious believers, believe that God created everything and that others do not believe this.	- Literacy
	• Retell the story through words, pictures, mobiles or drama.	- Literacy, art and design, drama
How do Christians believe we should treat the natural world?	• Discuss what Christians believe God meant when he said, "[Human beings] will live all over the earth and bring it under their control. I am putting [human beings] in charge of the fish, the birds and all the wild animals" (Genesis 1:28). This is generally understood to mean that human beings have a responsibility to care for the world and all living creatures.	
What stories of Jesus and Christian hymns help us to think about the beauty of the natural world?	• Read/tell some of the stories of Jesus that evoke a sense of awe and wonder in response to the beauty of the natural world. At Key Stage 1 it is important to let the children enjoy the stories at face value rather than delving into their inner meaning, an exploration more suitable for Key Stage 2. Suitable stories include the parable of the sower (Matthew 13:1-13), the parable of the mustard seed (Matthew 13:31-32, Mark 4:30-32, Luke 13:18-19) and the lilies of the field (Matthew 6:25-34). (These stories may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*.)	- Literacy
	• Read/sing Christian hymns celebrating the beauty of the natural world and thanking God for his creation, e.g. *All things bright and beautiful, Morning has broken, When God made the garden of creation, We plough the fields and scatter the good seed on the land.* Discuss the statements of faith contained in the hymns and make the point that some people believe that God created everything while others do not.	- Literacy, music
	• In response, children could create pictures showing the beauty of the natural world.	- Art and design

Essex scheme of work for RE at Key Stage 1 **SPECIAL THINGS IN NATURE (Summer term)**

Christianity (continued)

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Who was Saint Francis of Assisi? What sort of relationship did Saint Francis have with things in nature? Why did Saint Francis think the natural world was special?	• Show the children pictures or devotional statues of Saint Francis of Assisi. Ask, "What do you notice about him?" "When and where do you think he lived?" "Why is he dressed like that?" "Who do you think he might be?" • Explain that Saint Francis of Assisi lived in Italy about 500 years ago. He gave up all his possessions and devoted himself to helping the poor, the sick and the needy in the service of God. His followers are called Franciscan friars, meaning brothers. • Tell the children about Saint Francis and his relationship with nature: how he called all things in the natural world his brothers and sisters (see his *Canticle of the Sun*). • Read/tell the story of how Saint Francis talked to the birds and how he tamed the wolf (this story may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*). • Talk about why Saint Francis felt this way about the natural world. He believed that since God the Father had created everything (including human beings), everything in the natural world was like a brother or sister to everything else. We therefore have a duty to care for everything in nature as we would a brother or sister. • The children could create pictures of Saint Francis with some of his 'brothers and sisters' in the natural world (animals, birds, sun, moon, stars, etc).	- Spiritual development - Literacy - Art and design

Essex scheme of work for RE at Key Stage 1 **SPECIAL THINGS IN NATURE (Summer term)**

☪ **Islam**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Why is the cave on Mount Hira such a special place for Muslims?	• Show children pictures of the cave on Mount Hira in the Arabian desert (these may be found on the internet). Talk about the scenery around the cave (hot dry rocky desert). Explain that this is a very special place in the natural world because Muslims believe it was here the angel Gabriel gave messages to Muhammad from Allah (God). This is said to have happened about 1,400 years ago. The messages were collected and written down in the Qur'an, the Muslim holy book. Every year thousands of Muslims climb up to the cave to visit this special place for themselves.	- Geography - History
	• Read/tell the story of Muhammad and the angel's message. (This story may be found either by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions* or by searching elsewhere on the internet.) The children can be asked to create pictures of the angel Gabriel but not Muhammad. *N.B. The great majority of Muslims regard any attempt to picture the Prophet Muhammad as highly offensive, so children should never be asked to depict Muhammad.*	- Literacy - Cultural development - Fundamental British values
How do Muslims remember what happened at the cave during Laylat al-Qadr?	• Explain that every year Muslims remember how the angel Gabriel revealed Allah's words to Muhammad during Laylat al-Qadr (the Night of Power). This night comes towards the end of Ramadan (the month of fasting) and many Muslims spend it praying to Allah. The dates of Laylat al-Qadr for the next five years are: 2nd July 2016, 21st June 2017, 10th June 2018, 31st May 2019, 19th May 2020.	- Cultural development - Fundamental British values
What do stories about Muhammad and animals tell us about him and his beliefs?	• Read/tell stories about Muhammad and his care for animals, e.g. the thirsty camel, the ants and the sleeping kitten. (These stories may be found either by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions* or by searching elsewhere on the internet.) Discuss what these stories show about Muhammad.	- Literacy
	• Explain the Muslim belief that Allah is the creator of the world. Invite the children to think why Muhammad had such a caring attitude towards animals. What was Muhammad trying to teach people by his treatment of animals?	- Moral development - Fundamental British values

Hadleigh Infants and Nursery School

Year 2

This content was selected with Year 2 pupils in mind but could be used with Year 1 pupils if a two year cycle is being used with mixed age classes.

	Personal experience	*Christianity*	*Buddhism*	*Hinduism*	*Islam*	*Judaism*	*Sikhism*
Autumn term **Special places**	- Our homes - Our school - Our town/village - Places we have visited	- Features of churches - **Harvest festival** - **Advent**				- **Sukkot**: the shelters and the associated festival - The Western Wall - Celebrating the miracle of the oil and the temple lights at the festival of **Hannukah**	
Spring term **Special words and stories**	- Our special books and stories - Our special nursery rhymes, poems and songs - Our first words and our favourite words	- The Bible - Bible stories about Jesus - The Lord's Prayer - The **Easter** story					- The story of Guru Nanak's mysterious encounter with God - The Guru Granth Sahib - Using the Guru Granth Sahib to choose a baby's name
Summer term **Special ways of living**	- Special times in my day/week/ year - Caring for others - Making the world a better place	- The message of the story of the Good Samaritan - What happens in church on Sunday - The life of a vicar	- The Buddha - The Buddhist way of life - Life as a child monk in Thailand				

Essex scheme of work for RE at Key Stage 1 **SPECIAL PLACES (Autumn term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What makes our homes special? Where is my favourite place in my home? Why is it special?	• Talk about why the home is a special place, e.g. a place where the things that matter to us (people, animals, possessions) may be found, a place where we belong and feel safe (although this sadly won't be true for all children), a place where we can be ourselves, a place for sharing family events and celebrations. • Identify each pupil's favourite place in their home, e.g. their bedroom, the bottom of the bed with their toys, a 'den', a place in the garden. What makes this their special place? How do they feel when in their special place? • Create a class book of the pupils' special places. Ask the children to take photos or draw pictures of their special places. Alternatively, recreate their special place in a shoebox.	- Personal, social and emotional development - Art and design - Design and technology
What makes our school and our town/village special?	• Talk about the reasons why the school is a special place for the children, e.g. a place to learn, to enjoy sports and activities, to meet with friends. • Discuss the reasons why the town/village is special, e.g. well-known buildings, famous people associated with the place, local characters. • Ask the children to write a poem entitled *My Special School/Village/Town*. This could be a class poem.	- Social development - Fundamental British values - Literacy
What special places have I visited? Why are these places special? How did I feel when I was there?	• Identify special places visited by the children. This might be a day visit to the coast or a holiday location which holds special memories. Collect and display photographs, postcards and illustrations with captions explaining why the place is special. • Ask the children to close their eyes and imagine they are in a place that is special to them. In their imagination, what do they see, hear, smell, touch? What would they bring back from their special place if they could? Make links between places and associations (people, memories, etc) and feelings.	- Art and design - Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL PLACES (Autumn term)**

Christianity

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Why are churches special places for Christians?	• Visit a local church. (If this is not practicable, use pictures of a church instead.) Explain that this is a special place where Christians gather every Sunday to worship God and Jesus. It is a place where babies are christened, people are married and funerals are held. It is a peaceful place where people can come and pray to Jesus and God (provided it is not locked!)	- Spiritual development - Fundamental British values
What do we find inside and outside churches?	• Make the children aware of features such as the following: - Headstones in the graveyard (where the dead are buried) - The tower or spire or steeple (pointing upwards, making the building visible from a distance and housing the bells that summon people to worship) - The shape of the building (usually in the form of a cross when viewed from above) - The altar, the lectern, the pulpit and the font - Symbols (including the cross) - Pictures and statues of Jesus, God, Mary, saints, etc - Stained glass windows • The children could use shoe boxes to make model churches.	- Design and technology
What happens in church at Harvest Festival?	• Tell the children about Harvest Festival, when many churches are filled with food and harvest produce: fruit, wheat, bread in the shape of a wheat sheaf, etc. (If the church visit takes place in the first half of term, it may coincide with harvest.) • Explain that at Harvest Festival Christians thank God for providing us with food, especially food that is grown, and give food and money to people that need it. • The children could write their own words of thanks for some of the good things they have in their lives. They could either begin by writing, "I am thankful for ...", or they could choose to write a prayer beginning, "Thank you, God, for ..."	- Spiritual and moral development - Fundamental British values - Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL PLACES (Autumn term)**

Christianity (continued)

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What happens in church during Advent?	• Using pictures from the internet, explain to the children about what happens in church during Advent, the weeks leading up to Christmas: - On each of the four Sundays in Advent, candles are lit around the advent wreath: one on the first Sunday, two on the second and so on. On Christmas Eve or Christmas Day, a fifth white candle is often lit in the centre of the wreath. This represents Jesus, the light of the world. - In homes, many Christians count off the days leading up to Christmas using advent candles and advent calendars. - Christmas trees, lights and decorations are put up in many churches. - Many churches have a Christmas crib on display showing the nativity scene. - Many churches hold candle-lit carol services and Christingle services. A Christingle consists of an orange with a red ribbon tied around it. Four cocktail sticks are pushed into the orange in the form of a cross. Soft fruits and sweets are impaled on the cocktail sticks and a candle is inserted into the top of the orange. The orange represents the world. The red ribbon represents the blood of Jesus. The cocktail sticks represent the four seasons as well as the cross. The fruits and the sweets represent the fruits of the earth. The candle represents Jesus, the light of the world. • Children could make their own Christingles and take part in a Christingle assembly (leaving their candles unlit for reasons of health and safety).	

Essex scheme of work for RE at Key Stage 1 **SPECIAL PLACES (Autumn term)**

✡ **Judaism**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What happens during the festival of Sukkot and what does this remind Jews of?	• Show the children pictures of a sukkah (a cube-shaped structure with an open side and a flat roof decorated with foliage and hanging fruits). Explain that during the festival of Sukkot, which takes place in September or October, Jewish families build sukkot (sukkot is the plural of sukkah) in their gardens and eat and sometimes sleep in them. This reminds Jews of two things: - The shelters in which their ancestors slept when they crossed the desert having been led out of slavery in Egypt by Moses. - The shelters which were used at harvest time by the labourers in the fields. • Children could make their own model sukkot or the whole class could help to build a replica of a sukkah in the classroom.	- Cultural development - Fundamental British values - Design and technology
Why is the Western Wall so special to Jews today?	• Show the children pictures of Herod's temple in Jerusalem. This was the third temple: the one Jesus knew and the one that features in the story of Hanukkah (see below). Show pictures of Jews worshipping at the Western Wall today and explain that this is all that remains of the temple. For Jews it remains the most special place in the world. Children could use shoe boxes to make models of Herod's temple.	
During the festival of Hanukkah, how do Jews remember the miracle that happened when temple was recaptured?	• Read/tell the story of Hanukkah, which takes place in December. (At the time of writing there is a brief animated account on *YouTube*.) The children could re-tell the story in pictures with captions or through drama. • Show the children a nine branched candlestick called a hanukiah or a hanukkah menorah (preferably an actual one, otherwise a picture). Explain that during the eight nights of the festival of Hanukkah, candles are placed in the Hanukiah and lit: one on the first night, two on the second night and so on until the eighth night. The ninth candle (the 'shamesh' or 'slave') is lit every night. The other candles are lit from it. • The festival is to do with oil and during it foods cooked in oil, such as doughnuts and latkes (potato pancakes) are eaten. Children could literally get a taste of the festival by making and eating these.	- Literacy - Literacy, drama - Cultural development - Fundamental British values - Design and technology

Essex scheme of work for RE at Key Stage 1 **SPECIAL WORDS AND STORIES (Spring term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What are our special books and stories? Why are these special?	• Share with the children a book or a story that is 'special' to you, the teacher. Explain why it is special, e.g. the story or a particular character might impress or the book might have been a present from someone special. • Invite the children to share books and stories which are special to them and the reasons why, e.g. it might be the first book/story they learned to read for themselves. • Make a display of the books. Discuss how 'special' books should be treated.	- Literacy
What are our favourite nursery rhymes, poems and songs? Why are these our favourites?	• Ask the children to identify their favourite nursery rhymes, poems and songs. Encourage them to talk about why they like them so much. Add these to the display with captions to show who chose them and why they are special. Create a class book of special poems and prayers.	- Literacy - Music
What were our first words?	• Ask each child to identify the first word they learned to say. They may need to ask their parents/carers about this. Did any of them say the same word?	
What are our favourite words? Why are these words our favourites?	• Ask each child to identify their favourite word and to explain why this is their favourite. They could use computers to print out their favourite words using a 'bubble' font and they could colour in or decorate the letters. These could then be added to the display.	- Spiritual development - Computing

Essex scheme of work for RE at Key Stage 1 **SPECIAL WORDS AND STORIES (Spring term)**

✝ **Christianity**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What is the Bible and why is it so special to Christians?	• Show the children a copy of the Bible. Explain that it is in two main parts. • The longer part comes first. It is the oldest part of the Bible, so it is called the Old Testament. The Old Testament contains stories about things that happened to the Jewish people before Jesus was born. It is the holy book of the Jews (the Tanakh). • The New Testament contains stories about Jesus, who was himself a Jew. It also describes things that happened in the years after he died. • Explain why the Bible is so special to Christians. Identify when and where the Bible is read, e.g. in church or by individuals/families at home.	
What do some Bible stories tell us about Jesus?	• Explain that the Bible contains four accounts of the life of Jesus, written by Matthew, Mark, Luke and John. The children could listen to or watch some stories about Jesus. (Suitable stories may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*.) Ask what these stories tell us about Jesus. Explain why these stories are special to Christians. The children could retell the stories through writing and pictures or they could act them out.	- Literacy - Literacy, art and design, drama
What is the Lord's Prayer and why is it special for Christians?	• Read the Lord's Prayer to the children. Explain that this is a special prayer because Jesus taught it to his followers. Discuss the meaning of some of the words, e.g. why Christians might ask God to forgive them and why they should forgive others. • Invite the children to write their own prayers. This will need a careful introduction, such as "Some of us believe in God, some of us don't and some of us aren't sure. Whether we believe in God or not, let's write our own prayers imagining we are Christians who do believe in God". Some of the prayers could be read in assembly.	- Spiritual development

Essex scheme of work for RE at Key Stage 1 **SPECIAL WORDS AND STORIES (Spring term)**

Christianity (continued)

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What is the Bible story of the death and resurrection of Jesus? What are Easter Gardens?	• Read/tell the Easter story: the story of the death and resurrection of Jesus. When doing so, it will be important to make the children aware that the resurrection is a matter of belief. The great majority of Christians believe that Jesus was raised from the dead. Many others do not share this belief. A suitable account (*Death and new life*) may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*. A simple version of the story may also be found on the *CBeebies lets celebrate* website. • Show the children pictures of Easter gardens, which are made and displayed in many churches and Christian homes at Easter. The gardens remind Christians of the story of the death and resurrection of Jesus. • An Easter garden has three essential features: a mound with three crosses to represent Calvary; a stone or stone-like structure (e.g. one made of modelling clay) to suggest the empty tomb; and lots of greenery and flowers to symbolise new life. The children could make their own Easter gardens which could then be displayed.	- Literacy - Design and technology

Essex scheme of work for RE at Key Stage 1 **SPECIAL WORDS AND STORIES (Spring term)**

Sikhism

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
	This introduction is the same as for Year 1 SPECIAL PEOPLE • Show the children pictures of Guru Nanak. Ask, "What do you notice about him?" "When and where do you think he lived?" "Who do you think he might be?" • Explain to the children that Guru Nanak lived 500 years ago in the Punjab, an area of land that today is partly in Pakistan and partly in India. He started a new religion called Sikhism. Many Sikh men wear a turban as a sign of their religion.	- History, geography - Cultural development - Fundamental British values
What extraordinary experience led Guru Nanak to write songs in praise of God?	• Read/tell the story entitled *Guru Nanak's songs of praise*, which may be found by 'googling' Essex SACRE and going to *Key Stage 1 Stories from world religions*. The story tells of how, according to Sikh tradition, Nanak had an extraordinary experience which inspired him to compose and sing songs of praise to God. • Show the children a *YouTube* clip of Sikh devotional songs (bhajans or shabads) being sung, probably to the accompaniment of harmonium and tabla drums.	- Literacy - Cultural development - Fundamental British values
What is the Guru Granth Sahib? How do Sikhs show that this is a very special book?	• Explain that many of Guru Nanak's songs may be found in the Guru Granth Sahib, the holy book of the Sikhs. Show the children pictures of the Guru Granth Sahib. • Explain that Sikhs treat the Guru Granth Sahib with great respect. It resides in the gurdwara (Sikh temple). During the day it is placed on a stand called a throne which is covered by a canopy. At night it is placed on a bed in a special room set aside for that purpose. All this is done with great ceremony. It is carried on the head and Sikhs bow down in front of it. They never turn their back on it or turn the soles of their feet towards it. Just as a servant would wave a 'fly whisk' over his master, so an attendant waves a chauri (yak hair fan) over the Guru Granth Sahib. (See *YouTube* clip entitled 'Sikhs holy book are carried to nightly rest'.)	- Cultural development - Fundamental British values

Essex scheme of work for RE at Key Stage 1 **SPECIAL WORDS AND STORIES (Spring term)**

Sikhism (continued)

Key questions	*Suggested activities*	*Links to other curriculum areas/Initiatives*
How does the Sikh holy book help parents choose their baby's name?	• Explain to the children how the Guru Granth Sahib is used to determine a baby's name. The holy book is opened at random. The first letter of the first word on the left-hand page will be the first letter of the child's name, chosen by the parents. The surname is pre-determined. It will be Singh meaning 'lion' for boys and Kaur meaning 'princess' for girls. • The children could copy the Sikh method of choosing a baby's name using other books. What letter will their baby's name begin with? What name would they choose for their baby? • The children could find out the meaning of their own names. Now they know the meaning, does their name suit them? They could write out their own names, then the meaning of their names and then say why it suits them – or not.	- Cultural development - Fundamental British values - Personal. Social and emotional development - Fundamental British values

Essex scheme of work for RE at Key Stage 1 **SPECIAL WAYS OF LIVING (Summer term)**

☺ **Personal experience**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What are the 'special' times/events in my day/week/year?	• Talk about the pattern of each child's day. Ask each child to make a 'timeline' of his/her day. This could be done in words and pictures. Display the results and compare similarities and differences. • Talk about the pattern of each child's week and the things they do at weekends. Are there any activities they do regularly, e.g. sports, dance, playing an instrument, Beavers or Rainbows, going to church or another place of worship. • Discuss the times of each day or week the children enjoy most: their favourite times, their 'special' times. They could write and/or create pictures of their special times. • Ask the children to talk about special days in the year, e.g. their birthdays, Christmas, New Year, bonfire night, the day they go on holiday.	- Personal, social and emotional development
How do I care for others? What can I do to help make the world a better place?	• Ask the children to think about the times and ways in which they care for others, e.g. helping a younger sibling to get dressed, helping their mother/father/carer or a friend. Discuss how they feel when they have helped others. • Talk about ways in which the children can help make the world a better place, e.g. by 'living out' the core values of the school, being kind to others, picking up litter, looking after animals, planting bulbs, collecting for charities.	- Spiritual, moral and social development - Fundamental British values

Essex scheme of work for RE at Key Stage 1 **SPECIAL WAYS OF LIVING (Summer term)**

✝ **Christianity**

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What does the story Jesus told about the Good Samaritan tell us about how we should live our lives? How do Christians show love and care for others?	• The children could listen to or watch (on *YouTube* for example) the story of the Good Samaritan (Luke 10:25-37). Explain to the children that this was a story Jesus told to show us how we should act towards others. The children could retell the story through pictures with captions or by acting it out. • Tell the children that Jesus said we should "love one another" (John 13:34). Talk about or better still invite a Christian in to talk about some of the things that Christians do to help others today, through charitable work, fundraising, running food banks, supporting the homeless, etc. • The children could design posters for a Christian cause.	- Literacy - Literacy, drama - Moral and social development - Fundamental British values - Art and design
What happens in church on Sunday?	• Talk about or better still invite a Christian in to talk about what happens in a church on Sunday. Services are held with hymns, prayers, Bible readings and a sermon. Children may attend 'Sunday School' or suchlike. • The children could plan a Sunday service, choosing suitable hymns, prayers, Bible readings and the theme or message of the sermon.	
What does a vicar do on Sundays and week days? Why does he or she live in this way?	• Invite a priest in to describe the life of a vicar and to answer the children's questions about what they do and the clothes they wear. Discuss why he or she chooses to become a priest and to live in this way. • The children could write brief diary entries for a week in the life of a vicar listing key activities, e.g. Saturday – 2pm Marriage service, Sunday – 8am Church service, 10am – Church service with Christening, 6pm – Church service, Monday – 11am Funeral service, Tuesday – day off, etc.	

Essex scheme of work for RE at Key Stage 1 **SPECIAL WAYS OF LIVING (Summer term)**

Buddhism

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
Who was the Buddha? How do Buddhists try to live their lives?	• Show the children a Buddha image (preferably an actual one, otherwise a picture). Ask, "What do you notice about him?" "When and where do you think he lived?" "Who do you think he might be?" "What is he doing?" "How does he feel?" Draw attention to his calm peaceful expression and his simple robes. • Explain to the children that the Buddha lived 500 years before Jesus in present-day Nepal and that he started a religion called Buddhism. It is an unusual religion because Buddhists do not have a god. The Buddha was a man not a god. • Buddhists believe that peacefulness and wisdom can be achieved through meditation and many Buddhists spend time every day meditating. • Buddhists also try to follow The Noble Eightfold Path in their daily lives. This is a set of eight principles for living, comprising right understanding, right thought, right speech, right action, right way of living, right effort, right awareness and right concentration. The eight-spoked wheel symbolises The Noble Eightfold Path. • Ask the children to write/draw examples of right thought, right speech, right action, right way of living and right effort.	- History, geography - Cultural development - Fundamental British values - Spiritual development - Moral development - Fundamental British values - Literacy, art and design
	The following is largely based on information provided on the website of an American photographer: http://www.leecraker.com/wp/child_monks His photographs and the accompanying text reveal what happened when young boys from rural Thailand became novice Buddhist monks or 'temple boys' for two weeks one summer. N.B. If you scroll down to the last image, it keeps changing showing many different aspects of the boys' experience. • Show the children photographs of young Buddhists who have become child monks. Explain that in countries such as Thailand and Sri Lanka, once they have passed their eighth birthday, many boys (and some girls) become monks (or nuns) for a short time. They believe that by doing this they gain merit for themselves and their families.	- Geography - Cultural development - Fundamental British values

Essex scheme of work for RE at Key Stage 1 **SPECIAL WAYS OF LIVING (Summer term)**

Buddhism (continued)

Key questions	*Suggested activities*	*Links to other curriculum areas/initiatives*
What happens to Buddhist boys in Thailand when they live as child monks?	• Describe what happens to boys in Thailand who become child monks or 'temple boys': - Like the Buddha, they have their heads shaved (for hygiene and cleanliness and so they don't fuss about hairstyles). - They are presented simple robes like those of the Buddha which they wear at all times (so they don't fuss about their clothes). - They promise to obey The Ten Precepts (to refrain from harming any living thing, taking what is not given, indulging in sexual misconduct, lying and using abusive language, drinking alcohol and taking drugs, eating other than at set mealtimes, indulging in unseemly public displays, wearing things like jewellery, sleeping on a comfortable bed and accepting gold or silver). - The needs of the monks are met by the local community. The child monks accompany the adult monks on their morning walk to receive food and other donations from local villagers. They carry the 'alms bowls' for the adult monks. - They do housework and odd jobs around the Buddhist monastery where they stay. - They take part in meditation, chanting and worship of the Buddha. - When they are a bit older, they may choose to rejoin the monastery and live as 'proper' monks. • The children could do a piece of empathetic writing in which they imagine they are 'temple boys'. The title could be *A Day In My Life As A Young Buddhist Monk.*	- Geography - Moral development - Fundamental British values - Spiritual development - Literacy