



Discovery RE[®]



The **enquiry** approach to
Religious Education

Ages 4-7



www.discoveryschemeofwork.com

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The Scheme of Learning for Religious Education in the Primary School

Foreword

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

SMSC (Spiritual, Moral, Social and Cultural) development

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on www.janlevereducationconsultancy.com

British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

Mindfulness

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



Bertie

**F1/2 (Nursery/
Reception)**



Abbey

Year 1



Sofia

Year 2



Huey

Year 3



Egbert

Year 4



Auberon

Year 5



Gudrun

Year 6

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop www.discoveryschemeofwork.com) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

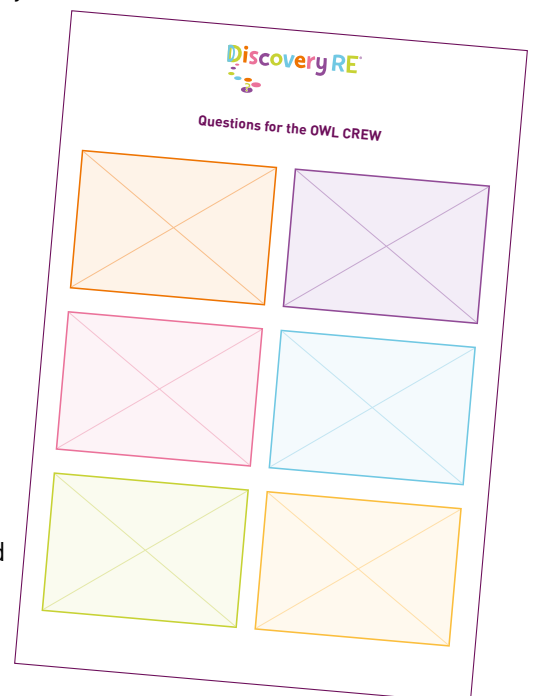
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of KS3 expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

| Attainment related to end of KS statements | Reference to 'old' level descriptors | A. Investigate the beliefs and practices of religions and other world views | B. Investigate how religions and other world views address questions of meaning, purpose and value | C. Investigate how religions and other world views influence morality, identity and diversity |
|--|--------------------------------------|---|--|---|
| End of KS1 (Year 2 Age 7) | 2 | Retell, recognise and find meanings | Explore and respond sensitively | Begin to express ideas and opinions |
| End of Lower KS2 (Year 4 Age 9) | 3 | Describe, discover more and respond thoughtfully | Observe and suggest reasons | Suggest reasons and respond thoughtfully |
| End of KS2 (Year 6 Age 11) | 4 | Reflect and make connections between different ideas | Consider, compare and contrast | Offer ideas and clear responses |

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.



End of Key Stage Colour-coded descriptors in Discovery RE

| “WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations. | GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy. | BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge) | RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question |
|--|--|---|--|
| End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2) | I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts | I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer. |
| End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3) | I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. | I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. |
| End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4) | I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s. | I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. | I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale. |



Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. www.churchofengland.org

This is also in the Appendix of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, it giving a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on www.discoveryschemeofwork

Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See www.discoveryschemeofwork.com or contact us to receive this article.

Support for Discovery RE schools www.discoveryschemeofwork.com

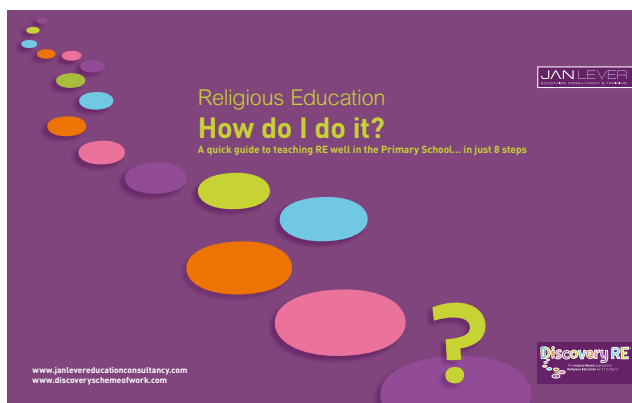
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

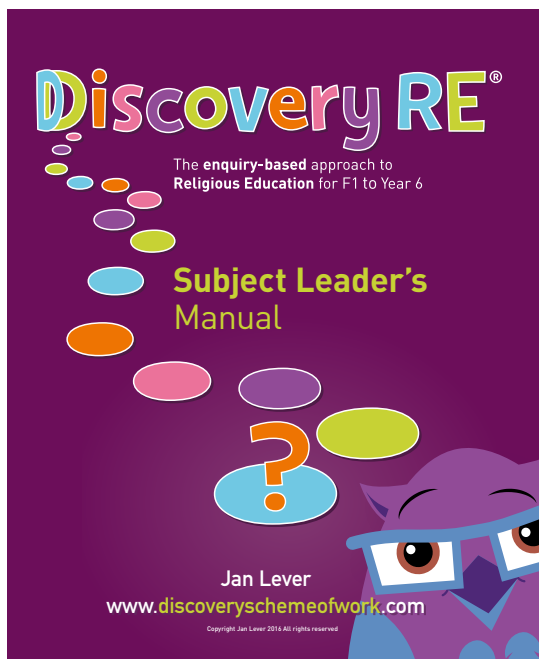
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation
Action planning
Budget and resources
Monitoring
Staff training
Visits and visitors
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office
+44 (0)1202 377193



Free update policy

Books, websites and learning clips. Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact elaine@janlevergroup.com. Check website www.discoveryschemeofwork.com, log in with your password to the Community Area and look in the Resources section for Update Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3rd edition of Discovery RE is offered as a free download to schools currently using the older version/s.

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE www.discoveryschemeofwork.com

Jigsaw PSHE www.jigsawpshe.com

Jan Lever Education Consultancy and Training www.jlect.com





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

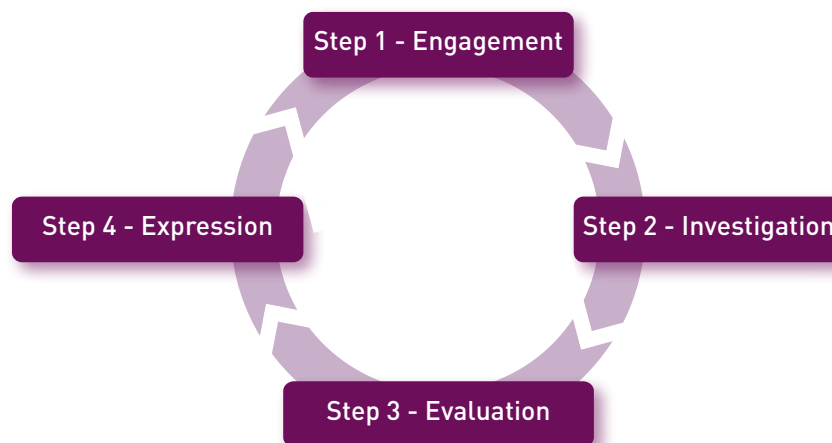
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



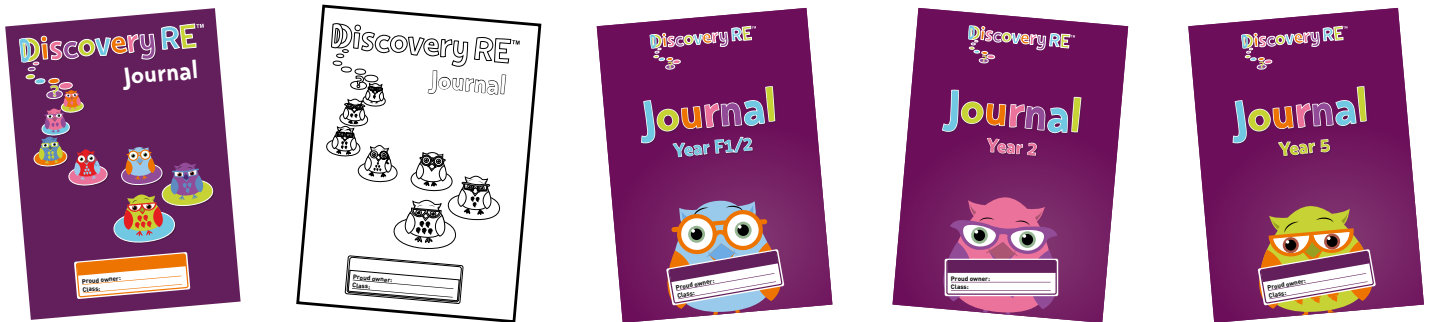
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

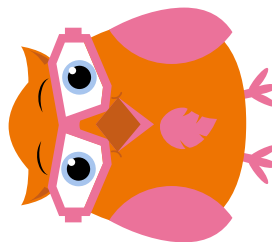
Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

Discovery RE journal/portfolio covers can be downloaded from the CDRom/USB.



