

<p style="text-align: center;"><u>Autumn 1</u></p> <p style="text-align: center;">Key Theme/Concept – Friendship</p> <p>Special People – who is special in our lives/in religions?</p> <ol style="list-style-type: none"> 1. What special people do children have in their lives? Why are they important? Focus on friends and family. 2. What special religious figures do the children know? (Priests/Vicars/Imams/Rabbis etc.) 3. What special people are there in religious stories (Jesus, Moses etc.)? 4. Who might think of us a special? (Parents/friends/siblings) 5. How should we behave as/to special people? <p>PQ: “What does it mean to be special?”</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p style="text-align: center;">Key Theme/Concept – Gifts and Giving</p> <p>Christmas Story – what do Christians believe about Christmas? What makes a good gift?</p> <p>MAKE MENTION OF DIWALI THIS TERM</p> <ol style="list-style-type: none"> 1. Reading the Christmas story (First half). 2. Reading the Christmas story (Second half). <p>Focus: the gifts given to Jesus by the 3WM.</p> <ol style="list-style-type: none"> 3. What gifts have the children received? What made that a good/bad gift? Story focus (poss. You Won’t Like This Present as Much as I Do! By Lauren Child or Just Right for Christmas by Birdie Black). 4. How do gifts make us feel? 5. What gift would the children choose to have/give if they could have anything? <p>PQ: “What makes a good gift?”</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p style="text-align: center;">Key Theme/Concept – Religions and Rituals</p> <p>New Year celebrations in different religions – how are they celebrated?</p> <ol style="list-style-type: none"> 1. How do the children celebrate New Year at home? In place of discussion of ‘Christian’ celebrations as this isn’t really a thing. <p>2-6 as required (some may need one lesson, some may need two):</p> <p>Celebrating New Year around the world</p> <ul style="list-style-type: none"> -Rosh Hashanah (CBeebies ‘Let’s Go Club’ video) and symbols of the holiday (shofar horn, pomegranate, wine, honey, apples). -Lunar (<i>not Chinese</i>) New Year (CBeebies ‘Let’s Celebrate’ video) and The story of the Great Race. (The Great Race: The Story of the Chinese Zodiac by Dawn Casey). -Nowruz/Norouz (CBeebies ‘Let’s Celebrate’ Video) and <i>Haft Seen</i> table, other celebrations. <p>PQ: “What makes a celebration special?”</p>
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<p style="text-align: center;"><u>Spring 2</u></p> <p style="text-align: center;">Key Theme/Concept – Beginnings and Endings</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p style="text-align: center;">Key Theme/Concept – Caring for Others</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p style="text-align: center;">Key Theme/Concept – Belonging</p>
<p>Easter – what do Christians believe about the end of Jesus’ life? What signs of new life appear in Spring?</p> <ol style="list-style-type: none"> 1, 2. Telling the story of Easter, what were the events of the Easter story? Suggest breaking story into two, possibly up to Jesus’ arrest/death and then talking about resurrection separately. 3. How do Christians remember Easter, how is it celebrated by the children? 4. Link Easter story of rebirth and the signs of new life in Spring. 5. Overflow – can extend Easter story into 3 lessons using this if needed. <p>PQ: “Are endings always a bad thing?”</p>	<p>Stories – a range of parables from different cultures – what morals can these teach us?</p> <ol style="list-style-type: none"> 1. The Lost (Prodigal) Son (Christianity – about how people deserve to be forgiven even when they make mistakes) 2. The Pardon (Judaism – about remembering to forgive our friends, even when we are angry) 3. Bilal and the Butterfly (Islam – about how anything/anyone can become beautiful, and about Allah creating all) 4. The Crow’s Hassle (Sikhism – about how thinking selfishly causes problems, and seeking the right help can solve them) 5. The Gold Giving Serpent (Hinduism – about how greed can cause bad things to happen) 6. The Steadfast Parrot (Buddhism – about staying loyal to a friend even if things are difficult) <p>PQ: “Why do we tell stories?”</p>	<p>Special places – what spaces are special for the children, how do special places make children feel like they belong?</p> <ol style="list-style-type: none"> 1. What places are special to the children (at home, at school, in Brighton, in the world) and why are they special? OCOW: What makes our world special and how can we keep it that way? Explain that most religions have a special building meant for worship that they visit on specific days of the week/festivals. These help members of the religions feel connected to their community. 2. Christian Churches – who are they special to and why? Explain what they look like and what happens there. 3. Jewish Synagogues – as above. 4. Muslim Mosques – as above. 5. Buddhist temples (Vihara/Stupa), Hindu temples (Mandir), Sikh temples (Gurdwara) – as above. <p>PQ: “What makes a place special?”</p>

