


Cycle B

RE MEDIUM TERM PLAN – Y1&2

Theology	Philosophy	Social sciences
		

Overview

In Key Stage 1 pupils explore Christianity and Judaism in some depth, plus one other religion or non-religious worldview.

Learning in **Cycle A Y1&2** builds from EYFS, thinking about the uniqueness of the individual and what it means to belong. Children talk about what is important to them and others, valuing themselves and reflecting on their own feelings and experiences. They explore what it means to belong to a faith family, becoming a member and keeping the rules. Pupils learn about naming ceremonies, how and why people worship; connect symbols and artefacts and sacred texts to the appropriate faith and begin to learn about different beliefs about God and the world around them. Stories, artefacts and other religious materials are used to help pupils recognise that beliefs are expressed in a variety of ways; they are introduced to key religious concepts and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief to different people. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.

Learning in **Cycle B Y1&2** explores aspects of religion and belief in greater depth and introduces non-religious worldviews. Children will be able to explain what temptations there are in their own lives and how they make their own choices linking to British values. They will be introduced to 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. Children will also be encouraged to develop and explore their own Big Questions about the world and how other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree.

Cycle B: Year 1&2
Unit 2.1: Lead us not into temptation
Key Question: Right or wrong?



About this unit:

Considered through a **philosophical**, **theological** and **social sciences** lens, this unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development through aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.

N.B. This unit builds on learning in Unit 1.3 *What a wonderful world* and draws upon a basic understanding of how individuals operate within a community such as at school

Prior learning:

This unit builds on learning in Unit 1.3 *What a wonderful world* and draws upon a basic understanding of how individuals operate within a community such as at school.

Key vocabulary:

consequence, good, evil, fairness, moral choices, Adam and Eve, temptation

End points:

How do people decide what is right and wrong?

- talk about how people make choices

These contribute to the following End of Key Stage statements:

- talk to faith members about how they make moral choices

What do faith stories say about the value of each individual?

- retell faith stories about the value of each individual
- talk sensitively about people of different faiths

What are the special rules and values that religious people follow?

- make links between religious rules and values for living

- express ideas and opinions about moral questions of right and wrong
- share ideas and examples of cooperation between people who are different

By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices linking to British values.


Also see the Christmas unit which may follow.

Cycle B Y1&2 MTP
Autumn
Unit 2.1: Lead us not into temptation




Key Question: Right or wrong?


First, children look at the meaning of the word ‘temptation’ and explore what it means to them. They consider the difference between right and wrong and reflect on how they might feel when they make right or wrong choices.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
gospel, right and wrong	written/oral expression	Session 1 <i>What does temptation mean to you?</i> 	<p>What does the word ‘temptation’ mean? I wonder if you have ever felt the ‘temptation’ to do something that maybe you knew you shouldn’t do? Did you do it? How did it make you feel? Is it always easy to make the right choice and avoid temptation? It can be quite tricky so how do you make that decision? Feeling tempted does not make you a bad person – it just makes you human.</p> <p>Discuss the quote from the Bible (1 Corinthians 10:13): <i>No temptation has overtaken you except what is common to mankind. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can endure it.</i></p>	<p>Sequence the story of Jesus’ temptation and write the key parts.</p> <p>Draw a picture and complete a speech bubble to give an example of when you have felt tempted to do something and what you did.</p> <p>Write a prayer that Jesus might have said whilst in the desert for 40 days and place in the sand tray.</p> <p>Take part in some activities to see who can resist temptation and do</p>	

			<p>Everyone will be tempted to do things, but Christians believe that God will always provide another option for you to follow; it's the choice that you make but you need to listen to what is right and what you know is right.</p> <p>Point out that sometimes temptation is harder to resist. Ask if they think it would be harder to resist stealing a sweet if they had just eaten cake, or if it would be harder if they were very hungry. Create a list of times it would be either easier or harder to resist temptation.</p> <p>Listen to the temptation of Jesus in the desert: https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/ OR watch a video clip of the story ...</p> <p>Discuss: Which temptations did Jesus ignore? How did he do this? What helped him through this difficult time? What does this mean to Christians? How can this help them in their life?</p> <p>Did you know that in the Bible there are lots of quotes that help Christians to overcome temptation? Have a look at the following quotes and think about how they might help.</p> <p>Matthew 6:13 Matthew 26:41 James 4:17 Luke 4:2</p>	<p>something tricky! For example: Stand on one leg for as long as you can... Stay silent and do not smile ...</p>	
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<p>gospel, right and wrong</p>	<p>cause and consequence written/oral expression</p>	<p>Session 2</p> <p><i>How do people learn to make the right choices?</i></p> 	<p>Recap content of the last session. What does temptation mean? What do you remember from the story of Jesus?</p> <p>Discuss what the following quotes mean so that children have a good understanding of the story:</p> <p>Man shall not live by bread alone, but by every word of God.</p> <p>If you really are the son of God, you need not go hungry. Turn these stones into loaves of bread.</p> <p>If you really are the son of God, throw yourself down. God will command his angels to catch you.</p> <p>Scripture says: ‘You are not to put the Lord your God to the test.’</p> <p>Away with you. It is written: ‘You shall worship the lord your God and Him alone.’</p> <p>Let’s think about the text:</p> <p>How did Jesus remain strong and resist temptation?</p> <p>How does this story help Christians to resist temptation?</p> <p>Do you think that it is only people who are Christians that can resist temptation?</p>	<p>Dive deeper, question further</p> <p>Discuss a series of scenarios and ask children to answer questions posed:</p> <p>Temptation 1</p> <p>Your father is a policeman. He is very important. The children at school tease you and say you are making it up. One day, your friend asks you to steal his badge to prove who he is.</p> <p>Q. What is the temptation?</p> <p>Q. How could you avoid it?</p> <p>Temptation 2</p> <p>A child in your class is being picked on. Other children are calling him or her names. Your friend tells you that you should join in, or the children will start to pick on you too.</p> <p>Q. What is the temptation?</p> <p>Q. How could you avoid it?</p>	
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Next, children consider how feeling tempted does not make you a bad person – it just makes you human. They talk about how people decide what is right or wrong, explore how people make choices and explain some of the challenges of turning away from bad choices or actions.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
gospel, right and wrong	cause and consequence significance written/oral expression	Session 3 <i>Does making a bad choice make someone a bad person?</i> 	<p>Recap what the word temptation means and add to the wall as one of top ten words for the week.</p> <p>This week we are going to consider if people always make the right choices and if they don't, does this make them a bad person?</p> <p>Watch the video clip from Toy story. https://www.youtube.com/watch?v=h1D443w5g5 <u>U</u></p> <p>While the children are watching, ask the children to think about the characters in this movie and the choices they make. Are the characters good or bad?</p> <p>After watching, ask for opinions and discuss that Woody in Toy Story is good because he looks after all of Andy's toys, but he tries to get rid of Buzz because he thinks he won't be the favourite anymore. Does this now make him a bad character? Or has he just made bad choices? Who knows what he did after this? Did he change his behaviour?</p> <p>Dive deeper, question further Is right always right and wrong always wrong?</p>	Good and Bad characters Draw a chosen character from either a book or a movie. Then in the bubbles write the things that make this character a good character and/or what makes this character a bad character.	