Overview Year 1

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|
| Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity | Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity | Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity | Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity | Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism | Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism |



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Key Stage 1

| Discovery RE Enquiry | | Religions studied: | British Values | | | | |
|--|--------------|--------------------|----------------|---|--------------------------------------|----------------|--|
| | | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 1 | | | | | | | |
| Does God want Christians to look after the world? | Christianity | | | ✓ not to damage others' property /graffiti etc. | | ✓ | ✓ |
| What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity | | | | | ✓ | ✓ |
| Was it always easy for Jesus to show friendship? | Christianity | | | | ✓ | ✓ | ✓ |
| Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Christianity | ✓ | | ✓ (Roman rule/ how to treat monarchy) | | ✓ | ✓ |
| Is Shabbat important to Jewish children? | Judaism | | | ✓ (Shabbat rules) | ✓ (choice about party in assessment) | ✓ | ✓ |
| Are Rosh Hashanah and Yom Kippur important to Jewish children? | Judaism | | | | ✓ | ✓ | ✓ |



The overview mapping grid that follows...

Year 1 Overview

| | Enquiry Question | Theme/ Concept | Areas of Enquiry A-F | | Learning Objective | Spiritual, moral, social and cultural opportunities | Resources |
|--------------------------|--|---|---|-------------|--|---|---|
| | | | AT1 ABOUT | AT2 FROM | | | |
| Autumn 1 Christianity | Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving) | The Creation Story Concept: God/Creation | AT1 A Beliefs, teachings and sources AT2 F Values and commitments | | We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. | Spiritual Moral | Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. 'Wonderful Earth' by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature). |
| Autumn 2 Christianity | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging) | The Christmas Story Concept: Incarnation | AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging | | We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. | Spiritual Cultural | Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle |
| Spring 1 Christianity | Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving) | Jesus as a friend Concept: Incarnation | AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging | | We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. | Moral Social | 'Say Hello': by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool |

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

www.discoveryschemeofwork.com

Year 1 Overview

| | Enquiry Question | Theme/ Concept | Areas of Enquiry A-F | | Learning Objective | Spiritual, moral, social and cultural opportunities | Resources |
|---------------------------------|---|---|---|----------|--|---|---|
| | | | AT1 ABOUT | AT2 FROM | | | |
| Autumn 1 Christianity | Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving) | The Creation Story Concept: God/Creation | AT1 A Beliefs, teachings and sources AT2 F Values and commitments | | We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. | Spiritual Moral | Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. 'Wonderful Earth' by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space; different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature). |
| Autumn 2 Christianity | What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging) | The Christmas Story Concept: Incarnation | AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging | | We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. | Spiritual Cultural | Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle |
| Spring 1 Christianity | Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving) | Jesus as a friend Concept: Incarnation | AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging | | We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. | Moral Social | 'Say Hello': by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool |

Humanism Links - You may like to make reference to Humanism during the Autumn 1 enquiry. Suggestion below

| | | | | | | |
|----------------------|---|--|--|--|--------------------|---|
| Humanism Link | How did the world begin? (Believing/Behaving) | | AT1 A Beliefs, teachings and sources AT2 F Values and commitments | We are learning that some people think science can explain how the world got here. They don't think there is a God who created it. | Spiritual Moral | Teacher resources How the earth began? - A Humanist website document www.understandinghumanism.org.uk/themes/ |
|----------------------|---|--|--|--|--------------------|---|

Year 1 Overview cont.

| | Enquiry Question | Theme/ Concept | Areas of Enquiry A-F | | Learning Objective | Spiritual, moral, social and cultural opportunities | Resources |
|---------------------------------|---|---|---|----------|---|---|--|
| | | | AT1 ABOUT | AT2 FROM | | | |
| Spring 2 Christianity | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Believing) | Easter- Palm Sunday Concept: Salvation | AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth | | We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. | Spiritual Cultural | Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle |
| Summer 1 Judaism | Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging) | Shabbat | AT1 B Practices and ways of life AT2 D Identity, diversity and belonging | | We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. | Spiritual Cultural | Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): Show clips Shabbat bread: (optional) |
| Summer 2 Judaism | Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging) | Rosh Hashanah and Yom Kippur | AT1 B Practices and ways of life AT2 D Identity, diversity and belonging | | We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. | Spiritual Cultural | Apples and honey Challah bread (optional) Shofar audio/video |

Note - There is an additional Judaism enquiry: Does celebrating Chanukah make Jewish children feel closer to God? at the end of the Year 1 section for schools to teach if they choose to. This was in the original version of Discovery RE.

| | | | | | | | |
|----------------------------|---|----------|---|--|---|-----------------------|---|
| Optional Judaism | Does celebrating Chanukah make Jewish children feel closer to God? | Chanukah | AT1 B Practices and ways of life AT2 D Identity, diversity and belonging | | We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities. | Spiritual Cultural | Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: Props to prepare a table Dreidel game: Play the game www.myjewishlearning.com/article/holidays/ Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops |
|----------------------------|---|----------|---|--|---|-----------------------|---|

Overview of Learning Outcomes for Year 1

Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Autumn 1 | Does God want Christians to look after the world? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. | |
| Year 1 expectation WORKING AT (Level 2) | I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. | |
| WORKING BEYOND (Level 3) | I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here. | |

| Year 1 Autumn 2 | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. | |
| WORKING BEYOND (Level 3) | I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation). | |

| Year 1 Spring 1 | Was it always easy for Jesus to show friendship? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. | |
| WORKING BEYOND (Level 3) | I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this. | |

| Year 1 Spring 2 | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Comments |
|---|---|----------|
| WORKING TOWARDS (Level 1) | I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. | |
| WORKING BEYOND (Level 3) | I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.. | |

| Year 1 Summer 1 | Is Shabbat important to Jewish children? | Comments |
|---|---|----------|
| WORKING TOWARDS (Level 1) | I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school. | |
| Year 1 expectation WORKING AT (Level 2) | I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour. | |
| WORKING BEYOND (Level 3) | I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. | |

| Year 1 Summer 2 | Are Rosh Hashanah and Yom Kippur important to Jewish children? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur. | |
| Year 1 expectation WORKING AT (Level 2) | I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. | |
| WORKING BEYOND (Level 3) | I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur. | |

| Year 1 Optional | Does celebrating Chanukah make Jewish children feel closer to God? | Comments |
|---|---|----------|
| WORKING TOWARDS (Level 1) | I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God. | |
| WORKING BEYOND (Level 3) | I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God. | |



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

I enjoyed...

I wonder...

Discovery RE Tracking Sheet

Teacher: Class: Year Group:

| Children's names | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--------------------|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| | Enquiry: | | Enquiry: | | Enquiry: | | Enquiry: | | Enquiry: | | Enquiry: | |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |
| | T | T | T | T | T | T | T | T | T | T | T | T |
| Year 1 expectation | A | A | A | A | A | A | A | A | A | A | A | A |
| | B | B | B | B | B | B | B | B | B | B | B | B |

Table

| | |
|---|---------------------|
| Green = Personal resonance with or reflection on (AT2 Personal | T = Working Towards |
| Blue = Knowledge and understanding of (AT1) | A = Working At |
| Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal) | B = Working Beyond |

Colour-coded descriptors in Discovery RE

| “WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations. | GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy. | BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge) | RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question |
|--|--|---|--|
| End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2) | I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts | I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer. |
| End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3) | I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. | I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. |
| End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4) | I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s. | I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. | I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale. |

Discovery RE Resource List

February 2017 - Year 1

| Enquiry | Book, Film Clip, other resource | Author/s | Detail |
|--|---------------------------------------|------------------------------------|--|
| Autumn 1 Does God want Christians to look after the world? | 'Wonderful Earth' | Nick Butterworth and Mick Inkpen | ISBN- 10: 1856080056 ISBN- 13: 978-1856080057 |
| | Humanist views on how the earth began | Understanding Humanism website | http://understandinghumanism.org.uk/themes/ |
| Autumn 2 What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | None required | Not applicable | No produced resources needed |
| Spring 1 Was it always easy for Jesus to show friendship? | 'Say Hello' | Jack and Michael Foreman | ISBN- 10: 8992758146 ISBN- 13: 978-1406307245 |
| Spring 2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Jesus of Nazareth | ITV Studios Home Entertainment DVD | ASIN: B004NXDIA4 (Amazon) 374 Minutes - 1977 |
| Summer 1 Is Shabbat important to Jewish children? | Holidays and special days - Judaism | My Jewish Learning website | www.myjewishlearning.com/article/holidays/ |
| Summer 2 Are Rosh Hashanah and Yom Kippur important to Jewish children? | Shofar sound | An example from YouTube | www.youtube.com/watch?v=0jR20-0sy1Y |
| Optional Unit Does celebrating Chanukah make Jewish children feel closer to God? | Story of Judah Maccabee | My Jewish Learning website | www.myjewishlearning.com/article/the-maccabean-revolt/ |

Year 1

Autumn 1

Theme:

The Creation Story

Key Question:

Does God want Christians to look after the world?

