

Subject Religious Education– Year 2 - Autumn Term 1 MTP (R.E. Unit 1.7)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 1.7 Title: Beginning to learn Islam. Muslims and Mosques</p> <p>ABOUT THIS UNIT: Islam is a major religion in Wolverhampton, the UK and globally. It is a requirement of the Wolverhampton RE syllabus that pupils learn about Islam throughout their primary school years, as well as about Christianity and other religions. This unit might form part of a theme on the local environment, or special places. It is very valuable for children to experience a school trip to a mosque, or another sacred building. But there is also much value in the virtual and pictorial encounter with a mosque that teachers can provide. This unit looks simply at festival, story and worship in Muslim life. Local connections are important too.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p> <ul style="list-style-type: none"> • Beliefs and practices • Questions of belonging and identity 	<p>1</p>	<p><u>1.7 A special story from the Life of the Prophet</u></p> <ul style="list-style-type: none"> ▪ To think about kindness to animals ▪ To identify that Prophet Muhammad is a special or holy leader for Muslim people. ▪ To respond thoughtfully to a story of the Prophet by thinking about values and behaviour. 	<ul style="list-style-type: none"> ▪ I can recognise who is a leader (All) ▪ I can talk about leaders, including religious leaders (All) ▪ I can simply retell a story of the Prophet (Many) ▪ I can respond thoughtfully to some questions: why did the Prophet cut his robe? Why do Muslims like to show care of all living creatures? (Many)
	<p>2</p>	<p><u>1.7 Do you have a special place? What makes a place special?</u> Where is it and why is it special for you? What is a mosque?</p> <ul style="list-style-type: none"> ▪ To understand that ‘special’ place has to do with how an individual feels about the place, and this may not be the same for everyone. ▪ To begin to think about the Mosque as a special, clean place of prayer for Muslims. 	<ul style="list-style-type: none"> ▪ I can talk about a special place (All). ▪ I can say why a place is special to me (Many)

<p>Prior learning:</p> <ul style="list-style-type: none"> • Some knowledge of their local area (if visiting a nearby mosque) • Background knowledge of Islam • Know how to take a photograph <p>Vocabulary: special, holy, sacred, prayer, worship, mosque, wudu, Qur'an</p> <p>At the end of this unit:</p> <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Say that a special place for Muslims is the mosque • Talk about the Prophet and why he matters to Muslims • Identify a Muslim holy book or special day • Choose a special word for themselves • Talk about what matters to them 	<p>3</p>	<p><u>1.7A special place for Muslims</u> When you visited / saw the mosque, how did you feel? Why? Why do you think the mosque is a special place for Muslims? What can you remember seeing in the mosque?</p> <ul style="list-style-type: none"> • To become familiar some things that pupils may encounter at the mosque which indicate its use and importance • To develop awareness of the mosque as a special / sacred place for Muslims 	<ul style="list-style-type: none"> • I can talk about a Mosque (All) • I can say a reason why a mosque is a special place for Muslims (Many) • I can talk about something that happens at the mosque (Many) • I can identify two things you will find at a mosque (Many)
<p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Name two things found in the mosque • Retell a story of the Prophet • Talk thoughtfully about kindness to animals or about sacred words • Respond sensitively to Muslim ideas and simple stories 	<p>4</p>	<p><u>1.7 The New Mosque</u></p> <ul style="list-style-type: none"> • What can we learn from a story about a mosque? • Choose some words that describe a Muslim special place. • Think of some feelings that go with a special place. 	<ul style="list-style-type: none"> • Develop a simple story, explanation or line of questioning • interact with others, negotiating plans and activities and taking turns in speaking and listening

	5	<p><u>1.7 What mosques are close to where our school is?</u></p> <ul style="list-style-type: none"> • There are many mosques in our local community. • There are many other religious buildings too. 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns • Ask questions about Mosques • Notice and comment on patterns. • Investigate using all of their senses
	6	<p><u>1.7 What did we learn?</u></p> <p>Pupils will be taught</p> <ul style="list-style-type: none"> ▪ to see simple links between their special places and the Mosque in Islam 	<ul style="list-style-type: none"> ▪ I can talk about special places for Muslims and for me (All
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Subject Religious Education– Year 2 - Autumn Term 2 MTP (R.E. Unit 1.7)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>Unit 1.7 Title: Beginning to learn Islam. Muslims and Mosques</p> <p>ABOUT THIS UNIT: Islam is a major religion in Wolverhampton, the UK and globally. It is a requirement of the Wolverhampton RE syllabus that pupils learn about Islam throughout their primary school years, as well as about</p>	1	<p><u>1.7 The Holy Qur’an of the Muslims</u> How do Muslims use the Qur’an? Why is the Qur’an important to Muslims? What do Muslims learn from the Qur’an about God? Pupils will learn:</p>	<ul style="list-style-type: none"> ▪ Use a simple writing frame and word bank to record what they know and understand about the revelation of the Qur’an to Muhammad [PBUH] (All). ▪ Identify the key belief that there is no other God but Allah (all).