			How can we use this as we live our lives?		
gospel, right and wrong	responsibility cause and consequence significance written/oral expression	<p>Session 4</p> <p><i>How can people put right their wrongs?</i></p> 	<p>Recap what the word temptation means and add to the wall as one of top ten words for the week.</p> <p>Last week we discussed if people make bad choices does that mean they are a bad person? Can you think of any examples where you agree or disagree with this?</p> <p>Read the story of the old woman who threw rubbish. Why do you think the prophet chose to forgive her? How do you think she felt at this sign of forgiveness? Have you ever been forgiven even if you felt like you maybe shouldn't have done?</p> <p>When people do wrong, they are encouraged to reflect on their choices - particularly those people who follow particular religions. People might pray or go to church and ask for forgiveness.</p> <p>Model the activity for today using each of the sentence openers and taking the children's ideas about how they would finish each sentence.</p>	<p>Speech bubble activity for the old woman in the story. Sentence starters to be displayed for the children to use, such as ...</p> <p><i>I would like to say sorry</i></p> <p><i>I would like to say thank you</i> ...</p> <p><i>I am going to change and will always</i> ...</p>	
gospel, right and wrong	similarity and difference written/oral expression	<p>Session 5</p> <p><i>Does temptation always look the same?</i></p>	<p>Have ready a selection of books, such as:</p> <p>The Good Samaritan Adam and Eve The Little Red Hen Fairy Poppy's Magic Wish The Bad Seed The Boy who cried wolf</p>	<p>Split children into groups of mixed ability. Allow the children time to read a selection of stories and discuss in their groups.</p> <p>For each story the children need to:</p>	



First, read one of the stories and discuss:
How do people decide what is right or wrong?
How do people make choices?

Dive deeper, question further

What is faith in action?


- Write the title of the story
- Note down the character who is tempted or makes wrong choices
- Decide whether they change their ways (yes or no)
- List the wrong choices they make
- Write a summary of what they could have done instead


Then, discuss and share their findings with the class.


Finally, read some of the stories in which there may be a reason that the characters have made the wrong choices and discuss this with the children. Does it make it ok to make the wrong choice if you have a reason? What should they have done instead? Also discuss if you need to be perfect in order to be a good person? Refer back to previous lessons on good

				and bad characters where relevant and/or appropriate.	
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Finally, children explore what faith stories say about the value of each individual. They consider special rules and values that religious people follow and make links between religious rules and values for living.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
gospel, right and wrong	written/oral expression	Sessions 6 and 7 <i>What do we need more of in the world?</i> 	Consider and discuss: This week we are going to be listening to Sikh story (children may not have heard of this before so it is important to have the discussion about Sikhism with them at this point). Share the story of 'The Milk and the Jasmine Flower' After reading, pose the following questions to the children. Why did the holy men of the city try to stop Guru Nanak from coming? What makes people feel 'shown up'? Have you had this feeling lately? (They could talk with	Make Modroc bowls with the children in Session 6 and allow them to dry to paint/decorate in Session 7. Whilst drying the children can be creating a design for their bowls and thinking about all the different things that we need more of to make the world a better place. 'The world is not full enough of...' Can the class think of lots of things that we need more of, in the world today? Write down their ideas onto a large piece of paper to be displayed during the activities. Whilst creating these encourage the children to think about if we had these things in the world do they think that people would still be tempted to make wrong decisions?	

			<p>a partner about this.) Why do you think Guru Nanak did the experiment with the jasmine flower, instead of just marching into the city? What could the holy men have done instead of trying to send him away?</p>		
<p>gospel, right and wrong</p>	<p>cause and consequence significance written/oral expression</p>	<p>Session 8</p> <p><i>Why did Saul change his ways?</i></p> 	<p>Recap the religious stories the children have already discussed and allow pupils time to explain what happened in each of the stories.</p> <p>Today we are going to hear a story from the Bible. What religious faith has a Bible? Which of the other stories (we have already learnt) come from the Bible?</p> <p>Read the story of Saul, a man who changed his behaviour so much his name was changed to Paul. As the story is being read, encourage the children to join in with 'Saul was mean' at the appropriate parts; they may also wish to come</p>	<p>Using the completed story map, ask the children to retell the story to a partner and encourage them to help each other if they are struggling.</p> <p>After they have retold the story ask them to talk about what the turning point in the story was and why.</p> <p>Children are to then draw a picture of the section of the story which shows the part where Saul decided to change his behaviour.</p> <p>After completing their picture, write a thought bubble to explain what he was thinking at this time. What was it that changed him? Encourage them to imagine they were Saul and ask: what would they be thinking at that moment?</p>	

			<p>up with an action which can be added too.</p> <p>Read the story again, this time stopping at the end of each section so that pupils can create a section of a story map to help them remember the story.</p>		
gospel, right and wrong	significance written/oral expression	<p>Session 9</p> <p><i>What is the important thing to remember if someone makes the wrong decision?</i></p> 	<p>Take the children on a memory walk of all of the stories they have looked at throughout the unit. This can include pictures of different characters you have discussed as a team, such as Woody from Toy story or Elsa from Frozen. Also include pictures and/or artefacts of writing examples from religious texts that you have studied.</p> <p>Encourage them to discuss each of the different sections along the journey. What have they learnt? Can they explain the picture in their own words? How did this link to the idea of temptation? Did any of the people change?</p>	<p>Children share their ideas of what they have learnt throughout the unit to create their own: The important thing is ... poem.</p> <p>Model putting together an example of the poem using everything that they have learnt within the unit.</p> <p>An example of this is ...</p> <p>The important thing is if you do something wrong it can be put right.</p> <p>The old lady says sorry and changes her ways</p> <p>Woody realises he needs to help</p> <p>Jesus knew he shouldn't be tempted</p> <p>The beast finds love</p>	

