



BROUGH PRIMARY SCHOOL

RE MEDIUM TERM PLAN – Y2

| Theology | Philosophy | Social sciences |
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Overview

In Key Stage 1 pupils explore **Christianity** and **Judaism** in some depth, plus one other religion or non-religious worldview (Bahai faith)

Learning in Year 2 builds on from EYFS and Year 1, 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 Year 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.

Year 2
Unit 1.1: Belonging
Key Question: Who belongs?



About this unit:

Considered through a **social sciences** lens, this unit builds on and extends children's learning from the EYFS about the uniqueness of the individual focusing on what it means to belong and enquiring how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets. Explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them.

Prior learning:

Draw on children's own experience of belonging; is it important to feel that you belong?
Identify different groups the children belong to family, class, teams, clubs
Talk about what they wear for different activities, such as uniforms and badges

Key vocabulary:

religion, life values, rules, naming ceremonies, promises

End points:

Why are symbols and artefacts important to some people?

- reflect on what is special to themselves and others
- identify connections to religion and belief in the community
- identify precious things for people of faith

These contribute to the following End of Key Stage statements:

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

How does a person of faith live their life?

- explain how a person shows religion in their life
- talk about the lives of children from two different faith communities

What are the religious rituals and ceremonies connected with important times in life?

- say why religious people celebrate an important life event
- think about what matters most in a religious ceremony, including symbols and artefacts
- say why people of faith make promises

- tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group

By the end of the unit, pupils should be able to associate some symbols and artefacts with naming and marriage ceremonies, connect sacred texts to the appropriate faith and explain how belonging to a faith starts with a naming ceremony and is lived out in daily life.


Also see the KS1 Christmas unit which follows.



*Cycle A Y1&2 MTP
AUTUMN
Unit 1.1: Belonging*



Key Question: Who belongs?


First, children look at the meaning of the word ‘belonging’ and what they belong to. They consider their own families, discuss what it is like to belong to a faith family and explore artefacts/actions associated with different faiths.


| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
|--|---|---|---|
| <p>Session 1</p> <p><i>What do the words ‘belong’ or ‘belonging’ mean?</i></p> <p><i>What do you belong to?</i></p>  | <p>Draw on children’s own experience of belonging; is it important to feel that you belong?</p> <p>Identify different groups the children belong to – family, class, teams, clubs ...</p> <p>How do we know if someone belongs to a club or a group?</p> <p>Talk about what they wear for different activities, such as uniforms and badges.</p> <p>Can anyone belong to every group or club? (Ask for reasons.)</p> <p>Consider personal relationships among family, friends and in school life.</p> | <p>Create a logo about themselves to show what they belong to and write a sentence to explain the logo.</p> | <p>Similar and different</p> <p>Wellbeing for Children: Identity and Values</p> |

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| | Respond and express feelings about belonging to groups at school, home and elsewhere. | | |
| <p>Session 2</p> <p>What makes a family?</p>  | <p>Children reflect on their own family. What makes it special? How is it similar/different to other families? Any rules/promises in your family?</p> <p>Consider what makes a family, exploring different models, including marriage.</p> <p>Consider a character from a well-known story, who/what would they say they belong to?</p> | <p>Write a recipe for their family? (Who is in their family? Grandparents, Parents, Siblings)</p> <p>Pupils respond to the following prompts: <i>I belong to...</i> <i>I like belonging to a family because...</i> <i>Belonging together means...</i></p> <p><i>Some people belong to God. This means...</i> (See 'Opening up Belonging' – RE Today Services, 2010, p31.)</p> | <p>What makes a family?</p> <p>Love makes a family</p> <p>Opening up Belonging</p> |
| <p>Session 3</p> <p>What do children belonging to a faith family wear and do?</p>  | <p>Consider belonging to a faith family ...</p> <p>What does it mean to belong to a religion?</p> <p>How does a child in a faith family show belonging?</p> <p>What does a Christian child wear/do because they belong to a church?</p> <p>What does a child of another faith wear/do</p> | <p>Draw and label items members might wear/own to show their faith and record any meanings or why they wear or have these items. (Christianity, Judaism and Bahai)</p> <p>Challenge Do you know what items other faith members may wear/own?</p> | <p>Meet a Jewish family</p> |

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| | <p>because they belong to that faith?</p> <p>Explore why a faith member might find it important to carry out particular rituals or wear particular items at certain times.</p> <p>What do symbols and artefacts from two different faiths tell us about what they believe?</p> | | |
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Next, children consider what life is like for a person belonging to a faith and compare daily rituals. They look at different religious festivals and compare them.


| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
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| <p>Session 4</p> <p><i>What's it like to be in a faith family?</i></p>  | <p>What is it like to be in a faith family?</p> <p>Look at the distinctive pattern of faith life and what it means to believe and to belong.</p> <p>Find out how a person of faith lives their life. Explain how a person shows religion in their life.</p> <p>Compare the daily life of children from two different faiths.</p> | <p>Compare</p> <p>A day in the life of a Bahai child/Christian child.</p> <p>Compare rituals between faiths.</p> <p>Challenge</p> <p>Do you know any rituals from another faith?</p> | |

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| | How is the life of a faith child the same or different from my own? | | |
| <p>Session 5</p> <p>What religious festivals are there?</p>  | <p>Continue to explore what life is like within a faith family, especially at times of festival.</p> <p>Find out about different religious festivals and rituals.</p> <p>What is similar about these religious festivals? What is different about these festivals?</p> | <p>Possible festivals to compare:</p> <p>Jewish Hanukkah Christian Christmas.</p> <p>Draw a picture and write why and how a Hanukkah is important to a member of that faith.</p> <p>Draw a picture and write why and how a Christmas is important to a member of that faith.</p> <p>Challenge What other festivals do you know?</p> | <p>The first Christmas</p> <p>The Christian Story of the First Christmas</p> <p>Ramadan</p> <p>What is Ramadan?</p> <p>Charlie and Blue Celebrate Passover</p> <p>What is the story of Passover?</p> <p>Diwali: What is it?</p> <p>The Jewish Story of Hanukkah</p> |



