

# Ashtree Primary School and Nursery Medium Term Plan for RE

## Year 1/2 – Year A - Autumn Term – Christianity, Islam and Judaism

### Prior Knowledge – EYFS Reception

#### **Beliefs and practices** Festivals, people and communities Aut

To know how and why do we prepare for and celebrate a joyous occasion. What are the similarities and differences between people's joyous times? What are some of these festivals all about? What is the best gift we can give? *Discuss why Christians perform nativity plays at Christmas?*

#### **Symbols and actions** Exploring places, dress, food and music Aut

Which place do you know that is important to you? Why is it important? Which religious symbols can you see in the local place of worship? Explore their meaning. Explore some religious artefacts through the senses showing respect for beliefs. Why light a candle?.

#### **Prayer, worship and reflection** Sacred spaces, simple prayers and time to reflect Aut

Spr

Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence. Share a short Christian/Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it. Compose, use and think about the words of simple prayers or reflections. Which places are important to the pupils, people in the community and a religious family? Talk to a visitor about why they go to the local place of worship and find out why it is important to them. Sum

### Prior Skills – EYFS Reception

#### **Identifying and belonging**

#### **Exploring wedding ceremonies.** Spr

Show awareness of things and people that matter to them and link this to learning in Religious Education.

### Key Vocabulary

Festival, Bethlehem, community, Angel Gabriel, Christmas, Galilee, advent myrrh, Jesus, Nativity, frankincense, worship, rituals, Mary, Wise Men, Joseph, King Herod, Gold, Christianity, Islam, Judaism, Altar, pew, font, cross, church, Cathedral, Synagogue, menorah, dreidel, skull cap, Synagogue, Allah, Mosque, Qur'an, Imam, Prayer Mat, Mecca, Hajj, wudu, Five Pillars, Ramadan, Eid

### Key Knowledge

#### **Beliefs and Practices** Aut Spr

To learn about 3 different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them

#### **Symbols and actions** Aut

To retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.

#### **Prayer, Worship and Reflection** Aut Spr

Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.

### Key Skills –

#### **Identity and belonging** Spr

To focus on during the Spring Term

### Curriculum Enhancements

- Visit a local church
- Visitors from faith communities
- Taste foods associated with festivals



### Possible Misconceptions

Some children may think:

- Jesus was born and died in the same year.

### Suggested Activities

#### **Beliefs and Practices** Aut Spr

Step 1 – To explain how festivals (e.g. Eid, Easter, Passover) can bring people together.

Step 2 – To explain why Christmas and Easter are important to Christian beliefs?

Step 3 – Why does Shabbat have a special place in Jewish families?

#### **Symbols and actions** Aut

Step 4 – To link artefacts to the religion to which it belongs and say why it is important to them. List the similarities and differences between the symbols of two different religions.

Step 5 – Why is light/water/a tree such important religious symbols?

Step 6 – To explain why people have designed places of worship as they have and identify common symbols and artefacts.

#### **Prayer, Worship and Reflection** Aut Spr

Step 7 – Why do some people pray to Allah for help? Describe how Muslims wash (wudu) before prayer. Why does a prayer mat become holy when a Muslim prays on it?

Step 8 – To describe the ways different religious people share actions when praying.

Step 9 – Why do Christians all over the world pray 'The Lord's Prayer'? Explore the 'Lord's Prayer'? through images.

Step 10 – To explore the different ways religious people say 'thank you' to God.

### Future Knowledge

In year 3 the children will be learning

#### **Beliefs and practices** Sacred texts and stories, their guidance and impact Aut

Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

#### **Symbols and actions** Symbolic expression in prayer and worship Aut

Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.

#### **Prayer, Worship and Reflection** Communicating through sacred spaces and prayer Spr

Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

#### **By the end of KS1 the religiously and theologically literate pupil should:**

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.