

Year 1	Term 1	Term 2	Term 3 and Term 6
East Sussex Syllabus	Unit 1.10 What does it mean to belong to a faith community? Make sense of beliefs <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Understand the impact <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Make connections <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	Unit 1.1 God - What do Christians believe God is like? Make sense of beliefs <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians Understand the impact <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Make connections <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	Unit 1.7 Who is Jewish and how do they live? Make sense of belief: <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking and praising and remembering have something to say to them too.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> Do we all belong to something? Is every person valuable? How do some people show they belong to one another? What matters about being in a community? How do Christians / Muslims / Jewish people show they belong? How do Christians celebrate a new baby? How do Muslims celebrate a new baby? 	<ol style="list-style-type: none"> Who is God? Why is He important to Christians? What is a parable. What is the story of the Lost Son? What do Christians believe the parable teaches them. What link do they make to God? What is forgiveness? How is it linked to the parable and why is it important to Christians? 	<ol style="list-style-type: none"> What is important to you? What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat?
Knowledge taught	<ul style="list-style-type: none"> Explore what groups children in school belong to and discuss what they enjoy and why they are important to them Explore symbols of belonging used in Christianity and other religions Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony from another religion Find out how people can show they love someone and that they belong with another person. Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another. Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November. Link this to charitable things we do in school. 	<ul style="list-style-type: none"> Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like. Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples. The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures. What is forgiveness. Why is it important to Christians? What does the parable teach us about forgiveness? How can we forgive others in school or at home? Listen to ‘You Can Hold On’ by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Explain that Christians often talk about there being four main types of prayer: praise, saying ‘sorry’, saying ‘thank you’ and asking for something. Compare with some Christian prayers from today (e.g. The Lord’s Prayer) 	<ul style="list-style-type: none"> As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events. Find out what special objects Jewish people might have in their home (e.g. ‘Through the keyhole’ activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils’ questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils’ questions and help the class to answer them where possible. Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Talk about the People of Israel as God’s Chosen People (sometimes called Favoured People). Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why. Make a mezuzah for the classroom.
Skills used	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.	Story telling, drama, sequencing, frieze framing	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.
Vocabulary to be retained	Tier 2 Christians, groups, symbols, love, believe church Tier 3 Religion, faith, Christianity, Muslims, Judaism, Jewish people, baptism, christening, ichthus, rosary beads, ka’ba, taqiyah, mezuzah, menorah, kiddush cup, challah bread, kippah	Tier 2 - story, special book, Christians, God, Jesus, sorry, thank you Tier 3 Parable, Bible, forgiveness, praise, prayer, gratitude	Tier 2 - Christians, symbol, Jewish people, celebrate, groups, books, scroll, bread, candles, wine, cup, prayer, Bible Tier 3 Judaism, Star of David, belief, faith, Shema, mezuzah, kosher, Old Testament, Synagogue, Shalom Hebrew
Prior learning to recall	What is a Christian? That people are different. That people can have different faiths (religion).	Christianity symbol. That Christians believe in God. That Christians read the Bible. That not everyone is a Christian. That this is what some Christians believe.	That people can belong to different faiths. That different faiths have different symbols. That Christians have celebrations like Christmas and Baptism. That Christians celebrate in special ways to help them remember the importance of God.
