

## Unit 2.1 Leaders: What makes some people, such as Moses and Saint Peter, inspiring to others?

### *Religions: Christianity and Judaism – Spring 1*

#### Objectives:

- Be able identify characteristics of a good leader
- to recall and name key figures in the stories and discuss what they did to be a good leader (Jesus, Moses.)
- Be able to recognise why Jesus was a good leader
- Be able to recognise why Peter was a Saint, giving examples of their leadership
- Be able to recognise why Moses was a great leader
- Be able to ask questions about leadership and suggest answers
- Be able to express an idea of their own about leadership, linking to the stories they have learned.

#### Key Factual Learning:

- ✓ Good leaders are people who stand up for others.
- ✓ Good leaders are...
- ✓ Christians believe that Jesus is the Messiah and The Son of God.
- ✓ Jesus had 12 Disciples. A disciple is a personal follower of Christ during his life.
- ✓ A leading religious leader is called a Prophet.
- ✓ A saint is a person that is an important religious leader.
- ✓ Saint Peter was the 1st Christian Pope.
- ✓ Moses was found by The Pharaoh's daughter and raised as an Egyptian.
- ✓ God spoke to Moses and told him he was to lead the Jewish people out of Egypt and to the Promised Land of Canaan.
- ✓ Moses taught the Ten commandments.
- ✓ Moses and Saint Peter led people by doing and showing what to do.

#### Practical Tasks:

- Identify what makes a good leader by suggesting who they know as a leader, drawing a picture of someone they recognise as a leader and suggest reasons why they are a good leader (C1)– (Lesson 1)
- Recall the miracles of Jesus and suggest some reasons as to why he was a good leader – (Lesson 2)
- Understand why Peter was a Saint by reading the story and respond to the idea what Saint Peter was guided by God (Lesson 3)
- Recognise why Moses was a good leader by learning and sequencing the story of Moses life and responding to the idea that Moses was guided by God. (Lesson 4)
- Recall why Moses was a great leader and suggest rules for living harmoniously by coming up with ten rules to make a happy school (A2) – (Lesson 5) – 10 commandments (10 rules to lead a good life)
- Suggest answers to the question 'What makes a good leader?' linking our ideas to stories we have learnt by working collaboratively to create a poster of our own ideas of a good leader (C2)– (Lesson 6)
- Identify how Christians and Jews follow their leaders by remembering and telling stories, celebrating, praying or making music – hot seating (C2) – (Lesson 7)
- Assessment lesson – Recap on all learning and answer the Key Question - What makes some people, such as Moses and Saint Peter, inspiring to others?

#### Key Vocabulary:

Religion, Christian, Jewish, prophet, Moses, messiah, disciple/s, saint, Saint Peter, Pharaoh, leader/s, Egyptian, Promised Land of Canaan, Ten commandments, Pope,

#### Cross-Curricular Links:

Music – singing hymns (psalms)

PSHE being kind to others

## Unit 2.2 Believing: What do Jewish people believe about God and creation? What are some ways Jewish people show their beliefs and how they belong?

### Religions: Judaism – Autumn 2

#### Objectives:

- Be able to recall and name some key words about Jewish beliefs and make comparisons to Christianity
- Be able to recognise what it means to belong to Judaism
- Be able to recall some Jewish beliefs and ways of talking about God
- Be able to retell the Jewish Creation Story
- Be able to ask questions about God for themselves
- Be able to express an idea of their own about God
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#### Key Factual Learning:

- ✓ The Jewish holy book is called the Torah. The Torah is a large scroll rather than an actual book.
- ✓ The Torah makes up the first 5 books of the Bible.
- ✓ The Jewish holy book is also called The Scriptures. The Scriptures are very holy, or sacred.
- ✓ Jewish people worship in a special building called a synagogue.
- ✓ A Rabbi is a Jewish religious teacher.
- ✓ Christians and Jews believe in the same God.
- ✓ The Almighty / Eternal / the G-d of Abraham, Isaac and Jacob are other names for God.
- ✓ Jewish people often write 'G-d' to avoid any disrespect to him.
- ✓ Jewish people say God is invisible, and they make no pictures of God.
- ✓ The shabbat is a day of rest for Jewish people.
- ✓ Shabbat celebrates when God rested for a day after he made the world.
- ✓ Jewish people also have a rest on Shabbat because God did.
- ✓ Jewish people believe God knows everything you do and say and he is always watching.
- ✓ Some people believe God is all powerful.
- ✓ Jewish people believe that all things were created by God.
- ✓ The Creation story is about how God made the world.
- ✓ The story is called Genesis. Some people believe in this story some do not. Most Jewish people do believe in it.
- ✓ The story teaches us to look after the world God made for us.

#### Practical Tasks:

- Compare some aspects of two religions (Christianity and Judaism) focusing on places of worship, people, symbols and key items. (Lesson 1)
- Explore the ways of belonging and beliefs of Jewish people, religious items and places of worship – write sentences (A1) – (Lesson 2)
- Find out some ways that Jewish people talk about God and recognise the importance of Shabbat (label pictures) (A1) – (Lesson 3)
- Retell the Jewish story of God's creation of the Earth from Genesis 1, considering ways in which people care for the earth and making links with the Environment and Science (draw and label pictures of the 7 days) (C3) – (Lesson 4)
- Explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3) – (Lesson 5)
- Work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1) – (Lesson 6)
- Assessment lesson – Recap on all learning and answer the Key Question - What do Jewish people believe about God and creation? What are some ways Jewish people show their beliefs and how they belong?