Children move on to look at why we need rules when we belong to something and how our values (embedded in family or faith) provide rules for living. They consider the rules that are within the holy books.

| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
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| <p>Session 6 and Session 7</p> <p>Why do we need rules?</p> | <p>Do we need rules? Consider rules for family, school, friendship and faith groups ...</p> | <p>Share stories from sacred texts that contain 'golden' rules for living.</p> <p>Texts to read: Explore rules for living within the Bible</p> | <p>The Ten Commandments</p> <p>The Five Pillars of Islam</p> |

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| <p>What would happen if we didn't have rules?</p>  | <p>Think of the rules observed and promises made within a faith family. Where do faith members find their rules for living? What is the Christian holy book called? Can they name the holy book of another religion? Consider whether rules help us to belong and be a part of something.</p> <p>How to care for others - Matthew 25, 35-40, Golden Rule- Luke 6:31, The Great Commandment - Mark 12:28-31 and other sacred texts Judaism 613 mitzvot including The Ten Commandments - Exodus 20:1-17) and identify links between religious rules and rules in school.</p> | <p>Make a poster of rules for living from a sacred text.</p> <p>Discuss as a class how these rules link to school rules.</p> <p>Answer the question in books. What would happen if we didn't have rules?</p> | |
| <p>Session 8</p> <p>How do values provide rules for living?</p> | <p>Recognise the need for values for living. Understand that many values come from holy books. Recognise special rules that religious people follow. Refer back to The Ten Commandments from the</p> | <p>Sequence the parable of the Good Samaritan. Answer the question in books Why is the story of the Good Samaritan and the Jewish Shema prayer similar?</p> | <p>Parable of the Good Samaritan</p> <p>The Good Samaritan</p> <p>The Christian Story of the Good Samaritan and the Lost Sheep</p> <p>The Torah and Abraham's search for a wife for his son</p> |

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|  | <p>previous session and compare with rules of another faith.</p> <p>Possible texts to read: The parable of the Good Samaritan (Luke 10:25–37) This text demonstrates how we should love our neighbour as ourselves. Why is this important?</p> <p>Compare with the Jewish Shema prayer: Deuteronomy 6:4-9 Shema: Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength.</p> | | <p>The Five Pillars of Islam</p> <p>Shema: Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength.</p> |
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| <p>Finally, children consider the promises made by a member of the Christian faith and the promises made by people belonging to a different faith.</p> | | | |
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| Learning Objective | Key Knowledge | Recorded Learning | Useful links <small>(If the link does not open, please find URL on final page.)</small> |
| <p>Session 9</p> <p><i>What is a promise?</i></p> | <p>What is a promise? What promises might a faith member make? Is it ever right to break a promise?</p> | <p>Nothing in books</p> | <p>A Christian baptism (part 1)</p> <p>A Christian baptism (part 2)</p> <p>A Christian baptism story</p> |

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|  | <p>Consider the importance of keeping promises from a Christian perspective.</p> <p>What promises does a Christian make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year? For example, Christening, Holy Communion and then Confirmation.</p> <p>Drama – act out a baptism or wedding. Discuss the people involved and the promises made.</p> | | <p>Baptism celebrations</p> <p>The Bible and baptism</p> <p>Making Promises: Baptism</p> <p>Rites of Passage - Dedication</p> <p>A wedding</p> |
| <p>Session 10 Possibly a visitor What promises does a member of another faith make?</p>  | <p>Building on from the previous session, consider the importance of keeping promises.</p> <p>How do they become a member of their faith? What promises does a member of another faith make; what actions do they undertake when they become a member of that faith; what happens at special times of the year?</p> | <p>Draw symbols/artefacts used in a ceremony of commitment and explain why the symbols are important to faith members? (Remember to use the word promise in your explanation)</p> <p>OR</p> <p>Invite a faith member into school to share important times in life, such</p> | <p>Welcoming a new baby</p> <p>Humanist, non-religious naming ceremonies</p> <p>A Hindu wedding</p> <p>What to expect at a Jewish wedding ceremony</p> <p>The Sikh ceremony of Taking Amrit</p> |

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| | <p>Explore why faith members might find it important to wear particular items at certain times.</p> <p>Talk about how belonging to a faith gives members a sense of identity.</p> <p>Discuss how a faith member feels a sense of belonging to their faith, especially at special times in the year.</p> <p>Share video clips showing how people might mark important times in life – baptism, naming ceremonies and welcoming a baby, weddings ...</p> | <p>as baptism, naming ceremonies and welcoming a baby, weddings ...</p> <p>Interview a faith member about how the impact of belonging to their religion guides their life and determines how they treat others. Ask about how they became a member of their faith.</p> | |
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Website links

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| Session 1 | <p>Similar and different: https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/F1%205-7%20RE%20and%20NATRE%20home%20learning%20mem%20Belonging%20(002).pdf</p> <p>Wellbeing for Children: Identity and Values: https://www.youtube.com/watch?v=om3INBWfoxY</p> |
| Session 2 | <p>What makes a family: https://www.youtube.com/watch?v=ifVleMJrS8g</p> <p>Love makes a family: https://www.youtube.com/watch?v=8iqJOVpjEpE</p> <p>Opening up Belonging: https://shop.retoday.org.uk/pdfs/9781905893362.pdf</p> |
| Session 3 | <p>Meet a Jewish family: https://www.bbc.co.uk/bitesize/clips/zd9jxnb</p> <p>The Five KS: https://www.bbc.co.uk/bitesize/clips/z4sb9j6</p> |

