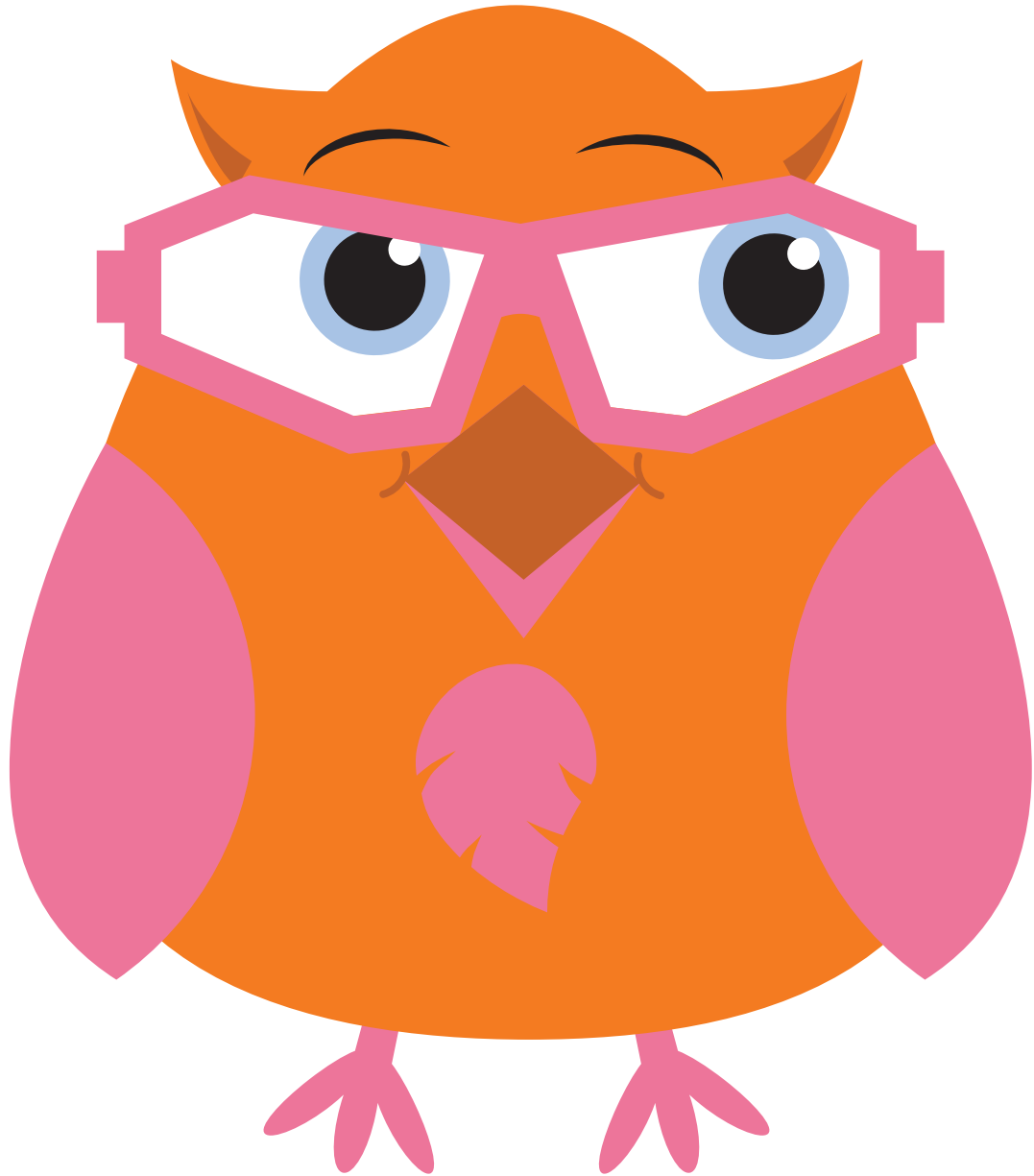


Year 1





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

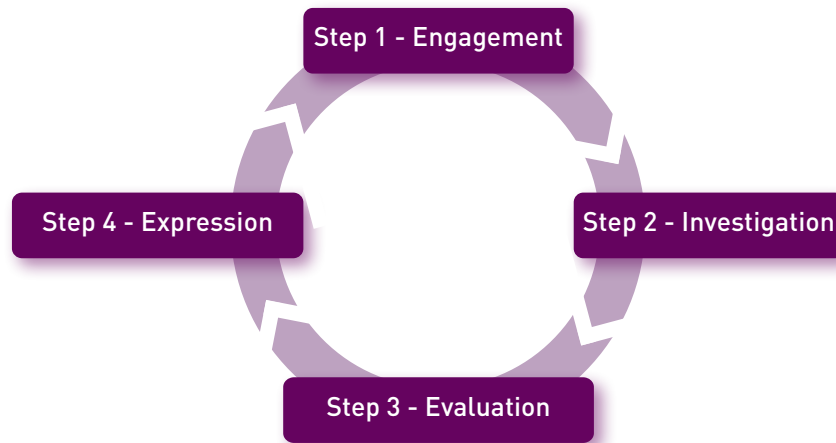
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



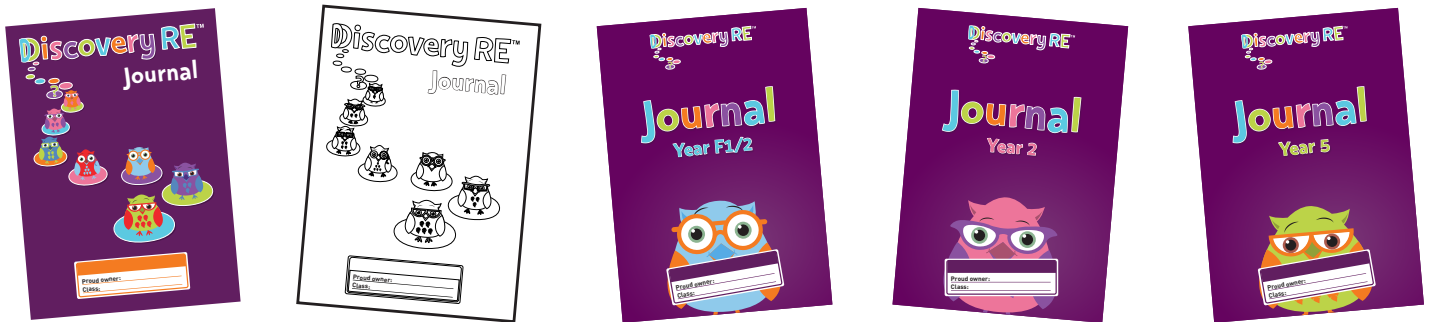
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

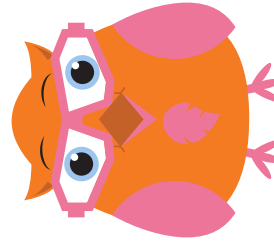
Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

Discovery RE journal/portfolio covers can be downloaded from the website.



