



Reepham Church of England Primary School
Be Known, Be Loved, Belong
Medium Term Planning

School Vision: Be Known, Be Loved, Belong
“Who you are is God’s gift to you. Who you become is your gift to God.”
Subject Intent: :Our RE curriculum aims to develop religiously literate pupils who can engage respectfully with theological, philosophical and human/social science concepts, building their understanding of Christianity and other worldviews outlined in the Lincolnshire agreed syllabus.

Subject: RE	Term: Autumn 2	Topic: Community - Christianity (Living)	Year Group: Year 1
Prior Learning: Pupils build on their learning in the previous term by exploring different ways in which Christian’s worship God.			
In this unit: 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?			
National curriculum Objectives: There is no single National Curriculum for Religious Education (RE) in England; instead, RE is a compulsory subject in all state-funded schools, with local authorities establishing a locally agreed syllabus that is informed by the National Content Standard for RE . This standard serves as a benchmark for quality rather than a mandate of specific content, ensuring a broad and balanced education in religious and non-religious worldviews.			
‘Golden Thread’ Living, Thinking, Believing.			
Key Vocabulary / Subject Knowledge: 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 Christian communities: o 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			

- o 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
- o 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)
- o 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

Key Learning: (I know what-)

I know what Christians do to express their beliefs.

I know how Christians develop a sense of community, e.g. by attending church, taking part in prayer events.

I know about personal devotion – commitment to God shown through prayer, actions. e.g. baptism, confirmation.

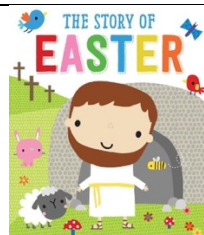
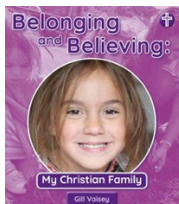
I know which celebrations are important to Christians, such as Christmas.

I know what the key practices associated with these celebrations are and what they tell us about beliefs about God, humans and the world.

Developing Oracy:

Developing oracy in Religious Education (RE) involves using talk-based activities like group discussions, debates, and role-playing to help children to articulate their ideas, listen to others, and use subject-specific language. Strategies include creating a safe environment with clear ground rules, using 'concept cartoons' to model differing viewpoints, and giving children specific roles in discussions to encourage critical thinking and reasoning.

Suggested Texts:



	Objective	Learning/activities
1	<p>To recap the key Christian Beliefs</p>	<p>Builds on KS1 Compulsory: God (Christianity) Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) Ask pupils to correctly sequence the elements of the story they learned about in KS1 Compulsory: God (Christianity): God, Creation, Fall (Adam and Eve, Garden of Eden, breaking the rules, death and suffering), Promises (Abraham and Moses), Jesus (Incarnation), Crucifixion, Resurrection, human beings getting rid of suffering. introduce pupils to the Bible as a library of books that contain this story. https://request.org.uk/restart/2015/01/21/the-bible-3/ Key things to discover:</p> <ul style="list-style-type: none"> • Old Testament (stories from before Jesus) • New Testament (stories in the lifetime of Jesus and after Jesus) • Different types of stories, e.g. history, poetry, love stories • Stories about God’s promises to human beings • Written by lots of different people at different times in history <p>Ask pupils to create a model of a library with book shelves containing lots of books, different types of books, books with different authors, etc. (see key things to discover above); they could use a variety of creative, modelling resources to do this. This is their Bible library, which they can add to over time as they find out more about the Bible and the stories in it. Show pupils an object. Tell them that it is the most precious thing you have ever owned, even if it looks quite ordinary. Ask them how they think we should show how special it is? Where should we keep it? How could we let other people know how special it is? Explain the Bible is a very precious book for Christians. They show how important it is by using it in church and at home, by taking care of it and always remembering to read it. You could invite in a visitor to tell pupils why the Bible is important to them. You could also ask pupils to have a look around the school to see if they can find any Bibles – where are they kept? Are they treated as special in this school?</p>

