

Religious Education: Foundation Stage 1

To identify some similarities and differences between people
 To listen and discuss stories about other cultures and communities
 To explore non-fiction books about other cultures and communities
 To take part in cultural and religious celebrations.

Autumn Term	<p style="text-align: center;"><u>Myself</u> All about me</p> <p>Features of my face- eyes, nose, ears hair. Talk about colour of eyes and hair</p> <p>Bring in a photograph of when I was younger. Do I look the same? How do I look different</p> <p style="text-align: center;">Art link: Self-Portrait.</p> <p>Discuss emotions. What do we do when we feel upset/scared/angry. Link to PSED Nursery rules</p> <p style="text-align: center;">Celebration: Birthdays - How do we celebrate Birthdays?</p> <p style="text-align: center;"><u>Book ideas</u> All about me non fiction books Pom Pom Gets the Grumps - Sophy Henn My Big Shouting Day - Rebecca Patterson Mine - Rachel Bright</p>	<p style="text-align: center;"><u>Special people to me.</u> Who is important to me?</p> <p>Who are my friends? Why are they special? What do I like to play with my friends?</p> <p>Provide children with strategies for turn taking and understand that their friends may not want to play the same game as them</p> <p style="text-align: center;">Who is in my family?</p> <p>Bring photographs from home of their family and talk about who they live with. Display photographs on News from Home board.</p> <p style="text-align: center;">Christmas - How does my family celebrate Christmas? Make a Christmas card for my family. Join in with the Christmas Party.</p> <p style="text-align: center;"><u>Book ideas</u> My Mum and Dad make me laugh - Nick Sharratt Families, Families, Families - Suzanne and Max Lang Hair Love - Vashti Harrison Happy in our Skin - Fran Manushkin I want a Friend - Tony Ross</p>
Spring Term	<p style="text-align: center;"><u>Our special books</u> What stories do you enjoy reading at home?</p> <p style="text-align: center;">Bring in your favourite story</p> <p>Teacher to share their favourite story: Link to world book day</p> <p style="text-align: center;">Imagination Library books shared monthly at story time.</p> <p>Nursery sharing library introduced. Discuss the importance of looking after books.</p> <p style="text-align: center;">How do people celebrate Easter? Easter crafts.</p>	<p style="text-align: center;"><u>Our special things</u> What are my favourite toys at home?</p> <p>Who has a pet? What is it called? How do you look after it? Why is your pet special to you?</p> <p>Pancake Day - Why do we celebrate pancake day? Tasting pancakes. Link to Mr Wolf's pancakes story.</p>

Summer Term

Our special places

My Special Place

Do you have a special place at home? Talk about their houses and their bedrooms. What do you like about where you live?

Where do you like to visit? The park/beach/town?

Why are those spaces special?

Have you been on holiday anywhere? Where did you go? Why was it special?
Link to *Geography* topic.

How do people celebrate Eid? Investigate how Eid is celebrated. Take part in a celebration in Nursery.

Our beautiful world

How can we look after our environment?

Talk about littering and how we must use a bin.

What animals are in our environment. Link to *Mini-beast* topic. Investigate the animals in our bug hotel. Do a mini-beast hunt. Observe caterpillars growing into Butterflies and release them into the Nursery environment.

Plant a seed, each child to take ownership of their plant and help it grow. Link to *Food around the World* Topic.

Religious Education – Foundation Stage 2

Goal: Know some similarities and differences between different religious and cultural communities.

To know that some places are special to members of my community.

To recognise that people have different beliefs.