<p>Christianity and other religions. This unit might form part of a theme on the local environment, or special places. It is very valuable for children to experience a school trip to a mosque, or another sacred building. But there is also much value in the virtual and pictorial encounter with a mosque that teachers can provide. This unit looks simply at festival, story and worship in Muslim life. Local connections are important too.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p> <ul style="list-style-type: none"> • Beliefs and practices • Questions of belonging and identity <p>Prior learning:</p> <ul style="list-style-type: none"> • Some knowledge of their local area (if visiting a nearby mosque) • Background knowledge of Islam • Know how to take a photograph <p>Vocabulary: special, holy, sacred, prayer, worship, mosque, wudu, Qur’an</p> <p>At the end of this unit:</p> <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Say that a special place for Muslims is the mosque • Talk about the Prophet and why he matters to Muslims • Identify a Muslim holy book or special day • Choose a special word for themselves • Talk about what matters to them <p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Name two things found in the mosque • Retell a story of the Prophet • Talk thoughtfully about kindness to animals or about sacred words 		<ul style="list-style-type: none"> ▪ that the Qur’an was revealed to the prophet Muhammad ▪ about the Shahadah some Muslim beliefs about God ▪ the Qur’an guides Muslims in their daily life 	<ul style="list-style-type: none"> ▪ Identify some things that are important to them (all). ▪ Suggest two reasons why the Qur’an is important to Muslims talk about what guides them in their lives (Many)
	2	<p>1.7 Holy books: The Qur’an</p> <ul style="list-style-type: none"> ▪ To express their understanding of sacred writings for themselves ▪ To think about the most important words. 	<ul style="list-style-type: none"> ▪ Speak thoughtfully about life’s most important words and about holy writings (many).
	3	<p>1.7 What events started the celebration of Ramadan and Eid al Fitr?</p> <ul style="list-style-type: none"> ▪ To reflect on events in their own live and link them with festival and celebration in Islam. 	<ul style="list-style-type: none"> ▪ Name the festival of Eid Al Fitr (All). ▪ Identify some simple features of the festival (All). ▪ Suggest a meaning in the festival (Many) ▪ Make a simple connection between their personal experience and experience of people in a religious context (Some)
	4	<p>1.7 Do Muslim believers have a special place?</p> <p>To know:</p> <ul style="list-style-type: none"> ▪ That a Mosque is a sacred place for Muslims ▪ About some of the important features of a Mosque 	<ul style="list-style-type: none"> ▪ Identify aspects of a Mosque that make it a sacred place for believers (All) ▪ Recall what we have found out (Many) ▪ Suggest why a Mosque can be described as the ‘hub’ of Muslim life.

<ul style="list-style-type: none"> Respond sensitively to Muslim ideas and simple stories 		<ul style="list-style-type: none"> About what a Mosque feels like and looks like Why Muslims come to a Mosque, what they do there and how they care for it 	<p>(Hub of a wheel: the middle, everything goes around it) (Many)</p> <ul style="list-style-type: none"> Suggest reasons for caring for a sacred place (Some).
	<p>5</p>	<p><u>1.7 What words matter so much that they are whispered and shouted?</u> Children will learn:</p> <ul style="list-style-type: none"> That the words of the shahadah, ‘God is most great. There is no God but Allah and Muhammad is his prophet’ are very important to Muslims. They will learn about how these words are whispered to new babies, and shouted from minarets at prayer times They will think about what important words they would whisper to a new baby, or shout from, the rooftops. 	<ul style="list-style-type: none"> Identify aspects of what matters to Muslims through the words they whisper and shout (All) Recall what we have found out about minarets and about new babies in Islam (Many) Suggest why the words about God are most important to Muslims (Many) Suggest a reason for having a minaret at a mosque (Many).
	<p>6</p>	<p><u>Christmas Carol service/Art cross-curricular link</u></p>	<p>Please use age related Art objectives.</p>

		Children are to produce a piece of art work inspired by the Christmas story and or St. Mary's church for the annual carol service.	
	7	<p><u>Christmas Carol service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary's church for the annual carol service.</p>	Please use age related Writing objectives.