2	To learn the practices that take place in Christian Communities: Prayer	<p>Are there different kinds of Bibles (e.g. children's Bibles, Bibles for grown-ups, etc.)</p> <p>Give some pupils a message. Ask them to work out how they are going to get the message to its recipient – what different ways can they think of? (E.g. a letter, an email, a phone call, trust it to another messenger, etc.) How might they expect to get a reply? Would it have been easier to have a conversation directly with the person?</p> <p>Give pupils conversation cards (role play), but tell some pupils that they need to listen carefully to each other and others that they shouldn't listen to each other at all. Which type of conversation is easier/better and why?</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p> <p>Introduce the idea that Christians believe prayer is like having a conversation with God – they think it is about speaking to God and listening to God.</p> <p>https://request.org.uk/restart/2017/05/30/question-pod-3/ (to 3.01)</p> <p>https://request.org.uk/restart/2015/06/04/learn-about-prayer/ (remember, this is from the perspective a practising Christian)</p> <p>Many Christians describe this conversation as having four key elements:</p> <ol style="list-style-type: none"> 1. Saying God is awesome (Praise) 2. Saying sorry 3. Saying thank you 4. Saying please <p>Use some resources from Prayer Spaces in Schools to help pupils explore the different ways in which Christians might praise God, say sorry, say thank and say please through prayer. Be clear that this is exploring things that Christians might do; you are not asking the children themselves to pray.</p> <p>Think about the different ways in which Christians might pray in church – using texts from the Bible (e.g. Matthew 6:9-13) [this could be added to pupils' Bible models from the previous session], lighting a candle, praying in a large group during a service, praying quietly as an individual, etc. Pupils could visit a local Christian church to identify different spaces used for prayer, or interview a member of a local Christian community to ask them how, when and why they pray. This is a good opportunity to highlight Christian diversity (e.g. prayer in different denominations, such as Roman Catholic, Pentecostal and Anglican).</p>
3	To learn practices that take place in Christian Communities: Worship	<p>Thinking (specialist skill – reasoning)</p> <p>What is a church? Ask pupils to collect their ideas – they could record this in writing, visually or orally (e.g. filmed interviews with each other).</p> <p>What is this school? Repeat the exercise – ask pupils to think about what is more important in the school: the classrooms, books, resources, furniture, etc., or the people?</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from)</p> <p>Explain that Christians believe the church is a group of people who believe in God and follow the teachings of Jesus by trying to get rid of suffering in the world (reference to the 'big story' of the Bible covered in KS1 Compulsory – God [Christianity]).</p>

		<p>Christians belonging to the Church of England often meet to worship in a special building, which often has several key features:</p> <ol style="list-style-type: none"> 1. Font (symbolises belonging) 2. Candles (symbolises promises and prayers) 3. Pulpit (symbolises teaching and learning about God/Jesus) 4. Altar (symbolises belonging, sharing, God's love, the story of Jesus and promises) <p>https://request.org.uk/restart/2015/01/12/tour-of-a-church/ (watch parts 1, 2 and 3)</p> <p>Ask pupils to make connections between the key features of the church and Christian beliefs about what God is like and how humans should live their lives.</p> <p>Pupils could pick one of these key features, explain why it is important to Christians, how it connects with Christian beliefs about God and human beings, and how it is used in Christian worship.</p> <p>Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p> <p>Explore different ways in which Christians worship in church:</p> <p>https://request.org.uk/restart/2014/06/26/methodist-church/</p> <p>https://request.org.uk/restart/2014/06/02/i-go-to-an-orthodox-church/</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p (KS2 video)</p>
4	To learn practices that take place in Christian Communities: Festivals - Christmas	<p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from)</p> <p>Revisit the clip shown in the lesson on Christian beliefs about Jesus in KS1 Compulsory – God (Christianity): https://www.youtube.com/watch?v=ljac42uB2jE&index=5&list=PLCvEcrsF_9zliwCZSRPXjf75R1n978G5v&t=47s</p> <p>Ask pupils to fit this story into the timeline of the Christian story they covered in KS1 Compulsory – God (Christianity). What does the word incarnation mean and how does it relate to Jesus?</p> <p>Ask pupils to sequence this story – have they remembered key people, places and events? This could be drama, a comic strip, a written task, a newspaper article, a video interview of one of the key characters, a sequencing of words/pictures, etc.</p> <p>Introduce pupils to different visual images of this story, e.g.</p> <p>https://thejesusquestion.org/2011/12/25/nativity-paintings-from-around-the-world/</p> <p>https://www.youtube.com/watch?v=6ERMqdQXWFg&index=1&list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg (Vietnam)</p> <p>https://www.youtube.com/watch?v=ANbGrwOLUSc&list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&index=2 (Russia)</p> <p>https://www.youtube.com/watch?v=wAAMpZkqtbw&list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&index=3 (South America)</p> <p>Pupils could choose their favourite image and explain what they like about it. They could produce their own version of their chose image. One image could be selected and divided into squares with different groups of children reproducing different squares and then putting all their work together to create one large display of the original image.</p> <p>Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p> <p>Introduce different traditions associated with celebrating Christmas from around the world – use pupils' own experience, if appropriate.</p> <p>https://www.whychristmas.com/cultures/</p>