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| | <p>The Five Ks of Sikhism: https://www.bbc.co.uk/bitesize/clips/zvn34wx</p> <p>The importance of Sikh traditions: https://www.bbc.co.uk/bitesize/clips/znxn34j</p> <p>My identity – being a Muslim: https://www.bbc.co.uk/bitesize/clips/zvd4d2p</p> |
| Session 4 | <p>Wudu or washing in preparation for prayer: https://www.bbc.co.uk/bitesize/clips/zfhyr82</p> <p>Friday prayers at the mosque: https://www.bbc.co.uk/bitesize/clips/z74wmp3</p> <p>Muslim prayer: https://www.bbc.co.uk/bitesize/clips/z4gkq6f</p> |
| Session 5 | <p>The first Christmas: https://www.bbc.co.uk/bitesize/clips/zntfgk7</p> <p>The Christmas Story of the First Christmas: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382</p> <p>Ramadan: https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-7%20RE%20Today%20and%20NATRE%20Home%20Learning%20Ramadan.pdf</p> <p>What is Ramadan?: https://www.bbc.co.uk/newsround/23286976</p> <p>Charlie and Blue celebrate Passover: https://www.truetube.co.uk/film/charlie-and-blue-celebrate-passover</p> <p>What is the story of Passover?: https://www.bbc.co.uk/newsround/39565685</p> <p>Diwali: What is it?: https://www.bbc.co.uk/newsround/15451833</p> <p>The Jewish Story of Hanukkah: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-hanukkah/z47wxyz</p> |
| Session 6/7 | <p>The Ten Commandments: https://youtu.be/vTGXI_LmuxI</p> <p>The Five Pillars of Islam: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhv</p> |
| Session 8 | <p>Parable of the Good Samaritan: https://www.bbc.co.uk/bitesize/clips/zcyr87h</p> <p>The Good Samaritan: https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-7%20RE%20Today%20and%20NATRE%20home%20learning%20Good%20Samaritan.pdf</p> <p>The Christian Story of the Good Samaritan and the Lost Sheep: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz</p> <p>The Torah and Abraham’s search for a wife for his son: https://www.bbc.co.uk/bitesize/clips/zw9jxnb</p> <p>The Five Pillars of Islam: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhv</p> |
| Session 9 | <p>A Christian baptism (part 1): https://www.bbc.co.uk/bitesize/clips/zm87tfr</p> <p>A Christian baptism (part 2): https://www.bbc.co.uk/bitesize/clips/zr34wmn</p> <p>A Christian baptism story: https://www.bbc.co.uk/bitesize/clips/zhq6sbk</p> <p>Baptism celebrations: https://www.bbc.co.uk/bitesize/clips/z8b9jxs</p> <p>The Bible and baptism: https://www.bbc.co.uk/bitesize/clips/z6wmpv4</p> |

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| | <p>Making Promises: Baptism: https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/Updated/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20mem%20Baptism.pdf</p> <p>Rites of Passage – Dedication: https://request.org.uk/life/rites-of-passage/what-happens-in-a-dedication-service/</p> <p>A wedding – URL not included</p> |
| Session 10 | <p>Welcoming a new baby: https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/Updated/F1%205-7%20RE%20and%20NATRE%20home%20learning%20mem%20Baptism.pdf</p> <p>Humanist, non-religious naming ceremonies: https://www.youtube.com/watch?v=YIPzuBelgDg</p> <p>A Hindu wedding: https://www.youtube.com/watch?v=rs83rrB5E4E</p> <p>What to expect at a Jewish wedding ceremony: https://www.youtube.com/watch?v=MxQ87qN7E9o</p> <p>The Sikh ceremony of Taking Amrit: https://www.youtube.com/watch?v=ZIm7F0t8FrA</p> |



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
- 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

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

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






Y2 Christmas MTP




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

In Cycle 1, children will consider how Christian and non-Christian families prepare for Christmas both at home and at church. They will use their senses to explore Christmas and find out about traditional festival celebrations. Children will also retell the story of the Nativity through various mediums.

| Learning Objective | Key Knowledge | Recorded Learning | Useful links (If the link does not open, please find URL on final page.) |
|--|---|--|--|
| Session 1 What is Christmas?  | Find out what the children know about Christmas. Ask questions, such as: What happens at Christmas? (i.e., sending cards, buying presents) How do we know Christmas is coming? Are there any clues? How do we feel? How do we prepare for Christmas? Watch the video: What is Christmas? | Record in a sentence in books. What is Christmas? Create an advent calendar to track the countdown to Christmas Day. | What is Christmas? Make a snowman advent calendar |
| Session 2 What do our senses tell us? | Watch a video which explores customs associated with Christmas and various parts of the Christmas story. Discuss the | Create a poster/picture showing sights, sounds, smells, tastes and sounds we might experience at Christmas. | Christmas Facts for Kids |

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|  | <p>use the senses to explore Christmas. For example:</p> <ul style="list-style-type: none"> ● sights (Advent calendars and candles, Christingles, tree decorations, wreaths) ● sounds (bells, Christmas music) ● tastes (different types of food) ● touch (wrapped presents) ● smells (incense and spices, food) | | |
| <p>Session 3</p> <p><i>What is the story of the Nativity?</i></p>  | <p>Find out what the children know about the story of the Nativity. Ask: Has anyone heard of the Christmas story before? What happens? Who are the main characters? Read/watch the Nativity story. Children to think what questions they would like to ask Mary and Joseph about their thoughts and feelings at different times during the story.</p> | <p>Children to write a question they would ask Mary or Joseph about the nativity story? Then Children could take turns playing the role of Mary and Joseph, answering other children's questions in a 'hot seat' situation.</p> | <p>The Christian Story of the First Christmas</p> |

