

RE year One

Human/Social Sciences

Theology

Philosophy

Christianity

Core question:

How does a celebration bring a community together? (Christian/ Muslim)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Celebration, Christian, Christmas, Community, Easter, Eid-ul-Adha, Eid-ul-Fitr, Festival, Muslim, Religion

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What is RE? What do we know about Christianity?
What celebrations do we know that Christians celebrate? Why do they celebrate these?
What traditions are associated with Christmas?
What happens at the local church at Christmas?
What food/ artefacts/ cards/ music can we create relating to Christmas?
What is a muslim? What do we know about Islam?
What is the celebration of Eid-UI-Fitr and why do Muslims celebrate it?
What does it mean to take part in celebrating EI-UI-Fitr?
What food/ artefacts/ cards/ music can we create relating to Eid-UI-Fitr?
**could also bring in a question linking in Hinduism*

Core knowledge from Syllabus:

The importance of rites of passage, worship gathering and celebrations; Make links between belief and behaviour; Key vocabulary associated with the study of Christianity

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

To explain how Christians celebrate Christmas/Easter. To explain how Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha). To understand how these festivals help to bring the religious communities together.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Explore the traditions of Christmas (carol singing, praying, laying out a nativity set, retelling the story of Christmas, posada) in order to understand how a community is drawn together through them
Visit the local Church to find out how the local Christian community comes together at Christmas.
Interview a church leader about importance of celebrations.
Explore artefacts, books and speak to Muslim believers to understand what it means to take part in the celebration of Eid-ul-Fitr, in order to understand how a community is drawn together through them.

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Explore cross-curricular links with Art or Design Technology by creating traditional celebration food/cards/artwork/music for Christmas and Eid-ul-Fitr. Reflect on how it might bring a community together through shared experience.

Essential outcomes (for assessment):

- To recognise the meanings of the term Christian and Muslim.
- To recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr).
- To recognise ways in which a celebration can encourage a sense of belonging within a faith community.

How did the universe come to be? (Christian focus but bring in Hindu ideas as a comparison)

Key vocabulary:

Care, Christian, Creation, God, Care, Christian, Creation, God, (Brahma and Vishnu)

Smaller questions:

What do our senses tell us about the world round us?

What is the Christian holy book?

What does the bible say about creation?

How can we look after our environment? How do Christians look after the environment?

What is a Hindu? What do we know about Hinduism?

What do Hindus believe about how the universe was created?

Core knowledge from syllabus:

Key philosophical vocabulary; Concept of creation and God; the Bible as a sacred text for Christians

Core knowledge to inform planning:

The creation stories within Christian and Hindu traditions.

Non-religious ideas about how the origin of the universe.

Reasons why people look after the world.

Examples of how people look after the world.

Suggested learning activities:

Encourage the pupils to use their senses to explore the world around them and ask questions, eg, go outside and look around!

Explore one of the Hindu stories of creation (eg, Vishnu and the Lotus Flower).

Explore the Christian accounts of creation in Genesis 1-2.

Consider our own environment; how can we look after it? How might Christians and Hindus look after it?

Essential outcomes (for assessment):

- Ask at least one question about the origin of the universe.
- Give a simple reason, using the word 'because', for the origin of the universe.
- Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).
- Know that beliefs about the origin of the universe influence how individuals treat the world around them.

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What do my senses tell me about the world of religion and belief? (all religions)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Because, Belief, Reason, Religion, Sense, Worship

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

How are the five senses used in worship?

How is incense used in worship and belief? (**smell** some first and find out about Christian and Hindu practises, can touch on Muslim too)

How/ why is different food used in worship? (**taste** some foods first)

What can I see in religious artwork? (**look** at different interesting artwork from Christian and Hindu backgrounds and see what it shows about God)

What are these artefacts used for? (**touch** and handle different artefacts from Christian, Hindu, Muslim backgrounds)

What does this story mean? (**listen** to stories from Christian, Hindu traditions)

Core knowledge from Syllabus:

Concept: Creation; Key vocabulary; Islam: Core knowledge: Key philosophical vocabulary; Qur'an as a revealed scripture; Hinduism: Core knowledge: Key vocabulary; Importance of celebrations; Centrality of the home in the Hindu tradition

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

The five senses.

- a. Worship practices, eg, Hindu Puja
- b. Visual art, eg, crucifix
- c. Artefacts, eg, prayer mat
- d. Story, eg, Parable of the Sower
- e. Music, eg, Hillsong Kids

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

- Children to identify how the 5 senses are used in worship;
- Smell - smell incense- discuss and find out about how it is used in worship and belief.
- Taste - taste different worship food. Look at how/why the different food is used in worship.
- Sight - compare interesting religious artwork (e.g different images of different Gods from Christianity/Muslim/Hindus).
- Touch - find out about what different artefacts are used for.
- Hearing- Read a story from the bible (e.g. Parable of the Sower), what is the meaning behind the story.

Essential outcomes (for assessment):

- Ask "I wonder ..." questions about the world around them.
- Using their senses to investigate worship in different religious traditions.
- Use their senses to justify a belief that they hold.

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Hinduism

What might Hindus learn from the Diwali narrative? (Introducing Hindu holy books inc. the Ramayana)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Rama and Sita, Ramayana, Diwali, Dharma, Lakshman, Hanuman, Ravana

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What is a Hindu? What do we know about Hinduism?

What is the Ramayana? Which Hindu story does it tell?

Which Hindu festival celebrates the story of Rama and Sita?

How does the Diwali story show Hindus how to live a righteous life?

What is the Hindu concept of Dharma and how is it shown in this story?

What does it mean that Rama is an avatar of Vishnu?

**could show here how Christians use Nativity narrative linked to festival of Christmas*

Core knowledge from Syllabus:

Concept: Brahma and Avatars; Hindu holy books including the Ramayana; Make links between belief and behaviour; Key vocabulary; Dharma; Importance of dramatic storytelling

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Hindus use the Diwali story to influence their beliefs and behaviours; the Diwali story is found in the Hindu text The Ramayana; the Hindu belief that Rama is an avatar of Vishnu; Dharma as duty for Hindus; Light is an important symbol in the story. The triumph of good over evil.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Read / watch the story of Rama and Sita. Explore it in different ways including drama and encourage the children to retell the story. Find out about the Hindu holy book which contains the story (The Ramayana). Explore the concept of good vs evil in the story, identify good and evil characters and how good triumphs. Explore how Hindus celebrate Diwali and how it influences their lives.

Essential outcomes (for assessment):

Retell the story of Rama and Sita, experiment with dramatic storytelling and look at how Hindus use this.

Explain how the story of Rama and Sita shows Hindus how to live a righteous life and follow Hindu dharma (duty)

Recognise the character traits shown by Rama, Sita, Hanuman show Hindus how to live a righteous life

Explore idea of god for Hindus and how Brahma has many avatars, Vishnu is one and Rama is a form of him

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

(See same question above in Christianity section)

Islam

How do festivals / celebrations bring people together?

(See ideas above in Christianity section)

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

(See same question above in Christianity section)