Religion:

Christianity

(Concepts: God/Creation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Autumn 1 |
|--|-------------------------------|---|
| Theme: The Creation Story | Religion: Christianity | Concept: God/Creation |
| Key question for this enquiry: Does God want Christians to look after the world? | | |
| Learning Objectives: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>Revisit learning and discuss how the world is precious and that we need to look after it. How will you now treat the world? Make group mobiles of natural objects with key words about how they feel about nature/the world.</p> <p>🦉 How do you think people should treat the world?</p> <p>↑</p> | | <p>Step 1 Engagement (2 lessons)</p> <p>Introduce Abbey Owl. Her name means 'wisdom'. You can ask her any questions you like (show children the envelopes downloaded from USB). She will ask us big questions to challenge us as we learn RE. Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged?</p> <p>Awe and wonder - children to go on a scavenger hunt (Take Abbey Owl 🦉) in the outside environment and in teams look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects and others that the Teacher has found e.g. shells, bark, leaves, plants, sand, etc. Children complete Step 1 on Activity Sheet 1.</p> <p>BRIDGE: RESPECT FOR NATURE ↓</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Introduce key question - Do Christians think God wants them to look after the world? What do you think about this and why?</p> <p>Explain that today we will be looking at pictures of some of the different ways people treat the world. How do Christians think God would feel if He could see these things? Would He be pleased or would He feel unhappy and why? (Some example pictures are included. Please find some more.)</p> <p>Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/ growing vegetables/dropping litter/damaging nature. Which do Christians think God would be proud of?</p> <p>Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons. Children complete Steps 1 and 2 on Activity sheet 2.</p> <p>Activity: Children complete Step 3 on Activity Sheet 2. Children to have pictures from the Investigation sorting lesson and sort according to which actions Christians think God would like to see and give their reasons... I think Christians would think God would be pleased because...</p> | | <p>Step 2 Investigation (2 lessons)</p> <p>Revisit previous session- show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/where did it come from? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell story 'Wonderful Earth!' by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it 🦉. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?</p> <p>Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/freeze framing. Christians believe God sat down on day seven to have a rest. Let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in His letter?</p> <p>Discuss Christians' belief that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.</p> <p>Children complete Step 2 on Activity sheet 1.</p> |
| Evidence in Discovery RE Journals: Activity Sheets 1 and 2 | | |

Teacher note: Creation

Christians believe the universe and human life are God's creation. Humans are made in the image of God.
From 'Understanding Christianity' Church of England



Date:

Date:

I made...

I felt...

...with what I made

How would I feel if someone broke what I made?...

How do Christians believe the world was made?...

Year 1: Autumn 1 - Christianity (Concepts: God/Creation)

Enquiry: Does God want Christians to look after the world?

Name:

Class:

Do Christians think God wants them to look after the world?

Step 1

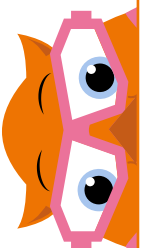
Christians think God would like to see...

Step 2

Christians think God would not like to see...

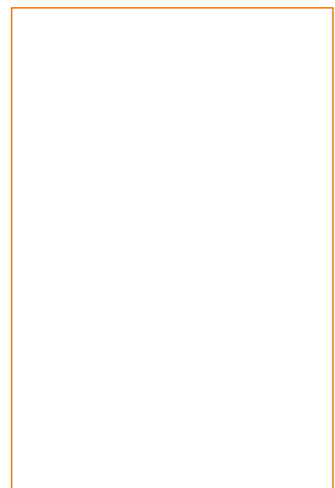
Step 3

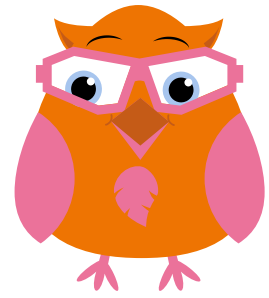
I think God would be pleased if Christians looked after the world because...



Activity Sheet 2 Pictures

Year 1: Autumn 1 - Christianity (Concepts: God/Creation)
Enquiry: Does God want Christians to look after the world?





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Autumn 1 | Does God want Christians to look after the world? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. | |
| Year 1 expectation WORKING AT (Level 2) | I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. | |
| WORKING BEYOND (Level 3) | I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here. | |

I am proud that I

.....

.....

.....

.....

.....

.....

My TINT Box

To improve next time I will

.....

.....

.....



Exemplification

Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the world?

These are examples of the style of answer for each expectation. The content could be different.

| | WORKING TOWARDS |
|--------------------------------------|-----------------|
| I made a rocket. | |
| God made animals and birds. | |
| God had a rest when He had finished. | |

| Year 1 expectation | WORKING AT |
|---|------------|
| I felt proud when I made my model/animal etc. because I like what I have made. | |
| Christians believe God made the whole planet, all the birds and everything. | |
| I think it is amazing that God could design and make all the different birds. There are hundreds of them. | |

| | WORKING BEYOND |
|--|----------------|
| I took time to make my model/animal so I want people to be careful not to drop it. | |
| Christians believe it was dark and God decided to make some light and on the 6th day God made people. | |
| I'm not sure about the story because my Dad thinks there was a big bang and the world started from then. | |

Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the world?

SMSC

| Spiritual | Moral | Social | Cultural |
|-----------|-------|--------|----------|
|-----------|-------|--------|----------|

British Values

| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|-----------|--|--------------------|----------------|--|
| | ✓ not to damage others' property/graffiti etc. | | ✓ | ✓ |

Skills and attitudes focus for this enquiry

| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
|--|--|---|--|
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

Attainment descriptors

| | |
|---|--|
| WORKING TOWARDS (Level 1) | I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. |
| WORKING AT Year 1 expectation (Level 2) | I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. |
| WORKING BEYOND (Level 3) | I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here. |

Resources needed for this Enquiry

Natural products; e.g. shells, bark, leaves, plants, sand, seeds etc.

'Wonderful Earth' by Nick Butterworth and Mick Inkpen

Pictures (internet): view of earth from space, different natural environments, how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).

Teacher reflection on this unit

| | |
|----------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |

Year 1

Autumn 2

Theme:

The Christmas Story

Key Question:

What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?

Religion:

Christianity

(Concept: Incarnation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..



Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Autumn 2 |
|--|------------------------|---|
| Theme: The Christmas Story | Religion: Christianity | Concept: Incarnation |
| Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? | | |
| Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>Recap on previous lessons. Children draw on gift tag 4, the gift they would give baby Jesus if He was born yesterday near them (if they would like to give him a gift). Scribe their reason on gift tag 4 and hang the tags on the Christmas tree or display.</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>Abbey Owl to share a gift she loves. Is this a strange gift for an owl? What would you give an owl as a gift? Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... (Gift tag on Activity Sheet 1) Can you think of another time when you give/receive gifts? How does it feel to give a gift? Why do we give gifts? Do we give everyone the same gift? Why/Why not? Draw out that we choose gifts to be meaningful to the people we are giving them to. Include discussion about gifts for a new baby.</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty, gift-wrapped box.</p> <p>What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus.</p> <p>An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3)</p> <p>Children could design a 'new baby' card announcing the birth of Jesus.</p> | | <p>BRIDGE: THE MEANING OF GIFTS</p> <p>Step 2 Investigation (2 lessons)</p> <p>Use a Children's Bible to tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts to Christians and if possible children to handle fool's gold, frankincense and myrrh. Were these meaningful gifts for baby Jesus?</p> <p>Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes. Children could act out the story. You could use characters to form a Nativity scene to support the Christmas story and who gave which gifts.</p> |
| Evidence in Discovery RE Journals: Children's pictures and gift tags with scribed responses.. | | |

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



Gift tag 1

Name:

This gift is special to me because

Gift tag 2

Name:

This is a gift from a Christian. It is special because

Gift tag 3

Name:

Christians believe Jesus is a gift from God.
They think Jesus is special because

Gift tag 4

Name:

This is my gift for Jesus. It is special because

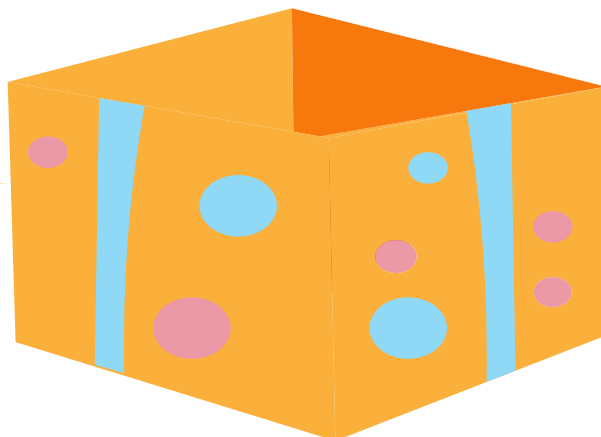


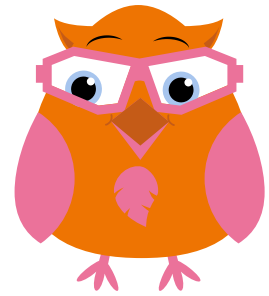
Year 1: Autumn 2 - Christianity (Concept: Incarnation)

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Name:

Class:





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Autumn 2 | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. | |
| WORKING BEYOND (Level 3) | I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation). | |

I am proud that I

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Exemplification

Year 1: Autumn 2 - Christianity

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

These are examples of the style of answer for each expectation. The content could be different.

| | WORKING TOWARDS |
|--|-----------------|
| I had a bike from my Grandad when I was five. | |
| Jesus was born in a stable. His Mum rode on a donkey all the way to Bethlehem. | |
| He was a special baby because Kings came to see Him and gave Him gold. | |

| Year 1 expectation | WORKING AT |
|---|------------|
| My Teddy Bear is special. I sleep with it every night and remember my Nan. | |
| Jesus was born in Bethlehem. Three Wise Men brought Him presents. (See story sticks.) | |
| I would give Jesus a teddy because babies like to cuddle teddies. They feel soft. | |

| | WORKING BEYOND |
|--|----------------|
| I was really excited when I opened my Transformer because I had asked for it for ages. | |
| Jesus was given gold because He was a king. He was born in Bethlehem in a stable. His mother and father were Mary and Joseph. (See story sticks.) | |
| A Christian might give Jesus their favourite toy to show how special He is to them. They think Jesus is God's Son so it might be hard to think of a present good enough for God's Son. | |

Year 1: Autumn 2 - Christianity

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

SMSC

| | | | |
|------------------|-------|--------|-----------------|
| Spiritual | Moral | Social | Cultural |
|------------------|-------|--------|-----------------|

British Values

| | | | | |
|-----------|-------------|--------------------|----------------|--|
| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| | | | ✓ | ✓ |

Skills and attitudes focus for this enquiry

| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
|---|--|--|---|
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

Attainment descriptors

| | |
|---|--|
| WORKING TOWARDS (Level 1) | I can tell you about a present that I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians. |
| WORKING AT Year 1 expectation (Level 2) | I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. |
| WORKING BEYOND (Level 3) | I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation). |

Resources needed for this Enquiry

Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.)
 Make a Christmas 'sack' of gifts: gifts for a modern baby, original gifts from the story
 Collage materials
 Design a 'New Baby' card announcing the birth of Jesus
 Empty gift wrapped box/basket
 Candle

Teacher reflection on this unit

| | |
|----------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |

Year 1

Spring 1

Theme:

Jesus as a friend

Key Question:

Was it always easy for Jesus to show friendship?