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| <p>Session 4</p> <p>How do Christian and non-Christian families prepare for Christmas?</p>  | <p>How do Christian and Non-Christian families prepare for Christmas at home? How do Christian families prepare for Christmas at church? Watch a video</p> | <p>Create a Venn diagram which shows which traditions and celebrations are the same/different in Christian and non-Christian families at Christmas.</p> <p>Then answer in books Why is the festival of Christmas an important celebration for Christians? Is it important to others as well?</p> | <p>What do Christians celebrate at Christmas?</p> |
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Website links

YEAR 2

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| <p>Session 1</p> | <p>What is Christmas? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjif4j Make a snowman Advent calendar: https://www.pinterest.co.uk/pin/328973947755360686/</p> |
| <p>Session 2</p> | <p>Christmas Facts for Christmas: https://www.youtube.com/watch?v=sCAnZWzgvSk</p> |
| <p>Session 3</p> | <p>The Christian Story of the First Christmas: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382</p> |
| <p>Session 4</p> | <p>What do Christians celebrate at Christmas? https://www.youtube.com/watch?v=N_IS7P2Ao7w</p> |



List those children working below the expected outcomes:



Y2
Unit 1.2: Worship
Key Question: Why worship?



About this unit:

Considered through a **social sciences** and **theological** lens, this unit builds on children's previous learning around 'special' places and objects in EYFS. Throughout the unit, take opportunities to visit places of worship, either in real time or virtually; identify key features; and link to cross-curricular studies in the local community.

Prior learning:

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

Key vocabulary:

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

End points:

How and why do people of faith worship?

- describe different ways people may worship
- recognise aspects of worship common to more than one faith
- reflect on the importance of worship in the life of a believer

How is a place of worship used?

- name the parts of two places of worship for different faiths

These contribute to the following End of Key Stage statement:

- talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences

- describe how the building and its artefacts are used in different ways

What makes a holy book special?

- recognise and name the holy books of different faiths
- retell a story from two different faiths and say what they mean for the believer

By the end of the unit, children will understand how places of worship are used and this leads directly into learning about the celebrations of festivals such as Easter, Eid, Holi, Baisakhi, Pesach.

Also see the Easter unit which may follow.




Y2
MTP Spring
Unit 1.2: Worship



Key Question: Why worship?

Children start this unit by talking about what makes a place special, linking personal knowledge to the concept of 'worship' and places of worship in the community/local area.

| 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.) |
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| Session 1 What makes a place special?  | Drawing on children's prior knowledge, discuss: What makes a place special? Have you got a special place? Where is it? Why is it special? Expand further by listing places that are special to certain groups, such as a football or rugby stadium ... | After discussing what makes a place special, children draw a picture of a place that is special to them. It could be a garden, a park, Grandma's house, his/her bedroom. Why is the place they've chosen special to them? Do they feel safe? Is it fun? Is it a calm place to think and reflect? Children write a sentence saying: 'This place is special to me because...' | |
| Session 2 What is worship? | Looking at how people worship in different faiths, discuss: What is worship? Where can people worship? At home? At a place of worship? | What does the word 'worship' mean? Children discuss and make notes on 'post-its' about what the word 'worship' means. Discuss the meaning together then show the children a definition of the word. | Places of worship for kids Places of worship and religious books |



To worship means to act in a way that shows great respect and/or love for someone. People often worship God.

Where can people worship? Tell the children that for many people of faith, a 'place of worship' is a special place. It is a place or building where they worship. What holy buildings do the children know already?

Show children the video about the different places of worship.



How do people worship? Come up with a list of things people of faith might do in a place of worship:

- meeting and talking with others
- reading and learning about their religion
- spending quiet time alone, thinking
- celebrating special events in someone's life, such as a wedding
- celebrating religious festivals
- singing/music
- praying

Activity:



For teacher information:


[Worship Definition: How Does the Bible Define Worship? - Worship Deeper](#)



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| | | <p>Children choose a place of worship (church, synagogue) and have a template of their chosen place. Children draw and write down the list of things that happen within the holy place of worship.</p> <p>Dive deeper, question further Plan questions to ask a worshipper what they do in their place of worship and/or at home and why.</p> | |
| <p>Session 3</p> <p><i>What places of worship are in the community and/or local area?</i></p>   | <p>Use Google Maps to locate places of worship in the community/local area.</p> <p>Consider the idea that a place of worship is special to a group of believers.</p> | <p>Remind the children of the places of worship discussed in the last lesson:</p> <ul style="list-style-type: none"> ● church ● synagogue <p>Do we have any of these places of worship near to us? Have the children been to a place of worship? Seen one? If they've never been, how do they know it is there? What have they noticed? Have they seen people congregating outside a church on a Sunday morning? Have they seen Jewish men wearing kippahs near the synagogue on a Friday or Saturday during shabbat? Have they heard an Islamic call for prayer?</p> <p>Activity:</p> | <p>Google Maps Google Earth yell.com</p> |

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| | | <p>Look at Google Maps and locate places of worship in the local area. List the places of worship found in the local area. Plot local places of worship on a map of the local area.</p> | |
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Next, children investigate what happens in different places of worship (including worship at home), considering similarities and differences. They also explore different faith leaders, considering roles, clothes, activities and reasons for going to a place of worship.