Subject Religious Education– Year 2 - Spring Term 1 MTP (R.E. Unit 1.7/1.8)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton's SACRE.2015.</p> <p>Unit 1.8 Title: Special Stories for Christians and Muslims: What can we learn?</p> <p>ABOUT THIS UNIT: ABOUT THIS UNIT: This unit provides a simple introduction to the sacred texts of Christianity and Islam: the Bible and the Qur'an; children will discover why</p>	1	<p><u>1.7 What matters to Muslims? What matters to me?</u></p> <p>Pupils will think about what:</p> <ul style="list-style-type: none"> ▪ They have learned in this unit of work and suggest from their own ideas what matters most. ▪ They will ask and answer questions about what matters to Muslims and what matters to them. 	<ul style="list-style-type: none"> ▪ I can remember four simple things about the Muslim religion (All) ▪ I can talk about what matters to Muslims and what matters to me (All) ▪ I can retell a story of the Prophet (Many) ▪ I can respond sensitively to 'what matters most?' questions (Many). ▪ I can describe what matters most to Muslims – and to me (Some).
	2	<p><u>1.7 ASSESSMENT SUGGESTION:</u> How will the teacher monitor the learning? • Listen to children talking about the learning activities, and note the language used, what they have remembered and how they respond – sensitive responses are important. • Ask questions about what things in</p>	

<p>these books matter most in the religions they are learning about. The themes of beliefs and stories are addressed here. Children will learn about four or more stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Pupils will have come across these two religions in their early RE work, but teaching must begin simply by clarifying: what is a religion? What religions do we know about? Tell children that the Christian and Muslim religions are the two biggest faith communities both in the world and in the UK. This unit particularly emphasises texts, so it connects well with text level work in literacy. Using drama, music and quality storytelling techniques are important parts of what the teacher contributes to the learning. There are opportunities for pupils to share their own beliefs and talk about their own ‘sacred words,’ feelings and experiences</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p> <ul style="list-style-type: none"> • Religious beliefs, teachings and sources • Questions of meaning and values. <p>Prior learning:</p> <p>Some understanding of the concept of God / Allah Explored the concept of ‘special’ in relation to their own books: this topic is often covered in EYFS and early literacy. Pupils will learn here that ‘sacred’ is a religious kind of ‘special</p> <p>Vocabulary: Bible, Testament, Qur’an, Surah, Jesus, Prophet, Muhammad, Holy, Sacred, Special</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Identify the holy books of Muslims and Christians as the Qur’an and the Bible. 	<p>3</p>	<p>Islam mean – suggesting meanings is an important skill • See how the children respond in talk and listen activities to the different things they learn about mosque, prophet, Qur’an and Eid.</p> <p>1.8 Why are some books special?</p> <ul style="list-style-type: none"> ▪ How can you show respect for a book? ▪ How do Muslims respect their holy writings? <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That books are special for different reasons for different groups of people • Muslims believe the Holy Qur’an is the word of God / Allah and is therefore treated with utmost respect. • Christians believe that the Bible is the book God has given people, so it is loved and respected. • That there are symbols for respect: some things we do with a book show how much the book is loved and cared for. • To notice 7 signs of respect Muslims show to the Qur’an. <ul style="list-style-type: none"> ▪ Notice that some books are special to some groups of people (All) ▪ Talk about the Muslim and Christian special books (All) ▪ Ask questions which address why books are special (Many) ▪ Respond sensitively for themselves to the idea of a ‘holy book’ (Many)
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<ul style="list-style-type: none"> • They will be able to talk about why a book is special to them. • They will be able to say something about Muslims', Christians' and their own beliefs about God. • They will be able to remember some stories they have enjoyed 			
<p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell a story from the Muslim religion • Retell as story from the Christian religion • Recall that the Qur'an was revealed to Prophet Muhammad • Respond sensitively to simple questions about the stories they have heard <p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell a Bible story in detail and identify messages the story holds for Christians. • Retell Islamic stories in detail and identify messages the story holds for Muslims • Describe how Christians and Muslims use and respect their holy books • Make links between the stories and their own lives 	<p>4</p>	<p><u>1.8 What can we find out about the story of Muhammad at the Gates of Makkah?</u></p> <p>What are our thoughts and ideas?</p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> ▪ the Prophet Muhammad matters to Muslims ▪ They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when the mention the Prophet. ▪ They will think about what makes us make up our minds about other people, and why it is good to change our minds ▪ They will learn that appearances are not everything ▪ They may think about times when they have been 	<p>I can:</p> <ul style="list-style-type: none"> • Remember what happened in the story (All) • Talk about why the lady with the bags changed her mind (All) • Identify a simple meaning in the story (All) • Suggest a meaning for the different emotions in the story (Many) • Respond sensitively to the idea that we sometimes need to change our minds (Many) • Make a link between this story and the way some people think badly of other religions (Some)

