

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: R.E. Year Group: Years 1 and 2	Area of learning: Unit 1.3 What a wonderful world Focus on Christianity, Judaism and Bahá'í
Unit 1.3 to be taught over the full term.	<p>Please refer to https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and the Year 1/2 units, where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: Why is the world special?</p> <p>About this unit</p> <p>This unit builds on children's previous learning around 'special' places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Jewish/Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world. By the end of the unit, pupils will know that a most religious traditions believe that god made the world and so it is precious, they also believe that the world was created and given to humans to care for. They will be able to explain in simple terms what happened in a creation account and use and show understanding of relevant vocabulary.</p> <p>Prior knowledge Recall previous learning about special places</p> <p>Skills and processes in RE to be included in all year groups</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>

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- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices
- d) Empathy – this includes:
 - 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
- e) Evaluation – this includes:
 - 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
- f) Analysis – this includes:
 - distinguishing between opinion, belief and fact;
 - distinguishing between the features of different religions
- g) Synthesis – this includes:
 - linking significant features of religion together in a coherent pattern
 - connecting different aspects of life into a meaningful whole.
- h) Application – this includes:
 - making the association between religions and individual, community, national and international life;
 - identifying key religious values and their interplay with secular ones
- i) Expression – this includes:
 - 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
- j) Collaboration – this includes:
 - the ability to work together and learn from each other

Vocabulary specific to Unit 1.3

Concepts

creation, God, sacred, peace

Vocabulary

environment, climate, world, universe, precious, care

Vocabulary from the Agreed Syllabus for each religion/world view

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

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	<p>Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day</p> <p>Judaism God Torah Rabbi Jewish person synagogue Hannukah Star of David (EYFS) G-d Shema Shabbat mitzvot (commandments) mezuzah Abraham Moses Pesach Sukkot</p>		
Term	Years 1 and 2		Key Skills to be taught
Summer 2023			<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> <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

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			<ul style="list-style-type: none"> 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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Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>Unit 1.3</p> <p><u>Each week, please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 1/2 units of learning</p> <p>To talk about the meaning of two creation stories</p>

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	<p>To say why the world is a special place for faith members</p> <p>Identify learning questions: Why is the world special? How is the Earth precious; what is wonderful about it; where did it come from? How do people treat precious things differently? Where do sacred stories come from? What do Christians believe about God and creation? What do you think Christians learn from this story? What stories do other religions tell about the creation of the world? What do these stories teach their followers? Why should we look after the Earth?</p>
3 and 4	<p>To talk about ways that everyone can play their part in caring for the world</p> <p>To say why the world is a special place for faith members</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • listening to Louis Armstrong's 'What a wonderful world'; talk about what pupils think makes our world wonderful • exploring a natural area, park or nature reserve, let pupils find things they think are wonderful, encourage them to give reasons for their choices • making a display/discovery table of wonderful things, say how and why they are wonderful • giving time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion
5 and 6	<p>To identify similarities and differences between creation stories</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • unpacking the concept of creation, looking at familiar objects and considering how they are made, if they have a purpose; what attributes their maker might have • the Christian / Jewish creation story (UC suggests a guided visualisation for this activity and includes a resource in Unit 2A.1); stimulate responses and encourage pupils to ask questions about it • poems, prayers and hymns about creation and the way they describe the world • including the 'Big Bang' theory if raised by pupils • where stories linked to creation may be found, including in artworks, music, dance and drama
7 and 8	<p>To recall some creation stories from different traditions</p>

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	<p>Dive deeper, question further</p> <p>Talk about why there are different creation stories</p> <p>Talk to faith members and find out why the creation story is important to believers</p> <p>What do people with a non-religious worldview believe about how the world began?</p> <p>Look at a piece of art and suggest what the artist is trying to convey</p> <p>Listen to/watch a piece of creation music; what feelings does it arouse?</p>
9	<p>To talk about ways that everyone can play their part in caring for the world</p> <p>Reflect on learning</p> <p>Reflect on the different ways in which people express their ideas about creation</p> <p>Look at diversity in the natural world and uniqueness in creation and demonstrate appreciation of this</p>
10	<p>Reflect on Learning (Assessment Lesson)</p> <p>See questions</p>
11	<p>To identify similarities and differences between creation stories</p> <p>Demonstrate new understanding</p> <p>Make a class Big Book or Our Wonderful World display to illustrate the Louis Armstrong song</p> <p>Talk about how the different creation stories describe how plants and animals came into being</p> <p>Make a picture in the style of a famous artist showing one part of a creation story and say what is happening and which religion it comes from</p> <p>Tell the creation story using Godly Play</p> <p>If pupils were given the power to create something, what would it be?</p>

Learning Outcome/product

This unit (1.3 What a wonderful world) contributes to the following End of Key Stage statements:

- Retell and suggest meanings for some religious and moral stories and say how they influence people today
- Consider and make responses to big questions from different worldviews

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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. Can you recall Christian /Jewish beliefs about God and creation stories, adding some details
2. Can you retell a creation story using relevant vocabulary and say where the story comes from?
3. What 'wondering' questions do you have about the world?
4. Can you talk about ways of caring for the world?