			Share ideas and discuss what they think the important thing is and why.	<p>The important thing is if you do something wrong it can be put right.</p> <p>Encourage the children to think of all of the examples they have thought about during the unit. They could include themselves in the poem to show how they have dealt with temptation and the changes they have made.</p>	
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Website links

Session 1	The Temptation of Jesus: https://www.youtube.com/watch?v=mc-x4qKY6Wc Jesus is Tempted – Bible for Kids: https://www.youtube.com/watch?v=K01s7VxuDqo
Session 2	
Session 3	Toy Story: Woody pushes Buzz out of the window: https://www.youtube.com/watch?v=hID443w5g5U
Session 4	The old woman who threw garbage: https://www.youtube.com/watch?v=b5hupQVKgS8 The old woman and the Prophet Muhammad: https://www.youtube.com/watch?v=oiUN7ynK_Oc
Session 5	Parable of the Good Samaritan: https://www.bbc.co.uk/bitesize/clips/zcyr87h Adam and Eve: https://www.youtube.com/watch?v=1Ny3lh5DO8s The Little Red Hen: https://youtu.be/DvYhFhbh3xU The Bad Seed: https://www.youtube.com/watch?v=Yu772gNfA68 The boy who cried wolf: https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-the-boy-who-cried-wolf/zdsft39
Sessions 6 and 7	The Milk and the Jasmine Flower: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-sikh-stories/zngv47h

Session 8	Saul becomes Paul: https://www.youtube.com/watch?v=9eRXq-cKmr0
Session 9	



Cycle B: Key Stage 1
Christmas Overview

Key Question: Why is the Christmas story 'good news' for Christians?



About this unit
 Considered through a **social sciences** and **theological** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 1. As this unit builds on learning about festivals of light in the Foundation Stage, it may be useful to consider festivals of light from other faiths alongside Christmas.

Prior learning
 This unit builds on learning about festivals of light in the Foundation Stage.

Key vocabulary:
 Advent, Nativity, festival, celebration

End points:
Which festivals are important to faith members?

- name some religious festivals and say how faith members celebrate them

These contribute to the following End of Key Stage statement:

- describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

- describe and explain some traditions linked to religious festivals

What stories are told at different religious festivals?

- suggest reasons why festivals are important
- talk about how stories are celebrated at different religious festivals

- retell and suggest meanings for some religious and moral stories and say how they influence people today

By the end of the unit, children will be able to recognise and recall the Nativity and know why it's important to Christians. They will also be able to talk about how Christians celebrate the festival of Christmas.




Cycle B Y1&2 Christmas MTP



Key Question: Why is the Christmas story 'good news' for Christians?

In Y2, children will consider why the Christmas story is 'good news' for Christians. They will explore the meaning of 'incarnation' and discuss what is the 'good news' of Christmas for everyone.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
incarnation, gospel	significance written/oral expression	Session 1 <i>What is the story of the Nativity?</i> 	Create a thought shower to find out what the children remember about the story of the Nativity. Watch a video to recap key information.	Dramatise the story and freeze-frame key moments to use as a class display.	Christmas Story
incarnation, gospel	significance written/oral expression	Session 2 <i>What was the role of the shepherds in the Nativity story?</i>	Listen to the part in the story of the Nativity where the shepherds hear the news from the angels. Ask: What did the shepherds think? What did the shepherds say?		Jesus Nativity: Shepherds in the Field

			<p>What did the shepherds do?</p> <p>Dive deeper, question further</p> <p>How would the shepherds have felt when they heard the news of Jesus' birth?</p>		
incarnation, gospel	significance written/oral expression	<p>Session 3</p> <p><i>What was the role of the wise men in the Nativity story?</i></p>	<p>Listen to the part in the story of the Nativity where the wise men (Magi) hear about Jesus' birth.</p> <p>Ask:</p> <p>What did the wise men think?</p> <p>What did the wise men say?</p> <p>What did the wise men do?</p> <p>Dive deeper, question further</p> <p>How would the wise men have felt when they heard the news of Jesus' birth?</p>	<p>Explore the significance of each of the gifts:</p> <ul style="list-style-type: none"> ● gold – for Jesus as king ● frankincense – for Jesus as one who comes as a priest from God to humankind ● myrrh – as a foretelling of Jesus' death <p>Dive deeper, question further</p> <p>What would be a suitable gift for Jesus?</p>	<p>Jesus Nativity: Visit of Shepherds and Wise Men</p> <p>Christmas Bible Stories: The Wise Men</p>
incarnation, gospel	significance written/oral expression chronology empathy	<p>Session 4</p> <p><i>What does 'incarnation' mean?</i></p>	<p>What does 'incarnation' mean?</p> <p>Find out what the children think this word might mean.</p> <p>Watch the video: What is the incarnation?</p> <p>How does this word link to the story of the Nativity?</p>	<p>Watch the video: God's Story – Jesus.</p> <p>Can you remember which stories show Christians that Jesus was fully human? (i.e., being born human; having friends; sharing a meal; working as a fisherman; dying; showing anger)</p>	<p>What is the incarnation?</p> <p>God's Story - Jesus</p>



Can you remember which stories show Christians that Jesus was also God? (i.e., walking on water; healing the sick; rising from the dead; bringing people back to life; feeding the 5,000; turning water into wine)

Website links

YEAR 1&2

Session 1	Christmas Story: https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story
Session 2	Jesus Nativity: Shepherds in the Field: https://www.youtube.com/watch?v=kvuGpwUi4mc
Session 3	Jesus Nativity - Visit of Shepherds and Wise Men: https://www.youtube.com/watch?v=d9FWTb6FG6w Christmas Bible Stories - The Wise Men: https://www.youtube.com/watch?v=VySzDA07N-c
Session 4	What is the incarnation? https://www.youtube.com/watch?v=cTyDjh9Bnes God's Story – Jesus: https://www.youtube.com/watch?v=8u-ICIHAmKk

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:

Cycle B Y1&2 MTP
Unit 2.2: Believing
Key Question: What is true?



About this unit:

Considered through a **theological** lens, this unit builds on children's learning in Unit 1.1 Belonging and takes a theological focus about how beliefs are expressed. Children will be introduced to key figures from Old and New Testaments alongside stories from other religious traditions. Here they will focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.

Prior learning:

Recap work covered in Unit 1.1: *Belonging*; groups pupils belong to - promises / commitments made when joining a community.