		<p>negative about a person they found out was good.</p>	
	<p>5</p>	<p><u>1.8 What can we learn from the story of Bilal: the slave who would not be quiet?</u></p> <p>From engaging with the story at many levels, children will learn:</p> <ul style="list-style-type: none"> ▪ the significance of belief in one God for Muslims ▪ They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment. ▪ Pupils will think about some of their own ideas and behaviour. 	<p>I can:</p> <ul style="list-style-type: none"> • Remember the story outline (All) • Suggest a meaning for the story of Bilal (Many) • Respond sensitively to ideas in the story (Many) • Make a link between Bilal’s values and my own values (Some)
	<p>6</p>	<p><u>1.8 What can we do with the story, to help us learn from the Muslims?</u></p> <p>Think for themselves about the key elements of this Muslim story</p> <ul style="list-style-type: none"> • Respond to ideas from the story in making, choosing words to shout 	<p>I can:</p> <ul style="list-style-type: none"> • Identify a Muslim story • Remember the story outline (All) • Suggest a meaning for the story of Bilal (Many) • Respond sensitively to ideas in the story (Many) • Suggest some words that matter so much they would be worth shouting to the world!

		<p>and learning from other children’s work.</p> <ul style="list-style-type: none"> • Use their literacy skills to explore some ideas from the Muslim religion in speaking and listening activities. 	<ul style="list-style-type: none"> • Make a link between Bilal’s values and my own values (Some)
	7	<p><u>What book of stories do Christians love to remember?</u> <u>Why?</u> Pupils learn that:</p> <ul style="list-style-type: none"> • the Bible is the sacred book which forms the basis of Christianity; • Some stories which give insight into the nature of God and God’s relationship with humankind from the Old Testament; • A story which gives insight into the teaching of Jesus about God is found in the New Testament. 	<ul style="list-style-type: none"> • Talk about their own ideas and beliefs about God (All) • Suggest simply what can be learnt from the Bible stories about God (Many) • Make connections between their own experiences and key themes in the stories and say what a Christian might do (Some).

Subject Religious Education– Year 2 - Spring Term 2 MTP (R.E. Unit 1.8)

National Curriculum	Week	SACRE - Coverage	Skills Taught
	1	<u>1.8 Why did Jesus tell the story of the lost sheep? A parable story.</u>	<ul style="list-style-type: none"> ▪ Remember something about the story (All)

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<p>ABOUT THIS UNIT: ABOUT THIS UNIT: This unit provides a simple introduction to the sacred texts of Christianity and Islam: the Bible and the Qur’an; children will discover why these books matter most in the religions they are learning about. The themes of beliefs and stories are addressed here. Children will learn about four or more stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Pupils will have come across these two religions in their early RE work, but teaching must begin simply by clarifying: what is a religion? What religions do we know about? Tell children that the Christian and Muslim religions are the two biggest faith communities both in the world and in the UK. This unit particularly emphasises texts, so it connects well with text level work in literacy. Using drama, music and quality storytelling techniques are important parts of what the teacher contributes to the learning. There are opportunities</p>	<p>2</p>	<p>1.8 A miracle story</p> <p>When Jesus wanted to feed a crowd, what happened to a boy’s packed lunch?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> ● The difference between a miracle and a magic trick (Believers think that God does a miracle for a loving purpose. Magic tricks are a way of fooling you!) ● To understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him ● To reflect on the ways other people can inspire us 	<ul style="list-style-type: none"> ● Talk about questions such as: who is kind in the story? What is a miracle? (All) ● Retell the story of feeding 5000, one of Jesus’ miracles (Many) ● Make links between the story and the way Jesus inspired people (Some)