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<p style="text-align: center;"><u>Autumn 1</u></p> <p style="text-align: center;">Key Theme/Concept – Beginnings and Endings</p> <p>Creation stories – how do people think the world began?</p> <ol style="list-style-type: none"> 1. Christian Bible – creation story from Genesis. 2. Jewish creation story and Rosh Hashanah, ‘Birthday of the Universe’. 3. How would a ‘creator’ want us to treat the world/universe? OCOW: How can we steward (protect) our precious and fragile world, no matter what we believe about its creation? 4. What responsibility do we have to look after the world that we live in? OCOW: What steps could we take in our own lives to protect where we live, locally and in a wider sense? <p>PQ: “How can we protect our world and environment?”</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p style="text-align: center;">Key Theme/Concept – Gifts and Giving</p> <p>MAKE MENTION OF DIWALI THIS TERM</p> <p>Christmas story – why did God send Jesus as a gift to humanity? Why do we give gifts?</p> <ol style="list-style-type: none"> 1. Recapping the Christmas story, reminding them what they learned last year. (2 lessons if needed but not to be taught in too much depth) 2. Discuss that God sent Jesus as a gift to humanity, to help people do good things. 3. What is the point of giving a gift, why do we do it? What outcome do we hope for when we give a gift? 4. In what ways are we following Jesus’ teachings when we give gifts to people? <p>PQ: “Why do we give gifts?”</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p style="text-align: center;">Key Theme/Concept – Friendship</p> <p>Jesus as a friend – how was Jesus a friend to others, even when it was hard?</p> <ol style="list-style-type: none"> 1. David and Johnathan Bible story – importance of staying loyal to friends even when it is difficult. 3. Thinking about times in our lives when we have found it difficult to stay friends with someone (e.g. if they move to another school, if they make new friends too, if an argument happens that makes you cross with them) and how we can or should deal with that. RESILIENCE FOCUS 3. Jesus Calming the Storm Bible story – importance of believing in your friends (in this case Jesus) in difficult circumstances. 4. Thinking about times when we have been helped through something difficult by a friend, or helped a friend through something difficult. (Blindfold activity?) TRUST FOCUS 5. Reflecting on what we have learned, and how to be a good friend. <p>PQ: “What makes a good friend?”</p>
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Spring 2

Key Theme/Concept – Belonging

Jesus in Jerusalem – why was he welcomed in Jerusalem, why did he belong there?

1. Short recap of Easter story, focusing on the arrival of Jesus into Jerusalem and the way he was welcomed initially by the people.
2. Talk about how Jesus was viewed by his followers at the time – they thought of him as a saviour and were excited that he was there. Make comparisons to how people treat modern day celebrities (red carpets, cheering fans etc.) Link with belonging with a community of people who love you (religions, football fans, music concerts etc.)
3. Think about whether Jesus is still important to people now. Is he more/less/equally important and popular? Does everyone think of him as a saviour? What other important religious and non-religious figures do they know about?
4. Discuss the city of Jerusalem as a real place, not just a place from a story. Show it on a map, talk about different religions claiming/sharing the city. All these people belong there – together. Doesn't belong to one singular person or group.

PQ: “How does a person become important?”

Summer 1

Key Theme/Concept – Religions and Rituals

The Shabbat - שַׁבָּת – what rituals take place on the special Jewish day?

