

Unit 1.1 Celebrations and Festivals: Who celebrates what and why?

Religions: Christians and Jewish people

Objectives:

- Be able to explain why harvest is important to Christians
- Be able to recognise that Hanukkah is the Jewish festival of light
- Be able to explain why Christmas is important to Christians and identify foods traditionally eaten at Christmas
- Be able to identify that Christians worship in a church
- Be able to identify that Jewish people worship in a synagogue
- Be able to compare the similarities and differences between a Church and a Synagogue

- Be able to identify symbols in Christianity and Judaism and images of Christian and Jewish festivals
- Be able to describe a baptism and why it is important to Christian people
- Be able to describe a Bar/It Mitzvah and why this is important to Jewish people
- Be able to recognise that different people worship God in different ways and that God teaches us all to be kind to one another.

Key Factual Learning:

- ✓ Harvest is celebrated all around the world by many religions in different ways.
- ✓ In the UK Harvest is often a festival held in a church by Christians.
- ✓ Harvest is a festival that gives thanks to God for the food we grow and eat.
- ✓ Food is a part of festivals and celebrations.
- ✓ Singing songs at festival time helps people to feel like they are celebrating together.
- ✓ Christmas is when Christians believe Jesus, the son of God, was born.
- ✓ Christmas is a Christian festival.
- ✓ Hanukkah and Shabbat are Jewish festivals.
- ✓ Hanukkah is the Jewish festival of light and is celebrated for 8 days.
- ✓ There are different ways that people believe in God around the world. Two of the major world religions are Christianity and Judaism.
- ✓ Shabbat is the Jewish day of rest.
- ✓ The symbol for Christians is the cross, for Jews it is the star of David.

Practical Tasks:

- Discuss harvest celebrations. Draw pictures of fruit/vegetables. Draw pictures and label ways harvest is celebrated in church. Create display of harvest food children have drawn/painted: 'God's Good World.' Learn harvest songs https://www.youtube.com/watch?v=Gyd8D-9B_4U - (see compilation from You-tube - ongoing).
- Show Hanukkah video <https://www.bbc.co.uk/teach/class-clips-video/articles/z47wxyz>
- Retell the story of Hannukah in books OR as a drama in small groups.
- Complete Hanukkah craft activities e.g. make a menorah representing the 8 days of the festival and write Hanukkah cards. Listen to Hanukkah music in background https://www.youtube.com/watch?v=deQrmDP_rKM
- Read and discuss 'The Christmas Story.' <https://www.bbc.co.uk/teach/school-radio/articles/z9sc3j6>
- Cut and stick pictures to retell the story in the correct sequence.
- Draw and write sentences about the day and place where Jesus was born.
- Draw favourite foods to eat at Christmas. Sing Christmas songs – Carol Service songs.

- Talk about places of worship, focusing on churches and synagogues. Look at pictures of a church and a synagogue.
- Discuss the similarities and differences between a church and a synagogue. List them in RE books.
- Discussion: Christianity and Judaism are two of the main religions. Look at artefacts – cross, candle, stole, holy books from both religions. (Items from the Christianity box in the hall).
- Sort the Christian and Jewish symbols/images – cutting and sticking under correct headings – Christian/Jewish
- Talk about church weddings, baptisms, as well as Christian worship in a church. Re-enact a baptism/ wedding and discuss what each stage means – welcoming the baby/person into God's family.
- Talk what happens in a church around a picture of a church e.g. Bible readings, singing hymns, weddings, funerals.
- Talk about Jewish Bar/Bat Mitzvahs, as well as Jewish worship in a synagogue. Cut and stick activity to show different activities that take place in a synagogue. Specifically – Bar/Bat Mitzvah reading of the Jewish Holy book Torah.
- Sort the Christian and Jewish festivals – cutting and sticking pics of these activities into the right columns. Discuss the feelings that Christians and Jewish people might have on these special days.
- Discuss how people believe in God around the world. How can we live together kindly when we are all so different? Draw different people: 'Be kind to everyone no matter what they believe.'
- Illustrate how we can show kindness to each other.

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- Assessment - Recap prior learning- Make posters – 1 showing some Christian celebrations and 1 showing Jewish ones. Answer the Enquiry Question 'Who Celebrates What and Why?'.

Key Vocabulary: celebration, celebrate, festival, religion, Christian, Jewish, Christmas, Hanukkah, Harvest, Easter, God, Jesus, menorah, Judaism, believe, creation, church, synagogue, worship, holy building, Bar/Bat Mitzvah

Cross Curricular Links: Music – singing. Art – Christmas, Easter and Hanukah crafts

Unit 1.2 Myself and Caring for Others: How do we show we care for others? Why does it matter?