<p>for pupils to share their own beliefs and talk about their own ‘sacred words,’ feelings and experiences</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p> <ul style="list-style-type: none"> • Religious beliefs, teachings and sources • Questions of meaning and values. <p>Prior learning:</p> <p>Some understanding of the concept of God / Allah Explored the concept of ‘special’ in relation to their own books: this topic is often covered in EYFS and early literacy. Pupils will learn here that ‘sacred’ is a religious kind of ‘special’</p> <p>Vocabulary: Bible, Testament, Qur’an, Surah, Jesus, Prophet, Muhammad, Holy, Sacred, Special</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Identify the holy books of Muslims and Christians as the Qur’an and the Bible. • They will be able to talk about why a book is special to them. • They will be able to say something about Muslims’, Christians’ and their own beliefs about God. • They will be able to remember some stories they have enjoyed <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell a story from the Muslim religion • Retell as story from the Christian religion • Recall that the Qur’an was revealed to Prophet Muhammad • Respond sensitively to simple questions about the stories they have heard 		<ul style="list-style-type: none"> • To work on a drama story telling activity in a team. 	
	3	<p><u>1.8 Which of our four stories was the class’s favourite and why?</u></p> <ul style="list-style-type: none"> • Pupils will learn to think about how stories can be compared • They will speak and listen to clarify their ideas • By selecting stories from the work, they will share some ideas about what matters. 	<p>I can:</p> <ul style="list-style-type: none"> • Remember something about the stories (All) • Talk about which is the best story (All) • Identify a simple thing I like about each story (All) • Suggest a meaning for one of the stories (Many) <ul style="list-style-type: none"> • Respond sensitively to the stories by suggesting why I like each one (Many) • Make a link between two different stories and the reasons why I like them (Some)
	4	<p><u>1.8 Holy books, holy words: what have we learned?</u></p> <ul style="list-style-type: none"> • To express their understanding of sacred writings for themselves • To think about the most important words they know and care about. 	<ul style="list-style-type: none"> • Speak thoughtfully about life’s most important words and about holy writings (Many). • Respond sensitively to the idea of choosing and illustrating two ‘special words’ postcards (Many)

<p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell a Bible story in detail and identify messages the story holds for Christians. • Retell Islamic stories in detail and identify messages the story holds for Muslims • Describe how Christians and Muslims use and respect their holy books <p>Make links between the stories and their own lives</p>	5	<p>1.8 ASSESSMENT SUGGESTIONS • Card – sorting task. Using words and pictures. Two or circles boxes on a page: entitled ‘The Qur’an’ and ‘The Bible’ Examples of cards to sort into the correct box: • Islam: The Shahadah written in Arabic on one card, in English on another; the words: Allah and Muhammad; images of: a Qur’an stand, prayer (subha) beads and an empty cave • Christianity: The two greatest commandments; the words: The Old Testament, The New Testament, God and Jesus; images of: two different Bibles, a character from a Bible story told in class, a picture of a church. • Red Herrings might be: images of a favourite book (other than the Qur’an or the Bible) and a story character. • Listen to the pupils’ reasons for selecting their chosen pieces for the boxes.</p>	
	6	<p><u>Easter service/Art cross-curricular link</u></p> <p>Children are to produce a piece of art work inspired by the Easter story and or St. Mary’s church for the annual Easter service.</p>	<p>Please use age related Art objectives.</p>
	7	<p><u>Easter service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary’s church for the annual Easter service.</p>	<p>Please use age related Writing objectives.</p>

Subject Religious Education– Year 2 - Summer Term 1 MTP (R.E. Unit 1.9)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p>	1	<p><u>1.9 What makes a place special? What is a sacred place? Are all places sacred?</u></p>	<ul style="list-style-type: none"> • Identify some special places in religion and in life (All) • Talk about their own experiences of special places (All)

