

Religious Education Medium Term Plan			Spring	KS1	Aycliffe Drive Primary School	
Religious and Theological History	Key enquiry questions	Which eight areas of learning have been covered?	Cycle A	Key enquiry questions	Which eight areas of learning have been covered?	Cycle B
Eight Areas of Learning: Beliefs and Practises Sources of Wisdom	What does it mean to be human?	Ultimate Questions Identity and Belonging	Lesson 1 LO: To learn what is meant by an easy question and why some answers are difficult. Discuss why we ask questions, for example to discover facts, to get to know someone. The kinds of questions which can be asked, for example, Who? What? Where? The kinds of	What does it mean to be human?	Identity and Belonging Symbols and Actions	Lesson 1 LO: To learn what signs and symbols we see and why they are important. Drawing on the pupil's own experiences, create a shared list of signs, with meanings, that they know, for example, addition sign, road signs, etc.

<p>Prayer, Worship and Reflection</p>			<p>questions you like to be asked "Would you like some chocolate?"</p>			<p>Discuss why signs/symbols are used. Include some sign language.</p>
<p>Identity and Belonging</p>			<p>Questions you do not like to be asked, for example, "Have you tidied your room?" We do not always like the answers to some questions. Check whether everyone has the same answer to a question, for example, the best football team. Discuss how answers may depend on own feelings, experience, and choice.</p>			<p>Children draw some known symbols and their meanings and explain why we need signs and symbols.</p>
<p>Symbols and Actions</p>			<p>Pupils each write their own questions starting with Who, What, Why, Where or How? To put in a class made box entitled 'I</p>			
<p>Human Responsi bility and Values</p>						
<p>Justice and Fairness</p>						

Ultimate Questions			<p>Wonder why?' for pupils to select randomly and try to answer in small groups or pairs or provide an 'Ask it Basket'.</p> <p>Explain that the class will be looking at some questions that lots of people ask, but many people find difficult to answer and some may find different answers.</p> <p>Emphasise that it is important that we all respect the views of each person even if we do not agree with them. These lessons are not like maths, many questions do not have a right or wrong answer.</p>			
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	<p>What does it mean to be me?</p> <p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Sources of Wisdom</p>	<p>Lesson 2</p> <p>LO: To learn to about our ideas of who God is.</p> <p>Class discuss ideas of God – mind map with teacher scribing ideas on board/flipchart. (Teacher may stimulate discussion with questions such as “Is God strong or weak, old or young?”).</p> <p>Talking partners to discuss what question they might ask to the person who knows everything.</p> <p>Share a song/hymn about creation, for example, “All things bright and beautiful”/“Who put the</p>	<p>What does it mean to be me?</p> <p>What does it mean to be human?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Justice and Fairness</p>	<p>Lesson 2</p> <p>LO: To learn why symbols are important to show belonging.</p> <p>Discuss the meaning of specific signs and symbols of belonging such as school logo, badges and uniforms for example, Rainbows/Brownies/Beavers /Cubs.</p> <p>In groups make up a collective sign. Show to the class and explain what it says about your group.</p>
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		<p>colours in the Rainbow?’ or illustrate key words from a psalm, for example, Psalm 18, 1-2.</p> <p>Read the Biblical story of creation from a Pupil’s version of the Bible. What do the song and the story tell about Christian ideas of God?</p> <p>Explore other religions that are God centred; discuss the 99 names for God in the Islamic faith. Encourage pupils to share with the class the beliefs of their families.</p> <p>Some Christians talk to God as a friend – Where? How? What about? Do people of other faiths do the same? Explore some</p>			
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		<p>simple Christian prayers and how they are constructed.</p> <ul style="list-style-type: none">• Using cut outs of a hand, label each finger with the following: saying hello; telling some good news; sharing something to be unhappy about; being concerned about someone else and saying goodbye. <p>Talk about the first and last fingers and how some Christians address God.</p> <p>Pupils draw a picture inside each of the middle 3 fingers as an example of the things Christians might say to God. Discuss what Muslims do when they pray to God. Do the pupils think</p>			
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			<p>that people of different faiths have different ideas about God?</p> <p>Ask the pupils to paint or draw a picture called 'Who is God?' ask them to describe their painting.</p>			
	<p>What does it mean to be human?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p> <p>Human Responsibility and Values</p>	<p>Lesson 3</p> <p>LO: To learn about the effect we have on each other and the world.</p> <p>Share the story – 'Badger's Bring Something Party'.</p> <p>Discuss how the mole felt at the start of the party and then at the end. What was special about mole?</p> <p>Ask the pupils to think about what they are good at.</p>	<p>What does it mean to be you?</p>	<p>Prayer, Worship and Reflection</p> <p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 3</p> <p>LO: To learn what signs and symbols we see in religion and what they mean.</p> <p>Show the children the key symbols of the six principal faiths (Christianity – Cross, Hinduism – Aum, Buddhism – wheel, Islam – star and crescent, Judaism – Magen David, Sikhism – Khanda)</p> <p>Ask the pupils where they have seen the signs and</p>