Religion: Christianity

Objectives:

- Be able to identify what belonging means and a group(s) to which they belong
- Be able to identify people who care for us
- Be able to understand that some Christians believe that we all belong to one family
- Be able to identify kind and unkind characters in a parable
- Be able to identify kind/unkind characters in a parable
- Be able to identify the poppy as a symbol of remembrance
- Be able to recognise and understand how to treat others with kindness and respect

Key Factual Learning:

- ✓ Christians believe that we belong to God's family.
- ✓ Some Christians believe that we are all a part of God's family.
- ✓ Parables are stories from the Bible told by Jesus to teach us how to lead a good life in the eyes of God.
- ✓ Kindness and truthfulness can make people happy.
- ✓ Being mean, unkind, untruthful can make people sad and upset.
- ✓ It is important to show kindness to make the world a better place for all of us.
- ✓ Humanists believe that we should all take care of, be kind to and have respect for each other.
- ✓ A poppy is a symbol of remembrance for all of the soldiers who died in wars so we can live freely.
- ✓ Special services take place in churches on Remembrance Sunday.

Practical Tasks:

- Discuss where we belong e.g. school, family, friends, clubs and draw these in our books.
- Discuss how we show we care for someone. List and draw people who care for them.
- Watch the parable, 'The Lost Sheep.' <https://www.youtube.com/watch?v=OD-bTuVkJ2Tw> (watch from from 3:12 onwards).
- Use this to discuss the facts that Christians believe that we all belong to God's family. Stick puppets/masks to retell the story in pairs through drama.
- Identify and name kind / unkind characters in the story – draw into books listing why they are kind/unkind
- Watch the 'The Good Samaritan' (same video as above but at the beginning).
- Discuss who was kind/unkind and why.
- Cut out and sort the characters accordingly.
- Act out the story in small groups, if time allows.
- Discuss church services for Remembrance Day and the poppy as a symbol. Make a poppy collage activity. 'We remember the soldiers who died in the wars.'

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- Recap what a fable is. Listen to 'The North Wind and the Sun' and discuss how it helps us to understand how to treat others with kindness. Create a drama piece re-enacting The North Wind and the Sun. 'It is better to be kind than to be mean.'
- Go through Humanism PowerPoint. You can be kind to others without being part of a religion. Draw lots of different people. 'I am kind to everyone.'
- Assessment Lesson – Poster design? Verbal? Use end of Unit Quiz. Recap prior learning and answer Key Question - How do we show we care for others? Why does it matter?

Key Vocabulary:

Religion, Christian, Humanist/Humanism, symbol, God, parable, Jesus, kindness, truthfulness, respect, belief/s, belong, care, family, group, community, different, Bible, message, promise, church, poppy, remembrance, symbol, Amen, God

Cross Curricular Links:

Art – collage English – drama, retelling stories, linking stories Music – singing

Unit 1.3 Beliefs and teachings: What can we learn from the stories about Jesus? How do religious stories make a difference to people's lives?

Religion: Christianity

Objectives:

- Be able to recall that Christians believe Jesus shows us how to live a good life through telling bible stories known as Parables.
- Be able to retell the parable of The Feeding of The 5000 and say what it teaches us
- Be able to retell the parable of The Lost / Prodigal Son and say what it teaches us
- Be able to retell the parable of The Lost Coin and say what it teaches us
- Be able to recognise the hidden meaning and teachings in a Bible story
- Be able to say what I am thankful for and why

Key Factual Learning:

- ✓ Christians believe that Jesus was the light of the world and shows them how to live their lives in a good way.
- ✓ Christians believe that God always forgives.
- ✓ A miracle is a magical and welcome event.
- ✓ Jesus performed miracles to make people's lives easier.
- ✓ In the story of the Feeding of the 5000, it teaches us about kindness to others and sharing.
- ✓ In the story of The Lost/Prodigal Son, we learn to love our family, to show patience, kindness and love to others.
- ✓ In the story of The Lost Coin, it teaches us that God's love for everyone is so great that he will not give up trying until every lost person comes back to Him.