<p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPFS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 1.9 Title: Holy Places: Visiting a place of worship</p> <p>ABOUT THIS UNIT:</p>		<ul style="list-style-type: none"> • To express their own thoughts and feelings about some special places • That there are places of importance to us, and some of these are special in religious life • There are different reasons why these places are special. 	<ul style="list-style-type: none"> • Recognise that some places are special and important to themselves and others (Many) • Respond sensitively to question about places that are holy or special (Many)
<p>This unit introduces children to sacred places as a space to worship God. Children are given an opportunity to discover, experience and reflect on the features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit models a particular way of learning in RE: a phenomenological approach. By making careful observations of what happens in religion, and by describing these thoughtfully, the artefacts, buildings, shrines and worship of the tradition are revealed in increasing depth. Through this process, the learners gain knowledge and understanding of the ways of life of others, their beliefs, ideas and community life together. The unit is unusual in asking pupils at KS1 to handle materials from four different religions in a single unit. This demands that teachers take care to avoid confusing children. The aim is to make space for good learning about four major religious communities in Wolverhampton whose followers are numbered in their of thousands. With careful, clear teaching this is not difficult. Some teachers may prefer to plan learning for only two or three of the religions concerned in greater depth</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p>	<p>2</p>	<p><u>1.9 Do Muslim believers have a special place? What can we learn about it?</u></p> <ul style="list-style-type: none"> • That Muslims are one of Wolverhampton’s religious communities • About the use of a prayer mat, to create a clean place form which to pray to Allah. • That a Mosque is a sacred place for Muslims • About some of the important features of a Mosque • About what a Mosque feels like and looks like • Why Muslims come to a Mosque, what they do there and how they care for it 	<ul style="list-style-type: none"> • Identify a mosque and a prayer mat (All) • Talk about Muslim praying and worshipping (All) • Recognise aspects of a Mosque that make it a sacred place for believers (Many) • Recall what they have found out about special places for Muslims (Many) • Respond sensitively to the idea that a Mosque can be described as the ‘hub’ of Muslim life. • Suggest the meaning of a prayer mat (Many) • Suggest why a Muslim might care for the Mosque (Many)

<ul style="list-style-type: none"> • Knowledge and understanding of religious practices and lifestyle • Knowledge and understanding of ways of expressing meaning • Skill of asking and responding to questions of identity and diversity • Skill of asking and responding to questions of values and commitments. <p>Prior learning:</p> <p>Vocabulary: Muslim, Mosque, Christian, Church Hindu, Mandir, Sikh, Gurdwara, Shrine, God, Worship Devotion, Holy, Sacred</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Name some of the main features of the sacred places they have visited and / or studied • Recognise some symbols of sacred places and talk about their meanings. • Talk about and reflect on their own special places <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Identify some of the main features of the sacred places they have visited and / or studied ▪ Recognise how these are used by the faith community. Identify symbols and recognise their meaning. ▪ Respond sensitively to the idea of a special place of their own and its importance. <p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ Describe two sacred places and some of the artefacts inside them ▪ Describe some ways in which two sacred places are used. 	<p>3</p>	<p><u>1.9 Do Christian believers have a special place? What can we learn about it?</u> That a Church is a sacred place for Christians</p> <ul style="list-style-type: none"> • About some of the important features of the Church • About what a church feels like and looks like • Why Christians come to a Church, what they do there and how they care for it • To reflect on what they have learnt 	<ul style="list-style-type: none"> • Recognise that a Church is a sacred place for Christians (All) • Respond simply to the worship of Christians in hymns and songs (All) • Talk about what we might see in a Church (All). • Use correct vocabulary to recall the meanings of some artefacts from inside a church (Many) • Suggest simply why people might like to go to the Church. • Suggest what makes church a special place for Christians (Many) • Talk about why people would volunteer to look after the Church, responding sensitively to ideas about the holiness of a place (Many)
	<p>4</p>	<p><u>1.9 Do Sikhs have a special place? What can we learn about it?</u></p> <ul style="list-style-type: none"> • About Sikhs as one of Wolverhampton’s religious communities 	<ul style="list-style-type: none"> • Recognise that a Gurdwara is a sacred place for Sikhs (All) • Respond simply to the worship of Sikhs in music and with words (All)