To recognise that people celebrate special times in different ways.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term</p>	<p style="text-align: center;"><u>Myself</u></p> <p>Introduce people who belong to a religious group</p> <p style="text-align: center;"><i>What makes me unique? (Self-portrait)</i> <i>What are my likes and dislikes?</i></p> <p style="text-align: center;"><u>Book ideas</u></p> <p>Only one you Linda Kranz Incredible You Rhys Brisenden The Colour Monster Ruby's Worry</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Christian • Muslim • Jew • Hindu • God 	<p style="text-align: center;"><u>Special people to me.</u></p> <p>Introduce people who are important members of a religious group. E.g. Jesus, Prophet Muhammad, vicar, imam etc...)</p> <p style="text-align: center;"><i>Who is important to me?</i> <i>Friends, family.</i></p> <p style="text-align: center;"><u>Book ideas</u></p> <p>We are together Britta Teckentrup Not Like The Others Jana Broecker We are Family Patricia Hegarty</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Vicar • Iman • Rabbi • Jesus • Muhammad
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term</p>	<p style="text-align: center;"><u>Our special books</u></p> <p>Introduce stories from religions and important books for members of religious groups.</p> <p style="text-align: center;"><u>Book ideas</u></p> <p>The story of Hannukah Davida Adler My First Quran Storybook Noah's Ark. The Creation Story</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Bible • Qur'an • Torah

Our special places

Introduce places of worship. E.g church, mosque.

Where is your special place? (home/park)

Visit a church/mosque/synagogue

Book ideas

All Are Welcome Alexandra

Same, Same but Different Jenny Sue

Key Vocabulary

- Church
 - Mosque
- Synagogue

Our beautiful world

Introduce stories about creation and some beliefs about the natural world e.g. the duty of care on the environment

Themes

Enterprise Community project example: Looking after our environment

Book Ideas

Noah's ark

The Creation Story

What a wonderful world Tim Hopgood (Song Louis Armstrong)

Here We Are Oliver Jeffers.

Where are you from? Yamile Saied Mendez

Somebody swallowed Stanley by Sarah Roberts

Key Vocabulary

- Muslim
 - Jew
 - Hindu
 - God
 - Creation
 - Care
 - Responsibility
- Beautiful

Religious Education: Key Stage 1

Year 1

Autumn
Term

LAS Compulsory
God- Christianity
Believing (Theology)

Key questions

What do Christians learn and understand about God through the Old Testament Bible Stories?

E.g Moses, Abraham, Jonah etc...

What do the stories in the New Testament tell Christians about Jesus?

Themes

Harvest Festival: Link with community. St Lawrences Church

Golden Rules: Being respectful.

British values

Ten Commandments

Caring for Others: The Good Samaritan

God as a guide

God as faithful, a protector.

God has a plan

Miracles

Key Vocabulary

(See Themes and Ideas)

Books/Stories

The Creation Story

Jonah and the Whale

Moses in the Bulrushes

Abraham

Noah's Ark

The Good Samaritan

Mary and the Angel

Jesus Christ Is Born

The Wise Men

LAS Compulsory
Community- Christianity
Living (The Human Sciences)

Key questions

What do Christians do to express their beliefs?

Which celebrations are important to Christians?

What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans, and the world?

Themes

Harvest Festival: Link with community. St Lawrences Church

Visit a church

Religious Assemblies.

Enterprise project: Local Community (Christmas) Shoe box appeal.

The Church

Festivals

Bible study/Prayer

Weddings

Key Vocabulary

- Church
- Worship
- Bible study
- Prayer
- Baptism (Y2 Spring 2)
- Weddings
- Key festivals: Christmas, Easter, Pentecost

Books/Stories

The Christmas Story

The Easter Story

Pentecost Story KS1

KS1 Christening Twinkl

Baptism sequencing Twinkl

Inside a church Twinkl

Places of Worship Twinkl

The Bible

LAS Compulsory
God-Islam
Believing

Key questions

How is Allah described in the Qur'an?

What do Muslims learn about Allah and their faith through the Qu' ran?

Themes

Children to understand that people have different beliefs within our community

*Qur'an
 Five Pillars of Islam
 Allah*

Key Vocabulary

- One God (Tawid)
- Straight path (Shariah)
- 99 Names of Allah
- Qur'an
- Prophet Mohammed

Books Stories

Prophet Mohammed

LAS Compulsory
Community-Islam
Living

Key Questions

What do Muslims do to express their beliefs?

Which celebrations are important to Muslims?

How are key celebrations celebrated within our community?

