

**National Curriculum Objectives which are covered in this unit:**

1. Know about and understand a range of religions and world views, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and world views
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
  
2. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion
  
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

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| <p><b>Lesson sequence</b></p> <p><b>include WALTs/LOs and key concept:</b></p> | <p><b>WALT</b> Describe what we think about what Christians believe and think is important</p> <p><b>Who is a Christian and what do they believe?</b></p> <p>Invite the children to work out what they are going to be learning about by introducing of a series of items from a mystery bag. You might include; a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a Christian charity leaflet and a picture of a person praying. Ask the children to look at the clues and identify what links the items. Introduce the key question for the unit.<br/>                 ☑ Ask the children to work in groups to draw a picture of a Christian child and draw or write what else they know or</p> | <p><b>WALT</b> Talk about our own ideas about God</p> <p><b>What do Christians believe about God?</b></p> <p><i>Play a game of 'I-spy' in the imagination, in which children closes their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the idea: That sometimes we can 'see' things in our heads which we can't always see with our eyes That sometimes using the same information people 'see' different things.</i></p> <p><i>Explain to the children that people have lots of different ideas about God. Show them some pictures from the Spirited arts gallery (R.E folder-Lesson 2-Who is God) to show the different ideas that people have about God.</i></p> <p>Share that you are going to find out what Christians think about God. Can the children get any clues from the pictures you have shown them. Different people have different ideas.</p> <p>Introduce Puppet Mary</p> | <p><b>WALT</b> Talk about our own ideas about God</p> <p><b>What do Christians believe about God?</b></p> <p>Using a poem Tell the children that Christians believe God has lots of different roles. Use the 'kenning' poem and ask them what or who they think it is about. The poem actually has two, three line stanzas each about God the Father, Jesus and the Holy Spirit, so it is a simple way to help children think about Christian ideas about God. Who?</p> <p>(see flipchart lesson 3). Give out lines to each chd. Ask the pupils if they can see why each line is something to do with what Christians say about God. Go</p> | <p><b>WALT</b> Describe what three</p> <p><b>What does the Bible teach us about God?</b></p> <p>Look at a display of important books together, making sure it includes three Bibles of different kinds. Can children identify which books are Bibles? <u>(bibles can be found in R.E box in resources room and leather bound one in Mark's office)</u><br/>                 Are there special ways of presenting the Bible – leather covers and gold edges, for example. But not all Bibles are like this. Some are children's Bibles, or especially for teenagers. There are many kinds of Bibles. ☑ Explain that the Bible is a collection of</p> | <p><b>WALT</b> Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences the</p> <p><b>Why is Jesus important to Christians?</b></p> <p>Explain that in the next few lessons we are going to find out why Jesus is important to Christians. Point out that Christians believe Jesus is real (not like the Disney heroes) and that people have believed that he is important and inspiring for 2000 years, in their millions (not like the 'heroes' on TV).</p> <p>In groups of 4 (4 stand round 1 table) give chn ten pictures of different heroes. They sort them out, taking turns to move one up or down a rank order: each child can move one or two pictures up or down, and say why. Can we agree, or do we all have different heroes. Who's put which hero at the top and why?<br/>                 After this discussion, show a picture of Jesus Explain to the class that some people put him as the top hero ever, more</p> |
