



## ***RE MATTERS FOR EVERY CHILD***

### **Essex scheme of work for RE at Key Stage 1**

*The modules are in the following order. If you click on the title in the column at left, you will be taken straight to it.*

**Year 1 modules** (in the order in which they are designed to be taught – 2 modules per term):

- Special people (additional focus: Judaism)
- Special words and stories (additional focus: Hinduism)
- Special symbols and objects (additional focus: Sikhism)
- Special things in nature (additional focus: Islam)
- Special ways of living (additional focus: Buddhism)
- Special places (additional focus: Islam)

**Year 2 modules** (in the order in which they are designed to be taught – 2 modules per term):

- Special things in nature (additional focus: Judaism)
- Special people (additional focus: Buddhism)
- Special ways of living (additional focus: Islam)
- Special words and stories (additional focus: Judaism)
- Special symbols and objects (additional focus: Sikhism)
- Special places (additional focus: Hinduism)

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**Essex scheme of work for RE at Key Stage 1**

**Module overview**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	(a)	(b)	(a)	(b)	(a)	(b)
<b>Year 1</b>	Special people	Special words and stories	Special symbols and objects	Special things in nature	Special ways of living	Special places
	<i>Additional focus: Judaism</i>	<i>Additional focus: Hinduism</i>	<i>Additional focus: Sikhism</i>	<i>Additional focus: Islam</i>	<i>Additional focus: Buddhism</i>	<i>Additional focus: Islam</i>
<b>Year 2</b>	Special things in nature	Special people	Special ways of living	Special words and stories	Special symbols and objects	Special places
	<i>Additional focus: Judaism</i>	<i>Additional focus: Buddhism</i>	<i>Additional focus: Islam</i>	<i>Additional focus: Judaism</i>	<i>Additional focus: Sikhism</i>	<i>Additional focus: Hinduism</i>



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## ***RE MATTERS FOR EVERY CHILD***

### **Essex scheme of work for RE at Key Stage 1**

Year 1 module

#### **SPECIAL PEOPLE**



#### **Main foci:**

- **Personal experience (learning from religion)**
  - What makes me 'special'?
  - Which people, family/friends are 'special' to me, and why?
  - How do we make people feel 'special' at special times, e.g. birthdays?
- **Christianity**
  - What pictures and stories show that Jesus is a special person for Christians?
  - What pictures of 'special' people do some Christians have in their homes?
  - How do Christians remember Jesus as a 'special' person at Christmas?

#### **Additional focus:**

- **Judaism**
  - What stories do Jews tell about Moses as a special person?
  - How do Jews remember Moses as a special person at Pesach (Passover)?

Essex scheme of work for RE at Key Stage 1

**SPECIAL PEOPLE (Year 1)**

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What makes me 'special'?</b></p>	<p>Specialness (i.e. distinctiveness)</p>	<p>I can... talk about what makes me 'special' and what makes others 'special' (AT 2 Level 1)</p>	<ul style="list-style-type: none"> <li>Using 'discussion partners' and mirrors, ask the children to discuss distinctive features of hair/eyes/height. Ask the children to draw themselves or their partner. Display the pictures for small group/class discussion.</li> <li>Discuss what is 'missing' when just looking at a picture of a person, e.g. their sense of humour, kindness, helpfulness, being a good friend; qualities which make that person 'special'. Identify words and symbols to represent these qualities. Display the original pictures on backing sheets and invite the children to add words/symbols around each drawing to show each child's 'specialness'.</li> </ul>	<p>Literacy</p> <p>Personal, social and emotional development</p>
<p><b>Which people, family/friends are 'special' to me, and why?</b></p>		<p>I can... respond sensitively to my own and others experiences of 'specialness' (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>Invite the children to bring in photographs of their family/a family member/pet, or to paint/draw pictures. Display with words/symbols to explain 'specialness'.</li> </ul>	