Overview Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Creation Story</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity. Add Humanism if appropriate</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday</p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>
<p>Humanism</p> <p>There is a KS2 enquiry to introduce Humanism. We have also added Humanism information to some enquiries where we think the big question lends itself to adding a Humanist perspective if you use this as appropriate for your children, your context and your RE syllabus.</p>					
<p>Optional additional enquiry</p> <p>There is an additional enquiry on the Community Area for you to use if you wish for Year 1:</p> <p>Judaism</p> <p>Does Celebrating Chanukah make Jewish children feel closer to God?</p>					



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Key Stage 1

Discovery RE Enquiry		Religions studied:	British Values				Tolerance of those of different faiths and beliefs
			Democracy	Rule of Law	Individual Liberty	Mutual Respect	
Year 1							
Does God want Christians to look after the world?	Christianity			✓ not to damage others' property /graffiti etc.		✓	✓
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity					✓	✓
Was it always easy for Jesus to show friendship?	Christianity				✓	✓	✓
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓		✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism			✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism				✓	✓	✓

The overview mapping grid that follows...

Year 1 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Christianity	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving) Add Humanism if appropriate	The Creation Story Concept: God/Creation	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral	Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. ‘Wonderful Earth’ by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).
Autumn 2 Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	The Christmas Story Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural	Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas ‘sack’ of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a ‘New Baby’ card announcing the birth of Jesus Empty gift wrapped box/basket Candle
Spring 1 Christianity	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Jesus as a friend Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social	‘Say Hello’: by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), ‘Stilling the Storm’ (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the ‘concept’ (core belief) is also shown. These concepts are aligned to the ‘Understanding Christianity’ project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website includes suggested resources which could be used for each enquiry.

www.discoveryschemeofwork.com

Resource Pledge

Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Year 1 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Christianity	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving) Add Humanism if appropriate	The Creation Story Concept: God/Creation	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral	Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).
Autumn 2 Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	The Christmas Story Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural	Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle
Spring 1 Christianity	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Jesus as a friend Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social	Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool

Year 1 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Spring 2 Christianity	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	Easter- Palm Sunday Concept: Salvation	AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	Spiritual Cultural	Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle
Summer 1 Judaism	Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)	Shabbat	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Spiritual Cultural	Shabbat bread: (optional)
Summer 2 Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	Rosh Hashanah and Yom Kippur	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	Spiritual Cultural	Apples and honey Challah bread (optional)

Note - There is an additional Judaism enquiry: Does celebrating Chanukah make Jewish children feel closer to God? at the end of the Year 1 section for schools to teach if they choose to.

Optional Judaism	Does celebrating Chanukah make Jewish children feel closer to God?	Chanukah	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	Spiritual Cultural	Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: Props to prepare a table Dreidel game: Play the game Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops
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Teacher note:
The learning outcomes for each enquiry can be downloaded/edited/printed from the Discovery RE Community Area using your school login.

Overview of Learning Outcomes for Year 1

Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you what I made.</p> <p>I can say something about the Christian Creation story.</p> <p>I can show some awareness that Christians believe there is a God.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p>	
WORKING BEYOND (Level 3)	<p>I can say how it felt to make something and how I think my creation should be treated.</p> <p>I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p> <p>I can start to talk about how I think the world got here.</p>	

Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you about a present I have received.</p> <p>I can say something about the Christmas story.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>	
WORKING BEYOND (Level 3)	<p>I can talk about a gift that is special to me and explain how I felt when I received it.</p> <p>I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>I can think of a gift Christians might choose for Jesus and start to explain why he is special to them. (Incarnation).</p>	

Year 1 Spring 1	Was it always easy for Jesus to show friendship?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you who is my friend.</p> <p>I can say something about one of Jesus' friends.</p> <p>I can say how Jesus was nice to people.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p>	
WORKING BEYOND (Level 3)	<p>I can talk about times when I have been a good friend.</p> <p>I can tell a story about Jesus and His friends and say how He showed friendship in that story.</p> <p>I can say how Christians show friendship and how God helps them do this.</p>	

Year 1 Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you someone who is special to me.</p> <p>I can tell you something about Palm Sunday.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p>	
WORKING BEYOND (Level 3)	<p>I can discuss how I might treat a special person and say why.</p> <p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..</p>	

Year 1 Summer 1	Is Shabbat important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you my favourite day.</p> <p>I can tell you something on the special Shabbat table.</p> <p>I can tell you what Joshua might do on a Friday after school.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p>	
WORKING BEYOND (Level 3)	<p>I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p>	

Year 1 Summer 2	Are Rosh Hashanah and Yom Kippur important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you a time I said sorry.</p> <p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	
WORKING BEYOND (Level 3)	<p>I can tell you how it feels to forgive someone.</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	

Year 1 Optional	Does celebrating Chanukah make Jewish children feel closer to God?	Comments
WORKING TOWARDS (Level 1)	<p>I can talk about my celebrations.</p> <p>I can tell you about a game Jewish children play or food they eat at Chanukah.</p> <p>I can show awareness that there are reasons why Jewish families celebrate Chanukah.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can talk about how cards help to mark celebrations.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.</p>	
WORKING BEYOND (Level 3)	<p>I can write my own card or letter to say thank you.</p> <p>I can explain what some Chanukah symbols mean.</p> <p>I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</p>	



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

Lined writing area for 'I learnt...' with 10 horizontal lines.

I enjoyed...

Lined writing area for 'I enjoyed...' with 10 horizontal lines.

I wonder...

Cloud-shaped writing area for 'I wonder...' with 5 horizontal lines.



Discovery RE Tracking Sheet

Teacher: _____ Class: _____ Year Group: _____

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	T	T	T	T	T	T	T	T	T	T	T	T
Year 1 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 1 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 1 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 1 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 1 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Colour-coded descriptors in Discovery RE

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS</p> <p>Personal resonance with or reflection on</p> <p>The concept / belief underlying the subject matter of the enquiry</p> <p>Child’s own thoughts, opinions, belief, empathy.</p>	<p>BLUE DESCRIPTORS</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS</p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</p> <p>I can verbalise and / or express my own thoughts</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</p> <p>I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>

Year 1

Autumn 1

Theme:

The Creation Story

Key Question:

Does God want Christians to look after the world?

Religion:

Christianity

(Concepts: God/Creation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Key Stage 1 Medium Term Planning

Year: 1		Term: Autumn 1
Theme: The Creation Story	Religion: Christianity	Concept: God/Creation
Key question for this enquiry: Does God want Christians to look after the world?		
Learning Objectives: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Revisit learning and discuss how the world is precious and that we need to look after it. How will you now treat the world? Make group mobiles of natural objects with key words about how they feel about nature/the world.</p> <p>🦉 How do you think people should treat the world?</p> <p>↑</p>	<p>Step 1 Engagement (2 lessons)</p> <p>Introduce Abbey Owl. Her name means 'wisdom'. You can ask her any questions you like (show children the envelopes downloaded from the website). She will ask us big questions to challenge us as we learn RE. Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session.</p> <p>Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged?</p> <p>Awe and wonder - children to go on a scavenger hunt (Take Abbey Owl 🦉) in the outside environment and in teams look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects and others that the Teacher has found e.g. shells, bark, leaves, plants, sand, etc. Children complete Step 1 on Activity Sheet 1.</p>	<p>BRIDGE: RESPECT FOR NATURE ↓</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Introduce key question - Do Christians think God wants them to look after the world? What do you think about this and why?</p> <p>Explain that today we will be looking at pictures of some of the different ways people treat the world. How do Christians think God would feel if He could see these things? Would He be pleased or would He feel unhappy and why? (Some example pictures are included. Please find some more.)</p> <p>Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/ growing vegetables/dropping litter/damaging nature. Which do Christians think God would be proud of?</p> <p>Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons. Children complete Steps 1 and 2 on Activity sheet 2.</p> <p>Activity: Children complete Step 3 on Activity Sheet 2. Children to have pictures from the Investigation sorting lesson and sort according to which actions Christians think God would like to see and give their reasons... I think Christians would think God would be pleased because...</p>	<p>Step 2 Investigation (2 lessons)</p> <p>Revisit previous session- show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/ where did it come from? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell Creation story - Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it 🦉. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?</p> <p>Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/freeze framing. Christians believe God sat down on day seven to have a rest. Let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in His letter?</p> <p>Discuss Christians' belief that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.</p> <p>Children complete Step 2 on Activity sheet 1.</p>	
Evidence in Discovery RE Journals: Activity Sheets 1 and 2		

Teacher note: Creation

Christians believe the universe and human life are God's creation. Humans are made in the image of God.
From 'Understanding Christianity' Church of England

Humanist Perspective

Humanists do not believe in God, so they do not believe the world was created for humans. Humanists believe that the world happened as a result of science and life formed gradually over many years. The world needs to be looked after for future generations who deserve to live in a well looked after planet. Many Humanists support campaigns to look after the planet by recycling, using renewable energy and protecting wildlife, however it is a personal choice to do so.