| 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.) |
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| <p>Session 4</p> <p><i>What happens in a church?</i></p>   | <p>Who goes there? Why? How do people worship in a church? Do people worship at home?</p> | <p>Watch a video about the Christian place of worship: a church. Make notes about what happens in a church. What special features does a church have? Discuss the features listed below.</p> <p>Activity: Draw a Christian place of worship and draw/write what happens there.</p> <p>Children could include:</p> <ul style="list-style-type: none"> ● a cross ● the bell tower ● wooden pews ● alter (table) ● organ ● font (basin) ● candle ● lectern | <p>Tour of a church – Part 1</p> <p>Different features of a church</p> <p>Video 1 – font Video 2 – pulpit and organ Video 3 – communion and stained-glass windows Video 4 – graveyard Video 5 – what vicars wear</p> |


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| | | <ul style="list-style-type: none"> ● pulpit ● stained glass window <p>Art activity: Children could make a cross using two strips of paper. Children could create a stained-glass window showing their own special place.</p> <p>Dive deeper, question further Talk about: Do all churches have the same features? How might they be different? Consider the special atmosphere in a place of worship or another sacred place. Talk about feelings when watching or participating in an act of worship.</p> | |
| <p>Session 5</p> <p><i>What happens in another place of worship?</i></p>  | <p>Start by discussing: <i>What happens in another place of worship?</i></p> <p>Who goes there? Why? How do people worship in a synagogue? Do people worship at home?</p> | <p>Watch videos of another place of worship different to the Christian church: Synagogue.</p> <p>Draw a place of worship from another faith and say what happens there.</p> <p>Plan questions to ask a worshipper about what they do in their place of worship and/or at home and why.</p> <p>Interview a worshipper from another place of worship and ask</p> | <p>Places of worship</p> |

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|  | | <p>them questions about what happens at their place of worship.</p> <p>Dive deeper, question further Consider the special atmosphere in a place of worship or another sacred place. Talk about feelings when watching or participating in an act of worship.</p> | |
| <p>Session 6</p> <p>Who looks after the place of worship?</p>  | <p>Ask: Who leads worship?</p> <p>Discuss the role of: the priest/vicar in Christianity the Rabbi in Judaism</p> <p>What do they wear? What do they do? How do they prepare for worship?</p> | <p>Research the person who leads the worship. What do they wear? What do they do? How do they prepare for worship?</p> <p>Possible activities:</p> <ol style="list-style-type: none"> 1. Make a montage of people associated with a place of worship, sharing information about: <ul style="list-style-type: none"> ● roles ● clothes ● activities ● reasons for going there 2. Create a 'day in the life of...' diary entry for the leader of the worship using pictures and labels. 3. Split the class into two groups and each research a different religion (for example: Islamic Imam and a Christian Vicar). Children could present their findings and | <p>A day in the life of an Imam</p> <p>A day in the life of a vicar</p> <p>A day in the life of a Jewish Rabbi</p> |

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| | | then compare and contrast the two leaders of worship. | |
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| Finally, children find out about how religious artefacts are used in places of worship and at home. They learn about how sacred texts are treated and consider why music is important to worship. | | | |
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| 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.) |
| Session 7 What objects do you find in a church?  | What objects do you find in a church? Consider how religious artefacts are used in a church and at home. | Visit a church – or make a virtual tour - and look at how different parts are used. Discuss objects found in a church or a Christian home. Identify and name the objects. Match photographs and/or drawings of objects found in a church with a name/description: cross chalice priest's stole bible font pew nativity scene/Easter Garden advent/Easter candle advent wreath | Hull Minster Virtual Tour |

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| <p>Session 8</p> <p>What objects do you find in another place of worship?</p>  | <p>What objects do you find in another place of worship? Synagogue.</p> <p>Consider how religious artefacts are used in another place of worship and at home.</p> | <p>Visit another place of worship – or make a virtual tour - and look at how different parts are used.</p> <p>Identify and name the objects. Compare different artefacts from different religions/beliefs and discuss similarities and differences.</p> <p>Activity: Match photographs/drawings of objects found in a place of worship with a name/description.</p> <p>Synagogue: memorial board Torah scrolls ark siddur menorah</p> | <p>Beliefs and practices</p> <p>Worship in the synagogue</p> <p>Practices in Sikhism</p> |
| <p>Session 9</p> <p>How are sacred texts treated?</p>  | <p>Talk about how sacred texts are treated, such as ... the Torah (Judaism) the Bible (Christianity)</p> <p>Read stories from different faiths which have similar messages.</p> | <p>What books are special to you? Why?</p> <p>The holy books belonging to a religion are considered sacred. What does sacred mean?</p> <p>Explore the use of holy books, prayer and service books.</p> <p>Possible activities: Make a class book of prayers.</p> | <p>The importance of the Qur'an</p> |



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| | | <p>Retell a story from a holy book and say what message it gives.</p> <p>Compare stories from different faiths with similar meanings. The Great Flood is a story found in Judaism, Christianity, Islam and Hinduism teachings. They all teach that God drowned the Earth in a great worldwide flood lasting for many days and submerging the entire planet, specifically to purify the world of spiritual corruption and reset it.</p> <p>Dive deeper, question further Consider what makes a holy book special.</p> | |
| <p>Session 10</p> <p><i>Why is music often important to worship?</i></p>  | <p>Listen to music played in different places of worship. How does it make you feel?</p> | <p>Why is music often important to worship?</p> <p>Listen to some music played in different places of worship. How does it make you feel? What's similar? How are they different?</p> <p>Get the children to write down their favourite piece of music from the examples played. Why is it their favourite? What do they like about it? How does it make them feel?</p> <p>Dive deeper, question further</p> | <p>Christian hymn, Dear Lord and Father of Mankind</p> <p>Islamic call to prayer</p> <p>Diwali celebration song</p> <p>Buddhism Songs</p> |

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| | | Listen to religious music and discuss what it might mean to a believer. Reflect on the style and mood of different types of religious music. | |
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Website links