<b>How do we make people feel 'special' at special times, e.g. birthdays?</b>	Rituals Symbols		<ul style="list-style-type: none"><li>• Identify ways of making people feel special, e.g. making/sending cards or presents, special actions such as giving a hug. Ask the children to choose a way of showing someone they are special during the next week.</li></ul>	
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2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What pictures and stories show that Jesus is a special person for Christians?</b></p> <p><b>What pictures of 'special' people do some Christians have in their homes?</b></p>	<p>Jesus, a special person for Christians</p> <p>Symbolism in art</p> <p>Saints Icons Pope</p>	<p>I can...</p> <p>recognise Jesus as a special person for Christians in religious art (AT1 Level 1)</p> <p>describe how paintings show the importance of Jesus for Christians (AT1 Level 2)</p>	<p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>Select 2/3 pictures of Jesus (from books, stained glass windows, posters, cards). Tell the story depicted and discuss the qualities of Jesus depicted by the artist. Appropriate stories would be: Jesus welcoming the children (Matthew 19:13-15; Luke 18:15-17) or Jesus calming the disciples/stilling the storm (Matthew 8:23-27; Luke 8:22-25). Ask the children to choose one story/picture to represent Jesus' 'specialness' in their own painting. Devise titles and captions.</li> <li>Invite the children to share religious images which might be displayed in their homes, e.g. Jesus, Mary, Christian saints or the Pope. Some may reflect different cultural representations, e.g. Orthodox icons. Tell the stories of the figures portrayed or create a 'factfile' of 3 important 'facts' about each image.</li> </ul>	<p>Literacy</p> <p>Creative arts</p> <p>Cultural development</p>

<p><b>How do Christians remember Jesus as a 'special' person at Christmas?</b></p>	<p>Christmas Incarnation Light as a symbol</p>	<p>I can ...  identify how the 'specialness' of Jesus for Christians is expressed on Christmas cards (AT1 Level 2)</p>	<ul style="list-style-type: none"><li>• Remind the children that Christians will celebrate Jesus as a special person at Christmas time. Show examples of Christmas cards illustrating different aspects of the birth stories, e.g. the stable scene, the visit of the shepherds, the visit of the Wise Men. Discuss features which show Jesus as 'special'. Prompt the children to look for different representations of the nativity stories as cards appear in the shops.</li></ul>	
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Essex scheme of work for RE at Key Stage 1

**SPECIAL PEOPLE (Year 1)**

**3. Judaism**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What stories do Jews tell about Moses as a special person?</b>	Special stories about special people	I can...  retell the story of Moses through words or pictures (AT1 Level 2)	<ul style="list-style-type: none"> <li>Tell the story of the birth of Moses (Exodus 2:1-10). There are three main episodes in the story:               <ol style="list-style-type: none"> <li>Moses' mother places him in a basket and floats it down the river, his sister watching.</li> <li>Pharaoh's daughter finds Moses and 'adopts' him.</li> <li>His mother, a slave, helps to bring him up.</li> </ol> </li> <li>Ask the children to retell the story in pictures/captions or through drama.</li> </ul>	Literacy
<b>How do Jews remember Moses as a special person at Pesach (Passover)?</b>	Festival of Pesach Food as a symbol (having a special meaning)	I can...  identify how special foods remind Jews of special people and stories (AT1 Level 2)	<ul style="list-style-type: none"> <li>Tell the story of how Moses, as a man helped by God, leads the slaves from Egypt to freedom. Use a picture book together with selected food items as prompts for telling the story, e.g. salt water (represents the tears and sweat of the slaves), bitter herbs such as creamed horseradish (represents the bitter times of slavery), cup of wine or red grape juice (represents the joy of freedom).</li> <li>Invite a member of the Jewish community to talk about the importance of Moses and the festival of Pesach.</li> </ul>	Literacy  Social education/citizenship



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Year 1 module

**SPECIAL WORDS AND STORIES**



**Main foci:**

- **Personal experience (learning from religion)**
  - What is my special book?
  - What are our special books and why are they special?
  - What are our special stories, poems, prayers and songs and why are they special?
- **Christianity**
  - Which book(s) is/are 'special' to Christians?
  - Why is the Bible special to Christians?
  - Which stories are special to Christians and when are these stories told in churches?
  - Which words and prayers are special to Christians?