Religion:

Christianity

(Concept: Incarnation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..



Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Spring 1 |
|--|------------------------|---|
| Theme: Jesus as a friend | Religion: Christianity | Concept: Incarnation |
| Key question for this enquiry: Was it always easy for Jesus to show friendship? | | |
| Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>🦉 What do you value about my friends?</p> <p>Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created.</p> <p>Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</p> <p>Children could make friendship bracelets for their friends.</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>Use Abbey Owl to tell her own story of being left out or tell the children a story about someone feeling left out or not included e.g. 'Say Hello' by Jack and Michael Foreman. Role play scenes from the story.</p> <p>🦉 Qu: How could you show friendship to this character to make them feel included?</p> <p>🦉 Qu: Do I need friends? Why?</p> <p>Discuss things that a good friend does and does not do. Children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do.</p> <p>E.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc.</p> <p>🦉 Is it always easy to show friendship? When might it be difficult/easy?</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story.</p> <p>Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of: What do you see? What do you think? What do you feel? What do you wonder?, applying to the children themselves and/or to the characters depicted in the freeze-frames.)</p> <p>🦉 When was it easiest for Jesus to show friendship and why?</p> <p>🦉 When was it hardest for Jesus to show friendship and why?</p> <p>Did God help Jesus show friendship even when it was difficult?</p> <p>Jesus was human so would have found things difficult sometimes but Christians believe He was God's son so would have been able to overcome these difficulties.</p> <p>Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why. Use Activity Sheet 1&2</p> | | <p>BRIDGE: FRIENDSHIP</p> <p>Step 2 Investigation (2 lessons)</p> <p>In our class we all try to show friendship.</p> <p>Refer to the Jigsaw Charter if you use Jigsaw PSHE in your school www.jigsawpshe.com.</p> <p>Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy?</p> <p>Share Bible stories with children; use Children's Bible or animated versions e.g:</p> <ul style="list-style-type: none"> - Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular. - Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time. - Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home. <p>From each story extract the theme of friendship and ask the key qu: Was it always easy for Jesus to show friendship? Why/why not?</p> <p>🦉 Do children have any questions for Abbey Owl? Use envelope question cards. Print from Discovery RE USB stick.</p> <p>Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</p> <p>🦉 When might Christians today find it difficult to show friendship and how would they ask God to help them?</p> |

Evidence in Discovery RE Journals: Activity Sheet 1.

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

Name:

Class:



It was easy for Jesus to show friendship because...

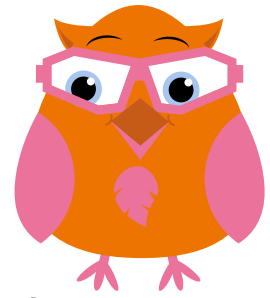


It was hard for Jesus to show friendship because...



How do Christians show friendship?

How does God help them do this?



Pictures to cut out and order on Activity Sheet 1



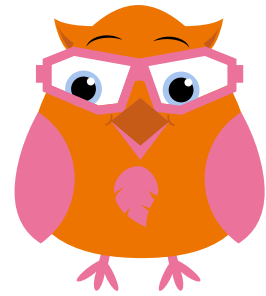
Jesus stilling the storm and looking after His friends



Jesus and Zacchaeus



Jesus and his friends in their house - Mary, Martha and Lazarus



Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Spring 1 | Was it always easy for Jesus to show friendship? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. | |
| WORKING BEYOND (Level 3) | I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this. | |

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

My best friend is Samantha.

Jesus had a friend called Martha. He went to see her at her house. She had a sister called Mary.

Jesus was nice to Martha. He went to her house. He talked to her and helped her brother.

Year 1 expectation

WORKING AT

I like Joseph because he goes to Karate with me.

Jesus was kind to Zacchaeus when other people didn't like him. Jesus went to his house for tea so he didn't feel left out..

Jesus treated everyone like they were his friends. He was kind and helped people. He stopped the storm when His friends were frightened.

WORKING BEYOND

I was a good friend when Peter fell over and I took him to the medical room.

Jesus' friends were scared on the boat because they thought they might drown but Jesus helped them by stopping the storm. He helped them feel OK and not be scared.

Jesus was a good friend and people who believe in Him should follow His example and be good friends. Christians try to help people by giving money to charity and by helping their neighbours. God helps them especially when they pray and ask Him to.

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

SMSC

| Spiritual | Moral | Social | Cultural |
|-----------|-------|--------|----------|
|-----------|-------|--------|----------|

British Values

| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|-----------|-------------|--------------------|----------------|--|
| | | ✓ | ✓ | ✓ |

Skills and attitudes focus for this enquiry

| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
|--|---|---|---|
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

Attainment descriptors

| | |
|---|--|
| WORKING TOWARDS (Level 1) | I can tell you who is my friend. I can say something about one of Jesus' friends. I can say Jesus was nice to people. |
| WORKING AT Year 1 expectation (Level 2) | I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say that Jesus tried to be a good friend. |
| WORKING BEYOND (Level 3) | I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this. |

Resources needed for this Enquiry

'Say Hello': by Jack and Michael Foreman

Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10)

Ball of wool

Teacher reflection on this unit

| | |
|----------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |

Year 1

Spring 2

Theme:

Easter - Palm Sunday

Key Question:

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Religion:

Christianity

(Concept: Salvation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..



Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Spring 2 |
|--|------------------------|---|
| Theme: Easter - Palm Sunday | Religion: Christianity | Concept: Salvation |
| Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | | |
| Learning Objectives: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>Use Activity Sheet 3 (photo frame template) to draw a picture of someone you really admire/respect i.e. someone you would welcome in a big way if they visited. Why is this person worthy of such a welcome?</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>What would you do if the a member of the Royal Family came to visit? Discuss preparations and why. Role play a visit of a special person.</p> <p>Watch clips of both formal and informal visits of e.g. the Queen and ask children what do they notice about how she is being welcomed. How might she feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the same way? What makes someone special? Who would you welcome in a special way if they came to school? Make a list of people children think deserve a special welcome. Why these people?</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>Introduce key qu: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed Him because He was special and they wanted to be near Him because they had heard of all the good things He had done; also, because they were hoping He would be able to help them be free as they were living under Roman rule (the Romans had taken over and were ruling their country). Did He look/behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem?</p> <p>Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus. Talk about his resurrection. Does this show He was special? Christians believe Jesus is the son of God.</p> <p>Jesus arrived as a king, but did He leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out. Discuss what children have learnt from the story and anything they may find puzzling or questions they may have.</p> | | <p>BRIDGE: WELCOMING SPECIAL PEOPLE</p> <p>Step 2 Investigation (3 lessons)</p> <p>Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Use a Children's Bible to tell the Easter story up to Palm Sunday and ask 🦉 How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? Why did He ride a donkey?</p> <p>Explain that the people welcomed Jesus like this because they had heard about all the amazing things He did e.g. healing people, calming the storm etc. and they believed He would be the 'Messiah', the one who would save them from the Roman occupation.</p> <p>Draw similarities and differences to royal/celebrity visits. Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem).</p> <p>Activity: Children to make palm leaves (Activity Sheet 1) and write words on them, reflecting how they would welcome Jesus if they were Christians and Jesus came to school.</p> <p>Children to re-enact Jesus' arrival on Palm Sunday with their palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna.</p> <p>Activity Sheet 2: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome Him. Why would He be welcomed this way? Reinforce He is special to Christians because they believe He is the Son of God (Incarnation).</p> |
| Evidence in Discovery RE Journals: Palm leaves, the drawing and labelling of welcoming Jesus. | | |