Key vocabulary:

named characters and artefacts from chosen faiths, prayer

End points:

What do people of faith believe?

- name some beliefs of two different faiths
- recognise beliefs that are the same for different faiths

What are the different ways in which people of faith express their beliefs?

These contribute to the following End of Key Stage statement:

- recall different beliefs and practices, naming key words, key figures and core beliefs

- describe how religious people may express their beliefs in action
- consider a prayer or text that expresses belief

By the end of the unit, pupils should associate core beliefs with key figures and artefacts from two religions. There are opportunities to talk about British Values.


Also see the KS1 Easter unit which may follow.




Cycle B Y1&2 MTP
Spring
Unit 2.2: Believing





Key Question: What is true?

First, children begin to consider what belief is and explore what they believe in and whether their beliefs and values align with their peers. They learn to recognise that there are different worldviews.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, sacred, holy, belief, religion	similarity and difference written/oral expression	Session 1 <i>What is belief?</i> 	Discuss the differences between a fact (something that can be proved) and a belief. Drawing on children's prior knowledge, recap work covered in Unit 1.1: Belonging and discuss groups children belong to; promises and commitments made when joining a community.	Provide children with a list of facts and beliefs and ask the children to sort them into the 2 groups. (Appendix 1) Explore promises made when joining groups/communities such as: Rainbows/Cub/Brownies/Guides/Scouts / Karate ... Watch video clips Allow time for children to share their experiences. Explain what is meant by making a commitment.	Brownies Promise Ceremony - YouTube Ava Brownie Promise. - YouTube Beavers Promise - YouTube
God, sacred, holy, belief, religion	significance written/oral expression	Session 2 <i>What do I believe in?</i>	Talk about what the children believe in and list responses. Introduce the idea of different	Share the animated video 'Nobody Stands Nowhere' Use the statements on Appendix 2 to invite the children to rank order the	Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.


			<p>worldviews based on different life experiences.</p> <p>Where do children get their beliefs and values?</p>	<p>beliefs in terms of how important they think they are.</p> <p>Ask children to think about their lives and what is important to them. Children complete activity about what they believe in.</p> <p>Children could complete a spider diagram linked to different beliefs or complete simple sentences related to what they believe. Links could be made to School rules.</p>	
<p>God, sacred, holy, belief, religion</p>	<p>similarity and difference written/oral expression</p>	<p>Session 3</p> <p><i>Do others believe the same as me?</i></p> 	<p>Consider and explore optical illusions: is seeing believing?</p> <p>Do we all see in the same way?</p> <p>e.g.</p> 	<p>Recap the beliefs discussed in the last session. Appendix 2</p> <p>Get children to freeze frame and act out in pair the two most important beliefs from Appendix 2. Discuss why they think they are so important? Do all people agree? Compare children's views with that of adults in the class.</p> <p>Dive deeper, question further</p> <p>Is it ok to believe in different things?</p> <p>Children could offer advice to a child asking about differing beliefs.</p> <p>e.g., What do I do if I believe something different to a friend?</p>	<p>Optical illusions 1</p> <p>Optical illusions 2</p> <p>Optical illusions 3</p>

Next, children will investigate the beliefs and values of Christian faith members, beliefs and values of one other religion and/or other non-religious worldviews. They will also explore how and why a piece of writing from a sacred text may be important to a believer.					
Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, sacred, holy, belief, religion	responsibility significance written/oral expression	Session 4 What do Christians believe? 	Where do Christian faith members get their beliefs and values? Watch a video clip ... What do Christians believe? List information on Christian beliefs. Work like a theologian. Explore a text from the Bible and consider its meaning for Christians; does it have meaning for people with no religious beliefs? For example: Moses crossing the Red Sea, Jonah and the whale, David & Goliath ...	Ask the children to think and share what they already know about Christianity and what it means to be a Christian Ask the children if any of them are Christian, and if they are, to share some of the things that they do as a Christian e.g., pray, go to church etc. Share video clip Questions to think/ discuss <ul style="list-style-type: none"> ● What is Christianity? ● What did Jesus do? ● What do Christians do? ● What festivals do Christians celebrate? ● Do Christians have a holy book? ● Where do Christians live? ● Are there different types of Christians? ● Who are Christians' religious leaders? ● What symbols do Christians' use? ● What special objects do Christians have? 	What is Christianity? - BBC Bitesize Christianity for Kids (primaryhomeworkhelp.co.uk) Mother Theresa Prayer 'Do it anyway.' Mother Tersea – "Do it Anyway" Prayer - YouTube

				<ul style="list-style-type: none"> • Which places are special for Christians? <p>Children to sort religious artefacts, places, leaders etc as being Christian or non-Christian</p> <p>Look at number artefacts that are important to Christians. Children could research in books and / or online to find out more about Christianity and write some sentences about what they find out Christianity for Kids (primaryhomeworkhelp.co.uk)</p> <p>Dive deeper, question further Recognise the Christian beliefs in Mother Theresa' Prayer. Reflect on why Jesus is inspirational to Christians today.</p>	
God, sacred, holy, belief, religion	responsibility similarity and difference significance written/oral expression	<p>Session 5</p> <p><i>What do members of a different faith believe?</i></p> 	<p>Where do members of other faiths get their beliefs and values?</p> <p>Watch a video clip ...</p> <p>What do (Hindus/Jewish people) believe? List information on other faith members beliefs.</p>	<p>Ask a local faith member to show something that represents a belief. What are they committed to?</p> <p>Ask the children to think and share what they already know about (School's chosen 2nd religion) and what it means to be a (this religion). Ask the children if any of them are (School's chosen 2nd religion),</p>	<p>Sikhism The beginnings of Sikhism - KS1 Religious Education - BBC Bitesize</p> <p>The Five Ks - KS1 Religious Education - BBC Bitesize</p> <p>Hinduism What is Hinduism? - BBC Bitesize</p> <p>Islamism What is Islam? - BBC Bitesize</p>