- 1/2. What is Shabbat? Talking about what day of the week Shabbat happens on, which religion's special day it is (emphasise that it is celebrated by most Jews not all). Make connections to other sacred (Sabbath, Jummah) and secular special days, e.g. the day they go to granny's house, go swimming.
3. What happens on Shabbat – look at specific examples of the rituals that happen on Shabbat (rules, candles, Shabbat meal). Watch video explaining Shabbat traditions (BBC or Twinkl available).
4. Why is Shabbat on Saturday? 7th day in Jewish week, representing the day when God rested as he was creating the world. Jewish week runs Su, M, Tu, W, Th, F, Sa. Talk about activity rules on Shabbat.
5. The Shabbat Table and Meal – what foods are eaten and how is it presented? Gefilte fish, chicken soup, kugel, cholent, challah. White tablecloths (representing purity) and candles, zemirot songs.

PQ: “How do rituals make a day special?”

Summer 2

Key Theme/Concept – Caring for Others

Yom Kippur - יוֹם כִּפּוּר – how do Jewish people 'atone' for what they do wrong?

1. What is Yom Kippur – the Jewish day of Atonement? When is it celebrated, why is it important? What is YK similar to? (Lent/Easter, New Year's resolutions)
2. What is atonement? Why is it important to seek forgiveness when we do things wrong? How can we show people that we are sorry when we hurt them?
3. How do Jewish people atone for the things that they have done wrong? What rules are there in Judaism that tell them what is right/wrong?
4. Can we only tell we have done something wrong because of a broken rule? What actions are always wrong/always right? How can we care for others by saying sorry?
5. Why is it important to recognise when we have done something wrong, and try to make it better? Can we become good, moral people if we don't make and repair mistakes?

PQ: “Why is it important to try to be better?”

Autumn 1

Key Theme/Concept – Caring for Others

Biblical kindness – how does the Bible give examples of kindness?

1. Discuss (recap) how Jesus taught that love was important above all else, and that kindness to others is an important way of showing love, rather than hate and cruelty. When have we been cruel when we could have been kind?
2. Good Samaritan story, thinking about the kindness displayed in this story. Overcoming differences/hatred and choosing to be kind even though there was risk/a reason not to.
3. Is it easy to be kind? Discuss reasons we might not feel like being kind (linking to Zones of Regulations) or where choosing kindness might be difficult or risky. Generate kindness mantra to remind us to do the right thing.
4. Look at examples of people who chose kindness in history (Christian and non-Christian) or people who fought for kindness over hatred. Links to Black History Month.
5. What kindness do we owe to the Earth, and how can looking after the environment be a form of kindness? Think about the impact that climate change might have on those living in poorer countries or in more vulnerable situations.

OCOW: How can we be kind to each other by taking care of the world we live in? Are we 'Good Samaritans' to the Earth, can we be better?

PQ: "Why must we choose kindness over hate?"

Autumn 2

Key Theme/Concept – Religions and Rituals

How do Christians show love as a result of Jesus' teachings?

1. **Discrete Diwali Lesson – teach before Christmas – What is Diwali, why is it celebrated, how is Diwali celebrated in the UK and abroad.**
2. Discussion of how Christmas is celebrated by the children. What do most Christians believe about Christmas? Why was Jesus sent, what did he teach? Discuss showing love at Christmas via celebrations.
3. Discussion of charity as love at Christmas. Jesus' teachings about charity. What does charity look like at Christmas in a range of religions? Why is charity important, especially at times like Christmas?
4. Showing love for all at Christmas (and all the time). Discuss Jesus' teaching that love should be unconditional. Discuss discrimination etc and how that goes against Jesus' teachings. Discuss difference between love and tolerance or 'putting up. How should we treat all people, how do we ensure that everyone feels loved?

PQ: "Why is it important to love each other?"

Spring 1

Key Theme/Concept – Friendship

The Covenant – what is the relationship between Jews and God?