Year 1: Autumn 1 - Christianity (Concepts: God/Creation)

Enquiry: Does God want Christians to look after the world?

Name:

Class:

Do Christians think God wants them to look after the world?

Step 1

Christians think God would like to see...

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Step 2

Christians think God would not like to see...

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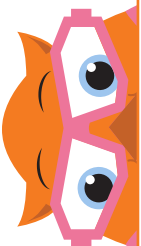
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Step 3

I think God would be pleased if Christians looked after the world because...



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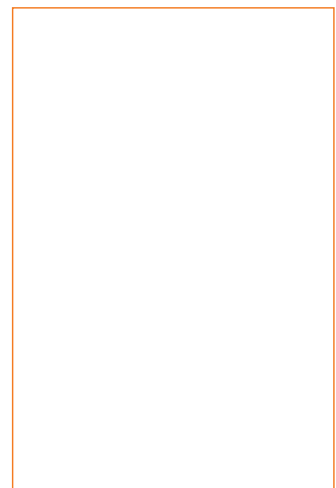
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**Activity Sheet 2
Pictures**

**Year 1: Autumn 1 - Christianity (Concepts: God/Creation)
Enquiry: Does God want Christians to look after the world?**





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
WORKING TOWARDS (Level 1)	I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.	
Year 1 expectation WORKING AT (Level 2)	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	
WORKING BEYOND (Level 3)	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the world?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
I made a rocket.	
God made animals and birds.	
God had a rest when He had finished.	

Year 1 expectation	WORKING AT
I felt proud when I made my model/animal etc. because I like what I have made.	
Christians believe God made the whole planet, all the birds and everything.	
I think it is amazing that God could design and make all the different birds. There are hundreds of them.	

	WORKING BEYOND
I took time to make my model/animal so I want people to be careful not to drop it.	
Christians believe it was dark and God decided to make some light and on the 6th day God made people.	
I'm not sure about the story because my Dad thinks there was a big bang and the world started from then.	

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Year 1: Autumn 1 - Christianity

Enquiry: Does God want Christians to look after the world?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ not to damage others' property/graffiti etc.		✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.
WORKING AT Year 1 expectation (Level 2)	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.
WORKING BEYOND (Level 3)	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.

Resources needed for this Enquiry

Natural products; e.g. shells, bark, leaves, plants, sand, seeds etc.
 'Wonderful Earth' by Nick Butterworth and Mick Inkpen
 Pictures (internet): view of earth from space, different natural environments, how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 1

Autumn 2

Theme:

The Christmas Story

Key Question:

What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Religion:

Christianity

(Concept: Incarnation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Key Stage 1

Medium Term Planning

Year: 1		Term: Autumn 2	
Theme: The Christmas Story		Religion: Christianity	Concept: Incarnation
Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?			
Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.			
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson)</p> <p>Recap on previous lessons. Children draw on gift tag 4, the gift they would give baby Jesus if he was born yesterday near them (if they would like to give him a gift). Scribe their reason on gift tag 4 and hang the tags on the Christmas tree or display.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Abbey Owl to share a gift she loves. Is this a strange gift for an owl? What would you give an owl as a gift? Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... (Gift tag on Activity Sheet 1) Can you think of another time when you give/receive gifts? How does it feel to give a gift? Why do we give gifts? Do we give everyone the same gift? Why/Why not? Draw out that we choose gifts to be meaningful to the people we are giving them to. Include discussion about gifts for a new baby.</p>	
<p>Step 3 Evaluation (1 lesson)</p> <p>Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty, gift-wrapped box.</p> <p>What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus.</p> <p>An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3)</p> <p>Children could design a 'new baby' card announcing the birth of Jesus.</p>		<p>BRIDGE: THE MEANING OF GIFTS</p> <p>Step 2 Investigation (2 lessons)</p> <p>Use a Children's Bible to tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts to Christians and if possible children to handle fool's gold, frankincense and myrrh. Were these meaningful gifts for baby Jesus?</p> <p>Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes. Children could act out the story. You could use characters to form a Nativity scene to support the Christmas story and who gave which gifts.</p>	
Evidence in Discovery RE Journals: Children's pictures and gift tags with scribed responses..			

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



Gift tag 1

Name:

This gift is special to me because

Gift tag 2

Name:

This is a gift from a Christian. It is special because

Gift tag 3

Name:

Christians believe Jesus is a gift from God.
They think Jesus is special because

Gift tag 4

Name:

