

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Years 1 and 2		Area of learning: Unit 2.1 Belonging Focus on Christianity and Judaism	
Unit 2.1 to be taught over a full term.	<p>Key Question: What does it mean to belong?</p> <p>About this unit</p> <p>This unit builds directly and extends children’s learning from the previous Unit 1.3: Worship and festivals with elements of Unit 1.1: Looking at me, looking at you about rites of passage.</p> <p>Focus on belonging to a faith and encourage children (using the time of year) to consider</p> <ul style="list-style-type: none"> • personal relationships among family, friends and in school life • what makes a family and what it means to belong • life within a faith family, the distinctive pattern of faith life and what it means to believe and to belong, especially at times of festival • shared values influencing rules for family, school, friendship and faith groups, including the importance of keeping promises • reflective responses and feelings about belonging to groups at school, home and elsewhere <p>There are opportunities to work on the end of key stage statement relating to examples of collaboration between faiths</p> <p>Resources:</p> <p>Ideas for resources: personal ephemera, faith visitors to share their life stories, film clips of people of faith, holy books, artefacts relating to commitment</p>		
Term	Years 1 and 2		Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons			<p><u>Programme of Study</u></p> <p>Identity & values Explore how values provide rules for living AT1 Understand that many values come from holy books AT2 Recognise the need for values for living AT1 Recognise special rules that religious people follow AT2 Make links between some religious rules and rules at school Explore the idea of committing to a faith AT1 Talk about important promises made by a faith member</p>

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			<p>AT2 Say why people of a faith make promises</p> <p>AT1 Recognise symbols that show commitment in the life of a religious person</p> <p>AT2 Say why symbols of commitment are important to belonging</p> <p>Beliefs and Practices Find out about different religious festivals and rituals</p> <p>AT1 Compare similarities and differences in religious festivals</p> <p>AT2 Suggest reasons why festivals and rituals are important</p> <p>Find out about how a person of faith lives their life</p> <p>AT1 Explain how a person shows religion in their life</p> <p>AT2 Compare the daily life of children from two different faiths</p> <p>Skills and processes in RE to be included in all year groups over the year</p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p>
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			<ul style="list-style-type: none"> • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> • the ability to debate issues of religious significance with reference to evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> • making the association between religions and individual, community, national and international life; • identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> • the ability to explain concepts, rituals and practices • the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> • the ability to work together and learn from each other
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Christianity - rules, values, commitment, faith promises, worship, festivals, rituals

Vocabulary for KS1

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Christianity

GOD

Father – God who loves and cares

Son – God in the person of Jesus

Holy Spirit – God in the world today

Key figure: Jesus

Birth (Christmas), death (Good Friday), resurrection (Easter Day)

Jesus' closest followers and friends (disciples)

Jesus as teacher, changing lives

Place of worship: Church

Building where Christians meet

Community of believers

Symbols and artefacts found in local churches

People with a special role (vicar, priest, minister)

Holy book: Bible

Old Testament – creation (Genesis) and Ten Commandments (setting out how people should live)

New Testament – Jesus' two great commandments (love God, love your neighbour)

Christian way of life

Christians believe that everyone is important and of equal value

Christians try to follow Jesus' example and his rules for living

Key festivals:

- Christmas

- Easter

Worship:

- Sunday – the first day of the week and the celebration of the resurrection

- reading the Bible

- teaching

- singing

- praying

- infant baptism and weddings

- symbols that are owned, worn and carried

KS1 Judaism

God

God is One

God is the Creator

God cares for all people

Key figures

Moses

Noah

Joseph and his brothers

Place of worship: Synagogue

Building where Jews meet

Symbols and artefacts found in a synagogue

People with a special role (rabbi)

Holy book: Torah

A scroll written in Hebrew containing:

- Ten Commandments – laws and rules for living

- 'Love your neighbour as yourself'

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• 'Love the stranger because you were strangers in the land of Egypt'

Stories:

- Creation
- Noah's Ark
- Joseph and his brothers
- Moses and Miriam

Jewish way of life

Israel has always been a special place for the Jews; Jews live all over the world but when they pray they face towards Israel and Jerusalem

The home is important:

- mezuzah
- Shabbat, the day of rest
- Friday night meal
- welcoming Shabbat
- lighting candles
- blessing the children