		<p>Pupils could have the opportunity to encounter some of these traditions directly, e.g. particular music, food, games, etc. Ask pupils to make connections between what different Christians do to celebrate Christmas and the key beliefs associated with Christmas (Jesus as God in the flesh – incarnate coming as a gift to help people get back to a world without death and suffering).</p> <p>Thinking (specialist skill – reasoning) Why are there so many different ways of celebrating Christmas and remembering the Christmas story? Why might this be a good thing? Why might it be a problem?</p>
5	<p>To learn practices that take place in Christian Communities: Festivals - Easter</p>	<p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Revisit the clip shown in the lesson on Christian beliefs about Jesus in KS1 Compulsory – God (Christianity): https://www.youtube.com/watch?v=Wnbo2AmS3OI&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=3 Ask pupils to fit this story into the timeline of the Christian story they covered in KS1 Compulsory – God (Christianity). What do the words crucifixion and resurrection mean and how does it relate to Jesus? Why is the egg a symbol of Easter? A symbol of new life that connects with the idea of Jesus defeating death; a shape that reminds Christians of the tomb in which Jesus was buried and the tomb that was found empty by his friends on Easter Sunday. Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Find out more about Easter traditions around the world: https://www.bbc.co.uk/newsround/47975475 Focus on traditions that involve eggs. Ask pupils to design an egg that reflects Christian beliefs about Jesus, his death and resurrection – this could be in the style of a Russian egg (e.g. https://www.faberge.com/the-world-of-faberge/the-imperial-eggs) that opens up to reveal a hidden gift. What words or images might the pupils hide inside their egg to show what Christians think God/Jesus is like?</p> <p>Thinking (specialist skill – reasoning) How can we bring new life to our school community? What things need changing and how can we change them? How can we make a difference to our school community like Christians believe Jesus made a difference to the world? Pupils could interview fellow pupils from other year groups to identify one thing they would change about life in school and devise a plan to change it. Who will they need to work alongside to make the change? Can they do it on their own? Etc.</p>
6	<p>To learn practices that take place in Christian Communities: Festivals – Pentecost</p>	<p>Thinking (specialist skill – reasoning) Continue what has been started in the previous lesson – how might pupils change something in school for the better? Who will they need to work alongside to make the change? Can they do it on their own? You could provide pupils with a specific task that is easier to complete as a team, e.g. carrying out an obstacle race blindfolded with and without guides.</p> <p>Believing (specialist knowledge) – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) Give pupils a series of phrases in languages with which they are unfamiliar – this could be spoken by the teacher or written on cards. How do the pupils feel when they cannot understand what is being communicated? Introduce the story of Pentecost:</p>

<https://www.youtube.com/watch?v=vuUK6REOWuE> (remember: this video is made by people who are Christians, telling it from their own perspective) Pupils could re-enact this story, which can be found in the Bible in Acts 2; they could imagine what Jesus' friends felt like, hidden away and missing Jesus after he has returned to Heaven, they could make the noise of the wind, show the surprise of the crowd when Jesus' friends started talking in different language, etc.

Thinking (specialist skill – reasoning)

Ask the pupils to reason about what is the most important part of this story for Christians? (E.g. the ability to speak in different language so that lots of people can hear about Jesus and his teachings, the fact that the disciples were all working together, the fact that God sent this gift to help Jesus' friends, etc.)

Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Pentecost (also known as Whitsun) is the birthday of the church – it reminds Christians of when the first followers of Jesus went out to tell people about his life and his teachings. It is celebrated in churches around the world:

<https://epicpew.com/celebrating-pentecost-around-the-world/>

<http://www.bbc.co.uk/religion/religions/christianity/holydays/pentecost.shtml>

Ask pupils to plan birthday celebrations for the church; these must be on the theme of the Holy Spirit and reflect key features of the story (the wind, the fire, the group of friends, a shared story and a shared purpose, etc.). What games could be played at this party to show team work? What decorations might reflect the fire of the Holy Spirit? What music might sound like the wind rushing? Etc.

Curriculum Adaptations

- Use of artefacts to enable communication without language.
- Use storyboards for religious teachings through story
- Use an artefact tray and magnifying glass to look at objects.
- Making use of widget for key vocabulary, and appropriately used to define key concepts such as Incarnation, Salvation etc. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- Retell stories from religions (such as the Nativity) using Songbird.
- Access to word banks and sentence stems.
- Repeat or display key information
- Consider ways of supporting pupils' recall – e.g. use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.

- Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.
- Language used in religious texts may be difficult to understand and will need to be explained/ pre taught.
- Teach how a phrase or how language has been interpreted by believers prior to the lesson.
- Provide overview of any new stories or concepts on an uncluttered sheet
- Allow child to be seated close to the front when listening to an unfamiliar speaker
- Prepare pupils for visits to places of worship. Preparations can include photographs, videos, artefacts etc.
- Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed
- Pre-warn children about the different smells/ sounds there may be if they are visiting places of worship– create a map of smells and sounds and provide a 'get out' if the child becomes overwhelmed