This is my gift for Jesus. It is special because

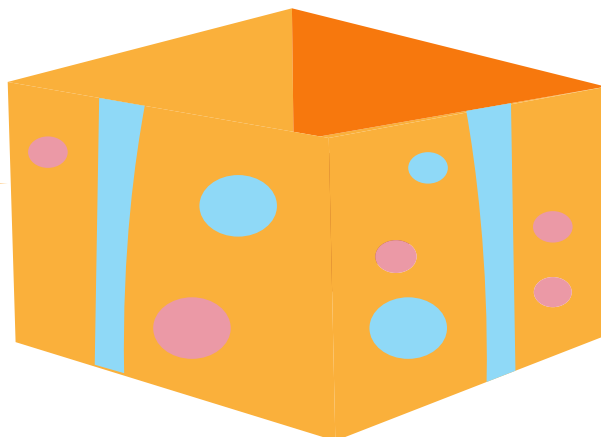
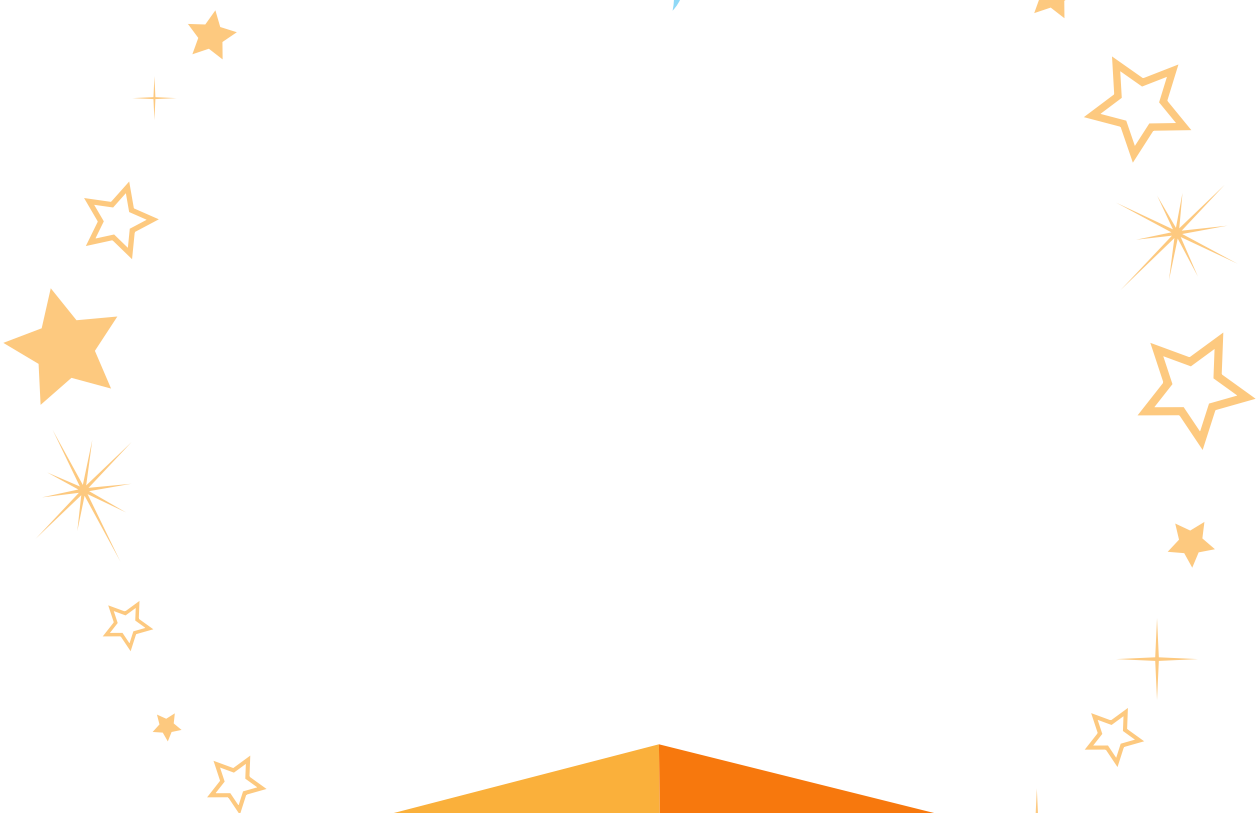


Year 1: Autumn 2 - Christianity (Concept: Incarnation)

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Name:

Class:





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Comments
WORKING TOWARDS (Level 1)	I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.	
Year 1 expectation WORKING AT (Level 2)	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.	
WORKING BEYOND (Level 3)	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why he is special to them. (Incarnation).	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Autumn 2 - Christianity

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I had a bike from my Grandad when I was five.

Jesus was born in a stable. His Mum rode on a donkey all the way to Bethlehem.

He was a special baby because Kings came to see him and gave him gold.

Year 1 expectation

WORKING AT

My Teddy Bear is special. I sleep with it every night and remember my Nan.

Jesus was born in Bethlehem. Three Wise Men brought him presents. (See story sticks.)

I would give Jesus a teddy because babies like to cuddle teddies. They feel soft.

WORKING BEYOND

I was really excited when I opened my Transformer because I had asked for it for ages.

Jesus was given gold because he was a king. He was born in Bethlehem in a stable. His mother and father were Mary and Joseph. (See story sticks.)

A Christian might give Jesus their favourite toy to show how special he is to them. They think Jesus is God's Son so it might be hard to think of a present good enough for God's Son.

Year 1: Autumn 2 - Christianity

Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can tell you about a present that I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.
WORKING AT Year 1 expectation (Level 2)	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.
WORKING BEYOND (Level 3)	I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).

Resources needed for this Enquiry
Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby, original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 1

Spring 1

Theme:

Jesus as a friend

Key Question:

Was it always easy for Jesus to show friendship?

Religion:

Christianity

(Concept: Incarnation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Key Stage 1 Medium Term Planning

Year: 1		Term: Spring 1
Theme: Jesus as a friend	Religion: Christianity	Concept: Incarnation
Key question for this enquiry: Was it always easy for Jesus to show friendship?		
Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.		
Teaching and Learning Activities		
<div style="border: 1px solid green; padding: 5px;"> <p>Step 4 Expression (1 lesson)</p> <p>🦉 What do you value about my friends?</p> <p>Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created.</p> <p>Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</p> <p>Children could make friendship bracelets for their friends.</p> </div>		
BRIDGE: FRIENDSHIP		
<div style="border: 1px solid red; padding: 5px;"> <p>Step 3 Evaluation (1 lesson)</p> <p>Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story.</p> <p>Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of: What do you see? What do you think? What do you feel? What do you wonder?, applying to the children themselves and/or to the characters depicted in the freeze-frames.)</p> <p>🦉 When was it easiest for Jesus to show friendship and why?</p> <p>🦉 When was it hardest for Jesus to show friendship and why?</p> <p>Did God help Jesus show friendship even when it was difficult?</p> <p>Jesus was human so would have found things difficult sometimes but Christians believe he was God's son so would have been able to overcome these difficulties.</p> <p>Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why. Use Activity Sheet 1&2</p> </div>		
<div style="border: 1px solid blue; padding: 5px;"> <p>Step 2 Investigation (2 lessons)</p> <p>In our class we all try to show friendship.</p> <p>Refer to the Jigsaw Charter if you use Jigsaw PSHE in your school www.jigsawpshe.com.</p> <p>Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy? Share Bible stories with children; use Children's Bible or animated versions e.g:</p> <ul style="list-style-type: none"> - Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular. - Stilling the Storm (Luke 8: 22-25) Jesus taking care of his friends during a dangerous time. - Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with his friends at their home. <p>From each story extract the theme of friendship and ask the key qu: Was it always easy for Jesus to show friendship? Why/why not?</p> <p>🦉 Do children have any questions for Abbey Owl? Use envelope question cards. Print from Discovery RE USB stick.</p> <p>Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</p> <p>🦉 When might Christians today find it difficult to show friendship and how would they ask God to help them?</p> </div>		
Evidence in Discovery RE Journals: Activity Sheet 1.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 1: Spring 1 - Christianity

Enquiry: **Was it always easy for Jesus to show friendship?**

Name:

Class:



It was easy for Jesus to show friendship because...



It was hard for Jesus to show friendship because...



How do Christians show friendship?

How does God help them do this?



Pictures to cut out and order on Activity Sheet 1



Jesus stilling the storm and looking after his friends



Jesus and Zacchaeus



Jesus and his friends in their house - Mary, Martha and Lazarus



Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Spring 1	Was it always easy for Jesus to show friendship?	Comments
WORKING TOWARDS (Level 1)	I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people.	
Year 1 expectation WORKING AT (Level 2)	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.	
WORKING BEYOND (Level 3)	I can talk about times when I have been a good friend. I can tell a story about Jesus and his friends and say how he showed friendship in that story. I can say how Christians show friendship and how God helps them do this.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

My best friend is Samantha.

Jesus had a friend called Martha. He went to see her at her house. She had a sister called Mary.

Jesus was nice to Martha. He went to her house. He talked to her and helped her brother.

Year 1 expectation

WORKING AT

I like Joseph because he goes to Karate with me.

Jesus was kind to Zacchaeus when other people didn't like him. Jesus went to his house for tea so he didn't feel left out..

Jesus treated everyone like they were his friends. He was kind and helped people. He stopped the storm when his friends were frightened.

WORKING BEYOND

I was a good friend when Peter fell over and I took him to the medical room.

Jesus' friends were scared on the boat because they thought they might drown but Jesus helped them by stopping the storm. He helped them feel OK and not be scared.