Themes

*Visit a mosque
 Speakers to visit school: Assemblies*

*Ramadan
 Eid ul-Fitr
 Eid ul-Adha
 Mecca
 Mosque: Prayer beads/prayer mat/compass*

Key Vocabulary

- Worship (ibadah)
- Belief (shahadah)
- Washing (Wudu)
- Prayer beads (subha)
- Compass to Makkah
- Qur'an
- Eid ul-Fitr (End of the month of Ramadan)
- Eid ul-Adha (Celebration of Prophet Ibrahim's test of faith)
- Madrassah (school)

Books/Stories/Songs

Rameena's Ramadan Twinkl

Allah Made Everything Zain Bhikha https://www.youtube.com/watch?v=pqSs9_XJyBo
 Lailah's Lunchbox: A Ramadan Story
 The Crying Camel Twinkl

LAS Additional

Places of worship: Judaism

Believing, Living, Thinking

Three Key objects and symbols

Torah Scroll: Contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow. Use of the Torah Scroll during worship in the synagogue

Menorah: 8 candles which symbolise 8 nights of the holiday. The ninth branch holds a candle called a shamash (helper or servant) to light the other 8

Star of David (Symbol): Is attached to magical powers. Magen David means Shield of David. God as the protector of David.

Key Questions

What do they tell us about beliefs about God/humans/the world around them?

How are they used in practice i.e. what impact do they on the community?

Themes

Vist a synagogue

Speakers explaining about Hannuah within our local community.

Synagogues

Hanukkah

Passover

Link to Weddings from different cultures

Books/Stories

The Story of Hanukkah David A Adler

Happy Hanukkah Pout Pout Fish

Charlie and Blue celebrate Passover

Must include one other religion/worldview apart from Christianity and Islam which is why we are looking at Judaism.

Religious Education: Key Stage 1

Year 2

Autumn Term

LAS Compulsory Being Human-Islam

Believing

Key questions

What does the Qur'an say about how Muslims should treat others and live their lives?

How can a Muslim faith and beliefs be seen in the actions of inspirational Muslims?

Why do Muslims stop and pray?

Themes

Linking to Good choices within our school. The choices which we make how do they make a difference? (Golden Rules)

Imam: Faith

*'There is no god but one god' (tawid) Used as a key part within prayer.
Prophets guide Muslims along the straight path (shariah) keeping the universe in harmony*

*Ashlaq (Character/Moral conduct) e.g. making good choices. Caring for others
Serving others charitable gifts 2.5% of disposable income annually.*

Key Vocabulary

- Imam (Faith)
- Shahaddah (Statement of faith)
- Muslim prayer connect to tawhid
 - Straight path (shariah)
- Akhlaq (Character/moral conduct)
 - Compassion (zakat)

Books/Stories/Videos

Ibrahim

Nuh

Musa

Isa

Prophet Muhammed and the Spider

Muhammad

Charlie and Blue Allah and Creation.

LAS Compulsory Life Journey-Islam

Living

Key questions

What do Muslims do to celebrate birth?

What does it mean and why does it matter to belong?

Themes

The importance of community (ummah).

Whisper the call to prayer (adhaan) into baby's ears just after they have been born.

The aqiqah ceremony at 7 days old.

Muslims give food to the poor as part of the aqiqah ceremony.

Shave baby's hair, hair is weighed. Silver given to the poor.

Names traditionally given after Prophets or Muslim figures.

(Comparison to Baptism or Brit Milah).

Key Vocabulary

- Community (ummah)
- Prayer (adhaan)
- Aqiqah ceremony

Books/Stories

All about Aqiqah Twinkl

Spring Term

LAS Compulsory
Being Human-Christianity
Believing

Key questions

What does the Bible say about how Christians should treat others and live their lives?

How can Christian faith and beliefs be seen in the actions of inspirational Christians?

Themes

British Values

Understanding how to care and support others.

Humans creating in Gods image.

Humans to look after Gods creation.

Love their neighbour as themselves

Key Vocabulary

- God
- Creation
- Inspiration

Books/Stories/Inspriational figures

The Lost Son

The Lost Sheep

Mary

Luke (1:46-55)

Peter

Paul

LAS Compulsory
Life Journey-Christianity
Living

Key questions

What do Christians do to celebrate birth?

What does it mean and why does it matter to belong?

Themes

Understanding that some people don't have the same luxuries we have.

The church creating a sense of belonging

The importance of belonging: The challenges or not feeling like you belong.