Practical Tasks:

- Recap Bible stories known so far, including Noah's Ark and parables The Lost Sheep and The Good Samaritan.. Draw a picture for and label each story.
- Discuss that some of the stories in the Bible were about Jesus and the miracles that he performed. Talk about the thankfulness as a result of miracles (special powers). Discuss that a miracle is a magical event that makes people's lives easier.
- Listen to the story 'Feeding the 5000' and discuss what it teaches us. (You tube)
- Sequence the story. (Twinkl Resource)
- Listen to and discuss the story 'The Lost / Prodigal Son.' Discuss how the son wasted his inheritance but his family loved him anyway when he returned with nothing.
- Sequence the story.
- Listen to and discuss 'The Lost Coin.' Storyboard activity. <https://www.bbc.co.uk/teach/class-clips-video/articles/z7tq9ty> (a modern retelling)
<https://www.youtube.com/watch?v=yvHxUxjaboE> (traditional story)
- Draw Jesus and write a sentence to say that he shows Christians how to live a good life. In a circle time, discuss the fact that Christians believe God always forgives. Think about and discuss the links to the Bible stories that we have read, what do they teach us about life?

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- Draw and label things for which you are thankful. Prayer?
- Assessment lesson – Recap prior learning. Answer the Key Question - What can we learn from the stories about Jesus? How do religious stories make a difference to people's lives?

Key Vocabulary:

Christian, Bible, God, healing, kindness, sharing, illness, patience, love, believe, parable, Jesus, miracle, forgiveness

Cross Curricular Links:

English – retelling and sequencing

Unit 1.4 Symbols in religious worship and practice: In what ways are churches / synagogues important to believers?

Religions: Christians and Jewish people

Objectives:

- Be able to recognise Christian and Jewish holy books
- Be able to name religious symbols and artefacts of a Church
- Be able to recognise a priest and a rabbi and some of their clothing
- Be able to discuss and explore sacred spaces- by visiting a local Church
- Be able to recount their visit to a holy building
- Be able to express an idea of their own about why some people go to holy buildings
- Be able to discuss and name the key features of the inside and outside of a Synagogue
- Be able to discuss the religious symbols and artefacts of a Synagogue.
- Be able to ask questions about what happens and why in holy buildings
- Be able to discuss some ideas about a special place of their own

Key Factual Learning:

- ✓ The Bible is the holy book for Christians.
- ✓ A Torah is the Jewish holy book.
- ✓ The Torah is written in Hebrew, the language for Jewish people.
- ✓ The first 5 books of the Bible make up the Torah.
- ✓ People are not allowed to touch the Torah with their hands or fingers.
- ✓ A Torah looks more like a scroll than a book.
- ✓ A yad is a special artefact used to point to the words of the Torah.
- ✓ A yad is usually made of silver.
- ✓ A Jewish hat is called a kippah. A kippah is worn by a Jewish priest in a synagogue.
- ✓ A Jewish shawl is called a tallit. A tallit is worn by a Jewish priest in a synagogue.
- ✓ A Jewish priest called a rabbi leads the worship in a synagogue. Rabbi means teacher in Hebrew.
- ✓ A church is a building that Christians use to pray to God.
- ✓ A priest leads the worship in a church.
- ✓ Special music is played in a church and people sing to God.
- ✓ Holy buildings are used for other events like weddings and funerals.
- ✓ An artefact is a special, holy object used by worshippers.
- ✓ A cross, lectern, organ, altar and pews are artefacts used in a church.
- ✓ A cross is a symbol for Christians. A cross can be seen in a church.
- ✓ A synagogue is a building that Jewish people use to pray to God.
- ✓ A star of David is the symbol for Jewish people. A star of David has 6 points on it. A star of David can be seen in a synagogue.
- ✓ Some people may not use a special building to pray to God.

Practical Tasks:

- Discuss some facts about the Bible. Make a spider diagram
- Discuss some facts about the Torah. Make a spider diagram
- Write some facts about the Torah and Bible under a picture/heading of each.
- Discuss the holy people who lead the worship in churches and synagogues.
- Label a Priest and Rabbi with the clothes that they wear.
- Sort Christian and Jewish pictures on 2 separate pages in books. Label pictures with as many words/phrases as they can that they have learned about holy buildings.
- Visit the church and complete an activity booklet to support our exploration of the artefacts.
- Write a recount of church visit, what we have learned about churches and the different areas inside a Church/their uses.
- Discuss a picture / video of the inside of a Synagogue. Talk about the similarities and differences with a Church.
- Discuss and name the key features of a Synagogue.
- Discuss and record why some people go to a place they consider 'holy'.
- Discuss what they consider to be a special place of their own choosing.
- Assessment Lesson - recap prior learning and answer the Key Question - In what ways are churches / synagogues important to believers?

Key Vocabulary:

God, religion, Christian, Jewish, synagogue, church, symbol, yad, Torah, altar, font, Bible, worship, priest, rabbi, stole, tallit, kippah, holy, prayer, ark, worship, scroll, pray, festival

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Cross Curricular Links:

English – write a recount; labelling