		<p>Justice and Fairness</p>	<p>Pupils draw or paint a self-portrait or work in pairs taking each other's photographs to show what each pupil is good at. Mount the work on a named large balloon shape for each pupil. Underneath complete the sentence "I am good at ..." Around the balloon write the names of "people I love" and "people who love me". Extension: Every pupil to have 5 post-its, each with the name of a pupil in the class. Pupils write a sentence about the named pupil, for example, "Darren is good fun", "Lisa is good at</p>			<p>what they know about them; discuss shape and form. Discuss their meaning and how and where they might be used. Children match symbols to the correct religions/create displays to show the symbols working in groups.</p>
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			<p>football". [Emphasise that what is written must be positive]. Attach post-its to the front of the named pupil's balloons.</p> <p>OR</p> <p>Create a 'friendship web' using a brightly coloured ball of wool and inviting pupils to take turns to pass the extended wool to another pupil without letting go, as they say something positive about them. Eventually, after everyone has had a turn a 'web' will have been created. This can be placed on the floor for the pupils to look at and admire.</p> <p>Plenary – "Why am I here?" - guided discussion</p>			
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			towards pupils' effects on others and on the world. The hope that we can make each other happy.			
	What does it mean to be human?	<p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Justice and Fairness</p> <p>Ultimate Questions</p>	<p>Lesson 4</p> <p>LO: To learn how our behaviour affects others.</p> <p>Story - Pandora's Box – a Greek creation myth.</p> <p>Make and decorate a good box and a bad box.</p> <p>Discuss - what you would put in each box.</p> <p>Does it matter if other people are hurt? Is it ever OK to do the wrong thing, for example, when someone hurts you?</p> <p>Encourage pupils to write out word cards to put in</p>	What does it mean to be you?	<p>Prayer, Worship and Reflection</p> <p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 4</p> <p>LO: To learn what the signs and symbols that Christians use mean, when they are used and why.</p> <p>Using artefacts, posters and pictures and building on pupils' experiences, discuss the symbolism behind what is first seen. Include Christians using symbolic behaviour, for example, bowing before the altar, making the sign of the cross (genuflection) and marking a baby's forehead</p>

			<p>the box to be used in role-play, record their own thoughts and feelings about what is good/bad. Do the pupils think that faith beliefs affect how people behave?</p> <p>Plenary - discuss choices and their effects – some issues may arise that may need to be further addressed.</p>			<p>with water in the shape of the cross at baptism.</p> <p>Discuss: Have any pupils had experience of these symbolic actions?</p> <p>Children role-play in groups to show Christians using their symbols in different scenarios.</p>
	<p>What does it mean to be me?</p>	<p>Ultimate Questions</p>	<p>Lesson 5</p> <p>LO: To learn about how we feel when somebody dies.</p> <p>Ask the pupils what they think are the two things that happen to everyone – whoever they may be. The answers will vary but many</p>	<p>What does it mean to be you?</p>	<p>Prayer, Worship and Reflection</p> <p>Identity and Belonging</p>	<p>Lesson 5</p> <p>LO: To learn what the signs and symbols that Muslims use mean, when they are used and why.</p> <p>Invite the pupils to remove their shoes before sitting in a circle on the floor. Talk about the symbolism of</p>