<ul style="list-style-type: none"> ▪ Understand the importance of special places in our lives and the lives of others. ▪ Make links between their special place and a sacred religious place, e.g. by discussing what makes mosques or churches special to thousands of people in Wolverhampton. 		<ul style="list-style-type: none"> • That a Gurdwara is a sacred place for Sikh people • About some of the important features of the Gurdwara • About what a Gurdwara feels like and looks like • Why Sikhs welcome everyone to eat at the langar kitchen 	<ul style="list-style-type: none"> • Talk about what we might see in a Gurdwara and the langar (All). • Use correct vocabulary to recall the meanings of some Sikh artefacts (Many) • Suggest simply why people might like to go to the Gurdwara • Suggest what makes Gurdwara a special place for Sikhs (Many) • Talk about why people would volunteer to serve free food in the langar, responding sensitively to ideas about the holiness of a place (Many)
	5	<p><u>1.9 Do Hindus have a special place? What can we learn about it?</u></p> <ul style="list-style-type: none"> • To know about some of the things Hindus do within their families • To find out about some Hindu artefacts that might be found in a home shrine • To think about how Hindu people thank the gods and goddesses in their home worship 	<ul style="list-style-type: none"> • I can identify some features of Hindu life (All). • I can think about Hindus as a religion different from some others. (All) • I can talk about some ways of making a place special (All) • I can respond sensitively to examples of Hindu holy places (Many) • I can label a diagram of a Hindu shrine with some words from a list (Many)

	6	<p><u>1.9 What have we learned about places that are special or holy to different people?</u></p> <ul style="list-style-type: none"> To collect the main ideas of what they have learnt and present information to suggest why only certain places are sacred. To consider the idea of sacred places in increasing depth for themselves 	<ul style="list-style-type: none"> Talk about special places from different religions (All) Suggest why certain places are sacred and to whom (Many) Respond sensitively to the learning (Many)
	7	<p><u>1.9 ASSESSMENT SUGGESTION</u></p> <p>Chose one or perhaps two of the religions as a focus. Give the children a large (A3) keyhole template and ask the children to look through the keyhole into the sacred place and draw and label what they expect to see. Talk about the completed keyholes in circle time asking children to identify and describe what they have illustrated and labelled and why.</p>	

Subject Religious Education– Year 2 – Summer Term 2 MTP (R.E. Unit 1.10)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p>	1	<p><u>1.10 What are our favourite stories?</u></p> <p>Why do we think some stories have lasted 3400 years? (This is the time when Moses’ stories were first told: about 1400 BCE)</p> <ul style="list-style-type: none"> To retell religious stories about Moses that led people to admire and follow him. 	<ul style="list-style-type: none"> Pupils can: Talk about their favourite stories and some other people’s favourite stories (All) Identify why they appreciate a friend or classmate (All) Remember that Jewish people have Moses as their great leader in history (All)

<p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 1.10 Title: What stories about Moses do Jewish and Christian people love to remember?</p> <p>ABOUT THIS UNIT: About this unit: This is a unit about Jewish stories of Moses, which are also holy to Christians. Children learn about Judaism through exploring the main question, what stories about Moses do Jews love to tell? From the baby in the bulrushes, the burning bush, the Passover and Exodus and the Ten Commandments, children learn to explore Jewish ideas and celebrations through active learning. This unit enables pupils to explore, question and respond to the stories, teachings and experience of contemporary inspirational people, leaders, texts, music and the influence of these on the individual. The focus is on developing learners understanding of what makes a good leader, the life of Moses is an example. The teacher’s role as a storyteller is important. Great teaching might here be nothing more than finding five exciting ways to tell 4 great stories and letting the children be imaginative in what follows. One way of doing this, using two lengths of cloth, is described, but there are endless ways of telling stories well</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT:</p> <ul style="list-style-type: none"> ▪ Beliefs, Values and Teaching ▪ Religious practices and ways of life ▪ Questions of Identity, Diversity and Belonging ▪ Questions of Values and Commitments 		<ul style="list-style-type: none"> • begin to show awareness of similarities in Christianity and Judaism noticing that stories of Moses are import 	<ul style="list-style-type: none"> ▪ Respond sensitively to the ideas and comments of other children about stories of Moses (Many)
	<p>2</p>	<p><u>1.10 Why did baby Moses float down the river?</u> Pupils will learn:</p> <ul style="list-style-type: none"> • The Jewish story of how baby Moses was rescued from the river by the Princess of Egypt • They will think about why this story is especially important for Jewish people. 	<ul style="list-style-type: none"> • I can recall the outline of the story (All) • I can talk about what happened to Baby Moses (All) • I can retell the story myself (Many) I can respond sensitively to what happened to Baby Moses (Many)
	<p>3</p>	<p><u>1.10 What did God say to Moses from the bush on fire?</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • ask questions about the feelings and emotions of the story. • recall or retell the story of when Moses was called by God to be a leader. 	<ul style="list-style-type: none"> • I can recall the outline of the story of the Burning Bush (All) • I can talk about what happened to Moses when God spoke to him (All) • I can retell the story myself (Many) • I can respond sensitively to questions about God (Many) • I can suggest simple meanings for symbols such as flames (Many)