Jesus was a good friend and people who believe in him should follow his example and be good friends. Christians try to help people by giving money to charity and by helping their neighbours. God helps them especially when they pray and ask Him to.

Resource Pledge
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Year 1: Spring 1 - Christianity

Enquiry: Was it always easy for Jesus to show friendship?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can tell you who is my friend. I can say something about one of Jesus' friends. I can say Jesus was nice to people.
WORKING AT Year 1 expectation (Level 2)	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say that Jesus tried to be a good friend.
WORKING BEYOND (Level 3)	I can talk about times when I have been a good friend. I can tell a story about Jesus and his friends and say how he showed friendship in that story. I can say how Christians show friendship and how God helps them do this.

Resources needed for this Enquiry
'Say Hello': by Jack and Michael Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 1

Spring 2

Theme:

Easter - Palm Sunday

Key Question:

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Religion:

Christianity

(Concept: Salvation)





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Key Stage 1 Medium Term Planning

Year: 1		Term: Spring 2
Theme: Easter - Palm Sunday	Religion: Christianity	Concept: Salvation
Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?		
Learning Objectives: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson) Use Activity Sheet 3 (photo frame template) to draw a picture of someone you really admire/respect i.e. someone you would welcome in a big way if they visited. Why is this person worthy of such a welcome?</p>		<p>Step 1 Engagement (1 lesson) What would you do if the a member of the Royal Family came to visit? Discuss preparations and why. Role play a visit of a special person. Watch clips of both formal and informal visits of e.g. the Queen and ask children what do they notice about how she is being welcomed. How might she feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the same way? What makes someone special? Who would you welcome in a special way if they came to school? Make a list of people children think deserve a special welcome. Why these people?</p>
<p>Step 3 Evaluation (1 lesson) Introduce key qu: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed him because he was special and they wanted to be near him because they had heard of all the good things he had done; also, because they were hoping he would be able to help them be free as they were living under Roman rule (the Romans had taken over and were ruling their country). Did he look/behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem? Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus. Talk about his resurrection. Does this show he was special? Christians believe Jesus is the son of God. Jesus arrived as a king, but did he leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out. Discuss what children have learnt from the story and anything they may find puzzling or questions they may have.</p>		<p>BRIDGE: WELCOMING SPECIAL PEOPLE</p> <p>Step 2 Investigation (3 lessons) Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Use a Children's Bible to tell the Easter story up to Palm Sunday and ask 🙏 How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? Why did he ride a donkey? Explain that the people welcomed Jesus like this because they had heard about all the amazing things he did e.g. healing people, calming the storm etc. and they believed he would be the 'Messiah', the one who would save them from the Roman occupation. Draw similarities and differences to royal/celebrity visits. Watch clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem). Activity: Children to make palm leaves (Activity Sheet 1) and write words on them, reflecting how they would welcome Jesus if they were Christians and Jesus came to school. Children to re-enact Jesus' arrival on Palm Sunday with their palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna. Activity Sheet 2: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome him. Why would he be welcomed this way? Reinforce he is special to Christians because they believe he is the Son of God (Incarnation).</p>
Evidence in Discovery RE Journals: Palm leaves, the drawing and labelling of welcoming Jesus.		

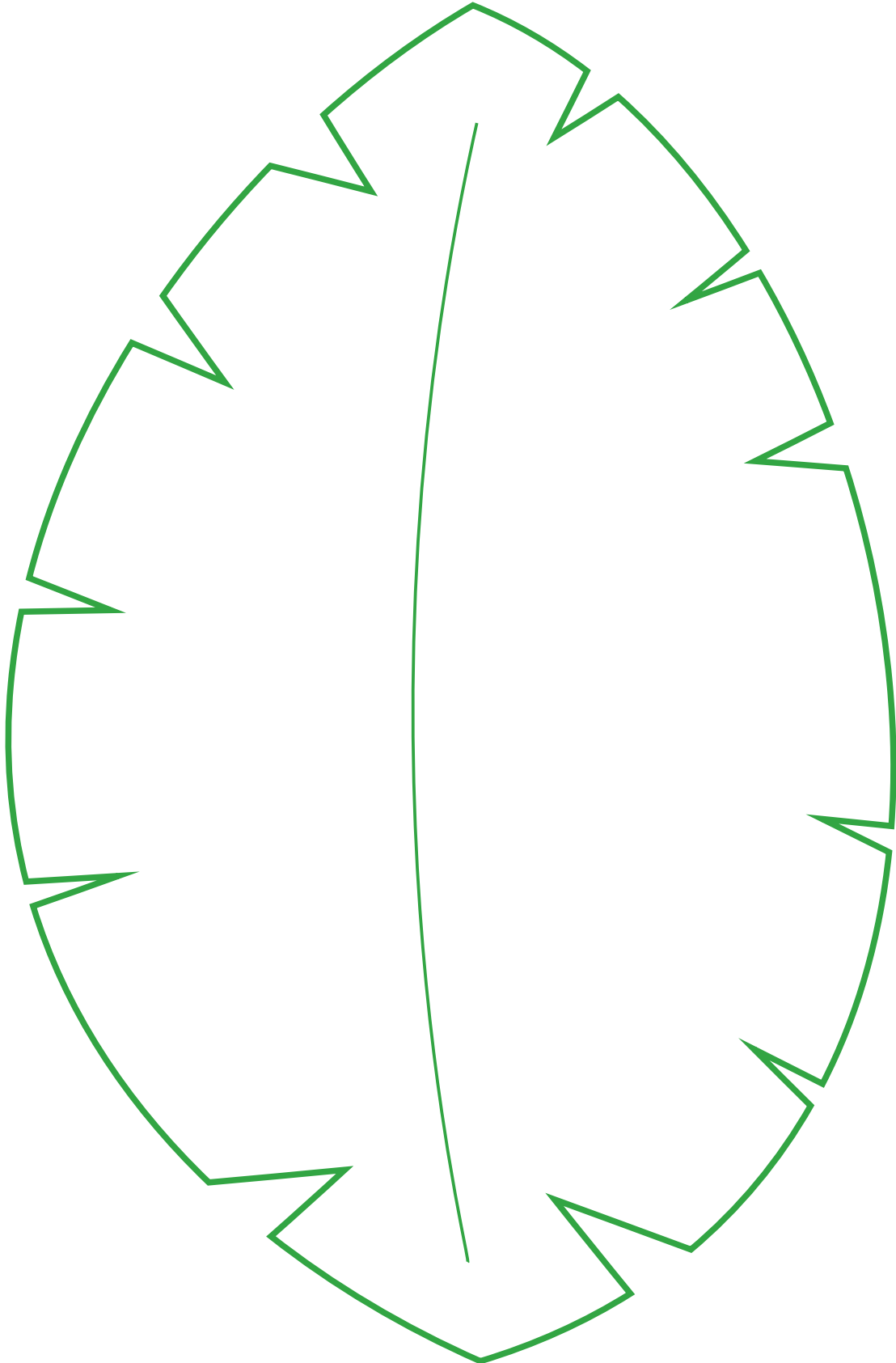
Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.
From 'Understanding Christianity' Church of England