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| Session 1 | |
| Session 2 | Places of worship for kids: https://www.youtube.com/watch?v=Twji_ScO55k Places of worship and religious books: https://www.youtube.com/watch?v=A0HU07GYHo Christian definitions of worship: Worship Definition: How Does the Bible Define Worship? - Worship Deeper |
| Session 3 | Google Maps Google Earth yell.com |
| Session 4 | Tour of a church – Part 1: https://www.youtube.com/watch?v=KxLir3p9z8U Different features of a church: https://request.org.uk/resource/restart/2015/01/12/tour-of-a-church/ |
| Session 5 | Places of worship: https://www.reonline.org.uk/specials/places-of-worship/videos.htm |
| Session 6 | A day in the life of an Imam: https://www.youtube.com/watch?v=wHZGmydCLbU A day in the life of a vicar: https://www.youtube.com/watch?v=aVD7ReAFI78 A day in the life of a Jewish Rabbi: https://www.youtube.com/watch?v=1hbUWADlq7o |
| Session 7 | Hull Minster Virtual Tour: https://www.hullminsterheritage.org/panorama |
| Session 8 | Beliefs and practices: https://www.bbc.co.uk/bitesize/guides/zvm96v4/revision/7 Worship in the synagogue: https://www.bbc.co.uk/bitesize/guides/z3sf2nb/revision/1 Practices in Sikhism: https://www.bbc.co.uk/bitesize/guides/zm848mn/revision/1 |
| Session 9 | The importance of the Qur'an: https://www.bbc.co.uk/bitesize/clips/zgx6yrd |

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| Session 10 | Christian hymn, Dear Lord and Father of Mankind: https://www.youtube.com/watch?v=Bk7SX3r59sc Islamic call to prayer: https://www.youtube.com/watch?v=4_LN0hznp-A Diwali celebration song: https://www.youtube.com/watch?v=663nOt6v9AE Buddhism Songs: https://www.youtube.com/watch?v=ABY95341Dto |
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|  | <p><i>Key Stage 1</i> <i>Easter Overview</i></p> <p>Key Question: How do Christians prepare to celebrate Easter?</p> |  |
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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

These contribute to the following End of Key Stage statement:

- 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

- 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

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.





Year 2
Easter
MTP




Key Question: How do Christians prepare to celebrate Easter?

In Cycle 1 children will consider how Christian and non-Christian families prepare for Easter both at home and at church. They will use their senses to explore Easter and find out about traditional festival celebrations. Children will also retell a simple version of the story of Easter through various mediums.

| 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.) |
|---|---|---|---|
| Session 1 What is Easter?  | Find out what the children know about Easter. Ask questions, such as: What happens at Easter? (i.e., sending cards, buying presents, Easter eggs, hot cross buns, holiday, Easter bunny) How do we know Easter is coming? Are there any clues? How do we feel? How do we prepare for Easter? | Watch the video: Easter Children to write a list/draw as many things that link to Easter, using the video as a stimulus. Create a class list of key vocabulary and display on the working wall. | Easter |
| Session 2 Why is the story of Easter | Find out what the children know about the story of Easter. Ask: | Retell a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life. | The Christian Story of Easter Easter |

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| <p>important to Christians?</p>  | <p>Has anyone heard of the Easter story before? What happens? Who are the main characters? Why do you think Easter is important to Christians? Collect their responses and display on working wall.</p> | <p>Invite in a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter.</p> <p>Explore the activity 'Easter feelings' –please click here</p> <p>Hot seating Children could think of questions they would like to ask Jesus, Mary and the disciples about their thoughts and feelings at different times during the story. Children could take turns playing the role of key characters, answering other children's questions in a 'hot seat' situation.</p> <p>Introduce and re-enact traditions linked to Easter: Palm Sunday – waving palms Good Friday – sad faces Easter Sunday – happy, dancing as Jesus is risen</p> <p>Dive deeper, question further Why is the festival of Easter an important celebration for Christians? Is it important to others as well?</p> | |
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| <p>Session 3</p> <p>What traditions and customs are linked to Easter?</p>  | <p>Watch a video which explores traditions and customs associated with Easter and various parts of the Easter story.</p> | <p>The following activities may be a good place to start: For example:</p> <ul style="list-style-type: none"> ● Shrove Tuesday (make pancakes) ● Ash Wednesday (ash crosses) ● Lent (giving things up) ● Mothering Sunday (cards and gifts for Mum) ● Palm Sunday (palm crosses to make; feel the palm leaves) ● Good Friday (make hot cross buns; vinegar to smell for the crucifixion) ● Easter Day (taste chocolate eggs) <p>Create a Venn diagram which shows which traditions and celebrations are the same/different in Christian and non-Christian families at Easter.</p> | <p>Easter traditions</p> |
| <p>Session 4</p> <p>Why is the story of Easter good news for Christians?</p> | <p>Start by asking the children: Why is the story of Easter good news for Christians? Introduce the term resurrection. What does this mean? Explain that there are different views about life after death, then move on</p> | <p>Use the following information taken from Spirited Arts as a starting point to explore heaven: <i>Where do we go when we die? Moksha, Nirvana, Paradise or heaven – and what about hell? Or, when we die, is that it? If you could take a photo through the gates of heaven, what would you see? And if</i></p> | <p>Is heaven for real?</p> |



to exploring the Christian viewpoint – linking to Jesus' resurrection.

Talk about heaven. Ask children what they think heaven might be like.

Books which you may wish to share:

- Heaven by Nicholas Allen
- Water bugs and Dragonflies by Doris Stickney

you could get a vision of the judgement day, the end of the world or the state of bliss beyond this life, how would you express it in art? Good work here might be alert to two or more points of view or might use scriptural or other quotes to explain ideas. But it might be emotional too: death is scary, and what lies beyond is, as Hamlet says, 'an undiscovered country'. So, will it be lovely, the next life? Will we meet those we love? Will we meet God?

