

Living Difference IV syllabus-

Prior Learning-

Year R- Birthdays- Celebrations

Year R- Christmas- Nativity

Year R- Harvest

Year R- Mother's and Father's Day

Year R- Easter

Year 1- Harvest Thanking

Year 1- Journeys

Year 1- Change

Year 1- Paschal's Candles

Year 1- Special Places

Year 1- Krishna

Year 2- Ideas about God

Year 2- Angels

Year 2 Authority

Year 2 Belief

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition ([see Notes](#)). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

Vocabulary:

Rituals, water, performed, compare, John the Baptist, Christian rituals, baptised, Church, important, Hindu

Discussing the word ritual and what rituals they perform at school. Discussing own rituals, the children do using water.

Inquire and Communicate

Discussing the importance of Christian rituals and describing the 3 main parts of the John the Baptist story.

Contextualise

Discussing how Hindu's think and feel when they perform their rituals.

Apply and Evaluate

Snapshot overview

R.E. Medium Term Planning

Year Group: Year 2

Term: Summer 1

Topic: R.E. - Rituals

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify and talk about the concept of ritual.	<p>Circle of enquiry- Inquire and Communicate</p> <p>Children to discuss what they think the word routine means. (something that is done in a fixed order, happens at the same time e.g. lunchtime, going out to play) Discuss routines at school. Can we think of any more? E.g. <i>lining up, register, fruit time, morning jobs, star of the day, star of the week, assembly, spellings</i></p> <p>Teach what they word ritual means. (E.g. a ritual is something that involves a series of actions performed in a fixed order that is spiritual or religious)</p> <p>Share some examples of rituals e.g. going to Church on a Sunday for Christians, lighting candles at a religious altar, special jewellery, pilgrimages, praying.</p>	<p>Create a spider diagram as a class with the routines they can think of that they do inside and outside of school (<i>E.g. food times, getting ready for school, brushing teeth etc.</i>)</p> <p>Ensure a child friendly meaning of the word ritual is included on the poster.</p>	Children to be able to identify what a ritual is.

<p>Sessions 2 and 3</p>	<p>I can outline and describe the importance of following a Christian ritual and why they use water in the baptism ritual.</p>	<p>Circle of enquiry- Contextualise Remind children what a ritual is. Explain that Christians follow important rituals and a baptism is one of these. Explain to the children that we will be listening to a Christian story. Tell the story about John the Baptist: Watch video (link below) Bing Videos Watch videos and discuss. Bing Videos Discuss the importance of Christian ritual of baptism. Ask questions to check understanding of baptism- what happens during a baptism. <i>E.g. would it matter if the family did not take the baby to church for this water ritual? Why/why not? Why is it important to them? Could the baby be a Christian when it is older and go to church even if it has not been baptised?</i></p>	<p>Children to draw a picture of the main 3 parts of the story (beginning, middle and end) with a caption to explain what is happening (Teacher/TA to split books into 3 parts for this lesson)</p> <p>Children needing more support to be given pictures of 3 parts of the story and TA to discuss with them and scribe what they can remember happened in the story.</p>	<p>Children to understand the Christian ritual of baptism.</p>
<p>Session 4</p>	<p>I can outline the importance of following a Hindu ritual.</p>	<p>Circle of enquiry- Apply and Evaluate Remind children of what a ritual is and what an important Christian ritual of a baptism is like and why it is important to Christians. Look at images of Hindus using the River Ganges for ritual bathing. Discuss the rituals identified in the video. Discuss – How do you think Hindus feel when they perform their rituals? Does it look as if the rituals are important to them? How can you tell?</p>	<p>Children in mixed ability groups (on sugar paper/A3 paper) given a picture of Hindus in the river – label how people might be feeling during this ritual (<i>E.g happy because it's my first time, happy because it's my family etc.</i>)</p>	<p>Children to understand the importance of Hindu rituals.</p>

Impact:

To identify what a ritual is.

To understand Christian ritual of baptism.

All children to be able to understand the importance of Hindu rituals.