Useful links	https://request.org.uk/ https://www.truetube.co.uk/ Christian birth celebration https://www.youtube.com/watch?v=ncFQZV6hMdE https://www.bbc.co.uk/programmes/p01149v1 https://www.youtube.com/watch?v=wS9buE6D7BU https://www.youtube.com/watch?v=hysJSb38mCQ Muslim birth celebration https://www.youtube.com/watch?v=ya5wYKKT4kc https://www.youtube.com/watch?v=ZvHoJvOfxnU Visit from local faith leader to explain what their church does in the community. Eric - Victoria Baptist	https://request.org.uk/ https://www.truetube.co.uk/ https://www.youtube.com/watch?v=X_QCQ5i7NKs https://www.youtube.com/watch?v=KLXSzuaX1Wc https://www.youtube.com/watch?v=vilh36C0kFc https://www.youtube.com/watch?v=yvHxUxjaboE https://www.youtube.com/watch?v=IOGLGovzpR0	https://www.truetube.co.uk/ Judaism https://www.youtube.com/watch?v=2atOT_5xvFw https://www.youtube.com/watch?v=73Wslne-FKg https://www.bbc.co.uk/programmes/p02mx8x7 https://www.youtube.com/watch?v=0VAyIWxDQfk Shema https://www.bbc.co.uk/programmes/p0114z13 Shema https://www.youtube.com/watch?v=9geXjErjvfw Mezuzah https://www.youtube.com/watch?v=ANlgSXC7xzc Mezuzah https://www.bbc.co.uk/programmes/p02mx8pg a boys life Making a mezuzah https://www.youtube.com/watch?v=DiMUYnhDYDo Virtual tour of a Synagogue.
Assessment	Why is community important to people? Can you show different ways that people show they belong to a community? What did Jesus and one other religious leader teach about loving other people? Can you explain what happens at a Christian or Muslim welcome ceremony? Can you describe two ways people express their love and how they belong to each other when they get married? GDS - What do you think is good about being in a community and why is it important for faith com-	Who is God? Why is He important to Christians? What is a parable? Can you retell the Lost Son and recognise a link to God? Can you explain why it is important to Christians? How do Christians put their beliefs into practice? GDS - What can you learn from the parable the Lost Son?	Can you recognize the words of the Shema and explain what it is? Can you retell some stories used in Jewish celebrations? How do they remind Jews of what God is like? How do Jewish people celebrate special occasions? How do they remember God in different ways? GDS - Can you make links or examine differences between Christianity and Judaism?

Year 1	Term 4	Term 5	Term 3 and Term 6
	Unit 1.5 Why does Easter matter to Christians?	Unit 1.2 Creation - Who do Christians say made the world?	Unit 1.7 Who is Jewish and how do they live?
East Sussex Syllabus	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/ Christian Creation 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking praising and remembering have something to say to them too.
Lesson Objectives + Concepts	<ul style="list-style-type: none"> Explore what Incarnation and Salvation mean and what part they have in the 'big story' of the Bible Explore stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Explore how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. What do the children do at Easter? Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> What does creation mean? Who made animals? Why is the creation important to Christians? How do Christians believe the world was made -explore in Bible and as a story. How do Christians thank God for his amazing Creation? What would you ask the creator about their world? Could you ask a Scientist the same questions? 	<ul style="list-style-type: none"> What is Shabbat? What stories do Jewish people tell from the Jewish Bible? Explore the festival of Sukkot. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?
Knowledge taught	<ul style="list-style-type: none"> Explore the language of Incarnation and Salvation. Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago). Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23. Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed). What else happens at Easter time? Discuss the link to Spring and new life. Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy. Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations. Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad. 	<ul style="list-style-type: none"> Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like? Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's In the beginning; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world? Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator. Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live? Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some 'thank you' comments and to give them to the appropriate people. Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator. 	<ul style="list-style-type: none"> Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes. Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)). Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. Sukkot: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; Chanukah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the menorah (seven-branched candlestick) and how the nine-branched chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people. Consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.