Teacher note: Salvation

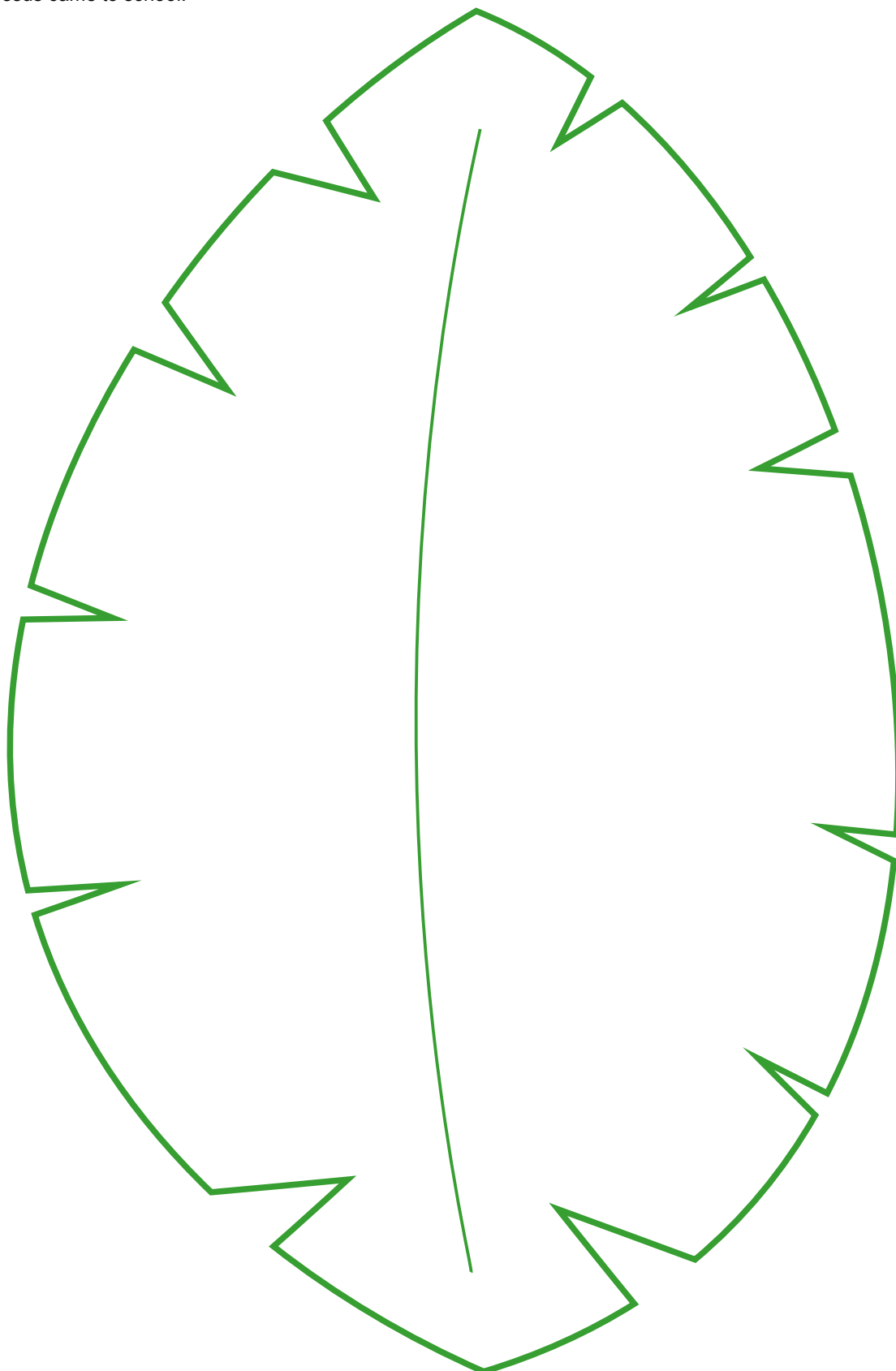
Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Palm leaf to be copied and cut out. Children's responses to be scribed when welcoming Jesus if they were Christians and Jesus came to school.



Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Class:

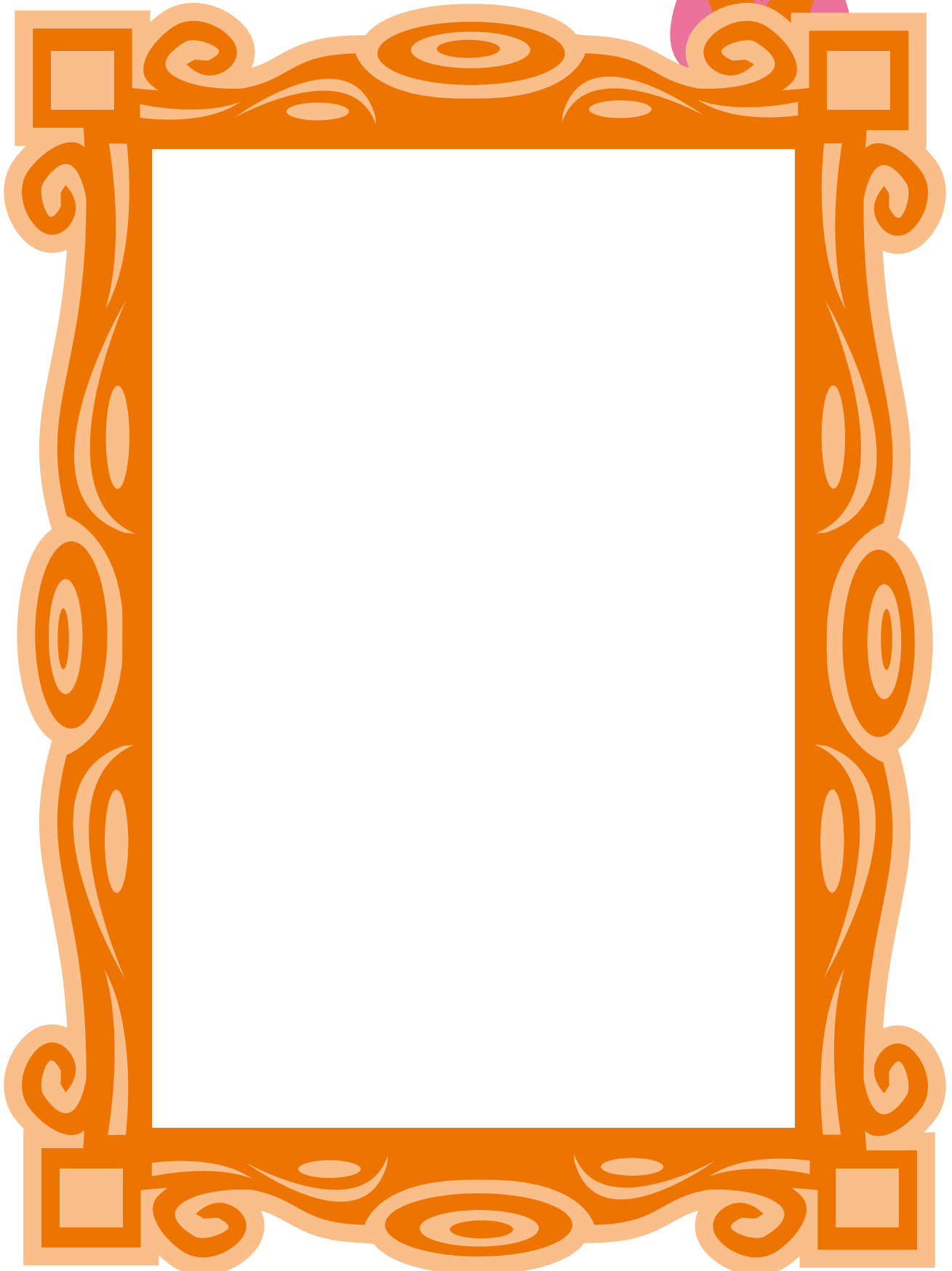
How might Christians welcome Jesus into their town today? Draw a picture.

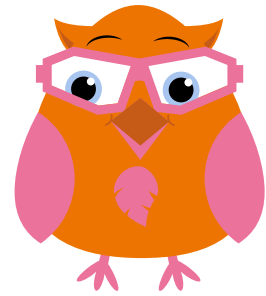
Jesus would be welcomed this way by Christians because...



Name:

Class:





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Spring 2 | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Comments |
|---|---|----------|
| WORKING TOWARDS (Level 1) | I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. | |
| WORKING BEYOND (Level 3) | I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.. | |

I am proud that I

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Exemplification

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

These are examples of the style of answer for each expectation. The content could be different.

| | WORKING TOWARDS |
|--|-----------------|
| <p>My Mummy is special to me.</p> <p>The people waved branches at Jesus to welcome Him and for the donkey to walk on.</p> <p>Christians would give Jesus a big hug to welcome Him because He was such a good person and helped people all the time..</p> | |

| Year 1 expectation | WORKING AT |
|---|------------|
| <p>I love my mum because she looks after me. I admire her because she is so patient and is a really good cook.</p> <p>People welcomed Jesus like a king because they thought He was special. They waved palm leaves for Him. He rode on a donkey to show He was an ordinary person not a king.</p> <p>Christians would have a special tea party for Jesus with cake and ice cream. They believe He is the Son of God so they would make the party as special as possible and wear their best clothes.</p> | |

| | WORKING BEYOND |
|--|----------------|
| <p>If the Queen was coming to the school I would draw her a picture of my family and make sure we were quiet when she was walking round. We would have to curtsy to show respect as she is head of our country.</p> <p>People waved palm leaves at Jesus because they thought He was special and hoped He would help them beat the Romans. They made the palm leaves into a kind of red carpet to show Him He was welcome and important to them. The cross is a symbol of Jesus' death.</p> <p>Christians would welcome Jesus by having a special service in church with lovely music and a special choir, and a lovely party afterwards with His favourite food. This would show Jesus was special; they would want to show Him that they cared and to celebrate that He was with them. This would be really amazing for Christians as they believe Jesus is the Son of God and He died for them.</p> | |

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

| SMSC | | | |
|-----------|-------|--------|----------|
| Spiritual | Moral | Social | Cultural |

| British Values | | | | |
|----------------|---------------------------------------|--------------------|----------------|--|
| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| ✓ | ✓ (Roman rule/ how to treat monarchy) | | ✓ | ✓ |

| Skills and attitudes focus for this enquiry | | | |
|---|---|--|--|
| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

| Attainment descriptors | |
|---|---|
| WORKING TOWARDS (Level 1) | I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians. |
| WORKING AT Year 1 expectation (Level 2) | I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. |
| WORKING BEYOND (Level 3) | I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.. |

| Resources needed for this Enquiry |
|--|
| Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle |

| Teacher reflection on this unit | |
|---------------------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |

Year 1

Summer 1

Theme:
Shabbat

Key Question:
Is Shabbat important to
Jewish children?