			<p>Have ready a selection of artefacts linked to Christianity and another faith; can children work out what a faith member believes?</p>	<p>and if they are, to share some of the things that they do as a (School's chosen 2nd religion) e.g., pray, go to mosque, etc.</p> <p>Have ready a selection of artefacts linked to Christianity from last week and another faith; can children work out what a faith member believes?</p> <p>Share video clip Questions to think/ discuss</p> <ul style="list-style-type: none"> ● What is (insert other religion)? ● What do (insert other religion) do? ● What festivals do (insert other religion) celebrate? ● Do (insert other religion) have a holy book? ● Where do (insert other religion) live? ● Who are (insert other religion) religious leaders? ● What symbols do (insert other religion) use? ● What special objects do (insert other religion) have? ● Which places are special for (insert other religion)? 	
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				Children could compare similarities and differences between the different religions.	
God, sacred, holy, belief, religion	significance written/oral expression	<p>Session 6</p> <p><i>Why may a piece of sacred writing be important to a believer?</i></p> 	<p>Listen to a simple version of the Lord's Prayer and talk about what a believer might pray for.</p> <p>Listen to other religious prayer/ text.</p>	<p>Look at different sacred writing examples (linked to School's chosen religions) thinking about why they are special.</p> <p>e.g., Explore a simple version of the Apostle's Creed and compare to a belief statement from another faith to identify what members believe.</p> <p>Discuss what the different religious writing teaches people. Compare if there are any similarities/differences.</p> <p>Children could link it to what they could consider special/ sacred to them and why they would want others to respect it.</p> <p>Dive deeper, question further Consider the similarities and differences in the beliefs of people of different faiths focussing on an aspect such as prayer.</p> <p>Dive deeper, question further Consider the hopes and beliefs expressed in the prayer of St</p>	<p>The Apostles' Creed The Church of England</p> <p>The Lord's Prayer for Children - YouTube</p>

				Francis of Assisi; the hymn Make me a 'Channel of you Peace.'	
God, sacred, holy, belief, religion	significance written/oral expression	<p>Session 7</p> <p><i>Do people who don't follow a religion have their own beliefs?</i></p> 	<p>Share a video clip on Humanism.</p> <p>Discuss the beliefs of this worldview.</p>	<p>Following 1st link there are video clips and PowerPoint showing key beliefs of Humanism.</p> <ul style="list-style-type: none"> - Leading a happy life. Explore what makes people happy and everyone is special. - Children could decorate symbol to show what makes them happy and is special/ show their individuality. - Children could come up with a list of what they believe would be important for them to lead a happy life. 	<p>What is humanism? » Understanding Humanism</p> <p>Who are humanists? » Understanding Humanism</p> <p>Knowledge and belief » Understanding Humanism</p>

Finally, the children will think about how faith and non-faith members show their belief through commitment to a cause. They will explore commitments made by contemporary people who may/not be influenced by a specific faith and discuss why we should respect the beliefs of others.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, sacred, holy, belief, religion	written/oral expression	<p>Session 8</p> <p><i>Is it important for everyone</i></p>	<p>Dive deeper, question further</p> <p>Is it important for everyone to believe in something?</p>	<p>Explore commitments made by contemporary people of faith, such as ...</p> <ul style="list-style-type: none"> ● Mo Farrah (to athletics) 	<p>Marcus Rashford: Free meals for children should carry on - CBBC Newsround</p>

		<p><i>to believe in something?</i></p> 	<p>Gather children's responses.</p> <p>Move on to consider how faith and non-faith members show their beliefs through commitment.</p>	<ul style="list-style-type: none"> ● Malala Yousafzai (to girls' education) ● Cat Stevens/Yusuf Islam (to music) ● Sachin Tendulkar (to cricket) ● Zac Goldsmith (to the environment) ● Dalai Lama (to peace and kindness) ● Jaspreet Kaur (to human rights) <p>Explore commitments made by contemporary people devoting themselves to a cause, such as ...</p> <ul style="list-style-type: none"> ● Greta Thunberg ● Captain Sir Tom Moore ● Marcus Rashford <p>Discuss the characteristics these people show.</p> <p>Children to come up with what we as a class/school be more committed to. Children to come up with some commitments:</p> <ul style="list-style-type: none"> -personal -class -school -wider community <p>And provide reasons for their commitments.</p>	<p>Captain Sir Tom Moore: Celebrating the life of a charity fundraising legend - CBBC Newsround</p> <p>Greta Thunberg: 16-year-old climate activist inspired international youth movement - CBBC Newsround</p> <p>Mo Farah shares tips for young athletes - CBBC Newsround</p> <p>Newsround's special programme all about Malala - CBBC Newsround</p>
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<p>God, sacred, holy, belief, religion</p>	<p>written/oral expression empathy</p>	<p>Session 9</p> <p><i>Why should we respect the beliefs of others?</i></p> 	<p>Go back to information on Christian and another faith members' beliefs (collated in previous sessions) and talk about what is the same/different.</p> <p>Why is a key figure (such as Jesus/Muhammad pbuh/Dalai Lama) inspirational to members of another faith or worldview? What is their superpower?</p>	<p>Reflect on why (Jesus/Muhammad (pbuh)/Dalai Lama ...) is inspirational to faith members today.</p> <p>Lead children to compare the fundamental teachings and personality characteristics. E.g., kindness, helping those less fortunate, forgiveness etc.</p> <p>Link to children- what is their superpower, or would they want it to be? E.g., kindness (steer children away from invisibility etc)</p> <p>Explore how faiths and faith-based charities may work individually/together to help care for the world. E.g., Christian Aid, Samaritans, Jewish blind and disabled, Muslim Charity</p> <p>Explore and explain how most charities help anyone regardless of their religious beliefs link back to helping those less fortunate.</p>	<p>Muslim Charity Charitable Organization in United Kingdom</p> <p>UK charity fighting global poverty - Christian Aid</p> <p>Donate to Samaritans this Christmas</p> <p>Housing & Support JBD</p>
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Website links

