

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Years 1 and 2		Area of learning: Unit 2.2 Belonging Focus on Christianity and Judaism	
Unit 2.2 to be taught over the full term.	<p>Please refer to http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/ where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>This unit builds directly on children’s learning in the previous Unit 2.1: Belonging, focusing on beliefs and how those are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. There are opportunities to work on the end of key stage statements relating to examples of collaboration between faiths.</p> <p>Resources: key religious figures and the key beliefs of chosen faiths, faith visitors, holy books, stories, film clips of stories and faith members</p>		
Term	Years 1 and 2		Key Skills to be taught
Spring 2022			<p><u>Programme of Study</u></p> <p>Skills and processes in RE to be included in both year groups over the year. 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>

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			<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> <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

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

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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’
- ‘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	<p>To reflect on what is special to themselves and others To respect what others say about their beliefs</p> <p>See ideas for lessons in Prepare for Learning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
2	<p>To identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions</p> <p>See ideas for lessons in Engage the Learner</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>

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3	<p>To explore beliefs and find out what people of faith believe (taught over 2 weeks)</p> <p>See ideas for lessons in Identify Learning Questions</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
4	<p>To explore beliefs and find out what people of faith believe</p> <p>See ideas for lessons in Identify Learning Questions</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
5	<p>To name the holy books of different faiths To respond stories from holy books</p> <p>See ideas for lesson in Provide new information</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
6	<p>To say how some religious artefacts and symbols are used To consider what religious artefacts and symbols mean to people of faith</p> <p>See ideas for lesson in Search for meaning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
7	<p>To name some beliefs of two different faiths</p> <p>See ideas for lesson in Share new understanding</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>
8	<p>Reflect on Learning (Assessment Lesson)</p> <p>See questions</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks1-units/unit-2-2-believing/</p>

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9	<p>Easter Palm Sunday: why were people so excited to welcome Jesus?</p> <p>To retell the Easter story</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
10	<p>To tell the Palm Sunday story as the beginning of the end of Jesus' earthly life</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
11	<p>To create artwork to show what happened on Palm Sunday</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>

Learning Outcome/product

This unit (2.2 Believing) will contribute to the following end of Key Stage statements:

AT1

Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life

Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief

AT2

Appreciate some similarities between faith communities

Notice and respond sensitively to some similarities between different religions and worldviews

Assessment records

List only those children who have not achieved the expected outcomes

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	Children working above.

End of unit assessment question

1. Why Jesus is inspirational to Christians today
2. Why is a key figure inspirational to members of another faith?
3. Where do faith members get their beliefs and values? Where do mine come from?