Religion:
Judaism





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Summer 1 |
|---|--|---|
| Theme: Shabbat | | Religion: Judaism |
| Key question for this enquiry: Is Shabbat important to Jewish children? | | |
| Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have?</p> <p>Discuss some of the prayers we have heard which are an important part of Shabbat. Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made).</p> <p>🦉 How does it feel to share special food together?.</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>🦉 Abbey Owl tells children which is her favourite day and why. Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it with? How does it differ from the rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days (link to Numeracy). Which is their best day? Is there one day that is a family day or a rest day? Is there a day when they think more about God, if they believe in God?</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>Why does our Jewish child celebrate Shabbat?</p> <p>Recap. 🦉 Introduce key qu: Is Shabbat an important time for Jewish children? Why?</p> <p>Task: This Jewish boy/girl has been invited out on a Friday evening. What will he/she do?</p> <p>Use Activity Sheet 1 showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.</p> | | <p>Step 2 Investigation (2 lessons)</p> <p>Abbey Owl 🦉 wears a Kippah (skull cap). Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out?</p> <p>Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue.</p> <p>Should Abbey Owl 🦉 be wearing a Kippah? Why? Why not? Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. (See Discovery RE website for suggested learning clips.)</p> <p>Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?)</p> <p>Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat.</p> <p>Show children worship in the synagogue at Shabbat. Why is this so special? A day to focus on God and on family. No work, no school. Refer back to Genesis Creation Story: God rested on the seventh day.</p> |
| Evidence in Discovery RE Journals: Activity Sheet 1. | | |

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

Name:

Class:

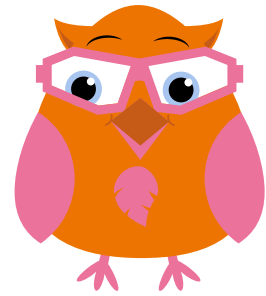


I'm having a party this Friday after school for my birthday. Would you like to come?



What did Joshua say?

Handwriting practice area with a large speech bubble containing horizontal lines for writing. At the bottom of the speech bubble is a cartoon fox character wearing glasses.



Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Summer 1 | Is Shabbat important to Jewish children? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school. | |
| Year 1 expectation WORKING AT (Level 2) | I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.. I can start to make a connection between being Jewish and decisions about behaviour. | |
| WORKING BEYOND (Level 3) | I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. | |

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

These are examples of the style of answer for each expectation. The content could be different.

| | WORKING TOWARDS |
|---|-----------------|
| <p>My best day is Monday because it is football after school.</p> <p>There is special bread and candles.</p> <p>Joshua might go straight home after school because he is Jewish and Shabbat starts on Friday evening.</p> | |

| Year 1 expectation | WORKING AT |
|---|------------|
| <p>I like Fridays best because it is the start of the weekend and I get to see my Dad every Saturday. Dad takes me to Pizza Hut and my favourite food to share is pizza.</p> <p>At Shabbat Jewish people have a meal together and all sit round the table. The mother lights the candles and says a special prayer. The bread looks lovely. This is a time to be with the family and to thank God for everything.</p> <p>Joshua would probably say "Yes" first and then think "Oh no, it's Friday and we always have our special family dinner on Fridays". Then he would say "Sorry I can't because we do Shabbat on Fridays as a family and my Mum won't let me miss it".</p> | |

| | WORKING BEYOND |
|---|----------------|
| <p>I like Tuesdays best because I go to Rainbows with my friends. When it was my Granny's birthday we had a big cake and a tea. We always have good birthday teas in my family.</p> <p>At Shabbat, Jewish people have a meal together and all sit round the table. Two candles are lit and they share Challah bread to help them remember that God provides food. The challah bread is plaited. Shabbat is a special day of rest and Jewish people are not allowed to do any work. They thank God for creating the world and for all the good things they have like food and family.</p> <p>Joshua might want to go so that he doesn't miss out or feel left out but he would know that Shabbat is an important family time for Jews so would say no.</p> | |

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

| SMSC | | | | |
|--|--|--|--|--|
| Spiritual | Moral | Social | Cultural | |
| British Values | | | | |
| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| | ✓ (Shabbat rules) | ✓ (choice about party in assessment) | ✓ | ✓ |
| Skills and attitudes focus for this enquiry | | | | |
| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression | |
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis | |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness | |
| Attainment descriptors | | | | |
| WORKING TOWARDS (Level 1) | I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school. | | | |
| WORKING AT Year 1 expectation (Level 2) | I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.. I can start to make a connection between being Jewish and decisions about behaviour. | | | |
| WORKING BEYOND (Level 3) | I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. | | | |
| Resources needed for this Enquiry | | | | |
| Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): show clips See www.discoveryschemeofwork.com for list of suggested learning clips Shabbat bread: optional | | | | |
| Teacher reflection on this unit | | | | |
| WWW (What went well) | | EBI (Even better if) | | |

Year 1

Summer 2

Theme:

Rosh Hashanah and Yom Kippur

Key Question:

Are Rosh Hashanah and Yom Kippur important to Jewish children?

Religion:

Judaism





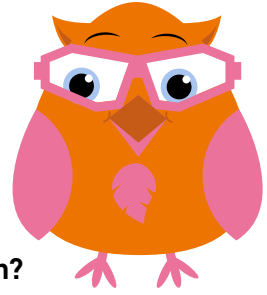
Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..



Key Stage 1

Medium Term Planning

| Year: 1 | | Term: Summer 2 |
|--|-----------------------------------|--|
| Theme: Rosh Hashanah and Yom Kippur | | Religion: Judaism |
| Key question for this enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children? | | |
| Learning Objective: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>On the other side of the flag they started in Lesson 1 can the children draw the steps they need to take to achieve the goal they drew on the flag? May take perseverance.</p> <p>Jews believe they can change and make themselves better people one step at a time if they stick at it with God's help.</p> <p>Story of Rabbi Salanter and the shoemaker may be useful here. Rabbi walked past shoemaker's house and he was still mending shoes even though it was late and he was working by candlelight. The shoemaker assured the Rabbi "as long as the candle is still burning, it is possible to accomplish and to mend"</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>Abbey Owl 🦉 has a plaster/bandage on. What happened? Did someone need to say sorry for hurting Abbey Owl? Read children a story about someone needing to say sorry. Have you ever needed to say sorry for something you did? How did it feel to say sorry? Did the person forgive you? How did that feel?</p> <p>🦉 Has anyone ever needed to say sorry to you? Did you forgive them? Was it hard to forgive them if they had been mean to you? How did you manage it? Let go and start again.</p> <p>What does forgiveness mean?</p> <p>Children have a piece of paper that will become a flag. On one side they draw something they would like to achieve in Year 2 when Year 1 is finished/over. They are letting go of Year 1 and looking forward to Year 2.</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Use Activity sheet 1 to rank the pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur, and explain why you have ranked them in this way.</p> | <p>BRIDGE: FORGIVENESS</p> | <p>Step 2 Investigation (3 lessons)</p> <p>Rabbi blowing the shofar to mark the start of the 10 days of repentance/saying sorry for things you want forgiveness for over the last year, as well as time to show forgiveness to other people.</p> <p>Show visuals of the family meal at home on Rosh Hashanah (round Challah bread: circle of life and cycle of the year; pomegranate on table: 613 seeds representing the 613 commandments/rules Jewish people try to live by) and let them try apple slices dipped in honey. What do these represent? (sweetness of the new year ahead)</p> <p>At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to be better people, and ask God to help them.</p> <p>Relate to children's work on what they would like to achieve in Year 2 after letting go of Year 1.</p> <p>What would Abbey Owl 🦉 like to achieve?</p> <p>But before Jews can start the new year and these new plans, they spend 10 days thinking about the last year and what they may still need to ask forgiveness (say sorry) for, as well as the people they may still need to forgive. They try to do this so they can leave that year behind with everything forgiven and OK, then they can move into the new year. They ask God's forgiveness and for his help to say sorry to others.</p> <p>This 10 days is between Rosh Hashanah and Yom Kippur. Yom Kippur is a time of reflection, thinking about who and what is most important to you as well as a time to say sorry and plan for the next year. Wear white, no food or drink for 25 hours if over 13. 5 services in synagogue, pray to God for forgiveness as well as saying sorry to people if necessary. The shofar is blown to mark the end of Yom Kippur.</p> <p>Jewish visitor to talk about what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Pictures of Jewish people in synagogue at Rosh Hashanah with thought bubbles...what are they thinking?</p> <p>Same with pictures of Yom Kippur...bubbles...what are they thinking? Are the thoughts different?</p> |
| Evidence in Discovery RE Journals: Activity sheet 1 with scribed reasons. Flags. | | |



Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

Name:

Class:

1.

