



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: Life Journey – Islam (Living)	Year Group: Year 2
Prior Learning: Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.			
In this unit: What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?			
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 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) <ul style="list-style-type: none">• Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for• The act of whispering the call to prayer (adhhaan) 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 (Hadith)			

- 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)

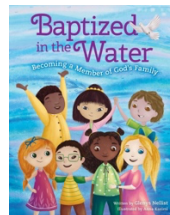
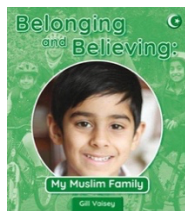
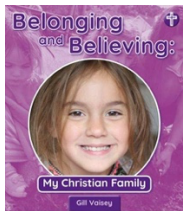
Key Learning: (I know what-)

I know what Muslims do to celebrate birth.
 I know that the birth of a baby is a blessing – Aqiqah ceremony and why belonging is special.
 I know about the call to prayer (Adhaan) into baby's ear and taste of something sweet.
 I understand the importance of shaving of head and weighing of hair.
 I know what it means to belong and understand why this is important.

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	To recap Muslim Beliefs.	Believing (specialist knowledge – ways of believing and the sources of authority they draw from)

		<p>Prepare a card sort activity – key beliefs from Christianity and Islam (e.g. on God, the world, human beings); can pupils sort them into the correct religions and the correct categories? Focus on Muslim beliefs about God, human beings and the world. Encourage pupils to show their understanding of the connections between beliefs, e.g. pupils could write them up on cards and try to match them up, like a game of dominoes.</p> <p>Thinking (specialist skill – reasoning) Ask pupils to try and rank these beliefs (e.g. diamond 9) – do they think any of the beliefs is the most important? Encourage them to show their reasoning – why do they think this? Can they recognise that other people may think differently? Divide pupils into groups and ask each group to create a visual expression of one of the key beliefs; use these to build a display that can be added to throughout the term so that pupils have a visual overview of the ways in which Muslim practices relate to core Muslim beliefs. REMEMBER: pupils must not produce a visual representation of God.</p>
2	To learn why Belonging is Important.	<p>Living (specialist knowledge - ways in which context affects ways of living) and Thinking (specialist skill – reasoning) Utilise materials from the Coram Life Education website (you may have to sign up): https://www.coramlifeeducation.org.uk/belonging/belonging-single-session [These may need some adaptation because they are pitched at KS2.]</p>
3	To learn what belonging is to a Muslim Community.	<p>Revisit the key words used in the last lesson on belonging – what things help someone feel like they belong and what things make someone feel like they don't belong?</p> <p>Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Introduce pupils to the practices and beliefs associated with Muslim prayer (salah) – the words said (e.g. the Shahadah), the movements carried out, the preparations beforehand, the frequency throughout the day, the use of a prayer mat facing towards Makkah, etc. You could set the classroom up to mimic a mosque – girls and boys on different sides of the room, shoes off before they come in and a quick wash of hands and face, the call to prayer (adhaan) playing over the whiteboard as they enter the classroom, a series of movements that they need to do together or a series of words that they need to say together, etc. Focus on the ways in which prayer is shared and carried out as a community, even when Muslims are not physically in the same place when it is carried out; from a 'God's-eye view', this is a picture of the whole community doing something together in harmony. https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=10&t=2s (introduction to the Five Pillars of Islam, including the Shahadah and salah)</p>

		<p>https://www.bbc.com/education/clips/z4gkq6f (Muslim prayer) https://www.bbc.com/education/clips/z74wmp3 (Friday prayer at the mosque)</p> <p>https://www.bbc.com/education/clips/zfh9r82 (wudu - preparation for prayer)</p> <p>https://www.bbc.com/education/clips/zn6sb9q (the Shahadah)</p> <p>Thinking (specialist skill – reasoning)</p> <p>Introduce the key term ummah (the global Muslim community). Why might it make a difference if all Muslims around the world are praying in harmony? What difference might this make to a feeling of belonging? (Compare to people around the country watching England matches on TV, live, together, alone, etc.)</p> <p>Ask pupils to complete a piece of extended writing – ‘prayer helps Muslims feel like they belong because...’; focus on providing evidence (the process of reasoning). Could add ‘I think belonging is important for Muslims/for everyone because...’ as an extension to this.</p>
4	To learn how a baby is welcomed into a Muslim Community.	<p>Tell pupils that there will be a visitor to the class (you could actually arrange for someone to visit!) – what sorts of things could they do to make this person feel welcome and comfortable in unfamiliar surroundings? How might they help this person feel a part of the community at this school? What things are important to the school community and how might they show this to the visitor? Set the pupils a simple task, e.g. throwing x number of soft balls into a basket within a certain timeframe. Ask pupils to do this individually and then as part of a team. Why might being part of a team be better than doing this on your own? How might the idea of belonging connect with Muslim beliefs about harmony?</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p> <p>Introduce pupils to the ways in which Muslims welcome a new baby into the Muslim community, e.g. https://www.truetube.co.uk/film/muslim-birth-ceremonies (select elements from this to help pupils identify the key features of the ceremonies and traditions associated with welcoming a new baby)</p> <p>Give pupils something sweet to taste and think about why this might be an important tradition for Muslims welcoming a new baby – what does sweetness represent?</p> <p>Ask pupils to weigh various objects in the same way that some Muslims shave the baby’s hair and weigh it to give the weight in silver or gold to charity. Ask them to consider why Muslims might feel it is so important to give a charitable gift when a new baby enters the community.</p> <p>Ask pupils to create a welcome banner for a new baby that reflects key vocab covered during the lesson. Place it on the display board created in the first lesson so that it is visually connected with key Muslim beliefs.</p>