<p>Prior learning:</p> <p>This unit will help teachers to enable quality learning in RE by providing them with well worked examples of teaching and learning about stories of Moses and their importance in the Jewish community. Pupils will be enabled explore, question and respond to the life and work of an inspirational leader from the Jewish religion and enjoy some great interactive storytelling. They will be able to think about what makes a leader.</p> <p>Vocabulary: God, Jewish, Judaism, Bible, Torah, Holy Book Miracle Freedom, Bravery, Trust</p>	<p>4</p>	<p><u>1.10 How did Moses lead his people to freedom?</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> To think for themselves about why this story matters To think about freedom To think about God 	<ul style="list-style-type: none"> I can remember my favourite bit of the story (All). I can identify the scary parts of the story (All) I can say who is a 'good' person, and who is a 'bad' person in the story (All) I can retell part of the story (Many) I can respond sensitively to the story by talking about these words: freedom, God, danger, leaders (Many)
<p>At the end of this unit:</p> <p>Many pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> Retell a story of Moses Ask thoughtful questions in relation to the stories and suggest some answers. Suggest some meanings in the stories for Jewish people Identify characters in the stories and answer simple questions about what the person was like respond sensitively to ideas like bravery, freedom, working together or trust in the story. Think for themselves about why these stories have been so popular for 3400 years 	<p>5</p>	<p><u>1.10 How do Jewish people remember the Passover today?</u></p> <ul style="list-style-type: none"> Learn about the 7 symbolic foods that are shared at Passover Think about why this festival has lasted so long and matters so much to Jewish people. Think about the importance of freedom 	<ul style="list-style-type: none"> Name some Pesach symbols from the seder plate (All) Talk about how one of the foods might help someone remember the story of Pesach (All) Suggest a meaning for two of the symbolic Pesach foods (Many) Suggest three things that matter most to a Jewish person when they are remembering the story behind Pesach (Many). Describe the link between a selection of Pesach symbols and the story of Pesach (Some)
<p>All pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> Recall Jewish stories from the Hebrew Bible (Torah/Tenakh) 	<p>6</p>	<p><u>1.10 What were the Ten Rules that God gave to Moses?</u></p> <ul style="list-style-type: none"> Retell the story from the Jewish Bible about 	<ul style="list-style-type: none"> I can remember a part of the story (All) I can retell the story of the Ten Commandments (Many)

<ul style="list-style-type: none"> ▪ Use some religious words to talk about the stories ▪ Talk about what they find interesting and puzzling in the stories ▪ Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism. ▪ Recognise that Holy books contain stories that are special to many people. ▪ Talk about their own experiences and feelings linked with these stories: 		<p>Moses, God and the Ten Commandments</p> <ul style="list-style-type: none"> • To choose one idea from 3 that makes sense of a story, or gives an idea of their own. 	<ul style="list-style-type: none"> • I can suggest what some of the different commandments mean (Many) • I can respond sensitively to making a choice about what is good, suggesting a simple reason for my idea (Many)
	<p>7</p>	<p><u>1.10 ASSESSMENT SUGGESTIONS</u> A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. The activity in the last lesson makes a good assessment task if you need one: ♣ Ask children to choose their favourite bits from each story. You could use the ‘choose one idea from 3’ activity. Set up three zones and ask children to run to the one they agree with. What bit of each story did they like best? o When Mum put the baby in the river / when the princess found the baby / when Miriam got her own mum a job as a nurse! o When the bush burned / when Moses heard God speak / when Moses went back to Egypt o When the Dreadful Angel came / when the people escaped / when the sea parted o When the people walked through the desert / When Moses disappeared up the mountain / when Moses got the Ten Commandments. ♣ Ask children which of these three words they think fits Moses best: o Baby / Runaway / Leader o Scared / Ordinary / Brave o Good listener / Good Fighter / Good Lawgiver o Strong / weak / trusting ♣ And who was the hero of the story: o Miriam / Pharaoh / The Princess? o God or Moses?</p>	