This is very important to Jewish children at Rosh Hashanah and Yom Kippur because...

2.

This is important because...

3.

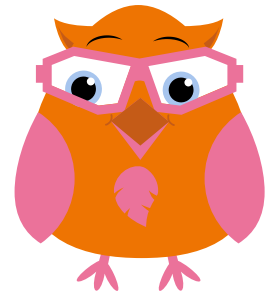
This is quite important because...

Choose pictures from Activity Sheet 2 that are important to Jewish children at Rosh Hashanah and Yom Kippur. Rank them. Say why they are important.

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Summer 2 | Are Rosh Hashanah and Yom Kippur important to Jewish children? | Comments |
|---|--|----------|
| WORKING TOWARDS (Level 1) | I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur. | |
| Year 1 expectation WORKING AT (Level 2) | I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. | |
| WORKING BEYOND (Level 3) | I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur. | |

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I said sorry when I broke my brother's train because I was too rough with it.

People eat apples and honey at Rosh Hashanah, and a special bread that's round. They go to the synagogue too.

Eating apples and honey is important as it is sweet. This shows they want the new year to be sweet, to be good. They turn over a new leaf for a good new year.

Year 1 expectation

WORKING AT

I didn't like saying sorry to my mum when I called her a rude name because I felt sad I had done it and I was embarrassed. I was glad when I said sorry and she gave me a hug though.

Yom Kippur is about saying sorry to people and God, making things happen right before the new year starts.

I think the shofar is important as it is about calling in the new year and looking forward to it after you have said sorry and made up with your friends and family and God.

WORKING BEYOND

I feel happy when I forgive someone because it makes us friends again and takes away the bad feelings.

Blowing the ram's horn trumpet is important in Rosh Hashanah as it calls in the new year and tells Jews to say sorry to God. Saying sorry is a really important part of Yom Kippur so Jews can start the new year with everything OK.

I think it is important for Jews to be with their families at Rosh Hashanah so they can all get on well together and pray. This reminds them that God and their family are important.

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

| SMSC | | | |
|-----------|-------|--------|----------|
| Spiritual | Moral | Social | Cultural |

British Values

| | | | | |
|-----------|----------------------|--------------------------------------|----------------|--|
| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| | ✓ (Shabbat rules) | ✓ (choice about party in assessment) | ✓ | ✓ |

Skills and attitudes focus for this enquiry

| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
|---|---|--|--|
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

Attainment descriptors

| | |
|---|---|
| WORKING TOWARDS (Level 1) | <p>I can tell you a time I said sorry.</p> <p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> |
| WORKING AT Year 1 expectation (Level 2) | <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> |
| WORKING BEYOND (Level 3) | <p>I can tell you how it feels to forgive someone.</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p> |

Resources needed for this Enquiry

Apples and honey.
Rabbi blowing shofar video/audio.

Teacher reflection on this unit

| | |
|----------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |

Year 1

Optional Enquiry

Theme:

Chanukah

Key Question:

Does celebrating Chanukah make
Jewish children feel closer to God?

Religion:

Judaism





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Key Stage 1

Medium Term Planning

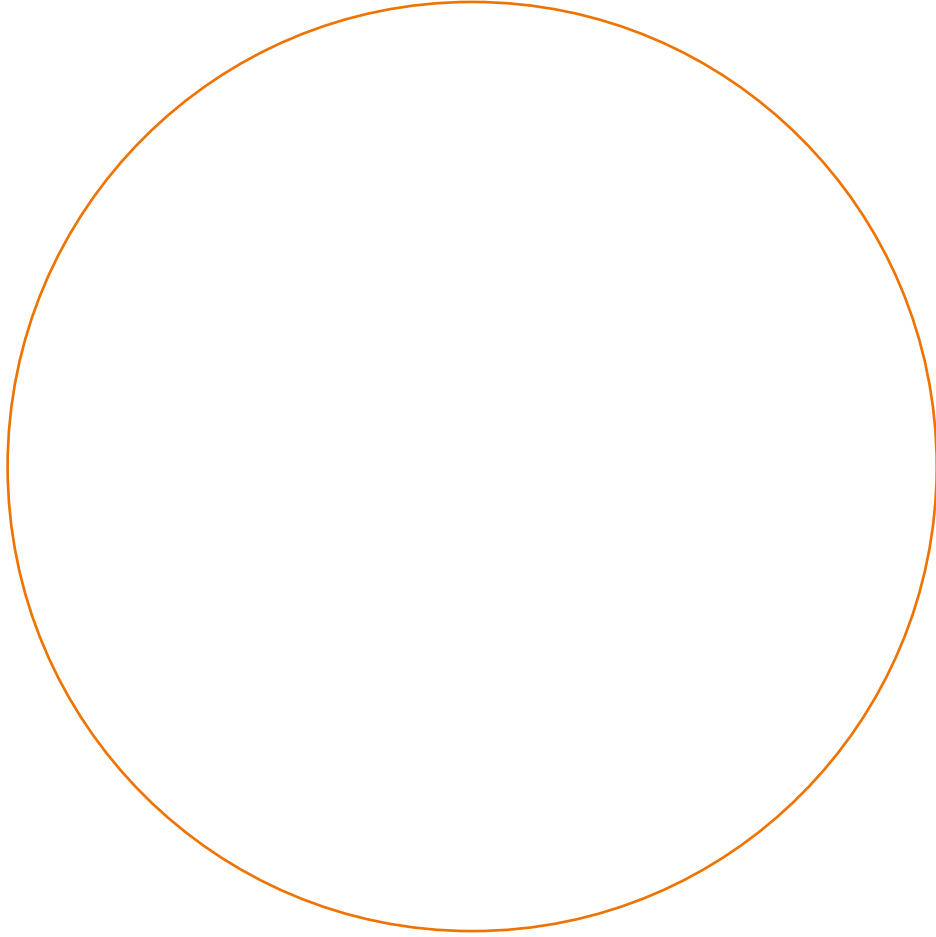
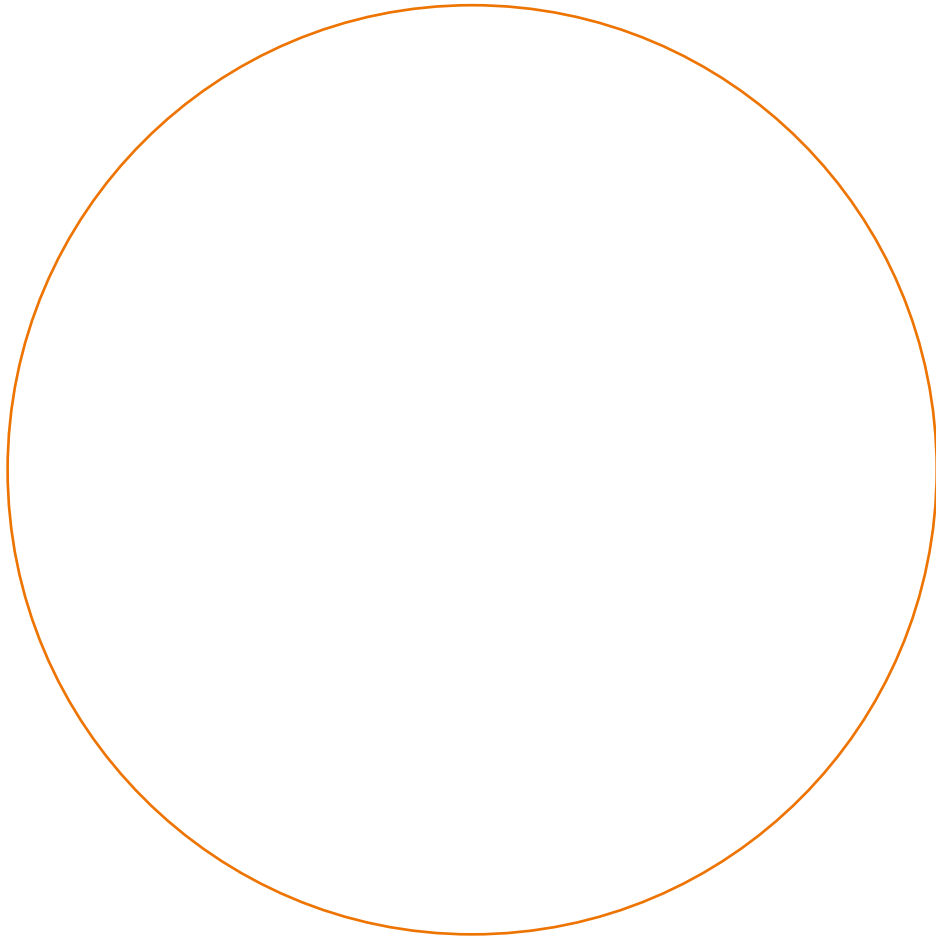
| Year: 1 | | Term: Optional Enquiry |
|---|-------------------|---|
| Theme: Chanukah | Religion: Judaism | Concept: Salvation |
| Key question for this enquiry: Does celebrating Chanukah make Jewish children feel closer to God? | | |
| Learning Objectives: We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities. | | |
| Teaching and Learning Activities | | |
| <p>Step 4 Expression (1 lesson)</p> <p>Take Chanukah card from the post box and ask the children who might send this card, to whom and why?</p> <p>Activity: Children to make candle from toilet/kitchen roll tube and then think of something they want to say thank you for and write/draw it on a piece of paper, which they then put inside their candle. Candles displayed in rows of eight to symbolise the Chanukah. These can be used for times of reflection in circle time, reading out each child's reflection whilst a real candle burns in the circle and Chanukah music plays in the background.</p> | | <p>Step 1 Engagement (1 lesson)</p> <p>Teacher to have a post box and explain to the children that in the box are cards that we send to people to celebrate. What is a celebration? Remove cards from the box and one of the cards to be removed is a Chanukah card. Last card out is a birthday card for Abbey Owl 🦉 as today is her birthday. What do we need if we are going to celebrate Abbey's birthday? Teacher to make a word bank of the children's suggestions. Class to have props on their table in order to prepare their table for Abbey's birthday celebrations. Children to then have class party for Abbey. Draw out the meaning of 'celebration' and that we celebrate to remember important events.</p> |
| <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Model activity: Sorting hoops - which of these statements/pictures (of aspects of Chanukah) would help a Jewish child feel closer to God? Why? e.g. lighting the candle is a time for reflection, playing the dreidel game is for fun, etc.</p> <p>Children complete the Activity Sheet sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p> | | <p>BRIDGE: CELEBRATION</p> <p>Step 2 Investigation (3 lessons)</p> <p>Recap Abbey Owl's party and ask children about their favourite party games. Introduce them to the Dreidel game. Watch a clip of Jewish children playing Dreidel.</p> <p>Revisit celebration cards in post box and the 'mystery' Chanukah card. I wonder if we could play this game at this celebration. www.myjewishlearning.com for instructions. What is Chanukah and who celebrates it?</p> <p>Reintroduce Jewish child and learn about Chanukah (lighting the Chanukah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes; potato cakes, visiting the synagogue). Revisit class word bank for Abbey's party and look at similarities, e.g. lighting candles, singing songs, giving presents, playing games. Why do Jewish people celebrate this festival? Does it help them to feel close to God?</p> <p>Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. 🦉 Qu: If you were a Jewish child, how would celebrating Chanukah make you feel? Do you think it might help Jewish children feel closer to God? Which parts would make you feel closest to God?</p> |
| Evidence in Discovery RE Journals: Activity sheet. | | |