Skills used	Sensory story telling, language acquisition games, drama, frieze frames, emotion games, picture sorting games, creativity - Garden of Gethsemane	Sensory exploration, exploring texts, maps and globes, dance, snowball questions, drama, story telling	Role play, visual picture discussions, sensory exploration, creativity preparing for Shabbat with playdough, drama, discussion, language acquisition
Vocabulary to be retained	Tier 2 God, Christians, religion, Easter, Jesus, Bible, Easter Sunday, celebration, death, reborn, Heaven Tier 3 Incarnation Salvation Resurrection Mary Magdalene, disciples, Palm Sunday, Good Friday	Tier 2 God, Christians, religion, world, Bible, beginning Tier 3 Creation, universe, Old Testament, creators, Genesis,	Tier 2 God, religion, Jewish people, celebrations, dinner, precious, Egypt, Israel, festival, harvest, candle, temple, thankful, Jewish Bible, Tier 3 Shabbat, kiddush wine, challah bread, Shabbat candles, kiddush cup, Sabbath, Synagogue, Shalom, Hebrew, Sukkot / Sukkah, Tabernacle, Chag Sameach, Torah, Menorah, chanukiah, reflection, Tenakh
Prior learning to recall	What is a Christian? The symbol of Christianity. What they do at Easter to celebrate. That Jesus died on a cross. Hot cross buns have the cross on.	What is a Christian / Jewish person / Muslim and their symbols. How Christians celebrate special occasions. What is world / globes / maps.	The creation of the world and how God rested on the 7th day - linked to Shabbat. What is Judaism and who are the Jewish people? What is precious to Jewish people.
Useful links	https://www.youtube.com/watch?v=J_E-3BqqeiU https://www.youtube.com/watch?v=Wnbo2AmS3OI https://www.youtube.com/watch?v=StJgYF-Ki8 https://www.youtube.com/watch?v=MK2o-mhBfuc Local Christian vicar to visit the school and explain the importance of Easter	https://www.youtube.com/watch?v=QJzFXVdjGI https://www.youtube.com/watch?v=bLHB_hNk42g https://www.youtube.com/watch?v=yZ1Fd_SPC18 https://www.youtube.com/watch?v=qsQHClXz6VA	Shabbat https://www.youtube.com/watch?v=vjmjZWHXKFY https://www.bbc.co.uk/programmes/p0114xpt https://www.bbc.co.uk/programmes/p02mx9mx Chanukah https://www.youtube.com/watch?v=zsXQfCeMHs8 https://www.youtube.com/watch?v=tstRrJpMT5c
Assessment	What stories are in the Bible linked to Salvation? (Jesus rescuing people) Can you give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter? Can you link the story of Easter to your own views on sadness, hope, Heaven GDS - to make links to their own opinions and those of Christians and give clear reasons why they have these opinions.	Can you simply retell the story of creation from Genesis 1:1–2:3? Can you explain what the story tells Christians about God, Creation and the world ? Can you give examples of how Christians say thank you to God for his creation? Can you ask questions about the amazing world we live in? GDS- Can you make connections between the Christian/ Jewish Creation story and the world you live in?	Can you retell some stories used in Jewish celebrations? How do they remind Jews of what God is like? How do Jewish people celebrate special occasions? How do they remember God in different ways? GDS - Can you explain about reflecting, thanking, praising and remembering for Jewish people, What does reflecting, thanking, praising and remembering have to say about yourself?

Year 2	Term 1	Term 2	Term 3
	Unit 1.6 Who is Muslim and how do they live apart ?(Part 1)	Unit 1.3 Incarnation Why does Christmas matter to Christians?	Unit 1.6 Who is Muslim and how do they live apart ?(Part 2)
East Sussex Syllabus	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Lesson Objectives + Concepts	<ul style="list-style-type: none"> Who is Allah and what faith believes in him? Explore the Shahadah What are the 99 Names for Allah? Explore why the characteristics of God are important to a Muslim 	<ul style="list-style-type: none"> Why is Jesus' birth special to Christians? What is incarnation? What is the nativity story? Gospel of Luke ch 1 and 2 Why was Jesus' birth 'good news'? What is advent? 	<ul style="list-style-type: none"> What do Muslims believe about the Prophet Mohammed? Explore stories about Mohammed What do these Prophet stories teach Muslims? How does it affect their practice? How do Muslims put their beliefs of prayer into good practice?