		<p>will end up with 'birth' and 'death' Discuss birth first and the joyous celebrations linked to that. Someone in your class might have a recent birth in their family to share.</p> <p>Some pupils may have experienced the death of a close relative, others may know of distant relatives. Some pupils might mention pets dying. Help the pupils to understand that death is a natural part of what happens to us, that whilst no one likes it, it happens to us all and we can't stop it. Aim to approach this in a matter of</p>		<p>Symbols and Actions</p>	<p>Muslims removing their shoes before worship.</p> <p>Discuss: how the pupils feel about this and why they think you asked them to do it.</p> <p>Look again at the six main faith symbols to identify the Muslim crescent and star and ask if the pupils can remember where they might have seen the symbol. Share a poster or digital picture of a mosque. Remind the pupils about the Muslim sign/symbol seen on the top of all mosques.</p> <p>Draw on the experiences of any pupils who have attended a Mosque. Some might pray at home or may</p>
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		<p>fact manner and give pupils time to share ideas, thoughts, experiences.</p> <p>Discuss that whilst death is very sad, most people want to talk about the person who has died and to remember all the lovely things about them. Some like to look at photographs of the person or a special object. If you can give a personal example to show to the pupils that you are comfortable talking about someone who has died.</p> <p>Story - "Badger's Parting Gifts" Discuss how the animals felt when they realised that Badger had died. What did they talk</p>		<p>attend their local madrasah (Muslim school).</p> <p>Discuss the following symbolic actions used in a mosque: before entering mosque; wudu before worship; facing Mecca; prayer positions; the Qur'an being placed on a stand to be read, kept covered and on the highest shelf when not being read. Make use of Islamic artefacts or photographs. Investigate the meanings behind all these symbolic actions and record through drawings and descriptions.</p> <p>Look at Muslim artefacts in more detail. Discuss where pupils could go to find out what they mean, for</p>
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			<p>about? What did Badger leave behind that the animals could remember with such joy?</p> <p>Identify the gifts with the class through, for example, linking the gifts to the animals; paper folding to make a string of gifts; or making a shoe box 'scene'. Children think of something they would like to achieve and draw a picture/write a sentence.</p>			<p>example 99 prayer beads represent the '99 Beautiful Names of Allah'.</p> <p>Design and make observational drawings of some Muslim artefacts, for example, Qur'an stand, prayer mat, prayer hat, beads, shoe stands, with labels describing not just what they are but when/how and why they are used in worship.</p>
	<p>What does it mean to be me?</p>	<p>Identity and Belonging</p>	<p>Lesson 6</p> <p>LO: To learn about what is important to us.</p> <p>In small groups or with a 'talking partner', discuss</p>	<p>What does it mean to be you?</p> <p>What does it</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 6</p> <p>LO: To learn to reflect on symbols in Christianity and Islam and make links to our own symbols of importance.</p>

			<p>things that are important to the pupils and why. Discuss the pupils' responses together. Have a 'Show and Tell' sharing special/ important things. Read the story of 'Dogger'. Discuss why Bella gave up her teddy bear for Dave. How did Bella's act of kindness make Dave feel? Talk about the actions we do which show someone how much we care, in school, at home and in the wider community. Relate these actions to how and why religious people show care and concern in their communities.</p>	<p>mean to be me?</p>		<p>Discuss with the class and make links to symbolism in their own lives, to Christians and to Muslims. Pupils to write a list with 3 columns, including times when Christians and Muslims use symbols and times when the pupils do too.</p>
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	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Sources of Wisdom</p> <p>Justice and Fairness</p>	<p>Lesson 7</p> <p>LO: To learn what was important to Jesus.</p> <p>How do we know what was important to Jesus? Where can we look to find the answers? Explain that the Bible is a special book for Christians that contains lots of stories about Jesus' life. The stories help Christians to understand what was important to Jesus. The following stories are good examples to choose from:</p> <ul style="list-style-type: none"> • How he healed people-the story of Blind Bartimaeus. • His care for people-the story of Zacchaeus. 	<p>What does it mean to be you?</p>	<p>Prayer, Worship and Reflection</p> <p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 7</p> <p>LO: To learn to compare symbols in the Christian and Muslim religions.</p> <p>Pupils could use 2 small PE hoops to sort artefacts, photos and pictures of symbols or symbolic actions into Christian faith and Muslim faith and then discuss which are similar to both faiths and which are different. Some pupils could record this in a simple Venn diagram or a similar format.</p>
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			<ul style="list-style-type: none"> • How he met people needs-the feeding of the 5000. • His care for his friends-the story of the Calming of the Storm. <p>The stories could be explored through for example, art, drama, mime, role play, freeze frames, using a story bag, hot seating a character from a story.</p>			
	What does it mean to be you?	Beliefs and Practises Sources of Wisdom	Lesson 8 LO: To learn about the Easter story. Ask the children what they know about Christianity.	What does it mean to be you?	Beliefs and Practises Sources of Wisdom	Lesson 8 LO: To learn the story of 'Palm Sunday'. Tell the story of Palm Sunday emphasising the excitement that must have