**Additional focus:**

- **Hinduism**
  - What special story do Hindus remember at Divali?
  - How do Hindus retell this story?
  - Why is this story so special to Hindus?
  - Why do Hindus greet each other with the word 'Namaste'?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is my special book?</b></p> <p><b>What are our special books and why are they special?</b></p> <p><b>What are our special stories, poems, prayers and songs and why are they special?</b></p>	<p>Specialness</p>	<p>I can ...</p> <p>talk about a book that is special to me (AT2 Level 1)</p> <p>I can ...</p> <p>respond sensitively to my own and others' feelings about their special books, stories and writings (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>• Share with the children a book that is 'special' to you and the reasons why it is special, e.g. the story or a particular character might impress or the book might have been a present from someone special.</li> <li>• Invite the children to share books which are special to them and the reasons why, e.g. it might be the first book which they learned to read for themselves.</li> <li>• Make a display of the books; discuss how 'special' books should be treated.</li> <li>• Identify the children's favourite/special stories, poems, prayers and songs and encourage them to talk about why they are special. Add these to the display with captions to show who chose them and why they are special. Create a class book of special poems and prayers.</li> <li>• Sing the class's favourite/special song(s) in assembly. Share special poems and prayers with the whole school.</li> </ul>	<p>Literacy</p> <p>Literacy</p>

2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Which book(s) is/are 'special' to Christians?</b></p>	<p>The Bible: a special book for Christians</p>	<p>I can ...</p> <p>identify the Bible as a special book for Christians and recognise that Bibles might look different but contain the same stories (AT1 Level 2)</p>	<p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Make a display of different copies of the Bible. Include family Bibles, Bibles given at baptism and Children's Bibles.</li> <li>• Explore similarities and differences between the Bibles, e.g. similarities in content, differences in appearance.</li> <li>• Use: 2 red cards for similar appearance; 2 blue cards for similar content; 2 white cards for differences.</li> <li>• Each group of 2 or 3 pupils should decide where to place their cards to identify similarities/differences. If help is required to identify common stories, 'post it' notes could indicate the reference to well-known stories.</li> </ul>	<p>Literacy</p>
<p><b>Why is the Bible special to Christians?</b></p>	<p>Specialness</p>		<ul style="list-style-type: none"> <li>• Discuss why the Bible is special to Christians and the occasions when a Bible might be given as a present.</li> <li>• Identify when and where the Bible is read, e.g. in church or by individuals/families at home.</li> </ul>	<p>Literacy</p> <p>Literacy Citizenship</p>

<p><b>Which stories are special to Christians and when are these stories told in churches?</b></p>	<p>Telling stories special to the Christian community</p>	<p>I can ... retell a story from the Bible and identify a festival when the story might be remembered in church (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Read/tell/role play two or more stories from the Bible which are special to Christians, e.g. stories about Jesus.</li> <li>• Discuss why these stories have a special meaning and, where appropriate, make links with the festivals when these stories are read in church, e.g. the birth stories in Matthew and Luke told at Christmas time.</li> </ul>	<p>Literacy</p>
<p><b>Which words and prayers are special to Christians?</b></p>	<p>Prayer/s The Lord's Prayer</p> <p>Grace before meals</p>	<p>I can ... identify prayer as one way in which Christians express their beliefs (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Learn about a prayer which is special to Christians: The Lord's Prayer. Invite a Christian to explain why this prayer is special to her/him. Read the prayer aloud, discuss the meaning of some phrases, e.g. why Christians might ask God to forgive them and why they should forgive others. Ask the children to think how this, and other parts of the Lord's Prayer could be illustrated and displayed.</li> <li>• Learn how some Christians say 'Grace' before meals. Find two examples of a 'Grace' which might be said in the home or in a Christian community.</li> </ul>	<p>Literacy</p>

