

# Brough Primary School – Curriculum Intention Plan 2023



<b>Subject:</b> R.E. <b>Year Group:</b> Years 1 and 2		<b>Area of learning:</b> Unit 1.2 Worship Focus on Christianity, Judaism and Bahá'í
Unit 1.2 to be taught over a full term with Easter unit of work	<p><b><u>Please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>                  2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: Why worship?</p> <p><b>About this unit</b>                  This unit builds on children's previous learning around 'special' places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross-curricular studies within the local community. By the end of the unit, pupils will understand how places of worship are used and this leads directly into learning about the celebration of festivals eg. – Easter, Eid, Holi, Baisakhi, Pesach. Also see the Easter unit.</p> <p><b>Prior knowledge</b>                  Be able to talk about their special place, where is it? Why is it special? Know places that are special to certain groups of people, such as the football/rugby stadium</p> <p><b>Easter Unit</b>  <b>About this unit</b>                  This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter.</p> <p><b>Prior knowledge</b>                  This unit builds on learning in the Foundation Stage</p>	
<b>Term</b>	<b>Years 1 and 2</b>	<b>Key Skills to be taught</b>
<b>Spring 2023</b>		<p><b>Skills and processes in RE to be included in all year groups</b></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"> <li>• asking relevant questions</li> </ul>

# Brough Primary School – Curriculum Intention Plan 2023



		<ul style="list-style-type: none"> <li>• 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</li> <li>• knowing what may constitute evidence for understanding religion(s)</li> <li>• observing and listening</li> </ul> <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to draw meaning from artefacts, works of art, poetry and symbolism</li> <li>• the ability to interpret religious language</li> <li>• the ability to suggest meanings of religious texts</li> </ul> <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</li> </ul> <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>• developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>• the ability to see the world through the eyes of others and to see issues from their point of view</li> </ul> <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to debate issues of religious significance with reference to evidence and argument</li> <li>• weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul> <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> <li>• distinguishing between opinion, belief and fact;</li> <li>• distinguishing between the features of different religions</li> </ul> <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> <li>• linking significant features of religion together in a coherent pattern</li> <li>• connecting different aspects of life into a meaningful whole.</li> </ul> <p>h) Application – this includes:</p> <ul style="list-style-type: none"> <li>• making the association between religions and individual, community, national and international life;</li> <li>• identifying key religious values and their interplay with secular ones</li> </ul> <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to explain concepts, rituals and practices</li> <li>• the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media</li> </ul> <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to work together and learn from each other</li> </ul>
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# Brough Primary School – Curriculum Intention Plan 2023



**Vocabulary and concepts specific to Unit 1.2 (Please also use the vocabulary given below from the Agreed Syllabus)**

## **Concepts**

gospel, worship, sacred

## **Vocabulary**

churches and other places of worship, features of the building, holy days

## **Easter Unit**

### **Concepts**

salvation, gospel

### **Vocabulary**

festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day

## **Vocabulary from the Agreed Syllabus**

### **Bahá'í**

unity Bahá'í Faith Most Holy Book Nine-pointed star temple (EYFS)  
oneness Messenger of God Light of God Word of God Bahá'í community The Golden Rule kindness gentleness Naw-Rúz (New Year)

### **Christianity**

God creation incarnation salvation Christian Bible Jesus church vicar cross Christmas Harvest (EYFS)  
resurrection gospel Sunday prayer parable creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day

### **Judaism**

God Torah Rabbi Jewish person synagogue Hannukah Star of David (EYFS)  
G-d Shema Shabbat mitzvot (commandments) mezuzah Abraham Moses Pesach Sukkot

Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p><b>Unit 1.2 Worship</b>  <b>Each week, please refer to</b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>            2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p><b>To describe different ways people may worship</b>  <b>To recognise aspects of worship common to more than one faith</b></p> <p><b>Identify learning questions: Why worship?</b>            Looking at how people worship in different Christian traditions:            What is worship?</p>