		<p>Prayer, Worship and Reflection</p>	<p>What do Christians believe in? Go through the slides explaining some key points about Christianity.</p> <p>Ask the children what they know about Easter.</p> <p>Go through the slides of the Easter story. Take your time to pause at each illustration to ask the children questions. If time the children could role-play certain scenarios or hot seat 'characters'.</p> <p>Ask the children how they think Jesus would have felt. How did Jesus know what was going to happen to him and that he was going to have to leave? How do</p>			<p>been felt by the followers of Jesus and by the crowd. Choose a pupil to read this passage from a Children's Bible.</p> <p>Make palm leaves and role-play the story, using their leaves. Encourage the class to be the crowd welcoming Jesus into Jerusalem.</p>
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		<p>you think his friends felt when they had the Last Supper?</p> <p>At the end of the story slides ask the children to recall the main characters in the story, the main events and ask does it have a happy or a sad ending.</p> <p>Children to sequence the Easter story (differentiated sheets for this).</p> <p>In pairs ask the children to share a part of the Easter story that made them feel happy.</p> <p>Can the children explain why this part of the Easter</p>			
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			<p>story makes them feel happy?</p> <p>Do the children share the same part of the story or different parts?</p>			
	<p>What does it mean to be you?</p>	<p>Symbols and Actions</p> <p>Human Responsibility and Values</p>	<p>Lesson 9</p> <p>LO: To learn how Christians prepare for Easter.</p> <p>Ask the children what they remember of the Easter story. Can they share the main parts of the Easter story with a partner?</p> <p>Explain that today they will be learning about how Christians prepare for Easter.</p> <p>Ask the children if they have heard of Lent before.</p>	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Sources of Wisdom</p> <p>Ultimate Questions</p>	<p>Lesson 9</p> <p>LO: To learn to reflect on how Jesus and the crowd felt during Palm Sunday.</p> <p>Hot seat children as Jesus and ask questions about how he felt when everyone welcomed him.</p> <p>Discuss how the crowd, the disciples and Jesus might have felt at this time. What might the different groups of people have said or thought? Pupils to draw a</p>

			<p>What is it? Write down or share their ideas.</p> <p>Go through the slides explaining what Lent is, emphasising that this is the time that Christians prepare for Easter.</p> <p>Discuss how some Christians like to give up something for Lent. Explain that today the children will be thinking of how to give something back rather than giving something up.</p> <p>Carry on through the slides explaining what Shrove Tuesday and Ash Wednesday are.</p> <p>Provide children with giving cards for them to sort in groups in order of how easy they are to</p>			<p>picture with speech bubbles that show how people were feeling. Some could be given large cut out speech bubbles into which thoughts, feelings or spoken words are written and, if available, 'talking tins/postcards/speech bubbles' could be used to record.</p>
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			<p>achieve. Discuss reasons for their choices.</p> <p>Children to create their own idea for giving something back and three bullet point ways of how they will achieve this (templates provided).</p> <p>Share the children's Give Back Card ideas with the class. Ask if any of the children would like to share and explain certain ideas on the cards.</p> <p>Were any of them the same? How can the children help each other to complete the Give Back Cards?</p> <p>You might like to make a display with the cards and review them at the end of</p>			
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			Lent to see if any of the children were successful.			
	What does it mean to be you?	Beliefs and Practises Sources of Wisdom	<p>Lesson 10</p> <p>LO: To learn how Christians celebrate Easter.</p> <p>Remind the children about the Christian holiday Easter and how Christians prepare for Easter.</p> <p>Ask the children if they've heard of Holy Week.</p> <p>Explain that it is the week leading up to Easter Day, where Christians remember the last few days of Jesus' life.</p> <p>Show the slide explaining what Palm Sunday is and remind them of the part of the Easter story when Jesus</p>	What does it mean to be you?	Beliefs and Practises Sources of Wisdom	<p>Lesson 10</p> <p>LO: To learn the story of 'The Last Supper'.</p> <p>Discuss foot washing, re-enact with the pupils exploring why they think this action was important.</p> <p>Who would normally wash your feet? Why would people have their feet washed in the Holy land?</p> <p>What was Jesus showing to his disciples?</p> <p>Explain about the Last Supper –Talk about how this was probably the annual Pesach (Jewish Passover) celebration.</p>