Knowledge taught	<ul style="list-style-type: none"> Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic. In Islam, the central belief that there is only one God is referred to as 'Tawhid'). Iman means belief, and it is expressed in the words of the Shahadah ('There is no God but Allah; Muhammad is the messenger of Allah'). Find out about the Shahadah, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the adhan, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life. Muslims believe it is impossible to capture fully what God is like, but they use the mentioned 99 Names for Allah to help them understand Allah better. 99 names = 99 attributes of Allah. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would... Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim. <p>Remind pupils that the Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH).</p>	<ul style="list-style-type: none"> Tell some familiar stories about a character who appears to be someone he/she is not (e.g. Beauty and the Beast). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation. Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit? Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/ write sentences to retell the story. Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians. Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring photos. Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus' birthday and that this is important to Christians? Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene, etc.) Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions? 	<p>Remind pupils that the Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH).</p> <ul style="list-style-type: none"> Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see www.natre.org.uk/primary/good-learning-in-re-films). Talk about how these stories might inspire people today. • Revisit the Shahadah – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an, widely celebrated on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.). • Introduce the idea of the Five Pillars as examples of 'ibadah', or 'worship'. Reciting the Shahadah is one Pillar. Another is prayer, 'salah'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.) • Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.
Skills used	Discussion, exploration, role play, creativity, language acquisition, reasoning, team work, inference, making connections	Retelling stories, sensory story walk, creativity of advent, discussion, visits	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.
Vocabulary to be retained	Tier 2 Muslim, God, faith, religion, belief, prayer, Call to Prayer, names, 5 pillars Tier 3 Islam, Allah, Tawhid, Iman, Shahadah, Muhammad, adhan, 99 Names of Allah, calligraphy, Qu'ran, Arabic, attributes	Tier 2 Christians, Christmas, God, Jesus, stable, wreath, candle, calendar, decorations, Book of Luke, Tier 3 Nativity, Gospel, Incarnation, Bethlehem, advent, New Testament	Tier 2 Muslim, God, faith, religion, belief, prayer, Call to Prayer, names, 5 pillars, worship Tier 3 Islam, Allah, Tawhid, Iman, Shahadah, Muhammad, adhan, 99 Names of Allah, Qu'ran 5 pillars, Arabic, ibadah
Prior learning to recall	Exploring different religions (Judaism Christianity) and knowing that people can have different beliefs depending on their faith. Some Muslim festivals (EYFS)	Why is Easter important to Christians? What did Jesus teach Christians?	Exploring different religions (Judaism Christianity) and knowing that people can have different beliefs depending on their faith. Some Muslim festivals (EYFS) Why Allah is important to Muslims. What the Shahada is and how Muslims use it to guide them. What the importance of the 99 Names of Allah.
Useful links	Islam https://www.youtube.com/watch?v=c5c9-1zxPeA Shahadah 5 pillars https://www.youtube.com/watch?v=H9U8T8x1AhQ https://www.youtube.com/watch?v=Z1uYlpD_SyE Learning the shahada https://www.youtube.com/watch?v=t2OepFfxZVI 99 names of Allah https://www.youtube.com/watch?v=iKRg3Ao0Rko 99 names song https://www.youtube.com/watch?v=nCgNmBqnl0k	Gospel of Luke https://www.youtube.com/watch?v=L5m2GE6DFeM https://www.youtube.com/watch?v=0ib2-uPGMpE https://www.youtube.com/watch?v=idnoNAh3O4 Advent https://www.youtube.com/watch?v=3Z93w4NUGVc https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-advent Visit to a local church at Christmas to see how they celebrate	Prophets https://www.youtube.com/watch?v=VMCU9APGVYA Prophet Mohammed https://www.youtube.com/watch?v=2ajXPSEAuys Story of Qu'ran https://www.youtube.com/watch?v=WEEORXFj-lo Prophet and the ants https://www.youtube.com/watch?v=_bn7KIMmwlC The last Prophet Mohammed https://www.youtube.com/watch?v=WEEORXFj-lo How muslims pray https://www.bbc.co.uk/programmes/p02q87r8 The mosque https://www.youtube.com/watch?v=hg_CbiGE9kk https://www.youtube.com/watch?v=GWi7pIHfJl8 https://www.trueTube.co.uk/resource/muslim-prayer/
Assessment	What is the <i>Shahadah</i> and why is it very important for Muslims? How does the Shadah show Muslims what matters to them? Can you identify some of the 99 names of Allah and what they mean? GDS - Think, talk about and ask questions about Muslim beliefs and ways of living	Can you give a clear, simple account of the story of Jesus' birth . Can you explain why Jesus is important for Christians? Can you give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas? GDS Can you ask questions make links about Christmas for people who are Christians and for people who are not.	Can you share a story about the Prophet Mohammed? How do Muslims use these stories to create their beliefs? Give examples of how Muslims put their beliefs about prayer into action. GDS Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Year 2	Term 4	Term 5	Term 6
	Unit 1.8 What makes some places sacred to believers?	Unit 1.4 Gospel What is the ‘good news’ Christians believe Jesus brings?	Unit 1.9 How should we care for the world and for others and why does it matter?