Baptism (Links to Jesus's baptism) Christening

Service of thanksgiving

Church community (Messy church).

Wider community: Food banks, street pastors.

Key Vocabulary

- Church
- Community
- Baptism
- Service of thanksgiving
- Belonging

Books/Stories/Inspriational figures

Summer Term

LAS Additional
Thankfulness- Sukkot in Judaism and Shabbat
Believing, Living, Thinking

Key questions

What do Jews do to celebrate Shabbat and why is it seen as important within Judaism?

What is Sukkot and how is it celebrated; what are Jews remembering and being thankful for?

How is Shabbat or Sukkot celebrated within our local community?

Why is Bar or Bat Mitzvah an important milestone within Judaism?

Sukkot: Festival:

It remembers at time when God's chosen people wandered the desert after escaping slavery (Recap Story of Moses)

God protected them by food and shelter.

Sukkot (booths) created out of leaves and branches and you should be able to see the sky out of the top, flimsy, temporal structures. To reflect the experience of the people of Israel in the desert.

The festival involves four key plants:

Etrog (citrus fruit)

Palm branch

Myrtle branch

Willow branch

These all symbolise God's protection during their time in the desert.

Community and belonging

Shabbat:

Fourth commandment 'You shall remember to keep Sabbath Day Holy'.

Saturday was the seventh day of the week and the day that God rested after creating the world.

It happens every weekend beginning on Friday evening

Families work hard: preparing food, cleaning houses.

Bar or Bat Mitzvah: Once a Jewish boy has reached the age of 13 and a Jewish girl has reached the age of 12 she/he is responsible for their own decisions and actions.

Traditions:

Shabbat candles: Havdalah

Challah bread

Wine

Blessings

Families visit the Synagogue

Themes

Visit a synagogue

One god who created the world.

Covenants: A series of contracts between God and his chosen people that ties them together in relationship. E.g. Noah, Abraham and Moses

Mitzvoth (commandments) the law that asks his chosen people to follow

Ten commandments

Bar Mitzvahs and Bat Mitzvah

Key Vocabulary

Sukkot, Synagogue, Covenants, Mitzvoth, Havdalah, Shabbat, Moses, Etrog, Palm branch, Myrtle branch, Willow branch, Protection, Belonging, Community

Books/Stories

Moses

All about Sukkot KS1 Twinkl

The Jewish Creation Story

Let's celebrate Special Days Around the World: Kate DePalma

Knowledge Maps within each unit Year 1

Autumn 1 KS1 Compulsory Unit: God and Christianity

What do Christians learn/understand about God through Old Testament Bible stories?

- God's encounters with people in the Old Testament e.g. Moses, Abraham, Noah
- God as a guide
- God as faithful
- God as protector
- God has a plan

What do stories in the New Testament tell Christians about Jesus?

- His life and teachings (parables)
- Miracles
- His followers

- Belief in one God who has created the world and was pleased with his creation

- Belief that this creation was spoiled when the first humans made a decision that had bad consequences - death and suffering entered the world

- Belief that throughout history, God has worked with human beings to try to fix what has been spoiled
 - Beliefs about God and how they are explored in stories from the Old Testament:
 - Belief in one God who has created the world (Genesis 1)
 - Belief that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David)
 - Belief that God never gives up on people (e.g. Jonah)

- Belief that Jesus is 100% human and 100% God (the **incarnation** - 'God in the flesh')

- Belief that Jesus has come to work with human being to try to fix what has been spoiled

- Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.) and through the way he lives his own life (e.g. treating others the way he would want to be treated - the Golden Rule in **Mark 12:30-31**, the healing of Jairus' daughter in **Mark 5:21-43**, the Samaritan women at the well, the story of Zacchaeus, etc.)

- Belief that he is there to do one key job - to get rid of the death that came into the world when the first humans made their bad decision = the crucifixion and resurrection narratives

- Belief that what humans have to do is get rid of the suffering that came into the world when the first humans made their bad decision; Christians do this by following Jesus' teachings and example; if they are successful, they believe things will go back to what God originally intended when he created the world - they call this the Kingdom of God

Autumn 2 KS1 Compulsory Unit: Community and Christianity

What do Christians do to express their beliefs?