Teacher note:

This enquiry is now an additional optional enquiry. It has been replaced in the recommended overview by the enquiry on Rosh Hashanah and Yom Kippur on the advice of Jewish colleagues, as these events allow the teaching of core Jewish beliefs and values, probably more so than teaching Chanukah. You are, of course, welcome to teach this Chanukah enquiry.

Name:

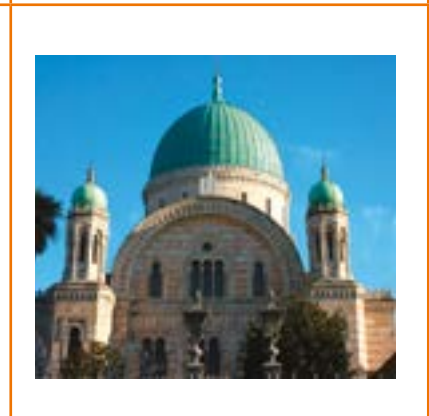
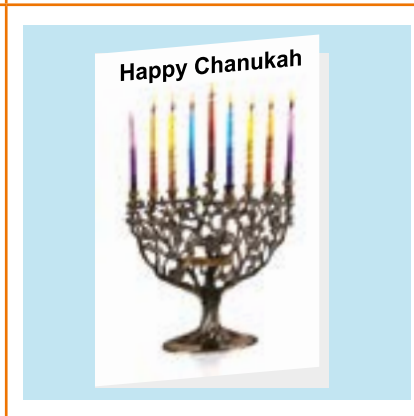
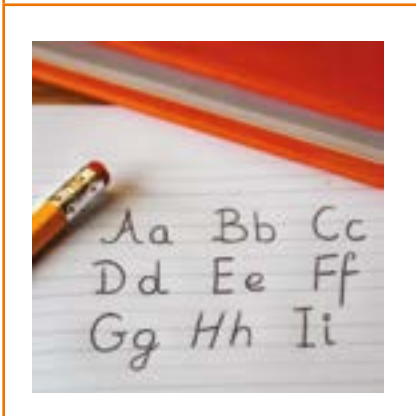
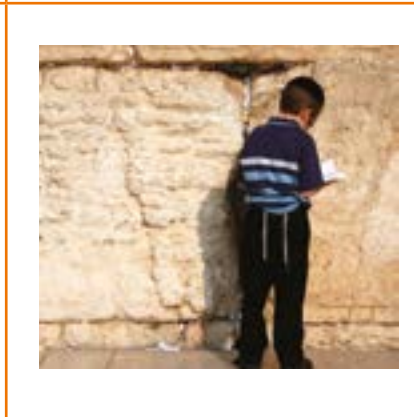
Class:

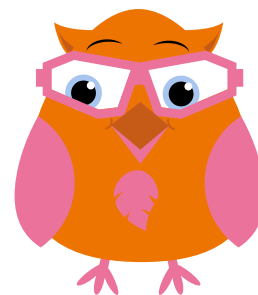


I think these things would help a Jewish child feel closer to God at Chanukah because...

I don't think these things would help a Jewish child feel closer to God at Chanukah because...

Activity Sheet 1
Pictures





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 1 Optional | Does celebrating Chanukah make Jewish children feel closer to God? | Comments |
|---|---|----------|
| WORKING TOWARDS (Level 1) | I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah. | |
| Year 1 expectation WORKING AT (Level 2) | I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God. | |
| WORKING BEYOND (Level 3) | I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God. | |

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Optional Enquiry - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

These are examples of the style of answer for each expectation. The content could be different.

| WORKING TOWARDS | |
|---|--|
| I got cards, presents and a cake for my birthday. | |
| A dreidel is a toy that Jewish children play with at Chanukah. They also have presents when they light the special candles. I think there are 8 candles. | |
| I think a Jewish child would have fun playing dreidel and would look forward to the potato pancakes. They do this to be together and to thank God for rescuing their Temple in the old days with Judas. | |

| Year 1 expectation | WORKING AT |
|--|------------|
| Cards help me to let someone know I am wishing them a happy birthday even when I am not there. They make you feel special on the day. | |
| The 8 Chanukah candles remind Jewish people of the miracle of the lamp not going out. When Judas fought the enemies and got the Temple back for the Jewish people, the lamp burned for 8 days, that's why there are 8 candles, but there was only enough oil for one day really. | |
| I would get excited playing with a dreidel because I would have fun and share sweets at Chanukah, and it would be lovely to have presents every day. I think Jewish children might feel like this too. I don't think they would think about God much though, not playing a dreidel. I think they would have to go to the Synagogue to feel close to God because it might be quieter there. | |

| | WORKING BEYOND |
|---|----------------|
| I like having the time to think about what I am grateful for and made a card to thank my football coach because he has helped me so much with my passing. | |
| Lighting the candles reminds Jewish people of God's miracle at Chanukah of keeping the lamp lit in the temple. It was a sign that He was with the Jewish people then and they believe he still is. | |
| In the Synagogue at Chanukah I think Jewish people would feel close to God when they see the lamp burning in front of the Ark. It would remind them of Judas getting the Temple back and help them remember God loves them. It would be fun to play Dreidel and eat the potato pancakes but I think this would make you feel closer to your family than to God. | |

Year 1: Optional Enquiry - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

SMSC

| Spiritual | Moral | Social | Cultural |
|-----------|-------|--------|----------|
|-----------|-------|--------|----------|

British Values

| Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|-----------|-------------|--------------------|----------------|--|
| | | ✓ | ✓ | ✓ |

Skills and attitudes focus for this enquiry

| Step 1 Engagement | Step 2 Investigation | Step 3 Evaluation | Step 4 Expression |
|---|--|--|--|
| Skills Interpretation Empathy | Skills Investigation Application | Skills Discernment Analysis Evaluation | Skills Expression Reflection Synthesis |
| Attitudes Curiosity Appreciation Wonder | Attitudes Critical awareness | Attitudes Open-mindedness | Attitudes Self-awareness |

Attainment descriptors

| | |
|---|---|
| WORKING TOWARDS (Level 1) | I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah. |
| WORKING AT Year 1 expectation (Level 2) | I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God. |
| WORKING BEYOND (Level 3) | I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God. |

Resources needed for this Enquiry

Celebratory cards: various including birthday card for teddy, Chanukah card
 Teddy's party: Props to prepare a table
 Dreidel game: Play the game
www.myjewishlearning.com/article/holidays/
 Chanukah candles: Menorah
 Latkes: potato cakes
 Story of Judas Maccabee (internet)
 Sorting hoops

Teacher reflection on this unit

| | |
|----------------------|----------------------|
| WWW (What went well) | EBI (Even better if) |
| | |