Year 1: Spring 2 - Christianity

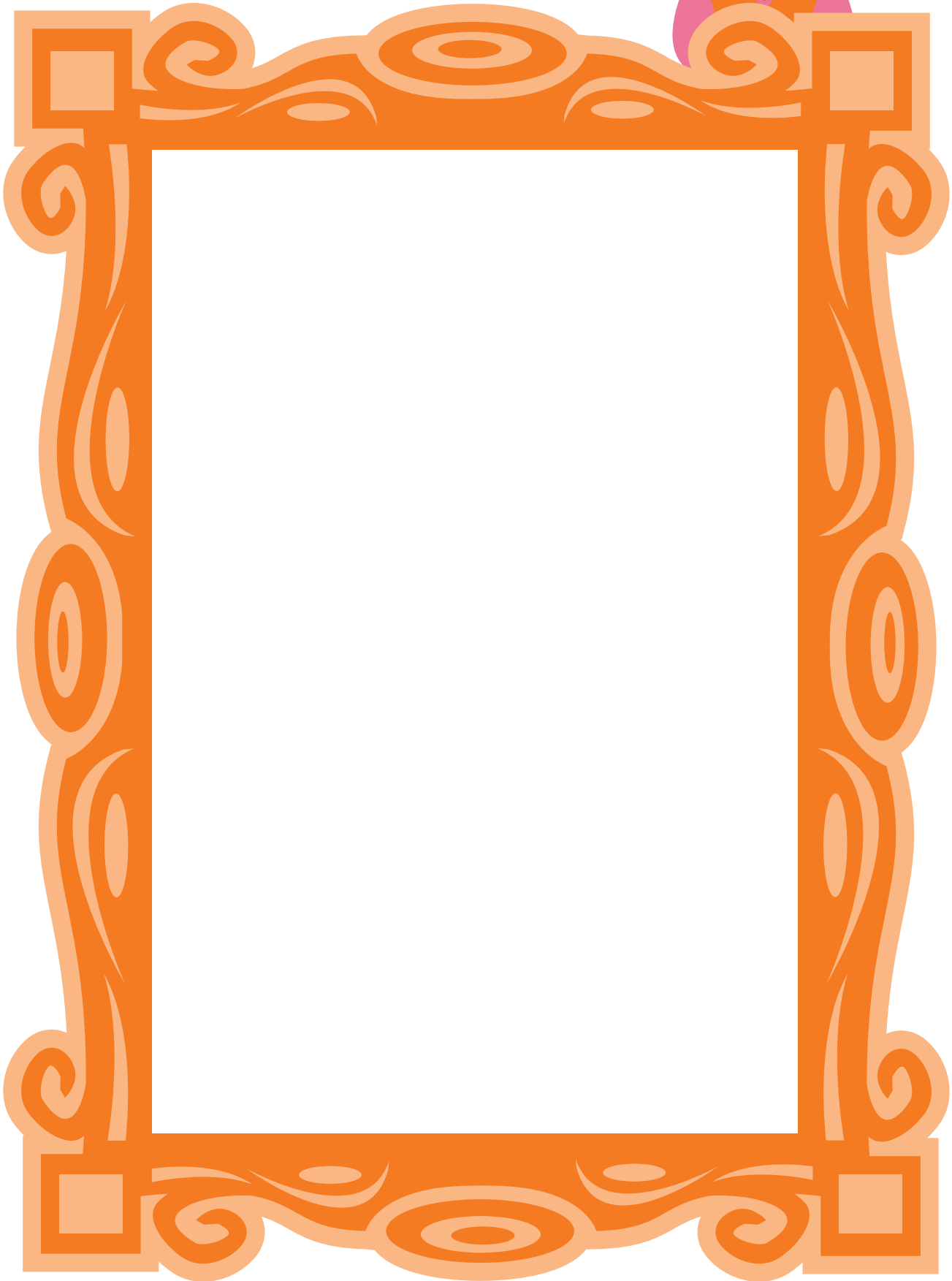
Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Palm leaf to be copied and cut out. Children's responses to be scribed when welcoming Jesus if they were Christians and Jesus came to school.



Name:

Class:





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Comments
WORKING TOWARDS (Level 1)	I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.	
Year 1 expectation WORKING AT (Level 2)	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.	
WORKING BEYOND (Level 3)	I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

My Mummy is special to me.

The people waved branches at Jesus to welcome him and for the donkey to walk on.

Christians would give Jesus a big hug to welcome him because he was such a good person and helped people all the time..

Year 1 expectation

WORKING AT

I love my mum because she looks after me. I admire her because she is so patient and is a really good cook.

People welcomed Jesus like a king because they thought he was special. They waved palm leaves for him. He rode on a donkey to show he was an ordinary person not a king.

Christians would have a special tea party for Jesus with cake and ice cream. They believe he is the Son of God so they would make the party as special as possible and wear their best clothes.

WORKING BEYOND

If the Queen was coming to the school I would draw her a picture of my family and make sure we were quiet when she was walking round. We would have to curtsy to show respect as she is head of our country.

People waved palm leaves at Jesus because they thought he was special and hoped he would help them beat the Romans. They made the palm leaves into a kind of red carpet to show him he was welcome and important to them. The cross is a symbol of Jesus' death.

Christians would welcome Jesus by having a special service in church with lovely music and a special choir, and a lovely party afterwards with his favourite food. This would show Jesus was special; they would want to show him that they cared and to celebrate that he was with them. This would be really amazing for Christians as they believe Jesus is the Son of God and he died for them.

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Year 1: Spring 2 - Christianity

Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	✓ (Roman rule/ how to treat monarchy)		✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.
WORKING AT Year 1 expectation (Level 2)	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.
WORKING BEYOND (Level 3)	I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about him.

Resources needed for this Enquiry
Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 1

Summer 1

Theme:
Shabbat

Key Question:
Is Shabbat important to
Jewish children?

Religion:
Judaism





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Key Stage 1 Medium Term Planning

Year: 1		Term: Summer 1
Theme: Shabbat		Religion: Judaism
Key question for this enquiry: Is Shabbat important to Jewish children?		
Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have?</p> <p>Discuss some of the prayers we have heard which are an important part of Shabbat. Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made).</p> <p>🦉 How does it feel to share special food together?.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>🦉 Abbey Owl tells children which is her favourite day and why. Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it with? How does it differ from the rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days (link to Numeracy). Which is their best day? Is there one day that is a family day or a rest day? Is there a day when they think more about God, if they believe in God?</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Why does our Jewish child celebrate Shabbat?</p> <p>Recap. 🦉 Introduce key qu: Is Shabbat an important time for Jewish children? Why?</p> <p>Task: This Jewish boy/girl has been invited out on a Friday evening. What will he/she do?</p> <p>Use Activity Sheet 1 showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/ would not go.</p>		<p>BRIDGE: PRIORITIES</p> <p>Step 2 Investigation (2 lessons)</p> <p>Abbey Owl 🦉 wears a Kippah (skull cap). Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out?</p> <p>Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue.</p> <p>Should Abbey Owl 🦉 be wearing a Kippah? Why? Why not? Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. (See Discovery RE website for suggested learning clips.)</p> <p>Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?)</p> <p>Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat.</p> <p>Show children worship in the synagogue at Shabbat. Why is this so special? A day to focus on God and on family. No work, no school. Refer back to Genesis Creation Story: God rested on the seventh day.</p>
Evidence in Discovery RE Journals: Activity Sheet 1.		

Year 1: Summer 1 - Judaism
Enquiry: Is Shabbat important to Jewish children?

Name:

Class:



I'm having a party this Friday after school for my birthday. Would you like to come?



What did Joshua say?

Handwriting practice area with seven horizontal dashed lines inside a rounded rectangular frame.