<p>Session 1</p>	<p>Ava's Brownie Promise: https://www.youtube.com/watch?v=qxZ4dep9cFE Brownie Promise Ceremony: https://www.youtube.com/watch?v=WVIIhTdVK-0 Beavers Promise: https://www.youtube.com/watch?v=yc4AU2Wod_c</p>
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Session 2	Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society: https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film
Session 3	Optical illusions: https://i.pinimg.com/originals/8d/73/43/8d7343eabc0cbd5753cbe33564656ac0.jpg https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=hntxVVIRQpWg2Q&pid=ImgRaw&r=0 https://4.bp.blogspot.com/-ClG9wIVyjAA/U578NKs38fI/AAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg
Session 4	Information on what Christians believe: https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn Christianity research for children: http://www.primaryhomeworkhelp.co.uk/religion/christian.htm Mother Theresa Prayer 'Do it anyway': https://www.youtube.com/watch?v=FuNcgP4uQYY&t=5s
Session 5	Sikhism The beginnings of Sikhism: https://www.bbc.co.uk/bitesize/clips/zc34wmn The Five Ks: https://www.bbc.co.uk/bitesize/clips/zc34wmn Hinduism What is Hinduism? https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p Islamism What is Islam? https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zrxgwx
Session 6	What is humanism? https://understandinghumanism.org.uk/uhtHEME/what-is-humanism/?age=5 Who are humanists? https://understandinghumanism.org.uk/films/who-are-humanists/ Knowledge and belief: https://understandinghumanism.org.uk/uhtHEME/knowledge-and-belief/?age=5
Session 7	The Apostles' Creed: https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/common-material/apostles-creed The Lord's Prayer for Children: https://www.youtube.com/watch?v=O78UfDkGhRs&t=29s
Session 8	Marcus Rashford: Free meals for children should carry on: https://www.bbc.co.uk/newsround/53047235 Captain Sir Tom Moore: Celebrating the life of a charity fundraising legend: https://www.bbc.co.uk/newsround/55904084 Greta Thunberg: 16-year-old climate activist inspired international youth movement: https://www.bbc.co.uk/newsround/47467038 Mo Farah shares tips for young athletes: https://www.bbc.co.uk/newsround/31564982 All about Malala: https://www.bbc.co.uk/newsround/31564982

Session 9	Muslim Charity: https://muslimcharity.org.uk/ Christian Aid: https://www.christianaid.org.uk/ Samaritans: https://www.samaritans.org/support-us/fundraising-appeals/search-christmas/?msclkid=9d9b714bcf2a1e9113b110eec1f727ef&utm_source=bing&utm_medium=cpc&utm_campaign=Microsoft+Search+%7C+Christmas+2021+Donation+Appeal+%7C+Main+%7C+Brand&utm_term=samaritans&utm_content=Brand Jewish Blind and Disabled: https://www.jbd.org/
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Cycle B: Key Stage 1 Easter Overview



Key Question: How do Christians prepare to celebrate Easter?

About this unit

Considered through a **social sciences** and **theological** lens, 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.

Prior learning

This unit builds on learning in the Foundation Stage.

Key vocabulary:

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

End points:

Which festivals are important to faith members?

- name some religious festivals and say how faith members celebrate them
- describe and explain some traditions linked to religious festivals

What stories are told at different religious festivals?

- suggest reasons why festivals are important

These contribute to the following End of Key Stage statement:

- describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them
- retell and suggest meanings for some religious and moral stories and say how they influence people today

- talk about how stories are celebrated at different religious festivals

By the end of the unit, children will be able to recognise and recall the Easter story and know why it's important to Christians. They will be able to talk about how Christians celebrate the festival of Easter.



Cycle B Year 1&2



Easter



MTP




Key Question: How do Christians prepare to celebrate Easter?

In Y2, children will consider how the Easter story is depicted in different forms. They will explore the sequence of events in the Easter story and different retellings of the story.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
salvation, gospel	significance written/oral expression chronology	Session 1 <i>What is the story of Easter?</i>  	Create a thought shower to find out what the children remember about the story of Easter. Watch this video: The Christian Story of Easter to recap key information. Ask: What special name is given to the day Jesus died? What was used to close Jesus' tomb? What did the figure in white say to Mary? Who did Mary see whilst she was crying? What did Christians like to remember at Easter?	Focus on the new parts of the story: ensure that pupils know the story of Holy Week and Easter securely, using a range of approaches and activities. For example: <ul style="list-style-type: none">● use interesting storytelling techniques such as drama and godly play to sequence events in the Easter story● freeze-frame key moments to use as a class display.	The Christian Story of Easter

salvation, gospel	cause and consequence significance written/oral expression	<p>Session 2</p> <p>What happened on Palm Sunday?</p> 	<p>Listen to the Palm Sunday story at the beginning of Holy Week.</p> <p>Dive deeper, question further</p> <p>How do you think Mary, the mother of Jesus, felt when he rode into Jerusalem? Why were people so happy when Jesus arrived in Jerusalem? How did they celebrate?</p>	<p>Design or hold a palm celebration including songs (<i>We Have a King Who Rides a Donkey</i>) and palms.</p> <p>Create artwork to show what happened on Palm Sunday.</p>	<p>The Story of Easter: The Triumphal Entry</p> <p>Palm Sunday for children</p>
salvation, gospel	cause and consequence significance written/oral expression chronology	<p>Session 3</p> <p>What happened next?</p> 	<p>Read the donkey's story, based on book <i>Dave the Donkey</i> by Andrew McDonough</p>	<p>Creatively retell aspects of the Easter story to others (drama, puppets, pictures).</p> <p>Create an Easter Garden and explain what the different parts represent.</p>	<p>Dave the Donkey</p>
salvation, gospel	significance written/oral expression	<p>Session 4</p>	<p>What does 'sin' mean?</p>	<p>Watch the video: What is salvation? How does this word link to the story of the Easter story?</p>	<p>What is salvation?</p>

		<p>What does 'salvation' mean?</p> 	<p>What does 'salvation' mean?</p> <p>Find out what the children think these words might mean and how it might link to Jesus' life and death. Thinking more deeply about 'sin' and 'salvation' — can the children find the letters of the word 'sin' in the word 'salvation'? Which letters can they see from 'save' in it? (Adapted from Understanding Christianity.)</p>	<p>Use role-play to explore different perspectives in the Easter story. Judas and Jesus Pontius Pilate and Jesus St Peter and Jesus</p> <p>Think and talk about forgiveness and if they have been able to forgive someone that they know. If so, why? If not, (and if appropriate) why?</p> <p>Create a letter, prayer or poem about forgiveness and place in a special box in the classroom.</p>	
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Website Links

YEAR 1&2

Session 1	The Christian Story of Easter: https://www.youtube.com/watch?v=Wnbo2AmS3OI
Session 2	The Story of Easter (The Triumphal Entry): https://www.youtube.com/watch?v=z-39h0xYqdE Palm Sunday for children – UK version: https://www.youtube.com/watch?v=fbAYBv8rCi8
Session 3	Dave the Donkey: https://www.youtube.com/watch?v=D89VI9R17eY
Session 4	What is Salvation? https://www.youtube.com/watch?v=89p_bRo2ZU8

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:



Cycle B Y1&2 MTP

Unit 2.3: Questions, questions

Key Question: What are the Big Questions?



About this unit:

Considered through a **philosophical** and a **theological** lens, this unit encourages children to develop and explore their own Big Questions about how the world and other things came about. They consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Children will have the opportunity to consider what matters to them which involve questions of meaning, purpose and truth. Strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations may help children raise their own questions and offer possible answers.

