

# RE in EYFS



## Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the Reception year at the age of 5. Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE forms a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

| Early Years Foundation Stage (EYFS)   |  | Key Stage 1  |
|---|--|--|
| Nursery   | Reception  | Year 1 and upwards   |
| RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.   | RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to this agreed syllabus for RE. | RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this agreed syllabus for RE. |
| Early Learning Goals outline what pupils should achieve by the end of Reception year. The national curriculum is not taught.                                      |  | The national curriculum is taught alongside religious education.   |
| Some settings have children from both nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups. |  |  |

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### What do children get out of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

## RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2017 EYFS Profile, RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

**The ideas below are drawn from both the Early Years Outcomes and the Early Learning Goals.**

### Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

### Personal, social and emotional development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.

- They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

### Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

### Expressive arts and design

- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

### Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

### Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

## RE in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Themes which lend themselves to opportunities for RE work include the following:

|                      |                    |                   |
|----------------------|--------------------|-------------------|
| Myself               | People who help us | Special times     |
| My life              | Friendship         | Our community     |
| My senses            | Welcome            | Special books     |
| My special things    | Belonging          | Stories           |
| People special to me | Special places     | The natural world |

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

## RE in the Reception year

### Non-statutory guidance for RE for all 4–5s in the Reception year

The approach outlined for nursery will also serve Reception class teachers, especially in the earlier months of the Reception year. In addition to this, the following pages are suggestions of questions, outcomes and content that will ensure good provision for RE in Reception.

The questions, outcomes and content below are non-statutory but should be read by all schools and settings to ensure that their provision is effective. For teaching to be high quality the questions, learning outcomes and content need to be taught together. It is not sufficient simply to use the questions suggested.

### Religions and worldviews

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Six units are provided. Schools should teach **at least four** of these.

**F1 Why is the word 'God' so important to Christians?**

**F2 Why is Christmas special for Christians?**

**F3 Why is Easter special for Christians?**

**F4 Being special: where do we belong?**

**F5 Which places are special and why?**

**F6 Which stories are special and why?**

**Staggered entry:** Clearly, for most children, entry to school will be staggered. This means that there needs to be flexibility about when units are done; so, for example, a unit supports around six hours of RE and can be fitted in to suit the needs of the children, rather than timetabled rigidly into each half-term.

**Note:** Unit F4 (*Being special: where do we belong?*) is suggested as a good introductory section to use in the first term or two. For all schools, this is a time of integrating the children into the new school environment. The themes of belonging and community are likely to be important elements of provision at this time, and practitioners should take the opportunity to include RE where appropriate. (See Guidance p.147 for a sample long-term plan to see where these units might fit during a school year.)

**EYFS units of study**





## Unit F1: Why is the word ‘God’ special to Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Suggested questions you could explore:   | Learning outcomes:   | Suggested content:  |
|--|--|---|
| <p>What does the word ‘God’ mean?<br/>Which people believe in God?<br/>Which people believe God is the Creator of everything?<br/>What is amazing about the world?<br/>What do Christians say about God as Creator?<br/>What is the story that Christians and Jews use to think about the Creator?<br/>What do Christians and other people (including non-religious) think about the world and how we should treat it?</p> | <p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> <li>• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• Retell stories, talking about what they say about the world, God, human beings</li> <li>• Think about the wonders of the natural world, expressing ideas and feelings</li> <li>• Say how and when Christians like to thank their Creator</li> <li>• Talk about what people do to mess up the world and what they do to look after it.</li> </ul> <p>Colour key:<br/> <b>Making sense</b><br/> <b>Understanding impact</b><br/> <b>Making connections</b></p> | <p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>‘Making connections’ is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children’s own experiences.</i></p> <p>One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it.</p> <ul style="list-style-type: none"> <li>• Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world.</li> <li>• Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children’s version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word ‘God’ is for Christians (and others) – because they believe he is the Creator.</li> <li>• Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. <a href="http://www.bbc.co.uk/programmes/p044h89p">www.bbc.co.uk/programmes/p044h89p</a>) in church and outside. Talk about why they do it, and what they are saying.</li> <li>• Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark Music’s ‘Combined Harvest’ songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it.</li> <li>• Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!</li> </ul> |

