

Intent

To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that pupils can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

To start to become familiar with religious stories.

Learning Outcomes
Knowledge and Skills
To know, to use, to apply...

Links to:
Literacy, Numeracy, SMSC,
Gatsby Benchmarks

Half term one – Which stories are special and why?**Suggested Learning Outcomes**

Recognise special books such as the Bible, Quran and Torah. Consider why these books are special.

Read stories from the Bible. Consider what these stories teach.

Decide on a favourite story. Consider any similarities and difference between the stories.

Suggested stories from the Bible:

David the Shepherd Boy

The story of Ruth

Jesus as a friend to the friendless

Making promises

Saying thank you

Suggested story from the Quran:

Prophet Muhammad and the night of power

Vocabulary:

Bible, Quran, Torah, similarities, differences, promises, prophet, Muhammad.

SMSC

Interested in other beliefs and religion.

Literacy

Look at pictures, decoding,

talk or write about text/pictures, ask questions, answer questions, give opinion, listen to an opinion, develop vocabulary, comprehend, write, correct own work, correct other's work, act on feedback, start to use punctuation, take part in discussion.

Half term two – Which people are special and why?**Suggested Learning Outcomes**

Consider what makes a good friend. Who do pupils consider to be their friends? Who else is special to them?

Pupils to read a story about being a good friend in the Bible.

Think about what made Jesus a good friend.

Think about familiar special people – family, friends, school staff, policeman etc.

Suggested Bible stories:

Jesus choosing the 12 disciples

Healing the man at the pool

Keywords:

special, friend, Jesus, disciples.

SMSC/Literacy as above.

Half term three – Which places are special and why?**Suggested Learning Outcomes**

Pupils name places special to themselves and explain why.

Pupils to explore places important to a Christian and explain why they are important.

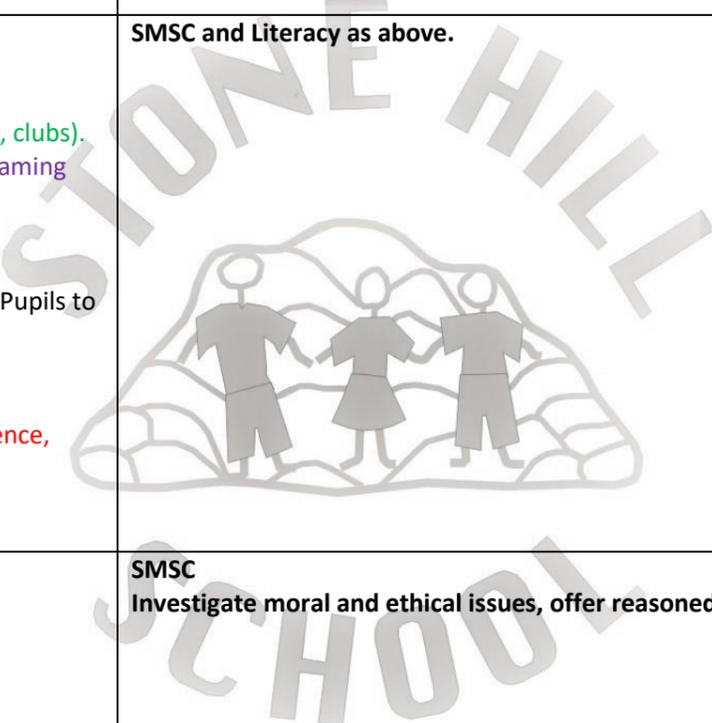
Pupils to explore items important to a Christian and explain why.

Extension – explore places that are important to other religions.

SMSC

Explain own beliefs, interested in other's beliefs and religion, enjoy learning about others, visit other communities, show tolerance for those with different faiths and beliefs, knowledge of different religions in the local community and the world.

Literacy – as above.

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| <p>Keywords: Christian, sacred, special, symbols, worship.</p> | |
| <p>Half term four – Which times are special and why?</p> <p>Suggested Learning Outcomes Pupils to think about times in life that are special to them. How do you they celebrate? What makes a good celebration? Consider what happens at Christmas, Eid and Diwali? What are the stories associated with these times? What are the similarities and differences between the festivals?</p> <p>Keywords: celebrate, celebration, special, festival, sacred, Christmas, Easter, Diwali, Eid.</p> | <p>SMSC and Literacy as above.</p> |
| <p>Half term five – Where do we belong?</p> <p>Suggested Learning Outcomes Pupils to consider places that make them feel like they belong and are welcomed (home, school, clubs). Explore how children are welcomed in to different faiths. (Look at Baptism, Aqiqah, Humanist Naming Ceremony). Compare the ceremonies for similarities and differences.</p> <p>Extension - God loves people before they are born; he has every name on the palm of his hand. Pupils to draw round their own hand, put their name on the hand and decorate it.</p> <p>Keywords: welcome, belong, faith, religion, belief, Baptism, Aqiqah, Humanist, ceremony, similarity, difference, God, born, palm, decorate.</p> | <p>SMSC and Literacy as above.</p>  |
| <p>Half term six – What is special about our world and why?</p> <p>Suggested Learning Outcomes Pupils to go outside and identify things they like in nature. Investigate how humans have messed up the world. How could humans improve this? Reflect on why it is important to care about nature, animals and the environment.</p> <p>As well as discussing the above pupils could read an Islamic story about caring for things: Muhammad and the ant Muhammad and the thirsty camel</p> <p>Keywords: special, world, identify, explore, world, nature, investigate, environment, Islam.</p> | <p>SMSC Investigate moral and ethical issues, offer reasoned views.</p> |
| <p>Intended impact: Pupils will have listened to a range of religious stories. They will start to be able to recall some information from the stories they have listened to. Pupils will become familiar with religious role play. Pupils will have had the opportunity to think about their own lives, what is important to them and how this could link to religion.</p> | |