Prior learning:

Recap learning from Year 1 where pupils found out about creation stories from different religions and traditions, attempting to explain how the world began.

Key vocabulary:

universe, cycle of life

End points:

What are life's big questions?

- understand that some questions have no simple answers
- ask and talk about Big Questions and suggest some answers
- know that religions may offer different answers to the same question

These contribute to the following End of Key Stage statement:

- consider and make responses to big questions from different worldviews

Who is God to people of faith?

- identify names for God in different faiths
- express what believers say God is like

By the end of the unit, children should be able to ask and respond to ultimate questions and know that the answers that different religions and other worldviews offer.





Cycle B Y1&2 MTP
Summer
Unit 2.3: Questions, questions




Key Question: What are the Big Questions?

First, children look at what questions are and what constitute a ‘small’ question and a ‘big’ question. Children think of their own questions and consider those asked of them. Children think about how the world was created, exploring non-religious and religious answers to the big question.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation	written/oral expression	Session 1 <i>What is a Big Question?</i> 	<p>Drawing on prior knowledge, recap learning from Year 1 where children found out about creation stories from different religions and traditions and attempted to explain how the world began.</p> <p>Introduce the new RE unit – Questions, Questions. What is a question? Do we have different types of questions? What’s a small question? What’s a big question?</p> <p>Have ready a selection of question examples which fall into two categories:</p>	<p>Record the questions that the children come up with.</p> <p>Display small questions and big questions on a RE working wall or in the class book.</p> <p>Dive deeper, question further Ask, think and talk about some Big Questions, i.e., truth, creation, God, life ...</p>	<p>Little Kids, Big Questions: What Do Kids Think About Religion? - YouTube</p>


			<p>small questions (i.e., How old are you?) and big questions (i.e., How big is the universe?). Discuss and sort as a whole class.</p> <p>Next, ask pupils to consider the biggest question that they can think of – thinking especially about questions that no one can answer.</p>		
God, creation	significance written/oral expression	<p>Session 2</p> <p><i>Is it important to ask Big Questions?</i></p> 	<p>Have ready a selection of some Big Questions or start the session with a story, such as: How high is the sky? By Anna Milbourne How deep is the ocean? By Anna Milbourne</p> <p>Pupils suggest their own answers to some Big Questions.</p> <ul style="list-style-type: none"> ● How big is the sea? ● How high is the sky? ● How was the world created? ● Is there a God? ● Does love make the world go round? ● How did the leopard get its spots? 	<p>Activity: Take a Big Question and illustrate it with a variety of worldview responses and some Big Answers.</p> <p>For example: Big Question: Is there life after death? Christians believe that there is life after death and those that live good lives go to heaven. Islam teaches that there is life after death, and this is known as Akhirah. Muslims believe to get eternal life you live a just life in the service of Allah. Humanists believe there is no afterlife, and so they focus on seeking happiness in this life. What do you believe?</p>	<p>David Tennant reads 'How High Is The Sky' (CBeebies Bedtime Story) - video Dailymotion</p> <p>" How Deep is the Sea" by Anna Milbourne - YouTube</p> <p>Coco (2017) OFFICIAL TRAILER 1 - YouTube</p>

			<ul style="list-style-type: none"> ● Is lying ever a good thing? ● What is our purpose? ● What is beauty? ● Is there life after death? <p>Does this raise new ones? Do we need to answer every question?</p>	<p>Could consider the Mexican tradition of Dia de los Muertos. Watch a clip from 'Coco'.</p>	
God, creation	cause and consequence written/oral expression	<p>Session 3</p> <p><i>How was the world created?</i></p> 	<p>Show children some pictures of the earth, seas, animals etc. Who created all of this?</p> <p>Watch a video clip to explore a non-religious or traditional story about how the world was created.</p> <p>Discuss and explore questions raised after watching the video about the 'Big Bang' and that about the Christian creation story taken from the Bible. How are they similar? How do they differ? What do Humanists believe about creation? What do Muslims</p>	<p>Children compare the scientific 'Big Bang' theory of how the world was created with the Christian Creation story.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ● Story map both theories ● Write about each theory ● Illustrate each theory <p>Reflection: How do you think the world was created?</p>	<p>Origin Of The Universe Educational Video for Kids - YouTube</p> <p>Creation (Genesis 1-2) - YouTube</p>



			<p>believe about how the world was created?</p> <p>Humanists follow the scientific 'Big Bang' theory. Muslims believe the world was created by Allah but there is no such creation story, just reference to this in the Qur'an.</p>		
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Next, children explore Gods in different faith groups. Children consider what faith members believe is 'God' and where faith members believe God is. Children also explore where faith members and non-faith members find the answers to life's big questions.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation	similarity and difference significance written/oral expression	Session 4 Who is God? 	<p>Start with a big question: Who is God?</p> <p>Take down children's responses.</p> <p>Link to what the key school religions refer to as God. For example, Christians believe that God there's only one God, and he created the heavens and the earth. This divine Godhead consists of three parts: the father (God himself), the son (Jesus Christ) and the Holy Spirit.</p>	<p>Children explore and research what different faiths believe is God. Watch the videos 'Who is God?' and 'Who is Allah?'</p> <p>Activity: Children can compare what Christians & Hindus believe is God(s). Children write/draw the characteristics of the God(s) within the different faiths using words and symbols.</p> <p>Reflection: Do you believe in God? If you do, who is your God?</p>	<p>Christian viewpoint on God: Who Is God? - YouTube</p> <p>Islamic viewpoint on God/Allah: Who is Allah? - Learning with Zaky Series - YouTube</p> <p>Hinduism viewpoint: Hindu Gods : The Complete List - YouTube</p>


			<p>Muslims believe that God is Allah and Allah is the only God.</p> <p>Consider other religions.</p> <p>Hindus believe in many gods, but that Brahma is the god responsible for the creation of the world and all living things.</p> <p>Do all people believe in God? Link back to the last lesson discussing what Humanists believe and how they don't believe in a higher power.</p>		
God, creation	similarity and difference significance written/oral expression	<p>Session 5</p> <p><i>Where is God?</i></p> 	<p>Ask children to close their eyes. Children reflect on the last session's key question: who is God? Then ask children a big new question – where is God?</p> <p>If children don't believe in God(s) then they can consider where a person of faith might think God is. For example, where does a Muslim think Allah is? Where do Christians believe God is?</p>	<p>Explore where Christians and Muslims believe God is.</p> <p>Christians believe that God is everywhere. In Christian tradition, the location of God is symbolically represented as in heaven above but from the prayers, hymns, scriptures and Christian worship, God is within and around those who believe in him. God is everywhere, 'omnipresent'.</p> <p>Muslims believe 'Allah is the most high, above the sky'. As mentioned in the Hadith, when Prophet Muhammad (peace and</p>	<p>Christian viewpoint:</p> <p>Where is God sacramentality reflection - YouTube</p>