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## Unit F2: Why is Christmas special for Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| <b>Suggested questions you could explore:</b>  | <b>Learning outcomes:</b><br>Plan learning experiences that enable children to ...   | <b>Suggested content:</b> Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.<br><i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>   |
|--|--|--|
| <p>What special stories about Jesus are in the Bible?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Why do Christians celebrate Jesus' birthday?</p> <p>What special things do Christians do at Christmas to share God's love?</p> <p>What makes every single person unique and precious?</p> <p>How does the Christmas story tell Christians they are precious to God?</p> | <ul style="list-style-type: none"> <li>• Talk about people who are special to them</li> <li>• Say what makes their family and friends special to them</li> <li>• Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>• Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>• Retell religious stories, making connections with personal experiences.</li> </ul> <p><i>Colour key:</i><br/> <b>Making sense</b><br/> <b>Understanding impact</b><br/> <b>Making connections</b></p> | <p>A way into this section could be to ask children to use special bits and pieces to make a lovely picture for a special person, talk about the person they have created it for and why they are special; then take it and give it to them.</p> <ul style="list-style-type: none"> <li>• Show baby photos of known adults to the children. Can they match them to the adult photo?</li> <li>• Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children's Bible, matching the figures as you read. Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as Jesus (the term for this is incarnation). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story.</li> <li>• A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, a banner, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations with the next suggestion:</li> <li>• Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards, decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols.</li> <li>• Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God.</li> <li>• Provide follow-up activities to respond to the story as part of your continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc.</li> </ul> |

These outcomes and activities are abridged from *Understanding Christianity (Unit F2: Why do Christians perform nativity plays at Christmas?)*, published by RE Today © 2016. Used by permission.

## Unit F3: Why is Easter special for Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Suggested questions you could explore:  | Learning outcomes:   | Suggested content:   |
|---|--|--|
| <p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</p> <p>What do Christians believe happened to Jesus? Why do Christians think this is such an important story?</p> <p>What do Christians do at Easter?</p> <p>Why do we have Easter eggs?</p> | <p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> <li>Recognise and retell stories connected with celebration of Easter</li> <li>Say why Easter is a special time for Christians</li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these stories at Easter.</li> </ul> <p>Colour key:</p> <p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p> | <p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i></p> <p>A way into this unit could be to bring some crocus or daffodil bulbs and tree buds into the classroom early in the term and keep an eye on how they grow over the weeks.</p> <ul style="list-style-type: none"> <li>Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.</li> <li>Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for.</li> <li>Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church'), and find out about how Christians celebrate it today.</li> <li>Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare with cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a Story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.)</li> <li>Create an Easter garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations?</li> <li>Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.</li> <li>Talk to someone who celebrates Easter to find out what parts of the celebration are most special to them.</li> </ul> |

These outcomes and activities are abridged from *Understanding Christianity (Unit F3: Why do Christians put a cross in an Easter garden?)*, published by RE Today © 2016. Used by permission.

## Unit F4: Being special: where do we belong?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Suggested questions you could explore:   | Learning outcomes:   | Suggested content:   |
|--|--|--|
| <p>How do we show respect for one another?</p> <p>How do we show love/how do I know I am loved?</p> <p>Who do you care about? How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong? How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p> | <p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> <li>• Retell religious stories making connections with personal experiences</li> <li>• Share and record occasions when things have happened in their lives that made them feel special</li> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul> <p><b>Colour key:</b><br/> <b>Making sense</b><br/> <b>Understanding impact</b><br/> <b>Making connections</b></p> | <p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i></p> <p>One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.</p> <ul style="list-style-type: none"> <li>• Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays).</li> <li>• Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16).</li> <li>• Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication.</li> <li>• Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play.</li> <li>• Talk about how children are welcomed into another faith or belief community e.g. the Islamic <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair; compare how non-religious families welcome new babies; some atheists (people who believe there is no God) might hold a Humanist naming ceremony.</li> <li>• Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i>) of gold and red threads around the right hand of her brother.</li> </ul> |