Have a look at the Spirited Arts entries for Heaven life after death:

[click here](#)

Provide a range of mediums for children to create images of what they think heaven might look like and create a presentation to share or display on the working wall.

Dive deeper, question further

Ask pupils why people find it helpful to believe that there is a heaven. Make a link with the idea for Christians that Jesus brings good news.

When Jesus came back to life, it was a big surprise to his friends; how would they have reacted?

Website links

YEAR 2

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| Session 1 | Easter: https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter |
| Session 2 | Religious Studies KS1- The Christian Story of Easter: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h Easter: https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-7%20RE%20Today%20and%20NATRE%20home%20learning%20Easter.pdf |
| Session 3 | Easter traditions: https://www.youtube.com/watch?v=vpV6jll2VO4 |
| Session 4 | Is heaven for real? https://www.youtube.com/watch?v=HcWxb2lpU3M |

List those children working below the expected outcomes:

Y2

Unit 1.3: What a wonderful world
Key Question: Why is the world special?



About this unit:

Considered through a **philosophical** lens, this unit builds on children's previous learning around 'special' places and provides opportunities for learning outside the classroom. Children will 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.

Prior learning:

Recall previous learning about special places.

Key vocabulary:

environment, climate, world, universe, precious, care

End points:

Why are creation stories important to faith members?

- recall some creation stories from different traditions
- identify similarities and differences between creation stories
- talk about the meaning of two different creation stories

How do different faiths say the world should be cared for?

- say why the world is a special place for faith members

These contribute to the following End of Key Stage statements:

- retell and suggest meaning for some religious and moral stories and say how they influence people today
- consider and make responses to big questions from different worldviews

- talk about ways that everyone can play their part in caring for the world


By the end of the unit, children will know that most religious traditions believe that God created 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.



Y2
MTP Summer
Unit 1.3: What a wonderful world





Key Question: Why is the world special?



At the start of this unit, children begin to consider what creation is and explore what makes the world they live in so special to them.

| 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.) |
|--|--|---|--|
| <p>Session 1</p> <p>Why is the world special?</p>  | <p>Drawing on children's prior knowledge, recall previous learning about special places.</p> <p>List reasons why children think the world is special.</p> | <p>Explore a natural area, park, nature reserve or school field. Let children find things they think are wonderful; take photos to display in the classroom; encourage children to give reasons for their choices.</p> <p>In classroom provide children images of images from around the world e.g., natural wonders of the world to add to discussion on what makes the world special.</p> | |
| <p>Session 2</p> <p>How is the Earth precious?</p> | <p>Listen to Louis Armstrong's 'What a wonderful world.'</p> <p>Discuss: How is the Earth precious? What is wonderful about it? Where did it come from? How do people treat precious things differently?</p> | <p>Make a class Big Book or Our Wonderful World display to illustrate Louis Armstrong's song. Say how and why the Earth is wonderful.</p> <p>Give time for children to respond in a creative way to what they think is wonderful about the world;</p> | <p>Louis Armstrong - What a wonderful world (1967) - YouTube</p> |

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|  | | <p>encourage them to ask questions and record these for discussion.</p> | |
| <p>Session 3</p> <p>What is creation?</p>  | <p>Dive deeper, question further</p> <p>Listen to/watch a piece of creation music; what feelings does it arouse? Click here</p> | <p>If children were given the power to create something, what would it be?</p> <p>Children to discuss, draw and write about their creation.</p> <p>Dive deeper, question further</p> <p>Create a picture in the style of a famous artist showing one part of a creation story. Say what is happening and which religion it comes from.</p> <p>Look at a piece of art and suggest what the artist is trying to convey.</p> | <p>The creation of the world</p> |


| <p>Next, children will learn about the Christian creation story, and the creation story from one other religion. They will also explore how and why a creation story is important to believers.</p> | | | |
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| 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.) |
| <p>Session 4</p> <p>Where do sacred stories come from?</p> | <p>Ask: Where do sacred stories come from?</p> <p>Have ready a selection of holy books, such as The Bible, The Qur'an, The Torah, The Vedas ...</p> | <p>Explain that a 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in them – they are not just story books, but lots more as well.</p> | <p>Christian Good Samaritan story Parable of the Good Samaritan (animation) - KS1 Religious Education - BBC Bitesize</p> <p>Islam The Prophet and the Ants and the crying camel.</p> |

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|  | <p>Dive deeper, question further</p> <p>Talk about why there are different creation stories.</p> | <p>Ask children if they know any sacred stories? Explain that even if children aren't aware but they probably have heard or recognise some stories from holy books.</p> <p>Share some simple sacred stories that the children may recognise.</p> <p>Children to possible complete sorting activity to match holy book to religion and some holy stories.</p> | <p>Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach</p> <p>Jewish</p> <p>Religious Studies KS1: The Jewish Story of Moses - BBC Teach</p> |
| <p>Session 5</p> <p>What do Christians believe about God and creation?</p>  | <p>Watch a video clip about God and creation.</p> <p>What do you think Christians learn from this story?</p> | <p>Tell the creation story using Godly Play.</p> <p>Give children opportunities to sequence the creation story and then retell the creation story.</p> | <p>The 7 Days of Creation GCED Bible story for young children - YouTube</p> <p>CREATION OF UNIVERSE BIBLE STORIES FOR KIDS ANIMATED BIBLE STORIES FULL HD - YouTube</p> |
| <p>Session 6</p> <p>What stories do other religions say about the creation of the world?</p> | <p>Watch a video clip which explores the creation of the world from another religious perspective, such as ...</p> <ul style="list-style-type: none"> the Christian/Jewish creation story (Understanding | <p>Talk about different creation stories and describe how plants and animals came into being. Santana Dharma Hindu</p> <p>Give children opportunities to sequence the creation story and then retell the creation story.</p> | <p>Quran stories for kids Episode 01 : CREATION OF THE WORLD - YouTube</p> <p>Hindu creation story - YouTube</p> |