Key festival:

Hanukka

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	Recognise the need for values for living Prepare for Learning <ul style="list-style-type: none"> • Identify different groups the children belong to: family, class, uniformed youth organisations, sports teams... • How do they show belonging? Uniforms, badges...
2	Make links between some religious rules and rules at school Engage the Learner <ul style="list-style-type: none"> • Begin to think about what it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging... Promise Night in a uniformed organisation, committing to turn up for team football matches • Set up a moral dilemma to get the children thinking about rules and values
3	Recognise special rules that religious people follow Talk about important promises made by a faith member Explain how a person shows religion in their life Recognise symbols that show commitment in the life of a religious person Identify Learning Questions (This can be taught over 2 weeks. This week is lesson 1) <ul style="list-style-type: none"> • How is the life of a child of faith the same as and different from my own? • What does a Christian child wear/do because they belong to a church?

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	<ul style="list-style-type: none"> ● What does a child of another faith wear/do because they belong to that faith? ● What promises does a Christian make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year? ● What promises does a member of another faith make; what actions do they undertake when they become a member of that faith; what happens at special times of the year? ● Where do Christians find their rules for living? ● Where do members of another faith find their rules for living?
4	<p>Recognise special rules that religious people follow Talk about important promises made by a faith member Explain how a person shows religion in their life Recognise symbols that show commitment in the life of a religious person</p> <p>Identify Learning Questions (This can be taught over 2 weeks. This week is lesson 2)</p> <ul style="list-style-type: none"> ● How is the life of a child of faith the same as and different from my own? ● What does a Christian child wear/do because they belong to a church? ● What does a child of another faith wear/do because they belong to that faith? ● What promises does a Christian make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year? ● What promises does a member of another faith make; what actions do they undertake when they become a member of that faith; what happens at special times of the year? ● Where do Christians find their rules for living? ● Where do members of another faith find their rules for living? ● What are the 'big promises' made by faith members during a marriage ceremony? ● Identify the ways in which members from two or three faith communities gain a sense of identity and belonging from celebrating and supporting marriage within their community
5	<p>Recognise symbols that show commitment in the life of a religious person Say why symbols of commitment are important to belonging Provide new information</p> <ul style="list-style-type: none"> ● Listen to stories from the Bible that contain rules for living <ul style="list-style-type: none"> ○ • Ten Commandments (Exodus 20:1–17) ○ • The Great Commandment (Mark 12:28–31) ○ • The parable of the Good Samaritan (Luke 10:25–37)

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	<ul style="list-style-type: none"> ● Listen to stories from another sacred text that contain rules for living ● Interview a faith member about how the teaching in their faith book guides their life and determines how they treat others ● Find out about the way a faith member practises their faith at home and what they do at special times, giving opportunity to compare festivals from more than one faith ● Find out about the items a Christian might wear/own to show their faith ● Find out about the items a member of another faith might wear/own to show their faith
6	<p>Make links between some religious rules and rules in school Suggest reasons why festivals and rituals are important Understand that many values come from holy books Suggest reasons why festivals and rituals are important</p> <p>Search for meaning (This can be taught over 2 weeks. This week is Lesson 1)</p> <ul style="list-style-type: none"> ● Learn about the key teachings of some faith stories ● Roleplay or use puppets to tell a faith story about caring, forgiveness, truth, fairness ● Identify some ways in which rules for living in the Bible and another sacred text are played out in the lives of faith members ● Identify links between religious rules and rules in school and wider society ● Investigate how a faith member feels a sense of belonging to their faith ● Explore why a faith member might find it important to carry out particular rituals or wear particular items

Learning Outcome/product

This unit (2.1 Belonging) will contribute to the following end of Key Stage statements:

AT1

Identify what difference belonging to a faith community might make

AT1

Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship

AT1

Identify how different religions answer questions of right and wrong

AT2

Ask and respond to questions about what individuals and faith communities do, and why

AT2

Respond sensitively to expressions of belonging to faith groups

AT2

Express their ideas and opinions in response to questions of right and wrong

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Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

1. How do you know what is right and what is wrong? What rules do you follow?
2. How does a faith member know what is right and what is wrong? Where would a faith member look for additional rules/guidance?
3. How can people express their identity and show they belong to a group or faith group? What might they do or what might they wear?