## Unit F5: Which places are special and why?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Suggested questions you could explore:   | Learning outcomes:   | Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.  |
|--|--|---|
| <p>Where do you feel safe? Why?<br/>Where do you feel happy? Why?<br/>Where is special to me? Where is a special place for believers to go?<br/>What makes this place special?</p> | <p>Plan learning experiences that enable children to ...</p> <ul style="list-style-type: none"> <li>• Talk about somewhere that is special to themselves, saying why</li> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are special and valued in a place of worship</li> <li>• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• Express a personal response to the natural world.</li> </ul> <p>Colour key:<br/> <b>Making sense</b><br/> <b>Understanding impact</b><br/> <b>Making connections</b></p> | <p>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</p> <p>One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.</p> <ul style="list-style-type: none"> <li>• Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.</li> <li>• Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there.</li> <li>• Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.</li> <li>• Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each.</li> <li>• Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why.</li> <li>• Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it.</li> <li>• Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc.</li> </ul> |

## Unit F6: Which stories are special and why?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Suggested questions you could explore:   | Learning outcomes:   | Suggested content:   |
|--|--|--|
| <p>What is your favourite story? What do you like about it, and why?</p> <p>What stories do you know about Jesus? What do you think Jesus was (is) like?</p> <p>Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>What stories do you know that tell you how you should behave towards other people?</p> <p>What are the similarities and differences between different people's special stories?</p> | <p>Plan learning experiences that enable pupils to ...</p> <ul style="list-style-type: none"> <li>• Talk about some religious stories</li> <li>• Recognise some religious words, e.g. about God</li> <li>• Identify some of their own feelings in the stories they hear</li> <li>• Identify a sacred text e.g. Bible, Torah</li> <li>• Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul> <p>Colour key:</p> <p><b>Making sense</b></p> <p><b>Understanding impact</b></p> <p><b>Making connections</b></p> | <p>Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate.</p> <p><i>'Making sense' and 'Understanding the impact' are woven through this unit: as you explore the stories with children, talk about what they teach people about how to live:</i></p> <p>One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.</p> <ul style="list-style-type: none"> <li>• Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc.</li> <li>• Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. Butterworth and Inkpen series; Scripture Union's <i>The Big Bible Storybook</i>.</li> </ul> <p>Hear and explore some stories from major faith traditions: choose from the following:</p> <ul style="list-style-type: none"> <li>• Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible).</li> <li>• Jews read the story of <i>Chanukah</i> (found in the books of Maccabees, not included in the Christian Old Testament)</li> <li>• Christians use stories Jesus told and stories from the life of Jesus: e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc.</li> <li>• Muslims use stories about the Prophet Muhammad* e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin.</li> <li>• Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna;</li> </ul> <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> <li>• Read and share the books in own time, on own or with friends.</li> <li>• Role-play some of the stories using costumes and props.</li> </ul> |

\*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.

**RE in KS1**





# Programme of Study

## What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Aims:

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

### RE teaching and learning should enable pupils to ...

|  |   |   |
|--|---|---|
| <b>A. make sense of a range of religious and non-religious beliefs</b> | <b>B. understand the impact and significance of religious and non-religious beliefs</b> | <b>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</b> |
|--|---|---|

## End of key stage outcomes

### RE should enable pupils to:

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• identify the core beliefs and concepts studied and give a simple description of what they mean</li> </ul> | <ul style="list-style-type: none"> <li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> </ul> | <ul style="list-style-type: none"> <li>• think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> </ul> |
| <ul style="list-style-type: none"> <li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> </ul>     | <ul style="list-style-type: none"> <li>• give examples of ways in which believers put their beliefs into action</li> </ul>                          | <ul style="list-style-type: none"> <li>• give a good reason for the views they have and the connections they make</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> </ul>                  |   |   |

These general outcomes are related to specific content within the unit outlines on pp.43-52.

## Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims and Jews**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

### Unit key questions

**1.1 What do Christians believe God is like?**

**1.2 Who do Christians say made the world?**

**1.3 Why does Christmas matter to Christians?**

**1.4 What is the ‘good news’ Christians believe Jesus brings?**

**1.5 Why does Easter matter to Christians?**

**1.6 Who is a Muslim and how do they live? [Double unit]**

**1.7 Who is Jewish and how do they live? [Double unit]**

**1.8 What makes some places sacred to believers?**

*Christians and Muslims*

**1.9 How should we care for others and for the world, and why does it matter?**

*Christians, Jews and non-religious worldviews*

**1.10 What does it mean to belong to a faith community?**

*Christians, Jews, Muslims and non-religious worldviews*

Units 1.3 and 1.5 could be split across the two years as schools encounter and explore major celebrations each year.

## Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

***The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.***

### Step 1: Unit/key question

- Select a unit/key question from p.38.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

### Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.43-52, as appropriate to the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

### Step 3: Select specific content

- Look at the suggested content for your unit, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

### Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

### Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want pupils to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.
- Consider ways of recording how pupils show their understanding e.g. photographs, learning journey wall or class book, group work, annotated planning, scrapbook, etc.





**KS1 units of study**



## Unit 1.1 What do Christians believe God is like? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| <p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes):</p>   | <p><b>Ideas and some content for learning:</b><br/> <b>Teachers can select content from these examples</b>, and add more of their own to enable pupils to achieve the outcomes.</p>   |
|---|---|
| <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>Give a reason for the ideas they have and the connections they make.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.</li> <li>Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a ‘parable’ – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.</li> <li>Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.</li> <li>The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.</li> <li>Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.</li> <li>Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.</li> <li>Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question ‘What do Christians believe God is like?’ – how fully can pupils answer this, focusing on understanding of the parable’s meaning?</li> <li>What happens when forgiveness is not given? Get pupils to practise saying ‘I’m very sorry’ and ‘That’s ok – I forgive you’ to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don’t forgive? Why is it sometimes hard to forgive?</li> <li>Listen to ‘You Can Hold On’ by Fischy Music (there is a free extract on <a href="http://www.fischy.com">www.fischy.com</a>). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.</li> <li>Explain that Christians often talk about there being four main types of prayer: praise, saying ‘sorry’, saying ‘thank you’ and asking for something. The story of the Lost Son might lead Christians to think it is very important to say ‘praise’ and ‘saying “sorry”’ prayers.</li> <li>Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters’ prayers. Compare with some Christian prayers from today (e.g. The Lord’s Prayer, some examples online from Christian websites, e.g. <a href="http://www.prayerscapes.com/prayers/prayers.html">www.prayerscapes.com/prayers/prayers.html</a>).</li> <li>Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.</li> </ul> |

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## Unit 1.2 Who do Christians say made the world? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

**Make sense of belief:**

- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

**Understand the impact:**

- Give at least one example of what Christians do to say 'thank you' to God for Creation

**Make connections:**

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

**Ideas and some content for learning:**

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel.

- Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?
- Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's *In the beginning*; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world?
- Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.
- Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live?
- Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some 'thank you' comments and to give them to the appropriate people.
- Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world-maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

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## Unit 1.3 Why does Christmas matter to Christians? [Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| <p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes):</p>  | <p><b>Ideas and some content for learning:</b><br/><b>Teachers can select content from these examples</b>, and add more of their own to enable pupils to achieve the outcomes.</p>   |
|--|--|
| <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that stories of Jesus’ life come from the Gospels</li> <li>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul> | <p>Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians.</p> <ul style="list-style-type: none"> <li>Tell some familiar stories about a character who appears to be someone he/she is not (e.g. <i>Beauty and the Beast</i>). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word ‘incarnation’ means ‘God in the flesh’. Christmas celebrates the Incarnation.</li> <li>Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is ‘God come to Earth’ – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?</li> <li>Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell the story.</li> <li>Talk about Jesus’ birth in the outhouse/stable – what were conditions like, and who visited? Luke’s story talks about Jesus’ birth being ‘good news’. Talk about who it might be good news for and why, and why Christmas is important for Christians.</li> <li>Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring photos. Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus’ birthday and that this is important to Christians?</li> <li>Introduce the word ‘advent’, when Christians prepare for Jesus’ arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene, etc.)</li> <li>Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus’ birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?</li> <li>People give gifts and they also say ‘thank you’ at Christmas. Ask pupils to create the ‘thank you’ prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own ‘thank you’ statements and give them out.</li> </ul> <p>[NB: This unit focuses on Luke’s Gospel, so that if your school does Christmas in each year group, the other class(es) could use Matthew’s account (chapters 1 and 2), including the wise men and gifts, Christmas carols linking to giving and Incarnation, ways in which people help and support others at Christmas.]</p> |

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## Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or or ‘good news’
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

### Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

### Make connections:

- Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

### Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Ask pupils to come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus’ ‘world-changers’, Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew’s life was changed by his encounter with Jesus, ‘friend of the friendless’. (Compare with story of Zacchaeus, Luke 19:1–10; Matthew becomes one of Jesus’ 12 disciples.) These accounts are part of the ‘Gospel’ of Jesus, meaning ‘good news’. What was the ‘good news’ that Jesus brought?
- Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do?
- Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that ‘good news’ for Christians?
- Explore some ways in which Christians try to bring Jesus’ ‘good news’ to others. For example, just like Jesus was ‘friend to the friendless’, Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham ([trinitycheltenham.com](http://trinitycheltenham.com)) or St George’s Crypt, Leeds ([www.stgeorgescrypt.org.uk/charity](http://www.stgeorgescrypt.org.uk/charity)).
- Find out how Christians say sorry to God, and receive forgiveness. Sometimes they say sorry in public (see some examples here: [bit.ly/2ISR2Vo](http://bit.ly/2ISR2Vo)), sometimes in private (remember the ‘saying “sorry”’ prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say sorry, and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus’ ‘good news’ for Christians.
- Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus’ life and teaching offers them ‘good news’: where can Christians find friendship, peace and forgiveness in this place? E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.)
- Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians. Note that Christians believe they receive these things especially (but not exclusively) through Jesus.

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## Unit 1.5 Why does Easter matter to Christians? [Salvation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

|  |  |
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| <p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes):</p>  | <p><b>Ideas and some content for learning:</b><br/> <b>Teachers can select content from these examples</b>, and add more of their own to enable pupils to achieve the outcomes.</p>  |
| <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>Recognise that Jesus gives instructions about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul> | <ul style="list-style-type: none"> <li>If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.</li> <li>Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.)</li> <li>Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus’ betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus’ appearance to Mary Magdalene and the disciples: John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other).</li> <li>Talk about the emotions of Jesus’ followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).</li> <li>Connect the idea of eggs, new life and the belief in Jesus’ resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.</li> <li>Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.</li> <li>Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.</li> </ul> |

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## Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/ibadah/iman] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can:

### Make sense of belief:

- Recognise the words of the *Shahadah* and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

### Understand the impact:

- Give examples of how Muslims use the *Shahadah* to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

### Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

### Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as '**Tawhid**').
- **Iman** means belief, and it is expressed in the words of the *Shahadah* ('There is no God but God; Muhammad is the messenger of God'). Find out about the *Shahadah*, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the *adhan*, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life.
- Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: *One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would...* Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.
- Remind pupils that the *Shahadah* says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see [www.natre.org.uk/primary/good-learning-in-re-films](http://www.natre.org.uk/primary/good-learning-in-re-films)). Talk about how these stories might inspire people today.
- Revisit the *Shahadah* – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).
- Introduce the idea of the Five Pillars as examples of '**ibadah**', or 'worship'. Reciting the *Shahadah* is one Pillar. Another is prayer, '*salah*'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.)
- Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.

## Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| <p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes)</p>  | <p><b>Ideas and some content for learning:</b><br/><b>Teachers can select content from these examples</b>, and add more of their own to enable pupils to achieve the outcomes.</p>  |
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| <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul> | <ul style="list-style-type: none"> <li>As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.</li> <li>Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a <i>mezuzah</i>, candlesticks, <i>challah</i> bread, <i>challah</i> board, <i>challah</i> cover, wine goblet, other kosher food, Star of David on a chain, prayer books, <i>chanukiah</i>, <i>kippah</i>). Gather pupils’ questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible.</li> <li>Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring <i>mezuzah</i>, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God’s <i>Chosen</i> or <i>Favoured</i> People.</li> <li>Look at a <i>mezuzah</i>, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.</li> <li>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, <i>challah</i> bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils’ homes.</li> <li>Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</li> <li>Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. <b>Sukkot</b>: read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a <i>sukkah</i> and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; <b>Chanukah</b>: look at some art (e.g. <a href="http://www.artlevin.com">www.artlevin.com</a>); read the story and identify keywords; find out about the <i>menorah</i> (seven-branched candlestick) and how the nine-branched <i>chanukiah</i> links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.</li> <li>Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.</li> </ul> |

## Unit 1.8 What makes some places sacred to believers?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

### Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

### Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

### Ideas and some content for learning:

**Teachers can select content from these examples**, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Jewish symbols are seen in synagogues and in the home.

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?
- Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.
- Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.
- Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. **church**: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit; **synagogue**: ark, *Ner Tamid*, Torah scroll, *tzizit* (tassels), *tefillin*, *tallit* (prayer shawl) and *kippah* (skullcap), *chanukiah*, *bimah*; **mosque/masjid**: *wudu*, calligraphy, prayer mat, prayer beads, *minbar*, *mihrab*, *muezzin*.
- Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.
- Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.
- Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.

## Unit 1.9 How should we care for others and the world and why does it matter?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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| <p><b>Learning outcomes</b> (intended to enable pupils to achieve end of key stage outcomes):</p>  | <p><b>Ideas and some content for learning:</b><br/> <b>Teachers can select content from these examples</b>, and add more of their own to enable pupils to achieve the outcomes.</p>   |
| <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul> | <p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave?</p> <ul style="list-style-type: none"> <li>Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.</li> <li>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).</li> <li>Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</li> <li>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. <i>zakah</i> (almsgiving) in Islam; <i>zedaka</i> (charity) in Judaism.</li> <li>Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.</li> <li>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.</li> <li>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.</li> <li>Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important for everyone, not just religious believers. Make links with the Jewish idea of <i>tikkun olam</i> (repairing the world) and Tu B'shevat (new year for trees).</li> </ul> |

## Unit: 1.10 What does it mean to belong to a faith community?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

**Learning outcomes** (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

### Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

### Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

### Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

### Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (**Christians:** e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/*ichthus* badges, ‘What Would Jesus Do’ (‘WWJD’) bracelets, a rosary, a Bible; **Muslims:** e.g. an example of calligraphy, a picture of the Ka’aba, a *taqiyah* (prayer cap); **Jews:** e.g. a *mezuzah*, a *menorah*, a Kiddush cup, *challah* bread, a *kippah*), symbols of belonging in pupils’ own lives and experience.
- Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’
- Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – *brit bat* or *zeved habat*; Islam: *Aqiqah*; some atheists might have a Humanist naming ceremony.
- Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract).
- Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies.
- Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
- Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.
- Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.