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Summer 1	Is Shabbat important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.	
Year 1 expectation WORKING AT (Level 2)	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.. I can start to make a connection between being Jewish and decisions about behaviour.	
WORKING BEYOND (Level 3)	I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

My best day is Monday because it is football after school.

There is special bread and candles.

Joshua might go straight home after school because he is Jewish and Shabbat starts on Friday evening.

Year 1 expectation

WORKING AT

I like Fridays best because it is the start of the weekend and I get to see my Dad every Saturday. Dad takes me to Pizza Hut and my favourite food to share is pizza.

At Shabbat Jewish people have a meal together and all sit round the table. The mother lights the candles and says a special prayer. The bread looks lovely. This is a time to be with the family and to thank God for everything.

Joshua would probably say "Yes" first and then think "Oh no, it's Friday and we always have our special family dinner on Fridays". Then he would say "Sorry I can't because we do Shabbat on Fridays as a family and my Mum won't let me miss it".

WORKING BEYOND

I like Tuesdays best because I go to Rainbows with my friends. When it was my Granny's birthday we had a big cake and a tea. We always have good birthday teas in my family.

At Shabbat, Jewish people have a meal together and all sit round the table. Two candles are lit and they share Challah bread to help them remember that God provides food. The challah bread is plaited. Shabbat is a special day of rest and Jewish people are not allowed to do any work. They thank God for creating the world and for all the good things they have like food and family.

Joshua might want to go so that he doesn't miss out or feel left out but he would know that Shabbat is an important family time for Jews so would say no.

Resource Pledge
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Year 1: Summer 1 - Judaism

Enquiry: Is Shabbat important to Jewish children?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.
WORKING AT Year 1 expectation (Level 2)	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.
WORKING BEYOND (Level 3)	I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.

Resources needed for this Enquiry
Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): show clips See www.discoveryschemeofwork.com for list of suggested learning clips Shabbat bread: optional

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 1

Summer 2

Theme:

Rosh Hashanah and Yom Kippur

Key Question:

Are Rosh Hashanah and Yom Kippur important to Jewish children?

Religion:

Judaism





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Key Stage 1

Medium Term Planning

Year: 1		Term: Summer 2
Theme: Rosh Hashanah and Yom Kippur		Religion: Judaism
Key question for this enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?		
Learning Objective: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>On the other side of the flag they started in Lesson 1 can the children draw the steps they need to take to achieve the goal they drew on the flag? May take perseverance.</p> <p>Jews believe they can change and make themselves better people one step at a time if they stick at it with God's help.</p> <p>Story of Rabbi Salanter and the shoemaker may be useful here. Rabbi walked past shoemaker's house and he was still mending shoes even though it was late and he was working by candlelight. The shoemaker assured the Rabbi "as long as the candle is still burning, it is possible to accomplish and to mend"</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Abbey Owl 🦉 has a plaster/bandage on. What happened? Did someone need to say sorry for hurting Abbey Owl? Read children a story about someone needing to say sorry. Have you ever needed to say sorry for something you did? How did it feel to say sorry? Did the person forgive you? How did that feel?</p> <p>🦉 Has anyone ever needed to say sorry to you? Did you forgive them? Was it hard to forgive them if they had been mean to you? How did you manage it? Let go and start again.</p> <p>What does forgiveness mean?</p> <p>Children have a piece of paper that will become a flag. On one side they draw something they would like to achieve in Year 2 when Year 1 is finished/over. They are letting go of Year 1 and looking forward to Year 2.</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Use Activity sheet 1 to rank the pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur, and explain why you have ranked them in this way.</p>		<p>BRIDGE: FORGIVENESS</p> <p>Step 2 Investigation (3 lessons)</p> <p>Rabbi blowing the shofar to mark the start of the 10 days of repentance/saying sorry for things you want forgiveness for over the last year, as well as time to show forgiveness to other people.</p> <p>Show visuals of the family meal at home on Rosh Hashanah (round Challah bread: circle of life and cycle of the year; pomegranate on table: 613 seeds representing the 613 commandments/rules Jewish people try to live by) and let them try apple slices dipped in honey. What do these represent? (sweetness of the new year ahead)</p> <p>At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to be better people, and ask God to help them.</p> <p>Relate to children's work on what they would like to achieve in Year 2 after letting go of Year 1.</p> <p>What would Abbey Owl 🦉 like to achieve?</p> <p>But before Jews can start the new year and these new plans, they spend 10 days thinking about the last year and what they may still need to ask forgiveness (say sorry) for, as well as the people they may still need to forgive. They try to do this so they can leave that year behind with everything forgiven and OK, then they can move into the new year. They ask God's forgiveness and for his help to say sorry to others.</p> <p>This 10 days is between Rosh Hashanah and Yom Kippur. Yom Kippur is a time of reflection, thinking about who and what is most important to you as well as a time to say sorry and plan for the next year. Wear white, no food or drink for 25 hours if over 13. 5 services in synagogue, pray to God for forgiveness as well as saying sorry to people if necessary. The shofar is blown to mark the end of Yom Kippur.</p> <p>Jewish visitor to talk about what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Pictures of Jewish people in synagogue at Rosh Hashanah with thought bubbles...what are they thinking?</p> <p>Same with pictures of Yom Kippur...bubbles...what are they thinking? Are the thoughts different?</p>
Evidence in Discovery RE Journals: Activity sheet 1 with scribed reasons. Flags.		



Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

Name:

Class:

1.

This is very important to Jewish children at Rosh Hashanah and Yom Kippur because...

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2.

This is important because...

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3.

This is quite important because...

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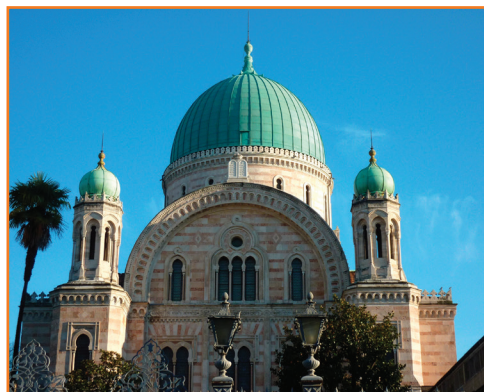
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Choose pictures from Activity Sheet 2 that are important to Jewish children at Rosh Hashanah and Yom Kippur. Rank them. Say why they are important.

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Summer 2	Are Rosh Hashanah and Yom Kippur important to Jewish children?	Comments
WORKING TOWARDS (Level 1)	<p>I can tell you a time I said sorry.</p> <p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p>	
Year 1 expectation WORKING AT (Level 2)	<p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	
WORKING BEYOND (Level 3)	<p>I can tell you how it feels to forgive someone.</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I said sorry when I broke my brother's train because I was too rough with it.

People eat apples and honey at Rosh Hashanah, and a special bread that's round. They go to the synagogue too.

Eating apples and honey is important as it is sweet. This shows they want the new year to be sweet, to be good. They turn over a new leaf for a good new year.

Year 1 expectation

WORKING AT

I didn't like saying sorry to my mum when I called her a rude name because I felt sad I had done it and I was embarrassed. I was glad when I said sorry and she gave me a hug though.

Yom Kippur is about saying sorry to people and God, making things happen right before the new year starts.

I think the shofar is important as it is about calling in the new year and looking forward to it after you have said sorry and made up with your friends and family and God.

WORKING BEYOND

I feel happy when I forgive someone because it makes us friends again and takes away the bad feelings.

Blowing the ram's horn trumpet is important in Rosh Hashanah as it calls in the new year and tells Jews to say sorry to God. Saying sorry is a really important part of Yom Kippur so Jews can start the new year with everything OK.