# Brough Primary School – Curriculum Intention Plan 2023



	<p>Where can people worship? At home? At a place of worship?          What places of worship are in the community/wider area?          Why is music often important to worship?          What happens in a church? What happens in another place of worship?          Who goes there? Why?          Who looks after the place of worship?          Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? What objects do you find in another place of worship? How are sacred texts treated?</p>
3 and 4	<p><b>Unit 1.2 Worship</b>  <b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>          2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p><b>To recognise and name the holy books of different faiths</b>  <b>To name the parts of two places of worship for different faiths</b></p> <p><b>Enquiry:</b> consider</p> <ul style="list-style-type: none"> <li>• the idea that a place of worship is special to a group of believers</li> <li>• different ways people may worship</li> <li>• photos illustrating worship in homes and in other places; identify and name objects used</li> <li>• the use of holy books, prayer and service books</li> <li>• how religious artefacts are used in places of worship and at home</li> <li>• special clothes people might wear in a place of worship</li> <li>• stories from different faiths which have similar messages</li> <li>• visiting a place of worship and look at how the different parts are used, or make a virtual tour</li> </ul>
4	<p><b>Unit 1.2 Worship</b>  <b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>          2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p><b>To reflect on the importance of worship in the life of a believer</b></p> <p><b>Dive deeper, question further</b>          Listen to religious music and discuss what it might mean to a believer; reflect on the style &amp; mood of different types of religious music          Plan questions to ask a worshipper about what they do in their place of worship and/or at home and why</p>
5	<p><b>Unit 1.2 Worship</b>  <b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a></p>

# Brough Primary School – Curriculum Intention Plan 2023



	<p>2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p><b>To reflect on the importance of worship in the life of a believer</b> <b>Reflect on learning</b></p> <p>Consider the special atmosphere in a place of worship or another sacred place Consider what makes a holy book special Talk about feelings when watching or participating in an act of worship</p>
8	<p><b>Unit 1.2 Worship</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p><b>To describe how the building and its artefacts are used in different ways</b></p> <p><b>Demonstrate new understanding</b> Design a ceremony for a special occasion, drawing on learning about religious ceremonies Make a class book of prayers Make a montage of people associated with a place of worship, sharing information about: • roles • clothes • activities • reasons for going there Draw a place of worship and say what happens there Retell a story from a holy book and say what message it gives Draw, write, talk about a memory of a place of worship</p>
9	<p><b>Easter</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning Easter</p> <p><b>To describe and explain some traditions linked to religious festivals</b></p> <p><b>Identify learning questions</b> What signs tell us that Easter is coming and how do they make us feel? What are the big surprises of Easter? How do Christians prepare for Easter? What traditions are associated with the Easter story? Why were people so excited to welcome Jesus on Palm Sunday? What is the meaning of 'salvation'?</p>
10	<p><b>Easter</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a></p>

# Brough Primary School – Curriculum Intention Plan 2023



	<p>2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning Easter</p> <p><b>To name some religious festivals and say how faith members celebrate some of them</b></p> <p>Enquiry: consider a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life • using the senses to explore artefacts and symbols associated with Eastertime</p> <ul style="list-style-type: none"> <li>- Shrove Tuesday (pancakes)</li> <li>- Ash Wednesday (ash crosses)</li> <li>- Lent (giving things up)</li> <li>- Mothering Sunday (cards and gifts for Mum)</li> <li>- Palm Sunday (palm crosses)</li> <li>- Good Friday (hot cross buns)</li> <li>- Easter Day (chocolate eggs)</li> </ul>
11	<p><b>Easter</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning Easter</p> <p><b>To suggest reason why festivals are important</b></p> <p><b>Dive deeper, question further</b> Why is the festival of Easter an important celebration for Christians; is it important to others as well? How do you think Mary, the mother of Jesus, felt when he rode into Jerusalem?</p>
12	<p><b>Easter</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning Easter</p> <p><b>To talk about how stories are celebrated at different religious festivals</b></p> <p><b>Reflect on learning</b> Why were people so happy when Jesus arrived in Jerusalem? How did they celebrate? When Jesus came back to life, it was a big surprise to his friends; how would</p>

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	they have reacted?
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## Learning Outcome/product

This unit (1.2 Worship) will contribute to the following end of year end of key stage statements:

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

## End of unit assessment question

1. Recall the important features of a place of worship and say how they are used
2. Say why a local place of worship is important for many people
3. Recognise which holy books are special to different religions

Easter

1. To recognise and recall the Easter story and know why it's important to Christians
2. To talk about how Christians celebrate the festival of Easter