- Through developing a sense of community with other Christians, e.g. by attending church, taking part in prayer events

- Through worship - different types of churches, styles of worship
- Through personal devotion - commitment to God shown through prayer, actions, e.g. baptism, confirmation
- Through everyday actions and behaviour towards other people

Which celebrations are important to Christians?

- Key festivals such as Christmas and Easter
- Church - the community of believers, not just the building; people committed to following Jesus' teachings and example, and committed to bringing about the **Kingdom of God** by getting rid of suffering
- Practices that take place in church:
 - **Prayer:** speaking and listening to God; saying, 'God, you're awesome', thank you, sorry and please; make connection between lighting a candle to prayer and the description of Jesus as 'the light of the world'; could look at the Lord's Prayer or St Columba's prayer
 - **Bible study:** could be a study group or the sermon delivered by the vicar during worship; the importance to Christians of reading and learning about the Bible in order to find out more about what God is like and how he wants the world to be
 - **Worship:** investigate different styles of worship in Christianity, e.g. Quaker, Catholic, Orthodox, Anglican, Evangelical, Pentecostal - draw attention to similarities and differences (e.g. use of music)
- **Baptism:** entry into the community of Christians; different types of baptism - child, adult; different ways of carrying out a baptism, e.g. Anglican, Baptist; key features = promises made to God by or on behalf of the person being baptised, a lit candle, the use of water, etc.; connections with the story of Jesus' baptism (e.g. Matthew 3:13-17)
- Key festivals: Christmas, Easter, Pentecost - the story that lies at the heart of each festival, the key practices associated with the festivals (for Christians) and the beliefs that underpin them:
 - **Christmas:** beliefs about God becoming human (incarnation), the idea of Jesus being a gift; key practices associated with Christmas for Christians and how they relate to beliefs about God/Jesus
 - **Easter:** beliefs about God defeating death through the death and resurrection of Jesus; key practices associated with Easter for Christians and how they relate to beliefs about God/Jesus
 - **Pentecost:** beliefs about God, the Holy Spirit; the birthday of the Christian church; the key events associated with the first Pentecost (Acts 2); key practices associated with Pentecost and how they relate to beliefs about God and human beings

Spring 1 KS1 Compulsory Unit: God and Islam

How is Allah described in the Qur'an?

- Tawhid (Oneness of Allah), Creator, provider of all good things
- 99 names of Allah

What do Muslims learn about Allah and their faith through the Qur'an?

- The Qur'an and why it is special- the revealed book for Muslims
- Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story
- One God (**tawhid**), created the universe in harmony
- Created human beings to help keep the universe in harmony
- Provided a straight path (**shariah**) to help keep the universe in harmony
- Provided guidance to help humans follow the straight path (Qur'an, prophets, natural world)

- 99 Names of Allah - ways in which Muslims try to understand what God is like (not 100 because you can never fully know God)
- Qur'an = holy book of Islam; the words of God, providing guidance for human beings
- Prophet Muhammad - the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path
- The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')

Spring 2 KS1 Compulsory Unit: Community and Islam

What do Muslims do to express their beliefs?

- Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass
- Worship in the home
- Respect for teachers and elders

Which celebrations are important to Muslims?

- Festivals: the importance of Eidul-Fitr (end of Ramadan) and Eidul-Adha (Ibrahim's test of faith)
- Worship (**ibadah**) - prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (**shahadah**): "There is no God but God and Muhammad is his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (**wudu**)
- Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't pray directly on the ground), prayer beads (**subha**), compass (to indicate the direction of Makkah)
- Studying the Qur'an: the **madrassah** (school) - studying the Qur'an to find out how to follow the straight path (**shariah**); learning to recite the Qur'an
- Festivals: **Eid ul-Fitr** (end of the month of Ramadan), **Eid ul-Adha** (celebration of Prophet Ibrahim's test of faith) - key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings

Summer KS1 Additional Unit: Places of worship: Judaism

- **Judaism**: Torah scroll, yad, Ner Tamid, tallit
- **Torah scroll**: contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow; use of the Torah scroll during worship in the synagogue and way in which it is respected

Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah
- **Ner Tamid**: the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews)
- **Tallit**: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit - this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it

Knowledge Maps within each unit Year 2

Autumn 1 KS1 Compulsory Unit: Being Human and Islam

What does the Qur'an say about how Muslims should treat others and live their lives?