East Sussex Syllabus	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ●Recognise that there are special places where people go to worship, and talk about what people do there ●Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean ● Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> ●Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe ● Give simple examples of how people worship at a church, mosque or synagogue ●Talk about why some people like to belong to a sacred building or a community <p>Make connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ● Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ ● Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians ●Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> ●Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless ●Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> ● Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> ●Identify a story or text that says something about each person being unique and valuable ● Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) ● Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> ●Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories ● Give examples of how Christians and Jews can show care for the natural earth ●Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> ●Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. ● Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Lesson Objectives + Concepts	<ul style="list-style-type: none"> ● Why are some places special to people? What places are special to different religions and why? ● Explore the main features of a place of worship. ● How do people worship at a mosque, church or synagogue? ● What similarities and differences are there? 	<ul style="list-style-type: none"> ● Who were Jesus’ disciples and how did they spread the good news? ● Explore the message of forgiveness and peace in the new testament ● How do Christians spread the ‘good news’ in the community? ● How do Christians say sorry? 	<ul style="list-style-type: none"> ● How does religion teach people that they are special and unique? ● Why is friendship and kindness important? ● How do we care for others? ● How can we say thank you to people who have helped us? ● How does religion teach us to care for our world?
Knowledge taught	<ul style="list-style-type: none"> ●Talk about how the words ‘sacred’ and ‘holy’ are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred? Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords. Talk about why it is important to show respect for other people’s precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways). ●Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners. Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God. ● Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit; synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah, bimah; mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say ‘sorry’ and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur’an in beautiful ways. Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful. <p>Choose 1 religion to compare Visit to a traditional church (St Michael and All Angels or St Marys)</p>	<ul style="list-style-type: none"> ●Ask pupils to come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus’ ‘world-changers’, Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew’s life was changed by his encounter with Jesus, ‘friend of the friendless’. (Compare with story of Zacchaeus, Luke 19:1–10; Matthew becomes one of Jesus’ 12 disciples.) These accounts are part of the ‘Gospel’ of Jesus, meaning ‘good news’. What was the ‘good news’ that Jesus brought? ● Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do? Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that ‘good news’ for Christians? ● Explore some ways in which Christians try to bring Jesus’ ‘good news’ to others. For example, just like Jesus was ‘friend to the friendless’, Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George’s Crypt, Leeds (www.stgeorgescrypt.org.uk). ● Find out how Christians say sorry to God, and receive forgiveness. Sometimes they say sorry in public (see some examples here: bit.ly/2ISR2Vo), sometimes in private (remember the ‘saying “sorry”’ prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say sorry, and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus’ ‘good news’ for Christians. 	<ul style="list-style-type: none"> ●Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as the Golden Rule (David praises God’s creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people. Share why you and / or your friends are unique and what makes them special. ●Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others, how these show ideas of good and bad, right and wrong, e.g. Jesus’ special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The Good Samaritan’ (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4). • Ask pupils to describe their friend’s special qualities, leading to the idea that we all have special skills we can use to benefit others. ●Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. zakah (almsgiving) in Islam; tzedaka (charity) in Judaism. Read stories about how some people or groups have been inspired to care for people by their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area. ●Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a ‘Thank you’ tea party for some helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate to a local charity. • Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ and see if the pupils can suggest when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. ● Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they think this is important for everyone, not just religious believers. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees). <p>Visit from a local charity Organise a thank you party for parent helpers in school</p>
Skills used	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, visits, comparing.	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring emotions, comparing, reflection, making links.	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.