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|  | <p>Christianity suggests a guided visualisation for this activity and includes a resource in Unit 2A.1)</p> <ul style="list-style-type: none"> ● the Hindu creation accounts ● the Islamic creation accounts <p>What do these stories teach their followers? Encourage children to ask questions about the different accounts.</p> | | |
| <p>Session 7</p> <p><i>Why is the creation story important to believers?</i></p>  | <p>Recap the different creation stories explored.</p> <p>What is similar and different about the creation stories?</p> | <p>Discuss with children that a similarity is that some of the religious creation stories believe that a God created the world and humans were responsible for caring for the world. Order and time vary.</p> <p>Ask the children why might these stories be important to believers?</p> <p>Ask the children to think about and discuss what they believe happened in Earth's creation. Listen to suggestions and elicit that there are always going to be people with different opinions and beliefs, and we need to respect these – not</p> | <p>Recap videos from previous lessons if required.</p> |

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| | | <p>everybody thinks the same and that is fine.</p> <p>Dive deeper, question further Talk to different faith members and find out why the creation story is important to believers.</p> | |
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Finally, the children will consider and learn about the non-religious world view opinion on creation and consider how they impact the world and what they can do to look after Earth.

| 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.) |
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| <p>Session 8</p> <p>What is the Big Bang theory?</p>  | <p>What do people with a non-religious worldview believe about how the world began?</p> | <p>Watch video clip Discuss the events of the big bang and how this differs to other religious views.</p> <p>Children could create a comic strip to retell the events Or Children could design own planet that could be part of our solar system.</p> | <p>Origin Of The Universe Educational Video for Kids - YouTube</p> |
| <p>Session 9</p> <p>Why should we look after the Earth?</p> | <p>Introduce the concept of 'Stewardship' – that we were created with the specific role of looking after the world in which we live.</p> <p>Have we been looking after the world?</p> | <p>Create their own 'Caring for the environment' poster educating others and highlighting our responsibilities in the world.</p> | <p>UK charity fighting global poverty - Christian Aid</p> <p>Samaritans Every life lost to suicide is a tragedy Here to listen</p> <p>Housing & Support JBD</p> |



Is there evidence that there are organisations – some maybe religious that are trying to look after the world?

Share ideas together
(*harvest, fair trade projects, Christian Aid, Comic Relief, Oxfam, Greenpeace, WWF etc*)

Mention how all religions support aid work – e.g., Hindus support Red Cross, Muslim’s support Islamic Relief, Buddhists’ support Karuna Trust etc.

Discuss what we can learn from these religions- **how to make the world better, to look after the world. What can we do?**

[Support WWF Today | For A Future Where People & Nature Thrive](#)

[Greenpeace UK](#)

Website links

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| Session 1 | |
| Session 2 | Louis Armstrong - What a wonderful world (1967) – YouTube: https://www.youtube.com/watch?v=CWzrABouyeE&t=25s |
| Session 3 | The creation of the world https://www.youtube.com/watch?v=nxdv2hxc1HQ |
| Session 4 | Parable of the Good Samaritan (animation) - KS1 Religious Education - BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/zcy87h |

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| | <p>Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20islamic-story-of%20the-prophets-and-the-ants-and-the-crying-camel/z4vpri6</p> <p>Religious Studies KS1: The Jewish Story of Moses - BBC Teach: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382</p> |
| Session 5 | <p>The 7 Days of Creation GCED Bible story for young children – YouTube: https://www.youtube.com/watch?v=jB_Nbwc0LVo</p> <p>CREATION OF UNIVERSE BIBLE STORIES FOR KIDS ANIMATED BIBLE STORIES FULL HD – YouTube: https://www.youtube.com/watch?v=gy1Vvnna8BY&t=357s</p> |
| Session 6 | <p>Quran stories for kids Episode 01: CREATION OF THE WORLD – YouTube: https://www.youtube.com/watch?v=EP17iaAfQlg&t=10s</p> <p>Hindu creation story – YouTube: https://www.youtube.com/watch?v=Y9yWwFWpbRo&t=6s</p> |
| Session 7 | |
| Session 8 | <p>Origin Of The Universe Educational Video for Kids – YouTube: https://www.youtube.com/watch?v=E0ncK6yDy9Q</p> |
| Session 9 | <p>Samaritans: https://www.samaritans.org/?nation=scotland</p> <p>Christian Aid: https://www.christianaid.org.uk/</p> <p>Jewish Blind and Disabled: https://www.jbd.org/</p> <p>Support WWF Today For A Future Where People & Nature Thrive: https://support.wwf.org.uk/?pc=AVB014004&ds_rl=1263317&msclkid=4bdbbc85673071189f945aa4d99b8ab01&utm_source=bing&utm_medium=cpc&utm_campaign=MPX_BNG_FND_SEA_BRA_ALL_Brand%20Pure&utm_term=wwf&utm_content=WWF</p> <p>Greenpeace UK: https://www.greenpeace.org.uk/</p> <p>Islamic Relief UK (islamic-relief.org.uk): https://www.islamic-relief.org.uk/?msclkid=7f59dd5f478615abe616bf44ac825aef&utm_source=bing&utm_medium=cpc&utm_campaign=Brand%20%7C%20Search&utm_term=islamic%20relief&utm_content=Islamic%20Relief%20UK</p> |



List those children working below the expected outcomes: