

Year 1	Term 1	Term 2
	Unit 1.10 What does it mean to belong to a faith community?	Unit 1.1 <i>God - What do Christians believe God is like?</i>
East Sussex Syllabus	<p>Make sense of beliefs</p> <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. <p>Understand the impact</p> <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). <p>Make connections</p> <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. 	<p>Make sense of beliefs</p> <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 <p>Understand the impact</p> <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) <p>Make connections</p> <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.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> I can discuss the communities I belong to. I know how religious people show they belong? I can explain how Christians celebrate a new baby? I can explain how Muslims celebrate a new baby? 	<ol style="list-style-type: none"> I can explain why God is important to Christians. I can retell the parable of <i>The Lost Son</i>. I can explain the importance of the parable to Christians I can explain why forgiveness is important to Christians.
Knowledge taught	<ol style="list-style-type: none"> Community means friends, family, people and groups that are in your local area. Belong means to be a part of a group. Muslims - a religious faith. Christians - a religious faith. Church / Mosque - a place to worship. Cross - symbol of Christianity. Crescent and star - symbol of Islam that represents progress. Prayer - a way to worship a God. Baptism / Christening - welcoming a child / person into the Christian faith. Font - Where Baptism / Christening takes place. Holy water - water that has been blessed. Cross - made on the baptised person with Holy water. Christians believe water washes away the sin. In the Islamic faith, Muslims welcome babies in a ceremony called the Aqiqah (pronounced Ak-kee-ka) which is usually held on the seventh day after the baby is born. The parents give thanks for the baby. The babies head is shaved to ensure its cleanliness. It will also be given honey to represent the sweetness of the Qur'an. This is when the baby is introduced to family and friends. They celebrate and share a meal together. 	<ol style="list-style-type: none"> Christians believe in God and his son Jesus. They read the Bible to find out what they think God is like. They follow the teachings of God to guide them how to live. They believe that if you follow God and his beliefs that they will live a good life and that they will enter Heaven when they die on Earth. A parable is a story that Jesus told to teach Christians a lesson. The Lost Son (Luke 15:1–2, 11–32) takes his inheritance and goes off and spends it all. His brother stays at home with his Dad and works there. When he cannot afford food to eat the Lost son returns home. His dad is delighted to see him and has a feast to celebrate. The brother is upset. He has been working and kept his money but his dad has never thrown him a feast. His dad explains that he thought he was lost but now he has returned home safe and well. In the parable the Dad is like God. God loves everyone. He forgives his son for making a mistake. He came home and said sorry. If you forgive people you will be happy. Listen to the song ‘You can hold on’ Fischy music. Discuss the message in the song. Christians believe that it is important to forgive so people can learn from their mistakes and become a better person. Link back to parables.
Skills used	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.	Story telling, drama, sequencing, frieze framing, music
Vocabulary to be retained	<p>Tier 2 Christians, groups, symbols, love, belief, church, community</p> <p>Tier 3 Religion, faith, Christianity, Muslims, baptism, christening, mosque, prayer, Aqiqah, Qur'an</p>	<p>Tier 2 - story, special book, Christians, God, Jesus, sorry, thank you</p> <p>Tier 3 Parable, Bible, forgiveness, praise, prayer, gratitude</p>
Prior learning to recall	What is a Christian? That people are different. That people can have different faiths (religion). What is a Muslim.	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.
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	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.fischy.com/search?query=you+can+hold+on
Assessment	<p>Cold task - flipchart - What is your community?</p> <p>Hot task - What is your community and why is it important to people? Brain dump.</p> <p>GDS - How do faith communities make people feel like they belong?</p>	<p>Cold task - Who is God? Post it park it class flipchart.</p> <p>Hot task - Who is God and why is He important to Christians? Mind map.</p> <p>GDS - What can you learn from the parable the Lost Son?</p>

Year 1	Term 3	Term 4
	Unit 1.7 Who is Jewish and how do they live?	Unit 1.5 Why does Easter matter to Christians?
East Sussex Syllabus	<ul style="list-style-type: none"> Make sense of belief: 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. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanu-kah) 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. 	<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.
Lesson Objectives + Concepts	1. I can say what is precious to me. I can recap what is precious to Christians. 2. I can say what is precious to Jewish people. 3. I can explain what a Mezuzah is and why it is important. 4. I can explain what Shabbat is and how they celebrate.	1. I can explain the importance of incarnation and Salvation to Christians 3. I can say what happened on Good Friday. 4. I can say what happened on Easter Sunday. 5. I can explain how we celebrate Easter and the Easter story.
Knowledge taught	1. Precious is something important to you. It does not have to mean lots of money. Something can be precious because it has positive memories or makes you feel safe and happy. My _____ is precious to me because it makes me feel _____. 2. Jewish people follow a religion called Judaism. Judaism is 5,000 years old. Jewish people believe in one God only. They believe that Jesus was not the Son of God but that he was a Rabi and was teaching the Jewish laws. Torah (Tor-ah) Found in RE cupboard Jewish people read the Torah (Jewish Bible) which is written in Hebrew. They read from right to left. Special Torah scrolls found in the Synagogue are written by quills. They are so precious that they use a Yad to touch them. (Means hand in Hebrew). Star of David This the is the Jewish symbol. It is two triangles like a star. Some Jewish people believe the three points relate to God, the Torah and mankind. Other people believe it is God, the universe and mankind. The six points may also relate to the six days that God took to make the world. Challah (Ha-la with a rolling h) Found in RE cupboard. This is special kosher (Hebrew word for fit and proper) bread made by Jewish people to celebrate the start of their day of rest. It has a special Challah board and challah cover and is blessed with a prayer and shared. Candlesticks Found in RE cupboard. Candles are important to Jewish people because they are a symbol of God’s presence. All Jewish celebrations have candles and they are used during Shabbat. The Menorah candle has 9 branches to symbolise the 8 days that their miracle oil lasted. Kippah (Kip-ar) Found in RE cupboard. All Jewish men and boys wear a Kippah which is a skull cap during prayer. Some also wear it at other times. The cap is a sign of respect to God. They recognise that God is more important to them. 3. Mezuzah. The mezuzah is found on all Jewish doorways The Hebrew word means doorpost. Inside the mezuzah is the Shema prayer written in Hebrew on parchment . The Shema is the most important prayer to Jewish people because it reminds them that there is only one God who they love. Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. As they enter the doorway they touch the mezuzah and some Jews will kiss their hand where they touched it. 4. Shabbat. (Shuh-bat) Means a day of rest for Jewish people. They greet each other with Shabbat Shalom meaning peaceful rest. They believe God made the world in six days and rested on the seventh. Shabbat starts from sunset on Friday and lasts until sunset on Saturday. The family gather together to enjoy a meal (like Sunday roast to Christians) and start by blessing the Challah, wine and lighting the candle. It is a day that they do things they wouldn’t do on a normal day. Electricity is like making fire and they wouldn’t do that so there is no electricity used. Food is prepared ahead of time. On Saturday they will go to the Synagogue to listen to the Torah scrolls being read. At the end of Shabbat they light a Havdalah which signifies bringing everyone together. They will drink Kosher wine and have a spice box. Smell the spice, Feel the heat, hear the blessings and taste the wine. Then they are ready to start the new week.	1. Explore the language of Incarnation and Salvation. Incarnation is that God took the human form by becoming Jesus. Christians believe that Jesus was sent to teach us about God and spread the good news. Salvation means that if you make mistakes (like Adam when he took the fruit), God will forgive you and let you enter Heaven. Jesus was sent to save all sinners (people who make mistakes) and spread the message that God will bring peace to all men. 2. 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). This is the most important week to Christians. Palm Sunday - makes the start of Holy Week when Jesus and his disciples rode into Jerusalem on a donkey, to the shouts of “ Hosanna! Blessed is he who comes in the name of the Lord!” Hosanna means help or save. It was a celebration, because people knew that Jesus was coming to rescue them from their sins. He rode on a donkey to show that he was coming in peace. They waved palm leaves to celebrate and threw them on the ground for him to walk on because he was like a King. Christians now give palm leaf crosses on Palm Sunday to remember Jesus. 3. Good Friday - Jesus was killed on the cross. Some Christians believe it is called Good Friday because it showed God’s goodness. It is the day that God forgave everyone for their sins . Jesus’ body was placed in a tomb and guarded. Christians have a cross as their symbol. Recap to Star of David and where it is seen. Hot cross buns are traditionally eaten at Easter and have a cross on them. It is a sad day for Christians and the church is not decorated. 4. Easter Sunday - is a happy day as Christians believe that Jesus was resurrected . Christians believe that this shows that death is not the end. Jesus’ disciples found the tomb was empty. Mary Magdalene witnessed that Jesus was resurrected. She told the story to his disciples. Churches are decorated and Christians celebrate. 5. Links to Spring and new life. Connect the idea of eggs, new life and the belief in Jesus’ resurrection. 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.
Skills used	Role play, visual picture discussions, sensory exploration, creativity preparing for Shabbat with playdough, drama, discussion, language acquisition	Sensory story telling, language acquisition games, drama, frieze frames, emotion games, picture sorting games, creativity - Garden of Gethsemane
Vocabulary to be retained	Tier 2 - Christians, symbol, Jewish people, celebrate, groups, books, bread, candles, wine, cup, prayer, Bible. Tier 3 Judaism, Star of David, belief, faith, Shema, mezuzah, kosher, Old Testament, Synagogue, Shalom, Havdalah, Shabbat, Torah, Kippah	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, Easter Sunday, Hosanna,
Prior learning to recall	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. That Christians have precious things like the Bible, the cross, Jesus.	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.
Useful links	Shabbat https://www.youtube.com/watch?v=vjmjZWHXKY 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 Virtual tour of a synagogue https://www.youtube.com/playlist?list=PLhQpDGfX5e7BGqzqTkQvccgNPKbUNGuQS	https://www.youtube.com/watch?v=J_E-3BqqeiU https://www.youtube.com/watch?v=Wnbo2AmS3OI https://www.youtube.com/watch?v=StIJgYF-Ki8 https://www.youtube.com/watch?v=MK2o-mhBfuc Palm Sunday - Dan the donkey https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-easter-palm-sunday-dan-the-donkey/zsc2dp3 Easter Sunday https://request.org.uk/resource/festivals/holy-week-and-easter/what-is-the-resurrection/ Local Christian vicar to visit the school and explain the importance of Easter
Assessment	Cold task - What is precious to Jewish people? - (four box) Hot task repeated with high tier language and understanding. GDS - What similarities and differences can you recognize between Judaism and Christianity?	Cold task - Why is Holy week important to Christians? Spider-gram Hot task - repeated cold task GDS - Why is salvation important to Christians?

Year 1	Term 5	Term 3 and Term 6
	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">Retell the story of creation from Genesis 1:1–2:3 simplyRecognise that ‘Creation’ is the beginning of the ‘big story’ of the BibleSay 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 worldGive 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 prayerRe-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 liveGive 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 ideasGive a good reason for their ideas about whether reflecting, thanking praising and remembering have something to say to them too.
Lesson Objectives + Concepts	<ol style="list-style-type: none">I can explain why the creation important to Christians?I can explain how Christians believe the world was made.I can explain how Christians thank God for his amazing Creation?I can ask questions about the creation.	<ol style="list-style-type: none">I can explain what Shabbat is.I can explore stories from the Jewish Bible.I can explain the story of Chanukah.I can explain how Jewish people celebrate Chanukah.
Knowledge taught	<ol style="list-style-type: none">A creator makes things. An engineer can create bridges. A baker can create cakes. A builder can create houses. Who would create the world? Many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God.Genesis 1: a story that tells Christians and Jews about how God made the world.Christians thank God for the world they live in. They thank him through worship, prayer. “Precious Father, thank You for allowing us to benefit from the beauty of all that Your hand has created. Thank You for our seas, forests, and skies. Thank You for all the beautiful and fragrant plants, and for the power and wonder of every animal. Thank You for the seasons and the rains that keep our earth reproducing.” Christians say grace before eating to thank God for the food we eat. Harvest is a celebration of thanks for the food. Christians often donate foods at this time to those less fortunate.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 re similar or different questions about our amazing Uni-verse if there is no creator.	<ol style="list-style-type: none">Recap the objects of importance for Shabbat. (see Term 3) Some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). Shabbat. (Shuh-bat) Means a day of rest for Jewish people. They greet each other with Shabbat Shalom meaning peaceful rest. They believe God made the world in six days and rested on the seventh. Shabbat starts from sunset on Friday and lasts until sunset on Saturday. The family gather together to enjoy a meal (like Sunday roast to Christians) and start by blessing the Challah, wine and lighting the candle. It is a day that they do things they wouldn’t do on a normal day. Electricity is like making fire and they wouldn’t do that so there is no electricity used. Food is prepared ahead of time. On Saturday they will go to the Synagogue to listen to the Torah scrolls being read. At the end of Shabbat they light a Havdalah which signifies bringing everyone together. They will drink Kosher wine and have a spice box. Smell the spice, Feel the heat, hear the blessings and taste the wine. Then they are ready to start the new week.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)). 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 todayChanukah. (Ha-nuh-kah) (also spelled Chanukah or Chanukkah) is a Jewish holiday that lasts for eight nights and usually oc-curs in December. It is also known as the Festival of Lights. Hanukkah celebrates a military victory of the Jews over foreign rul-ers. The menorah (seven-branched candlestick) may symbolise the creation. Chanukiah (nine-branched) links to the story of Chanukah and has an extra light that is separate. There was only one small cruse of pure oil, enough to light the menorah in the Temple for one day. But it lasted eight days, in time to produce new pure oil and the menorah was able to remain lit and never burn out. This miracle is attributed to God and the faith that the Jews had in GodJewish people celebrate Chanukah through music, food, and family and friends. Children play with driedels. The most im-portant part of each day is lighting the menorah. Chanukah is light over darkness. Focus on good over bad. Add light to darkness and things will be better. They will eat special foods like sufganiyot (similar to jelly donuts) and latkes (fried potato pancakes) because they are fried in oil.
Skills used	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	<p>Tier 2 God, Christians, religion, world, Bible, beginning</p> <p>Tier 3 Creation, universe, Old Testament, creators, Genesis,</p>	<p>Tier 2 God, religion, Jewish people, celebrations, dinner, precious, festival, harvest, candle, temple, thankful, Jewish Bible,</p> <p>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</p>
Prior learning to recall	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. Shabbat and the importance of Challah, candles, kiddush cup.
Useful links	<p>https://www.youtube.com/watch?v=QJjzfXVdjGI</p> <p>https://www.youtube.com/watch?v=bLHB_hNk42g</p> <p>https://www.youtube.com/watch?v=yZ1Fd_SPC18</p> <p>https://www.youtube.com/watch?v=qsQHClXz6VA</p>	<p>Shabbat https://www.youtube.com/watch?v=vjmjZWHXKFY</p> <p>https://www.bbc.co.uk/programmes/p0114xpt</p> <p>https://www.bbc.co.uk/programmes/p02mx9mx</p> <p>Chanukah https://www.youtube.com/watch?v=zsXQfCeMHs8</p> <p>https://www.youtube.com/watch?v=tstRrJpMT5c</p>
Assessment	<p>Cold task - How was the world made? - seven box</p> <p>Hot task - as above with clear understanding of what was made on the different days and where the story comes from.</p> <p>GDS- Can you make connections between the Christian/ Jewish Creation story and the world you live in?</p>	<p>Cold task - What do you know about Judaism and Jewish celebrations? (from previous learning). Brain dump.</p> <p>Hot task - repeated to show even more knowledge.</p> <p>GDS - What are the similarities and differences between Jewish and Christian celebrations and beliefs?</p>

Year 2	Term 1	Term 2
	Unit 1.6 Who is Muslim and how do they live apart ?(Part 1)	Unit 1.3 Incarnation Why does Christmas matter to Christians?
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.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> 1. I can explain the faith Islam. 2. I know who Allah is and what faith believes in him. 3. I know what the Shahadah. 4. I know why there are 99 Names for Allah. 5. I can explain the importance of the characteristics of Allah to Muslims. 	<ol style="list-style-type: none"> 1. I know the importance of incarnation at Christmas to Christians 2. I can retell the nativity story 3. I know why Jesus’ birth was ‘good news’ to Christians 4. I can explain the importance of advent to Christians
Knowledge taught	<ol style="list-style-type: none"> 1. Islam is the oldest religion. The symbol is a crescent moon and star. Followers are called Muslims. They believe in Allah (Arabic for God). The worship in a Mosque. They read a special book called the Qur’an. 2. 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’). Muslims believe that there is “harmony between God and the world and when everything submits to Allah we have peace.” To be a Muslim is to submit willingly to God – to allow Allah to guide them through life. Muslims are the fastest growing religion. 3. 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’). 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. Remind pupils that the Shahadah says Muhammad is God’s messenger (many Muslims say ‘Peace be upon him’ after his name – or write PBUH). 4. 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. Ar-Rahman is probably one of the most well known of Allah's 99 names which translates to 'the most beneficent', 'the kindest and most giving', 'the most gracious' and 'the infinitely good'. Calligraphy is writing with a quill and making patterns that mean words. 	<p>1. Incarnation means ‘God in the flesh’ Jesus was born to be a special person to Christians. He was not a normal baby. They believe Jesus is the Messiah who was sent to save our sins (mistakes). Christians believe that Christmas is not only a celebration of Jesus’ birthday. But also a celebration of when God became a part of mankind. Therefore Christmas is a celebration of the incarnation. Other religions eg Judaism believe that Jesus was a Rabi and not the Messiah of God. Therefore they do not celebrate Christmas.</p> <p>2. Luke Ch 1 and 2 shares the story of the birth of Jesus as told in the bible. Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary.</p> <p>3. Luke’s story talks about Jesus’ birth being ‘good news’. Good news relates to the Messiah of God being born. Christians believe he has been sent to Earth to show Christians what God is like and how they should live their lives.</p> <p>4. Advent comes from the Latin word ‘coming.’ It is the Christian preparation of the nativity and the second coming of Christ. Some Christians may use this time to read the Bible and to pray and reflect. It is the four week period leading up to Christmas. There are four candles - one lit each Sunday leading up to Christmas. They represent hope, peace, love and joy because they are important to Christians.</p>
Skills used	Discussion, exploration, role play, creativity, language acquisition, reasoning, team work, inference, making connections	Drama, sensory story walk, creativity of advent, discussion, visits
Vocabulary to be retained	<p>Tier 2 God, faith, religion, belief, prayer, Call to Prayer</p> <p>Tier 3 Islam, Muslim, Allah, Tawhid, Iman, Shahadah, Muhammad, 99 Names of Allah, calligraphy, Qu’ran, Arabic</p>	<p>Tier 2 Christians, Christmas, God, Jesus, stable, candle, calendar, decorations, Book of Luke, Good news, sins, mankind</p> <p>Tier 3 Nativity, Gospel, Incarnation, Bethlehem, advent, New Testament, Gabriel, Messiah,</p>
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) What Christians and Jewish people believe are important to them. How other faiths celebrate and worship. Year 1 will have touched upon the symbol of Islam and discussed the religion in general but not specific terms.	Why is Easter important to Christians? What did Jesus teach Christians? The importance of incarnation and salvation to Christians. The story of Easter - Palm Sunday, Good Friday, Easter Sunday. This is the most important celebration for Christians.
Useful links	<p>Islam https://www.youtube.com/watch?v=c5c9-1zxPeA</p> <p>Shahadah 5 pillars https://www.youtube.com/watch?v=H9U8T8x1AhQ</p> <p>https://www.youtube.com/watch?v=Z1uYlpD_SyE</p> <p>Learning the shahada https://www.youtube.com/watch?v=t2OepFfxZVI</p> <p>99 names of Allah https://www.youtube.com/watch?v=iKRg3Ao0Rko</p> <p>99 names song https://www.youtube.com/watch?v=nCgNmBqn10k</p>	<p>Gospel of Luke https://www.youtube.com/watch?v=L5m2GE6DFeM</p> <p>https://www.youtube.com/watch?v=0ib2-uPGMpE</p> <p>https://www.youtube.com/watch?v=-idnoNAh3O4</p> <p>Advent https://www.youtube.com/watch?v=3Z93w4NUGVc</p> <p>https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-advent</p> <p>Visit to a local church at Christmas to see how they celebrate</p>
Assessment	<p>Cold task - What is a Muslim and what do they believe in? - Brain dump</p> <p>Hot task - What do Muslims believe in? Brain dump</p> <p>GDS - To make links and observe differences between Muslims and other faiths.</p>	<p>Why is Christmas important to Christians?</p> <p>Cold task - mind map</p> <p>Hot task - mind map</p> <p>GDS Why is incarnation so important to the Christian faith?</p>

Year 2	Term 3	Term 4
	Unit <i>1.6 Who is Muslim and how do they live apart ?(Part 2)</i>	Unit <i>1.8 What makes some places sacred to believers?</i>
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 de-scription 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 Prophetto 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 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:</p> <p>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</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>
Lesson Objectives + Concepts	<ol style="list-style-type: none"> 1. I know the importance of the Prophet Muhammad to Muslims. 2. I can retell a story about Muhammad. 3. I can discuss what these Prophet stories teach Muslims. 4. I can explain the importance of prayer to Muslims. 	<ol style="list-style-type: none"> 1. I can explain why places are special to different religions and why. 2. I can explain the features of a place of worship. 3. I can explain how people worship at a mosque, church or synagogue. 4. I can recognize the similarities and differences between places of worship.
Knowledge taught	<ol style="list-style-type: none"> 1. Remind pupils that the Shahadah says Muhammad is God’s messenger (many Muslims say ‘Peace be upon him’ after his name – or write PBUH). 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. 2. 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). The Boy who threw Stones at trees. A boy threw stones at a date tree. He was taken to the Prophet who explained that he was hurting the tree, the farmer and should be patient and wait for them to drop. Dates are important to Muslims and they will always be the first food they eat to break their fast. 3. Discuss what the word moral means. Link to parables which teach people an important message of Christianity. Muslims believe you must submit to God and then there is peace and harmony in the world. The stories of the prophet help Muslims to be kind, patient, thoughtful. What lessons could these stories teach us? 4. Muslims try to pray regularly (five times a day). They face Mecca (capital of Islam). They hold their hands palms up and open side by side. They do movements in a set order as they recite the prayers. Only the palms, knees, forehead and nose touch the ground at the end. Prayer is a form of worship to Muslims. They don’t sing like Christians but recite prayers. 	<ol style="list-style-type: none"> 1. Sacred and Holy places mean they are linked to God. These words are often used to describe places of worship and objects within. Recap on precious / sacred objects that have previously been taught - Islam - Mosque, Judaism - Torah, Synagogue, Star of David, Kippuh, mezuzah, shema Christianity - Bible, church, cross, alter, font. They are sacred and special because they make them feel closer to their God and help them to follow their faith through prayer and worship. 2. Christianity - Church - place of Christian worship. Alter - table where the bread and wine are blessed. It is the focal point of the church. Cross - symbol of Christianity that can be seen in different ways eg with Christ at the crucification (crucifix) or just as a simple cross. Lecturn - where the Bible is read from. Pulpit - where the vicar or priest delivers their sermons. Islam - Mosque place where Muslims worship. Mihrab - a niche indicating the direction of Mecca. It is the focal point of the Mosque. Mecca - holiest city in Islam. Muslims always face Mecca when praying. Minaret - comes from the Arabic word meaning lighthouse. Tallest part of the building where the Muslim crier calls people to pray. Place to wash. Before prayer, Muslims perform ritual washing (wudu) so they are clean and sacred. Dome - placed over the prayer area as a symbol of Heaven and sky. Prayer hall - or Musallah is where they sit to pray. Men and women pray separately. Prayer mat - it is important for Muslims to be clean for prayer. The prayer mat provides a clean space between floor and prayer. Minbar - where a Imam goes to deliver a sermon. 3. Prayer - talking to God to say thank you, ask for guidance or support. Christians sing hymns to praise God. They pray in a group and stay still either kneeling or standing as they pray . Muslims do not use music as much but use their voice in the call for prayer, and reciting the Qur’an. They pray as a group and physically move as they pray. They always pray facing Mecca.
Skills used	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.	Discussion, team work, language acquisition and matching games, understanding, making connections, exploring, visits, comparing.
Vocabulary to be retained	<p>Tier 2 Muslim, God, faith, religion, belief, prayer, Call to Prayer, names, 5 pillars, worship</p> <p>Tier 3 Islam, Allah, Tawhid, Iman, Shahadah, Muhammad, adhan, 99 Names of Allah, Qu’ran 5 pillars, Arabic, ibadah</p>	<p>Tier 2 Church, worship, praise, God, Christianity, Muslims, Judaism, special, buildings, peace, candles, scrolls, cross</p> <p>Tier 3 Sacred, Holy, altar, crucifix, font, lecturn, pulpit, Mosque, masjid, wudu, Qur’an, prayer mat, dome, Mihrab, Mecca, minaret</p>
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 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.	Previous learning about Christianity and Islam. Understanding about worship and prayer. Visit to a church in previous year group.
Useful links	Prophets https://www.youtube.com/watch?v=VMCU9APGVYA Prophet Mohammad 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 Mohammad 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=GWi7pHFJI8 https://www.truetube.co.uk/resource/muslim-prayer/	Request.org.uk 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=_FYcjyKtQI https://www.youtube.com/watch?v=KxLir3p9z8U https://www.youtube.com/watch?v=nUcvh3ShgDo Inside a mosque https://www.youtube.com/watch?v=GWi7pHFJI8 https://www.youtube.com/watch?v=hg_CbiGE9kk https://www.youtube.com/watch?v=VR69eWVggr0 Explore a mosque BBC teach https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg#:~:text=The%20simplest%20mosque%20would%20be,feature%20has%20its%20own%20significance. Virtual tour of a place of worship https://www.youtube.com/playlist?list=PLhQpDGfX5e7BGqzqTkQvccgNPKbUNGuQS School visit to our local church - Victoria Baptist Church.
Assessment	Why are the stories of the Prophet Mohammad important to Muslims? Cold task - flipchart class brain dump Hot task - mind map <p>GDS What lessons do Muslims learn and how does it affect what they do?</p>	What are the features of a place of worship? Cold task - Identifying features of different religious places of worship. Hot task - Identifying features of different religious places of worship and explain their importance. <p>GDS - I can compare 2 different religions and say what is similar and what is different with how they worship their God.</p>

Year 2	Term 5	Term 6
	Unit 1.4 <i>Gospel What is the ‘good news’ Christians believe Jesus brings?</i>	Unit 1.9 How should we care for the world and for others and why does it matter?
East Sussex Syllabus	Make sense of belief: <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 Understand the impact: <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) Make connections: <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	Make sense of belief: <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 Understand the impact: <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 Make connections: <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	<ol style="list-style-type: none">1. I know who Jesus’ disciples were and how they spread the ‘good news.’2. I can explain how Christians spread the ‘good news’ in the community?3. I can explain the importance of forgiveness and peace in the new testament4. I can explore ways that Christians say ‘sorry’.	<ol style="list-style-type: none">1. I can explain how religion teach people that they are special and unique.2. I can explain why friendship and kindness are important.3. I can explain how we can care for others.4. I can think of ways to say thank you to people who have helped us.5. I can discuss how religion teaches us to care for our world.
Knowledge taught	<ol style="list-style-type: none">1. Gospel means spreading good news about God. To teach the stories of Jesus and God. The Disciples were followers of Jesus who listened to his lessons. They then went out to teach others about God. The 12 disciples may also be called the 12 apostles. The Bible shares lots of stories about Jesus and his disciples. These stories are part of the ‘Gospel’ of Jesus, meaning ‘good news’. They preached to others that God would be their salvation. That he could save them and they would go to Heaven.2. Christians spread Good news in the community in church by reading stories from the Bible, worshiping God through prayer and song. They also try to help others like Jesus did and have charities like Christian Aid or the Salvation Army to help people less fortunate. They will follow the teachings of God and always be kind, patient and helpful to others.3. Forgiveness is when we accept that others have made mistakes or been unkind. Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Forgiveness can help people to feel peace. John 14:27 Jesus promises his followers peace. 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?4. It is important for Christians to 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.	<p>1 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 Psalm 8 (David praises God’s creation and how each person is special in it). Non religious people can also share these beliefs. They also want to treat people with kindness and respect. Treat others how you want them to treat you.</p> <p>2. There are benefits (positives) and responsibilities (ways you should behave or things you should do) of friendship and the ways in which people care for others. Share non religious book characters as examples Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and 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). We all have different skills that can help others.</p> <p>3. Some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. zakah (almsgiving) in Islam where Muslims give their money to people less wealthy; tzedaka (living in a way that is right and just) in Judaism where they support and guid those less fortunate. Some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, the Catholic aid agency CAFOD; non-religious charities e.g. WaterAid, Oxfam Eastbourne Foodbank. Old Town Library, Holding Space.</p> <p>4. We can say thank you by writing a letter, saying it to someone, raising money for a charity, giving them a small gift like flowers, or doing something special for you. How could you say thank you to the special helpers that have done so much for you?</p> <p>5. Recall earlier teaching about Genesis 1: remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which 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). It is important for everyone to care for the world - not just religious people. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees). How could you care for your environment?</p> <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 emotions, comparing, reflection, making links.	Discussion, team work, language acquisition, creativity, understanding, making connections, exploring, drama, reasoning.
Vocabulary to be retained	Tier 2 Stories, good news, peace, followers, friend, sorry Tier 3 Gospel, new testament, disciples, forgive, confession	Tier 2 Care, love, protect, special, friendship, world, kindness, respect Tier 3 Unique, charity, creation, universe, tikkun olam, Tu B’shevat, zakah, tzedaka
Prior learning to recall	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 and creation already, and how does this affect how people behave? How are we unique lessons
Useful links	The 12 disciples: https://www.youtube.com/watch?v=1EzW-tnZ-Lw Tax collector; https://www.youtube.com/watch?v=0nqlIVTt1bA 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 Psalm 8 youtube.com/watch?v=d_-xvaK4wIw Almsgiving https://www.bbc.co.uk/programmes/p010xbny Charity Judaism https://www.youtube.com/watch?v=GmUHlAlk6vk https://www.youtube.com/watch?v=8YmXghVIYtk Creation Genesis https://www.youtube.com/watch?v=bLHB_hNk42g https://www.youtube.com/watch?v=jB_Nbwc0LVo Tikhun Alun https://www.youtube.com/watch?v=R4AfRkhseb4 Tu B’shevat Celebrating trees https://www.youtube.com/watch?v=sHGg7TBXLAW https://www.youtube.com/watch?v=BRHLw9jr9IY
Assessment	What is the importance of ‘Good news’ to Christians and how do they share it? Cold task - flip chart - class brain dump Hot task - retrieval clock 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 is it important to care for our world and the people who live in it? Cold task - Mind map Hot task - Mind map GDS: What difference does believing in God make to how people treat each other and the natural world?