Vocabulary to be retained	<p>Tier 2 Church, worship, praise, God, Christianity, Muslims, Judaism, special, buildings, peace, candles, scrolls, sorry, thank you</p> <p>Tier 3 Sacred, Holy, altar, cross, crucifix, font, lectern, pulpit, Synagogue, ark, Ner Tamid, Torah, tzitzit, tefillin, tallit, kippah, chanukiah, bimah, Mosque, masjid, wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin, forgiveness, gratitude</p>	<p>Tier 2 Stories, good news, peace, followers, friend,</p> <p>Tier 3 Gospel, new testament, disciples, forgive, confession</p>	<p>Tier 2 Care, love, protect, special, friendship, world</p> <p>Tier 3 Unique, charity, creation, universe, tikkun olam, Tu B’shevat</p>
Prior learning to recall	Throughout this unit, make connections with pupils’ prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Jewish symbols are seen in synagogues and the home.	Saying sorry lesson and forgiveness in Year 1. Parables lesson in Year 1 Exploring the Gospel of St Luke in Term 2 and understanding the new testament.	Throughout this unit, make connections with pupils’ prior learning from earlier in year 1: what have they learnt about God’s creation already, and how does this affect how people behave? How are we unique lessons
Useful links	Request.org.uk Inside a synagogue; https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd https://www.youtube.com/watch?v=Zwnr_VLRkC4 https://www.youtube.com/watch?v=9Z_gyc7yG_c Inside a church https://www.youtube.com/watch?v=_FYcyjKtQI https://www.youtube.com/watch?v=KxLir3p9z8U https://www.youtube.com/watch?v=nUcvh3ShgDo Inside a mosque https://www.youtube.com/watch?v=GWl7pHFJl8 https://www.youtube.com/watch?v=hg_CbiGE9kk https://www.youtube.com/watch?v=VR69eWVggr0	The 12 disciples: https://www.youtube.com/watch?v=1EzW-tnZ-Lw Tax collector; https://www.youtube.com/watch?v=0nqIIVTt1bA Forgiveness https://www.youtube.com/watch?v=24o2TF8Sr54 https://www.youtube.com/watch?v=-aEUjlxOK-Y Peace https://www.youtube.com/watch?v=h7g8i5jh4MU Spreading good news www.stgeorgescrypt.org.uk trinitycheltenham.com Sorry in public bit.ly/2ISR2Vo),	Jesus blesses the children https://www.youtube.com/watch?v=QPDL_xFCqhw Psalms 8 youtube.com/watch?v=d_-xvaK4wIw Almsgiving https://www.bbc.co.uk/programmes/p010xbny Charity Judaism https://www.youtube.com/watch?v=GmUHIAIk6vk https://www.youtube.com/watch?v=8YmXghVIYtk Creation Genesis https://www.youtube.com/watch?v=bLHB_hNk42g https://www.youtube.com/watch?v=jB_Nbw0LVo Tikhun Alun https://www.youtube.com/watch?v=R4AfRkxseb4 Tu B’shevat Celebrating trees https://www.youtube.com/watch?v=sHGg7TBXLAW https://www.youtube.com/watch?v=BRHLw9jr9IY
Assessment	I can identify where different religions go to worship. I can explain what people do in their special place. I can identify different objects, actions and symbols that are important to worship in different religions GDS - I can compare 2 different religions and say what is similar and what is different with how they worship their God.	I can recall a story from the Bible and recognise a link with the concept of ‘Gospel’ or good news I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can give 2 examples of how Christians follow the gospels of forgiveness and peace and bring good news to others. GDS: I can make links with how Christians spread their good news and how non religious people also spread kindness and give my reasons.	Why are people unique How is friendship and kindness important? How do we care for others? How do Christians and Jews care for the natural world? GDS: What difference does believing in God make to how people treat each other and the natural world?