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|  | <p>think they know about Christians. Encourage the children to link to any of the other questions they have explored e.g. How and why do we celebrate special and sacred times? Encourage the children to the items that they saw in the bag.</p> <p>☑ Introduce the children to 'Mary', or another child, who is going to tell them about what it is like to be a Christian and what people believe. You could use a photograph of this imaginary child or a persona doll. This child can be the guide for the rest of the unit introducing favourite stories.</p> | <p>What do they think Mary might believe about God.</p> <p>Different roles: The teacher can begin by explaining some of their own roles – as teacher, son or daughter, parent, friend and so on. The children like to hear about their teachers lives beyond the classroom. Ask the children to think about the different roles they have, for example as; Son / daughter , Pupil , Sister / brother , Friend, Granddaughter / grandson, Team member (e.g. in sport, clubs, games, class)</p> <p>Ask them to say two things they do in each role. Some things we do as a son or daughter (give a kiss? have a cuddle?) which we don't do as a pupil. Other things we do as a pupil (put hand up to speak? Ask before going to the toilet?) which we don't do when we are being a granddaughter or grandson. Some things we do as a team member, but not as a friend.<br/>Write ideas on IWB.</p> <p>☑ Tell the children that Christians believe God does lots of different things. ☑<br/>Can they make some suggestions about what they think God does (some may say 'nothing')?<br/>Can the class make a list of ten or more ideas? ☑ Ask pupils to respond to the question 'Where is God?' through art .</p> | <p>through poem and discuss each lines meaning</p> <p>children to take one line of the poem each (2 lots of lines printed out, most will be duplicated), and draw a picture to show what it means. Chn write their name and the line they are drawing somewhere on the front of the picture. Make into a class book in the order of the poem (see last years R.E book)</p> <p>Go back to the ideas of people having different roles. Explain that the person is only one person even though they are known in different ways to different people. Illustrate this concept with water, steam and ice – one and the same but seen in 3 different ways. ☑<br/>Link this simply to the idea of Christians seeing God as a Father and creator but also being Jesus the Son and the Holy Spirit (very likely to not understand the concept)</p> | <p>writings by many authors, divided into two parts. The 'Old Testament' (which is also the Jewish Bible) essentially is about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live.</p> <p>Share The Lost Son video.</p> <p>(Nursery/reception, will have some things to use here).<br/>show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Use the story of the lost son to illustrate that God never gives up on people</p> | <p>than a hero and more than a superhero. These people are Christians, and they call Jesus the 'Lord' Jesus.</p> <p>Jesus the storyteller. Jesus told lots of stories and he used them to teach the people around him. These stories are called parables.</p> <p>The Lost sheep<br/>See flipchart for video<br/>Stop during the story to ask wondering questions.</p> <p>(See 'The lost sheep questions' Lesson 5.</p> <p>Next flip chart slide<br/>Reasons Jesus told the story.<br/>Choose the two best reasons, and think about why they are good reasons. This question is about the 'secret meaning' of the story. Jesus' parables are stories with a secret meaning.</p> |
| <p><b>Prior learning</b></p> <p>List year groups and topics with connected learning</p>  | <p>Reception: Which times are special and why? (Expressing)</p> <p>Reception: Which people are special and why? (Believing)</p> <p>Reception: What is special about our world and why? (Living)</p>   |  |   |  |  |
| <p><b>Future learning</b></p> <p>List year groups and topics with connected learning</p> | <p>Year 2: Who is Jewish and what do they believe? (Believing)</p> <p>Year 2: How and why do we celebrate special and sacred times? (Expressing)</p> <p>Year 2: How should we care for others and the world, and why does it matter? (Living)</p>   |  |   |  |  |

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| <b><u>Key vocabulary to be explicitly taught</u></b>                                     | Cross, crucifix, Christian, God, church, vicar, role, parable, storyteller, Christ, Religion   | God, r |
| <b><u>Cross-curricular links</u></b>   | <b>English: writing short sentences.</b><br><b>Reading: sharing short stories</b>  |        |
| <b><u>Enrichment</u></b><br><br><i>Give visit/vistor/first hand experience and focus</i> | Church visit later in the year. Children go to St Thomas church and are given a presentation by the priest.  |        |
| <b><u>Useful websites/resources</u></b>  | <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/">http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/</a><br><br><b>The parable of the lost son</b><br><a href="http://www.youtube.com/watch?v=egyV2lmdYso">http://www.youtube.com/watch?v=egyV2lmdYso</a><br><br><b>The Lords Prayer</b><br><a href="http://www.youtube.com/watch?v=biQl2CHwfJA">http://www.youtube.com/watch?v=biQl2CHwfJA</a> |        |