



RE

Topics and Skills

2022-2023

Nursery
<ol style="list-style-type: none"> 1. Celebrating being different and acceptance of others 2. Celebrations-Christmas, Easter 3. Philosophy question-Would you rather be the same or different than someone else?
Reception
<ol style="list-style-type: none"> 1. Special places (Christianity and Hinduism) 2. Celebrations (Christianity and Hinduism)-Christmas, Easter, Diwali, Holi 3. Philosophy question-Why are there are so many different special places?
Year 1
Topic 1-
<p><u>How did the universe come to be? Philosophy</u></p> <p>Session 1-Intro the big question. Talk about universe what does it mean. Look at pictures. Generate 'I wonder' questions. Look outside use senses. How was everything made?</p> <p>Session 2-Explore Christian account of creation/mention Humanist account of creation.</p> <p>Session 3- Explore Hindu account of creation and compare-similarities and differences. Use word 'because' for origin of the universe. Look at Humanist account of creation.</p> <p>Session 4-How can we look after our environment? How would Hindus and Christians look after it? Beliefs about the origin of the environment influence how we individuals treat the world around us.</p> <p>Session 6- Write, draw or role play own creation story. Think about the language of the two stories they have heard. What would they include and explain in their story? Why? What order would they set their story in?</p> <p>Skills to be covered:</p> <p>Ask questions</p> <p>Give simple reasons using the word 'because' when talking about religion and belief</p> <p>Talk about how beliefs impact on how people behave</p>
Topic 2 -
<p><u>How does a celebration bring a community together?-Human and Social</u></p> <p>Session 1- Look at different Christian occasions and how they bring people together. Show pictures of Christian people celebrating Christmas/Jewish people celebrating Hanukah-What would the children like to find out?-Ask questions.</p> <p>Session 2 –Explore Eid celebration and understand what it means to take part in the celebration of Eid-ul-Fitr, in order to understand how a community is drawn together through them.</p> <p>Session 3- Traditions and practices of Christmas- importance of celebrations, talk to church leader/visit church -to talk about how Christmas brings a community together and the importance of celebrations.</p> <p>Session 4- Reflect how Christmas/Eid brings a community together through shared experience and belonging-Cross curricular links-art/DT making Christmas cards/artwork/music for Christmas and Eid.</p> <p>Skills to be covered:</p> <p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>
Topic 3-
<p>What does the cross mean to Christians? –Theology</p> <p>Session 1 - Explore the Easter Story in different media forms e.g. video, drama, artwork, music, What questions does this raise for the children? What do they notice? What might they want to</p>

find out?

Session 2-Explore different crosses and crucifixes and explain their symbolism. Use a range of pictures or artefacts. Visit local church/show pictures of local churches and look at the different crosses found there. Explore the meaning of the cross as a Christian symbol.

Session 3-Invite member of Christian community to talk about Easter-talk about hope/salvation. Answer questions from session 1.

Design and create card that could be given by Christians at Easter. Texts and images must communicate Christian beliefs.

Session 4- Can the children design and make an Easter Garden and remember the main symbols to include from the Easter story? If it was a modern-day garden – what might be different in it? Why?

Session 5-Discuss why hope is important. Use artwork/music associated with Easter and how it reflects Christian beliefs about hope. Ask children to draw and or write things they would want to hope for at Easter time. Can they explain why? What might Christian's hope for? Are these different to what they chose?

Skills to be covered:

Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview-Easter story.

Recognise that narratives, stories and texts contain religious beliefs.

Talk about how Christians use beliefs to guide their daily lives.

Topic 4 -

What do my senses tell me about the world of religion and belief? - Philosophy

Session 1-Discuss question. Senses investigations. Explain that in religion it's good to use as many senses as possible. Then Focus on smell (practical) - How is smell used in worship and belief?

Session 2-Taste worship food-Sight-Look at interesting religious artworks (e.g. different religious and sacred images of different beliefs from Christianity/Judaism/Hinduism). How is taste and sight used in religious beliefs?

Session 3-Touch-How touch is used, what different artefacts are used for. Hearing-Read a variety of religious stories/listen to religious songs.

Session 4-Look in detail at Hindu Puja-Children to ask questions. Make links between beliefs and behaviour. Answer questions from above using 'because'; write about features of Hindu shrine.

Session 5- Create a sensory trail designed to welcome guests into the classroom and explain Hindu Puja to them. Encourage the children to include something for each all the five senses in their welcome, and to explain why they have chosen their items and why they think that all five senses should be involved in their welcome.

Skills to be covered:

Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.

Give a simple reason using the word 'because' when talking about religion and belief

Using religious and belief stories to talk about how beliefs impact on how people behave

Topic 5 -

Unit 5

What do Jews remember on Shabbat? Theology

Session 1- Explore the Jewish story of Creation- video, drama, artwork, music. Write I wonder questions. Discuss that this is shared by Christians and Jews.

Session 2-Intro Shabbat, why Jews celebrate it each week and explore artefacts/symbols

associated with Shabbat.

Session 3 –Explore what a Jewish person can do/not do during Shabbat? What do they often do? Invite a Jewish person to talk about Shabbat.

Session 5- Why is rest important? How do we rest? How do Jews rest and how does this relate to the creation story? What would have happened if everything was made in a rush or in one day? Write/draw how you rest and compare with the Jewish traditions learned about.

Skills to be covered:

Give a clear, simple account of a narrative, story or important text used by at least one religion or worldview (Creation story).

Recognise that narratives, stories and texts contain beliefs.

Give an example of how Jews use beliefs to guide their daily lives.

Year 2

Topic 1-

Why is light an important symbol?

Session 1-Intro the big question-why is light an important symbol for Christians, Jews and Hindus?

What provides us with light? /why do we need it? /how it keeps us safe/when do we need light? What are natural/man made light sources? Investigate light sources. Using different images of light in religion children think of questions that will help us investigate the big question.

Session 2- How Hindu story of Diwali reflects belief about good and evil-Explore Diwali celebrations and use of light.

Session 3- Investigate light in Christian belief-Jesus is the light of the world/Christingles-Holman Hunt picture, Christingles, Christmas story-Jesus is the light of the world-‘incarnation’

Session 4- Symbolic meaning of light in Judaism-Hanukkah. Explore customs and traditions of Hanukkah.

Session 5-What have we learnt about symbol of light in different religions?

Refer back to the big question, answer questions.

Skills to be covered:

Retell a narrative, story or important text from at least one religion or worldview where light is an important symbol.

Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.

Give different examples of how _____ beliefs influence and guide their daily life.

Topic 2 -

What does the Nativity story teach Christians about Jesus?-Theology

Session 1 Read Nativity stories from Luke and Matthew-Look at characters/pictures from Nativity-Ask questions. Notice how Jesus is treated in both stories-Why ? What questions does it raise? (Incarnation and salvation)

Session 2 -Watch Nativity/Re enact/use Nativity set.

Session 3-Design a bedroom for baby Jesus-what will be in there to show his importance? Compare to the stable.

Session 4 -Look at signs that Christmas is coming/advent. Ask vicar/Christian how church prepares for Christmas. Link Christian beliefs to Advent/Christmas-Create resources to show that advent is under way.

Look at examples of prayers a Christian might write/say at Christmas (thankfulness and giving)/explore charity projects that happen at Christmas.

Session 5-Why do people join together at Christmas/ Why is Jesus special and important? How is Jesus the ‘light of the world’ -link to previous unit. Explain Jesus importance to Christians.

Skills to be covered:

Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. (Retell the Christmas story. Recognise that Christians believe Jesus was sent by God to be him in the flesh).

Recognise that some beliefs connect together and begin to talk about these connections.

(Recognise the connection between Christmas and Easter).

Give different examples of how _____ beliefs influence daily life (Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas).

Topic 3 -

How do Christians belong to their faith family? -Human and Social

Session 1 – Discuss different groups/families they belong to and how they know and how other people will know. Importance of worship on Sunday. Show images of Christian worship-ask the children to discuss, raise questions and comments.

Session 2-Explore first communion/christenings and baptism- they show belonging to their faith family-Walk through a baptism go through each stage. What do the children notice/what is important? Why?

Explore how artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family. Look at how artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.

Session 3-Explore the use of light and water in both infant and adult baptism/christening.

Research the different symbols (cross/fish) that show belonging.

Session 4-Investigate prayer in welcoming a new member (Baptism/christening) create own prayer.

Session 5-Investigate church-it's not just a building but a group of people/faith family-

Christian to talk about how they belong to their faith family. What people make a church? What groups make a church?

Session 6-How using the name Christian means they belong to their faith family-Discuss how this is represented in special services, symbols and people involved.

Skills to be covered:

Recognise the names of different religions, religious beliefs and worldviews and use them correctly.

Identify evidence of religion and belief especially in the local area and how beliefs impact on their worship and sense of belonging.

Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community, identify how Christian people show they belong to their faith family.

Topic 4 -

How do Jewish people celebrate Passover (Pesach?) Human and Social

Session 1-Introduce Pesach big question-What happens at Pesach and why is it important for Jews? Discuss what things we celebrate, how we celebrate them, when and why? Children to think of questions that will help us to investigate and explore the big question.

Tell story of Moses and the Exodus. Respond to Moses story through art/drama/writing.

Session 2- Discuss Seder meal and what the food symbolises-relate to the story of Moses and his importance within Judaism.

Session 3-Investigate what happens at Passover-family traditions-how does it impact on Jewish daily life and family? Listen to/watch Jewish people talking about Passover-Make own Seder plate and re-enact Seder meal.

Session 4-What have we learnt about Pesach and why is it important to Jews? Recap questions

investigated and what we have found out. What have we learnt-draw/write/share work.

Skills to be covered:

Recognise the names of different religions, religious beliefs and worldviews and use them correctly. (Judaism, Passover (Pesach))

Identify evidence of religion and belief especially in the local area.

Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community-that Passover (Pesach) can have an impact on Jewish daily life and family.

Topic 5 -

Why do people have different views about the ideas of God? -Philosophy

Session 1-Introduce the big question. What do the children understand God to be? Draw/write what God is like, where did they get their ideas from? Where might they get clues from? Compare ideas. Introduce idea that different religions have different ideas about God and some people don't believe there is a God (atheists).

Session 2-Intro key vocabulary for God. What does it mean? Discuss.

Show images of God and compare beliefs around them. Look at similarities and differences (moving onto how people view what God is like as a being?

Session 3-Consider key words to describe God and how they communicate beliefs of those who use them. Listen to people talking about how they view the idea of God.

Session 4-Read stories/prayers from different religious traditions and discuss what they tell people about the idea of God.-Watch video clips.

Session 5-Look at Humanist views about God. Compare with religious views.

Revisit pictures drawn from session 1. What do they think about God now and why? What has/hasn't changed?

Skills to be covered:

Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them-Give a reason why a person might/might not believe in God.

Talk about what people mean when they say they 'know' something-give an example of what a member of a religious community might believe about God.

Give a reason to say why someone might hold a particular belief using the word 'because'-Make connections between people's beliefs of right and wrong and their belief about God.