				<p>blessings be upon him) asked a slave woman, “Where is Allah?”, she said, “He is above the sky.” He asked, “Who am I?” She replied, “You are the Messenger of Allah.” He said, “Grant her freedom, she is a believing woman.”</p> <p>After discussing different faith beliefs on where God is, watch the video: Where is God sacramentality reflection - YouTube</p> <p>Remind children that Christians believe that God is everywhere.</p> <p>Activity: Ask children to draw where they think God is. If they don’t believe in God, ask them to consider where a faith member might think God is and draw the place from a Christian/Muslim perspective.</p>	
God, creation	cause and consequence significance written/oral expression chronology	Session 6 <i>Where do religious people look to find some answers to big questions?</i>	Remind children of some big questions previously discussed: How was the world created? Is there life after death? Express that these questions can be very difficult to try and answer. If you can’t find an answer to a question, what would	Discuss where a Muslim might find the answers to some of these big questions. The Qur’an, worship in Mosque, discussions with other faith members in the community, through prayer etc. Discuss where a Christian might find the answers to some of these big questions. The Bible, worship in church, discussions with other	Possible videos to promote discussion: Christian teaching on forgiveness: Jesus Forgives Peter - YouTube Islamic teaching on generosity: The Story of the Fisherman by ZAKY - ISLAMIC KIDS CARTOONS - YouTube

			<p>you do? Where would you look? Who would you ask?</p> <p>Ask children the session's key question: Where do religious people look to find some answer to big questions?</p> <p>Discuss and record children's responses.</p>	<p>Christian faith members in the community, through prayer/song etc.</p> <p>Children record their responses in the class book or their own individual RE workbooks.</p> <p>Dive deeper, question further Read religious stories looking for clues; how may faith members answer some Big Questions?</p> <p>Dive deeper, question further Interview faith members about their answers to some Big Questions.</p>	
God, creation	cause and consequence significance written/oral expression chronology	<p>Session 7</p> <p><i>Where do people without a religion get their answers?</i></p> 	<p>Revisit the core Humanist values/beliefs. Where do Humanists get their answers?</p> <p>Humanists do not have a place of worship or a holy book to offer guidance so where do they find their answers to big questions?</p>	<p>Watch the video: What is a humanism?</p> <p>Humanists don't believe in God or an afterlife. They trust in science to explain the universe and their answers to big questions are based on evidence and investigation.</p> <p>Activity: Children research Humanism and consider where humanists find the answers to big questions. In books, children mind map what a humanist is: considering the core values, their trust in science as opposed to a God</p>	<p>What is Humanism? - BBC Bitesize</p>

				and that Humanists don't follow a holy book or have a place of worship.	
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The last two sessions look at the world we live in today and consider why bad things happen and how and why we must look after the world.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation	cause and consequence written/oral expression	Session 8 <i>Why do bad things happen?</i> (Including death, as appropriate.) 	Why don't some people have enough food/shelter? Why do earthquakes happen? Why do some animals eat other animals? Why do viruses exist?	Read the story of 'Jonah and the whale'. Why did God send a storm? Why do bad things happen? God sent the storm to help Jonah see what was right. To help him make the right choice. What can we learn from bad things happening? Watch the video 'Why do bad things happen?'. (You may want to show just a sample of the video). Discuss: Sometimes bad things happen because of bad choices; people making mistakes. Sometimes good things come from bad things happening. Can you think of a time when something good came from something bad? Activity: Why do bad things happen?	Christian viewpoint: Why Do BAD Things Happen? Big Questions Kids' Club (Older) - YouTube

				Get children to write their responses on post-it notes to add to the class book/display.	
God, creation	responsibility cause and consequence significance written/oral expression	<p>Session 9</p> <p><i>How can we care for the world?</i></p>  	<p>How can we care for the world?</p> <p>What can we all do to make a difference?</p>	<p>What do Christians believe about caring for the world?</p> <p>What do Humanists believe about caring for the world?</p> <p>What do other faith groups/world views believe about taking care of the world?</p> <p>Research and explore what can be done to take care of the world considering different faith members and world views.</p> <p>Ask children to consider what they can do to help take care of the world individually and as a community. What could they do in school, at home, in the local area?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ● Collect ideas from different faiths and make a class display <i>What are our hopes for the world?</i> To include everyone's thinking. ● Think of how people of faith/world views care for the world. Present this in books also showing what the individual child can do 	<p>Science Video for Kids: How to Care for the Environment - YouTube</p> <p>How to Take Care of the Environment (Learning Videos For Kids) - YouTube</p> <p>Christian viewpoint: Take Care of The World God Gave Us - YouTube</p>

				<p>to help care for his/her world.</p> <ul style="list-style-type: none"> ● Create a poster encouraging others to take care of the world. <p>Reflection: Why is it important to take care of our world?</p>	
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Website links

Session 1	https://www.youtube.com/watch?v=9aSKic1a53A
Session 2	https://www.dailymotion.com/video/x2tqijb https://www.youtube.com/watch?v=UNEhullsXy4 https://www.youtube.com/watch?v=MnSK7pyKBRM
Session 3	https://www.youtube.com/watch?v=teu7BCZTgDs https://www.youtube.com/watch?v=E0ncK6yDy9Q
Session 4	https://www.youtube.com/watch?v=p_5CUoOdcYI https://www.youtube.com/watch?v=agQ11p7KvEg https://www.youtube.com/watch?v=Bx9FcRfJZmo
Session 5	https://www.youtube.com/watch?v=04XjHBmVLoY
Session 6	https://www.youtube.com/watch?v=Ppb9bKX1r7k https://www.youtube.com/watch?v=VAmxKBSF6Zs
Session 7	https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn
Session 8	https://www.youtube.com/watch?v=PFk09CrhkQc

Session 9	https://www.youtube.com/watch?v=belXC_loW4o https://www.youtube.com/watch?v=V0IQ3ljjl40 https://www.youtube.com/watch?v=-Wf6TH6gwIY https://www.youtube.com/watch?v=X2YgM1Zw4_E
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List those children working below the expected standard:

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