- Imam (Faith), Sha'adah (statement of faith)
- Akhlaq (character, moral conduct)
- Serving others, supporting the poor, e.g. Zakah, almsgiving

How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?

- Stories about Muhammed and other Prophets, e.g. Ibrahim
- Examples of stories and teaching, e.g. Abdullah, the Servant
- **Imam** (faith) - **shahadah** (statement of faith) - 'there is no God but God, and Muhammad is his prophet': one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path to [shariah] that will help keep the universe in harmony
- **Akhlaq** (character, moral conduct) - making good choices, that is, choices that will keep creation in harmony, as God intended
- The importance of serving others and showing compassion, e.g. **zakat** (charitable gifts - 2.5% of disposable income annually) - helping address disharmony in the world, that is, some have more than they need, others don't have enough
- Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) - how to care for others and make sure the world is a fair, just and harmonious place

Autumn 2 KS1 Compulsory Unit: Life Journey and Islam

What do Muslims do to celebrate birth?

- Birth of a baby as a blessing -aqiqah ceremony, why belonging is special
- Call to prayer (Adhaan) into baby's ear and taste of something sweet
- Shaving of head, weighing of hair
- The importance of community (**ummah**) in Islam; belonging to one community of Muslims worldwide - all Muslims working together in harmony to follow the straight path (**shariah**)
- Celebrating a new members of the Muslim community (**ummah**) - the birth of a baby as a blessing, something that Muslims give thanks for
- Whisper the call to prayer (**adhaan**) into the baby's ear just after they have been born - this reminds them to worship the one God; then the baby is given a taste of something sweet
- The **aqiqah** ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings
- Traditionally, Muslims give a gift of food to the poor as part of the **aqiqah** ceremony (to help bring about harmony in the world - to rebalance those who have more than they need and those who do not have enough)
- Some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor

- Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures
Could compare this with other birth rites, e.g. **baptism** (Christianity) or **brit milah** (Judaism)

Spring 1 KS1 Compulsory Unit: Being Human and Christianity

What does the Bible say about how Christians should treat others/live their lives?

- Parables (e.g. the Good Samaritan), Creation Story (people should look after what God has made).
- Adam and Eve - making choices
- Humans are created equal and special Jesus' teaching - treat each other as special and equal, e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12)

How can Christian faith and beliefs be seen in the actions of inspirational Christians?

- Examples from the Bible, e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples
- Belief that humans are created by God in his image (Genesis 1:26-27)
- Belief that humans are created to look after God's creation
- Belief that humans should love God and love their neighbour as themselves (Mark 12:30-31)
- Examples of this in the Gospels, e.g. the parable of the Good Samaritan, Lost Son, Lost Sheep (see also God - Christianity)
- Examples of people who live like this, e.g. Mary (Luke 1:46-55), Peter, Paul

Spring 2 KS1 Compulsory Unit: Life Journey and Christianity

What do Christians do to celebrate birth?

- Birth (christening, dedication), meaning of actions and symbols

What does it mean and why does it matter to belong?

- What belonging means to individual Christians in the locality
- The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter
- The importance of belonging - different ways in which people belong; reasons why it is helpful to belong, some of the challenges of belonging (or not feeling like you belong)
- Ways in which Christians mark a sense of belonging:
 - Baptism - different types of baptism, key features, links with Jesus' baptism, what this tells us Christians think God is like, etc.; also known as christening
 - Service of thanksgiving (for families that want their children to choose whether to be baptised or not for themselves)
- The role of the church community in creating a sense of belonging - examples of all-age worship (e.g. Messy Church), engagement with the wider local community (e.g. foodbanks, street pastors)

Summer KS1 Compulsory Unit: Thankfulness and Sukkot in Judaism

- **Judaism:** key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the **covenants** (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the **mitzvot** (commandments) -

the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot - the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; **sukkot** (booths) are created out of leaves and branches and you should be able to see the sky out of the top - they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert; asking questions about protection - making connections with the idea of community and belonging - everyone needs someone else, etc.