#### Key Vocabulary:

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Religion, Jewish, Judaism, synagogue, Torah, Rabbi, shabbat, creation story, worship, holy/ holiness, sacred, scriptures

## Cross-Curricular Links:

Music – psalms

## Unit 2.3 Belonging: What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?

### Religions: Christianity – Autumn 1

#### Objectives:

- Be able to give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?
- Be able to suggest some reasons why it matters to people to belong to groups and communities
- Be able to understand the importance of living by a set of rules (Golden Rule)
- Be able to identify significant items in Christianity and express an idea of their own about belonging to God – is this important? For Christians?
- Be able to recount how a baby or young adult is welcomed into the Christian community and ask questions for themselves
- Be able to retell the story of Jesus being baptised in the river Jordan

#### Key Factual Learning:

- ✓ I belong to my family and (\_\_\_\_) clubs /groups.
- ✓ Christians believe in the Golden Rule 'do to others as you would like them to do to you'.
- ✓ A church is a building where Christians go to worship God.
- ✓ Christians read a holy book called the bible.
- ✓ The cross is a symbol of Christianity.
- ✓ A priest leads services at the church.
- ✓ Bulwell St Mary's is my local church.
- ✓ A baptism is where a baby is welcomed into God's family.
- ✓ Holy water is poured over the baby's head.
- ✓ A christening is where a baby is given its name.
- ✓ Christians believe baptism and christening is when people join the church or God's family.
- ✓ John was Jesus's cousin in the Bible.
- ✓ John baptises Jesus in a river.

#### Practical Tasks:

- Linking to PSHE and RSE pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1) – write names of groups/places on A4 paper and children add a post it with their name on to the groups they belong( Lesson 1)
- Describe what it feels like to belong to a group or place (C1) (Lesson 2)
- Talk about the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated')– play some collaborative team games and talk about how the games put the teaching of the 'Golden Rule' into action (C2). (Lesson 3)
- Learn that there are over 400 churches in Nottinghamshire. Recognise different symbols and important people/items in Christianity (B2) – choose pictures and write sentences (Lesson 4)
- Explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians (A1) label picture and write sentences – (Lesson 5).
- Learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging – sequence the story (A2) – (Lesson 6)

#### Key Vocabulary:

Religion, Christian, church, symbol, Bible, Jesus, John, cousin, baptise, baptism, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred, last supper

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## Cross-Curricular Links:

## Unit 2.4 Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and holy books?

*Religions: Christianity and Judaism – Spring 2/Summer 1*

### Objectives:

- Be able to retell a story from the Jewish Bible skilfully and suggest a meaning for the story
- Recognise and talk about the role God plays in stories from the Jewish Bible
- Be able to ask questions about the stories they study, and suggest answers
- Be able to respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?
- Be able to express an idea of their own about some of the big questions the work throws up
- Be able to give at least two examples of Bible characters who 'got it wrong' and say what happened in the story

*Most of these objectives can be achieved weekly by focussing on a different bible story.*

### Key Factual Learning:

- ✓ David is a character in the bible and the Torah.
- ✓ He is believed to have beaten a giant in a fight because he had God on his side.
- ✓ Noah is a character in the bible and the Torah.
- ✓ Noah built an ark in the story, to save people and animals from a great flood.
- ✓ God sent the flood because he was unhappy with the way people on his Earth were behaving.
- ✓ Christians and Jews believe that God created the world including people.
- ✓ Christians and Jews believe that God forgives everyone.
- ✓ Some people think the world was made in a different way, without God.
- ✓ Joseph was a character in the bible and the Torah
- ✓ Daniel was a character in The Bible who was thrown into a den full of hungry lions.
- ✓ He survived because he had a very strong belief in God.
- ✓ Christians believe it was this trust in God that protected him from the lions.
- ✓ Christians believe this story shows believers that they should show the same trust in God.
- ✓ Jonah was a character in the bible and the Torah who is forgiven by God.
- ✓ The story of the Good Samaritan teaches you to be kind to everyone and treat others as you wish to be treated (link back to the Golden Rule)
- ✓ Abraham and Sarah are in both the Bible and the Torah.
- ✓ They believed in God very strongly.
- ✓ They almost sacrificed their only son for God.
- ✓ Sacrifice means when you have to give up forever, something very precious and special to you.
- ✓ Queen Esther is a character in the bible and the Torah who when called by God, saved the Jewish people of Persia.
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### Practical Tasks:

- Be able to tell and answer questions about David and Goliath (Lesson 1) – reading comp
- Be able to retell the story of Noah's Ark through drama and music (Lesson 2)
- Be able to retell the story and discuss the role of God in the story Joseph's Colourful Coat (Lesson 3) – rewrite story
- Be able to retell the story and discuss the role of God in the story Daniel and the Lions (Lesson 4)
- Be able to retell the story of Jonah and the Whale using inference to discuss how a character might be feeling (Lesson 5)
- Be able to ask questions about the story the Good Samaritan and suggest ways we could be a good samaritan (Lesson 6) – Good Samaritan game
- Be able to talk about God's role in the story Abraham and Sarah and suggest a meaning for the story (Lesson 7)
- Be able to retell the story of Queen Esther and suggest a meaning for the story (Lesson 8)
- Ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians) (B3) (Lesson 9) – **potential visit by Father Andrew?**

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- ✓ The Jewish holy book is called the Torah.
- ✓ The Torah is made of scrolls rather than a book.
- ✓ The Torah is special to Jewish people.
- ✓ The Torah and the 1<sup>st</sup> 5 books of The Bible are the same.
- ✓ Christians and Jews believe in the same God.
- ✓ He appears in both holy books.

- Find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy (A3) (Lesson 10) – writing information

## **Key Vocabulary:**

Religion, Christian, Jewish, Torah, Bible, courage, persistence, forgiving, God, Creator, trust, betray/al, Barabbas, Judas, Noah, Ark, Abraham, Sarah, sacrifice

## **Cross-Curricular Links:**