			<p>rode into Jerusalem on a donkey.</p> <p>Show the slide of Maundy Thursday, the day when Christians remember Jesus' last meal with his friends.</p> <p>Show the Good Friday slide and explain how this is a very important day for Christians as it is the day that Jesus died. Ask the children why they think it is called Good Friday when it is a sad day?</p> <p>Explain about hot cross buns and ask the children why they think they are eaten.</p> <p>Show the slide about Easter Sunday and explain how Christians celebrate on Easter Day.</p>			<p>Set tables out to role play the Last Supper. What will be needed on the tables? Why?</p> <p>Re-enact this as a class – foot washing, eating bread, blackcurrant squash (wine). Discuss how the children felt in this process, knowing that Jesus was about to face his crucifixion.</p>
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			<p>Finally show the slide about how some Christians like to decorate their homes at Easter time. (Please also use the bible to look at the Easter story). Remind the children of the slide explaining about the tradition of Osterbaum. That some families like to decorate their homes during Easter and one of the traditions is by placing budding branches into vases and decorating them with brightly coloured painted eggs. Explain that the children will be creating an Osterbaum tree for the classroom. Show the children the</p>			
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			<p>Osterbaum Instruction Sheet and provide them with the materials to create an egg each.</p> <p>Children create saltdough eggs using flour, salt, water and vegetable oil and then baking them in the oven.</p> <p>Once finished and cooled, paint with acrylic paint and cover in varnish/pva glue.</p> <p>Children can then hang these onto an Easter tree in the classroom.</p>			
	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Identity and Belonging</p>	<p>Lesson 11</p> <p>LO: To learn about Easter traditions.</p>	<p>What does it mean to be you?</p>	<p>Beliefs and Practises</p> <p>Sources of Wisdom</p>	<p>Lesson 11</p> <p>LO: To learn about Jesus' crucifixion and resurrection.</p> <p>Contrast the sadness of the Crucifixion – felt by the</p>

		<p>Symbols and Actions</p>	<p>Remind the children of all they have learnt so far about Easter.</p> <p>Ask the children if there is anything else that they know about Easter? Think, pair and share their ideas.</p> <p>Go through the slides looking at other traditions, symbols and objects that are also significant to Christians at this time.</p> <p>Look at the slides about the Easter Bunny and giving Easter eggs, the tradition behind them and what they represent.</p> <p>Continue through the slides about flowers, baby animals, Easter bonnets, Easter foods and Easter cards.</p>		<p>Ultimate Questions</p>	<p>followers of Jesus at that time and by Christians today with the joy of the Resurrection. Why were these two days so sad and then so joyful? When do we have sad days followed by joyful days? Explain that Good Friday is the most important day of the year for Christians – more so than Christmas, as without the Resurrection Jesus would simply have been just another good teacher.</p> <p>Groups to perform short dramas showing contrast between the loss, grief and sorrow of Good Friday and the joy and excitement of Easter Sunday.</p>
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			<p>What do each of these represent and why?</p> <p>Children to demonstrate an understanding of Easter traditions by matching pictures to descriptions of Easter traditions or writing a description to match pictures of Easter traditions.</p>			<p>Explain that some Christians, like the Russian Orthodox, celebrate Easter day from the moment the sun rises, having kept watch all night and celebrate all day with cries of 'Jesus is alive' and responses 'he is alive indeed'. Meals are shared, new clothes are worn, hymns sung and prayers said.</p>
	<p>What does it mean to be you?</p> <p>What does it mean to be me?</p>	<p>Identity and Belonging</p> <p>Symbols and Actions</p>	<p>Lesson 12</p> <p>LO: To learn to enact an Easter tradition and reflect on your feelings.</p> <p>Recap on some of the Easter traditions learned in the previous lesson.</p> <p>As a class either:</p>	<p>What does it mean to be you?</p>	<p>Justice and Fairness</p> <p>Ultimate Questions</p>	<p>Lesson 12</p> <p>LO: To learn the emotions that Jesus and his disciples would have felt during the crucifixion and the resurrection.</p> <p>Provide a range of opportunities for pupils to</p>

			<ul style="list-style-type: none"> • Make Easter bonnets. • Go on an Easter egg hunt (photos for books). • Make Easter baskets. • Make Easter cards. <p>Discuss how traditions make you feel and why it is important for Christians to follow these traditions.</p>			<p>discuss the issues associated with Jesus' death and resurrection.</p> <p>Children can either:</p> <p>Using school percussion instruments, ask the pupils to compose their own piece of music to reflect the mood of Good Friday sadness and Easter joy</p> <p>Or:</p> <p>Create a quiet, reflective space where pupils can produce their own drawings, poems, on the sadness of the crucifixion and the joy of the resurrection. The space could also include relevant artefacts or colour contrasts. Link to the Christian understanding of</p>
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						the Easter story and why it is important to Christians today.
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