1. Discussion of how the Covenant came to be – story of Abraham. (Will be avoiding certain irrelevant aspects of this story so as to save time/questions). What did the Jews have to do, and what do they receive from God in return?
2. The personal relationship that Jewish people feel with God as a result of the Covenant. Discuss the feeling of friendship that most Jews feel they have, a relationship of partnership rather than of master/servant.
3. What rules do Jewish people follow as a result of the Covenant? How does the agreement made between Abraham and God affect the lives of modern Jewish people today? Make links to Shabbat taught last year, and talk about some (not all) of the rules of Judaism.
- 4/5. Discuss how agreements and boundaries are important as part of making successful relationships with others. Can you have a friendship without knowing the other person will respect what you want/need and vice versa. Think about boundaries and what a friendship without any might be like. Create agreements between friends to make those relationships respectful and long-lasting.

PQ: "How does agreement make a relationship better?"

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Spring 2

Key Theme/Concept – Gifts and Giving

Easter Story – why did Jesus sacrifice himself for humanity?

1. Short recap of Easter story. Discuss why God, as an all-powerful being, allowed his son to be killed. Make links to the idea of Jesus as a gift from God (Christmas unit), and that Jesus' purpose. Discuss that Jesus and God made a sacrifice (Jesus' death as an example for humans).
2. Discussion of Sin as a Biblical concept – straying from the path laid by God and putting ourselves above God. Talk about Adam and Eve breaking God's rules and creating the idea of Sin and not doing what you are told. Discuss Jesus' death as a gift from God as it gave humanity a 'way out' of Sin.
3. Talk about sacrifices, and how we can make sacrifices in our own lives to become better, make other's lives better or improve the world more generally. Link to giving things up for Lent in the lead up to Easter. How does doing something like giving up chocolate make us better? How can we give a 'gift' to ourselves by making sacrifices?

Next lessons to be taught at teacher discretion:

4. Talk about what happened after Jesus was killed – the Resurrection. Is this what generally happens when people die? What do Christians believe about death and the afterlife? What do other religions believe about the afterlife?
5. Are endings always the end? Talk about the end of school – life goes on after this but it's still an ending, and other such transitions.

PQ: "How can sacrifice be a gift?"

Summer 1

Key Theme/Concept – Belonging

Jewish community – how do the actions/rituals in Judaism create community?

- 1/2. What are some of the actions/rituals that most Jewish people take part in? How does being Jewish affect the life of an average Jewish person? What are they allowed/ not allowed/ required to do? Go into specifics of actual parts of Jewish day-to-day life and how that might look different/similar to someone who follows a different religion, or is not religious. What factors might affect a decision a Jewish person needs to make?
3. How does following the rules/living the lifestyle of a Jewish person demonstrate that person's 'Jewishness' and close relationship with God? Recall previous learning about the Covenant, how Jewish people feel about their relation to God.
4. How might following the rules discussed in the previous lessons make a Jewish person feel closer to other Jews. How does a shared set of values create a community where people feel they belong? How do shared activities bring a group of people together, even across continents or with language/cultural barriers?
5. What shared rituals do we have as a class/school/city/country that bring us as a community? What brings us together? What shared values and ideas do we have as people that help us to all get along?

PQ: "How does sharing bring us closer?"

Summer 2

Key Theme/Concept – Beginnings and Endings

Bat/Bar Mitzvahs – how do Jewish people celebrate the end of childhood and the beginning of adulthood?

1. What is a Bat/Bar Mitzvah? Why are they different for girls and boys? What happens at each kind of ceremony? What is the spiritual meaning of a Bat/Bar Mitzvah and how does it change a Jewish person's life? What similar rites of passage are there in Christianity?
2. What does it mean to be an adult? What different definitions are there according to different people? Is a Jewish boy/girl really an adult because they have had their Bar/Bat Mitzvah?
3. Discussing 'Good Acts' (mitzvot) that Jewish people must begin to engage in once they have become adults. Examples of good acts that are required in Judaism, and charitable work by Jews.
4. What does it mean to be responsible? What changes in our responsibilities to be good people as we get older? Why must we be more aware of our actions as we grow towards adulthood? Is being a child an excuse to be careless/selfish?
5. What 'Good Acts' are required in the world. What people/areas need help and what can we do? **OCOW: What is our responsibility to perform 'Good Acts' for the environment? How does our responsibility change as we get older?**

PQ: "What does it mean to be responsible?"

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