5	To learn how a baby is welcomed into a Christian Community	<p>Ask pupils to try to explain what a promise is. What promises have you made? What promises do we make to each other in our school community? Why are promises important? Why do people feel sad or cross when promises are broken?</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) Support pupils to read through the story of Jesus’ baptism (Mark 1:9-11) – who are the key characters? What are the key features of the baptism? (e.g. water, Holy Spirit, God, Jesus, love, etc.). Pupils could retell the story or create character profiles that explore what the different people were thinking and feeling when Jesus was baptised. Investigate the different ways in which Christians celebrate a baby’s baptism: what are the key features of the service? How do they relate to the story in the Bible? What promises are made by the parents, the godparents and the Christian community?</p> <p>You could use artefacts, a visit to a local church/visitor from a local church, video clips, etc.</p> <p>https://www.bbc.com/education/clips/zm87tfr (Christian baptism part 1)</p> <p>https://www.bbc.com/education/clips/zr34wmn (Christian baptism part 2)</p> <p>https://www.bbc.com/education/clips/z8b9jxs (Christian baptism celebrations)</p> <p>https://www.bbc.com/education/clips/zhq6sbk (Christian baptism animated story)</p> <p>https://www.bbc.com/education/clips/z6wmpv4 (the Bible and baptism)</p> <p>Thinking (specialist skill – reasoning)</p> <p>Ask pupils to think about how easy it is to keep the promises that have been made at a baptism. Is it easier to do this as a whole community? (In advance, you could interview parents/colleagues who have had their own children baptised or who are godparents to get some example responses.) Pupils should respond showing their process of reasoning. Ask each pupil to make their own promise that they intend to keep in the next week. Ask them to write it on a leaf template and create a ‘promise tree’ that can be displayed in the classroom. Make sure you return to this at some point in the next week to talk about whether it was easy or difficult to keep their promise, and how this might relate to how easy/difficult it is for Christians to keep the promises they make at a baby’s baptism.</p>
6	To learn the differences between Muslim and Christian ways of	<p>Our Community: take a walk around school – what signs can you see that show you what the school community is like? What things are important to the school community and where do you find them around school? Are the same things important to everyone in the community? (Go into the staffroom, if possible...!) When you get back to the classroom, talk about what it means to be part of this school community.</p>

	<p>welcoming a new baby into the community.</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>How do the ways in which Muslims and Christians welcome a new baby into their community connect with the idea of belonging to a community? How does this connect with key Muslim and Christian beliefs about God and human beings? Build on prior learning by creating areas around the classroom that engage the different senses: what things might you hear at a baptism or as part of Muslim birth rites? What things might you eat? What things might you see or touch? Ask pupils to record what they find out. They could do this by creating a podcast/iBook/website/poster/piece of scaffolded writing, etc. Ask pupils to identify in what ways are Muslim birth rites and Christian baptism traditions the same and different. This could be scaffolded with particular headings, e.g. something to eat, something to say, something to speak, etc. Continue to build on the classroom display to link Muslim practices to Muslim beliefs, adding the ways in which Christian practices are similar/dissimilar.</p>
7	<p>Assessment: How do different Muslims celebrate and say thank you for the life of a new baby? What does it mean to belong? Why does it matter to belong?</p>	<p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from), Living (specialist knowledge) - ways in which context affects ways of living) and Thinking (specialist skill – reasoning) Using a variety of materials (construction, artistic, literary, visual, etc.), challenge pupils to create their own representation of community and the ways in which it is important to Muslims.</p> <p>Encourage them to think about the key Muslim beliefs and practices they have explored this term. Make sure each pupil is given the opportunity to explain the thinking behind their representation, either in writing or through conversation.</p>

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