I think it is important for Jews to be with their families at Rosh Hashanah so they can all get on well together and pray. This reminds them that God and their family are important.

Year 1: Summer 2 - Judaism

Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.			
WORKING AT Year 1 expectation (Level 2)	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.			
WORKING BEYOND (Level 3)	I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.			
Resources needed for this Enquiry				
Apples and honey. Rabbi blowing shofar video/audio.				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 1

Optional Enquiry

Theme:

Chanukah

Key Question:

Does celebrating Chanukah make Jewish children feel closer to God?

Religion:

Judaism





Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Key Stage 1 Medium Term Planning

Year: 1		Term: Optional Enquiry
Theme: Chanukah	Religion: Judaism	Concept: Salvation
Key question for this enquiry: Does celebrating Chanukah make Jewish children feel closer to God?		
Learning Objectives: We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.		
Teaching and Learning Activities		
<div style="border: 1px solid green; padding: 5px; margin-bottom: 10px;"> <p>Step 4 Expression (1 lesson)</p> <p>Take Chanukah card from the post box and ask the children who might send this card, to whom and why?</p> <p>Activity: Children to make candle from toilet/kitchen roll tube and then think of something they want to say thank you for and write/draw it on a piece of paper, which they then put inside their candle. Candles displayed in rows of eight to symbolise the Chanukiah. These can be used for times of reflection in circle time, reading out each child's reflection whilst a real candle burns in the circle and Chanukah music plays in the background.</p> </div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Model activity: Sorting hoops - which of these statements/pictures (of aspects of Chanukah) would help a Jewish child feel closer to God? Why? e.g. lighting the candle is a time for reflection, playing the dreidel game is for fun, etc.</p> <p>Children complete the Activity Sheet sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p> </div> <div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center;">BRIDGE: CELEBRATION</p> <p>Step 2 Investigation (3 lessons)</p> <p>Recap Abbey Owl's party and ask children about their favourite party games. Introduce them to the Dreidel game. Watch a clip of Jewish children playing Dreidel.</p> <p>Revisit celebration cards in post box and the 'mystery' Chanukah card. I wonder if we could play this game at this celebration. What is Chanukah and who celebrates it?</p> <p>Reintroduce Jewish child and learn about Chanukah (lighting the Chanukiah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes; potato cakes, visiting the synagogue). Revisit class word bank for Abbey's party and look at similarities, e.g. lighting candles, singing songs, giving presents, playing games. Why do Jewish people celebrate this festival? Does it help them to feel close to God?</p> <p>Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. 🦉 Qu: If you were a Jewish child, how would celebrating Chanukah make you feel? Do you think it might help Jewish children feel closer to God? Which parts would make you feel closest to God?</p> </div>		
Evidence in Discovery RE Journals: Activity sheet.		

Teacher note:

This enquiry is now an additional optional enquiry. It has been replaced in the recommended overview by the enquiry on Rosh Hashanah and Yom Kippur on the advice of Jewish colleagues, as these events allow the teaching of core Jewish beliefs and values, probably more so than teaching Chanukah. You are, of course, welcome to teach this Chanukah enquiry.

Activity Sheet 1



Year 1: Optional Enquiry - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

Name:

Class:

I think these things would help a Jewish child feel closer to God at Chanukah because...

.....

.....

.....

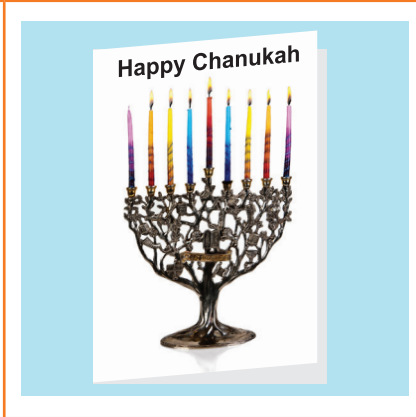
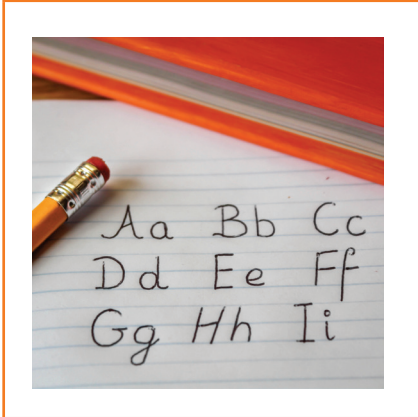
I don't think these things would help a Jewish child feel closer to God at Chanukah because...

.....

.....

.....

Activity Sheet 1
Pictures





Year 1 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 1 Optional	Does celebrating Chanukah make Jewish children feel closer to God?	Comments
WORKING TOWARDS (Level 1)	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.	
Year 1 expectation WORKING AT (Level 2)	I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.	
WORKING BEYOND (Level 3)	I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.	

I am proud that I

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.....

.....

My TINT Box

To improve next time I will

.....

.....

.....

Exemplification

Year 1: Optional Enquiry - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I got cards, presents and a cake for my birthday.

A dreidel is a toy that Jewish children play with at Chanukah. They also have presents when they light the special candles. I think there are 8 candles.

I think a Jewish child would have fun playing dreidel and would look forward to the potato pancakes. They do this to be together and to thank God for rescuing their Temple in the old days with Judas.

Year 1 expectation

WORKING AT

Cards help me to let someone know I am wishing them a happy birthday even when I am not there. They make you feel special on the day.

The 8 Chanukah candles remind Jewish people of the miracle of the lamp not going out. When Judas fought the enemies and got the Temple back for the Jewish people, the lamp burned for 8 days, that's why there are 8 candles, but there was only enough oil for one day really.

I would get excited playing with a dreidel because I would have fun and share sweets at Chanukah, and it would be lovely to have presents every day. I think Jewish children might feel like this too. I don't think they would think about God much though, not playing a dreidel. I think they would have to go to the Synagogue to feel close to God because it might be quieter there.

WORKING BEYOND

I like having the time to think about what I am grateful for and made a card to thank my football coach because he has helped me so much with my passing.

Lighting the candles reminds Jewish people of God's miracle at Chanukah of keeping the lamp lit in the temple. It was a sign that He was with the Jewish people then and they believe he still is.

In the Synagogue at Chanukah I think Jewish people would feel close to God when they see the lamp burning in front of the Ark. It would remind them of Judas getting the Temple back and help them remember God loves them. It would be fun to play Dreidel and eat the potato pancakes but I think this would make you feel closer to your family than to God.

Resource Pledge
Please check the Resource Suggestions document in the Community Area of the Discovery RE Website. This document includes books and web-based video clips. This is updated termly as resources and locations often change.

Year 1: Optional Enquiry - Judaism

Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can talk about my celebrations. I can tell you about a game Jewish children play or food they eat at Chanukah. I can show awareness that there are reasons why Jewish families celebrate Chanukah.			
WORKING AT Year 1 expectation (Level 2)	I can talk about how cards help to mark celebrations. I can recognise some of the symbols used at Chanukah and start to explain them. I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.			
WORKING BEYOND (Level 3)	I can write my own card or letter to say thank you. I can explain what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.			
Resources needed for this Enquiry				
Celebratory cards: various including birthday card for teddy, Chanukah card Teddy's party: Props to prepare a table Dreidel game: Play the game Chanukah candles: Menorah Latkes: potato cakes Story of Judas Maccabee (internet) Sorting hoops				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		