**3. Hinduism**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What special story do Hindus remember at Divali?</b></p> <p><b>How do Hindus retell this story?</b></p> <p><b>Why is this story so special to Hindus?</b></p>	<p>Rama and Sita</p> <p>Light conquering darkness, good conquering evil</p>	<p>I can ...</p> <p>retell the Hindu story of Rama and Sita (AT1 Level 2)</p> <p>I can...</p> <p>recognise divas as artefacts associated with the Hindu story of Rama and Sita (AT1 Level 1)</p>	<ul style="list-style-type: none"> <li>• Tell/listen to/watch on DVD the story of Rama and Sita, told by Hindus at Divali.</li> <li>• Invite a Hindu to explain how the story of Rama and Sita is remembered in their temple (mandir) and home at Divali. The story is often told through the use of puppets, dance or drama.</li> <li>• Using pictures, puppets, dance or drama, ask the children to retell the story.</li> <li>• Make divas, small 'thumb pots' made from clay or plasticine, decorated with colour and sequins and used to hold nightlights. If possible, allow the children to experience sitting in the classroom lit only by a diva – the small light banishing the darkness.</li> <li>• Discuss how Rama must have felt when he brought Sita home again; and how Rama and Sita felt when everyone welcomed them home by lighting divas.</li> <li>• Talk about why this story is special for Hindus: how light conquers the darkness and Rama managed to conquer the wicked Ravana.</li> </ul>	<p>Citizenship</p> <p>Art and design</p> <p>Personal and social education</p>

<b>Why do Hindus greet each other with the word 'Namaste'?</b>	Namaste		<ul style="list-style-type: none"><li>• Learn a Hindu greeting: 'Namaste' (meaning 'I bow to you'). One person greets another by placing their hands together (as Christians sometimes do in prayer) and bowing their head slightly using the greeting 'Namaste'. It refers to Hindu belief that there is a spark of the divine in each person – so, the spark of god in one person greets the spark of god inside the other.</li></ul>	Citizenship
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**Essex scheme of work for RE at Key Stage 1**

Year 1 module

**SPECIAL SYMBOLS AND OBJECTS**



**Main foci:**

- **Personal experience (learning from religion)**
  - What 'special' objects do I have in my home? Why are they special to me?
  - How do I treat my special objects?
  - What special symbols do I have on my birthday cake?
- **Christianity**
  - What 'special' objects might be found in a Christian home?
  - Why are they special and how are they treated or used?
  - What special objects might a Christian have at Easter time?

**Additional focus:**

- **Sikhism**
  - What 'special' objects might be found in a Sikh home?
  - Why are they special and how are they treated or used?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What ‘special’ objects do I have in my home? Why are they special to me?</b></p> <p><b>How do I treat my special objects?</b></p>	<p>Special objects: objects which have an emotional attachment</p> <p>Treating a special object with care</p>	<p>I can... talk about what is ‘special’ to me and to others (AT2 Level 1)</p>	<ul style="list-style-type: none"> <li>• Bring in an object which is special to you, the teacher. Explain why it is special (it may have been a present from someone special or a treasured book or family heirloom) and how you take care of it.</li> <li>• Ask the children to bring in something which is special to them. It could be a present, a photograph or special clothes. They should explain why it is special and how it is kept/treated in the family home. Drawings or photographs of special objects, with captions, could be displayed.</li> </ul>	<p>Personal, social and emotional development</p>
<p><b>What special symbols do I have on my birthday cake?</b></p>	<p>Symbolism and special objects, e.g. candles on a birthday cake</p>	<p>I can... talk about ‘special’ objects and special meanings (AT2 Level 1)</p>	<ul style="list-style-type: none"> <li>• Talk about birthday cakes as being special and the symbolism of the candles: one candle standing for each year of life. If possible, celebrate a birthday with a cake and candles!</li> </ul>	

2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What ‘special’ objects might be found in a Christian home?</b></p> <p><b>Why are they special and how are they treated or used?</b></p> <p><b>What special objects might a Christian have at Easter time?</b></p>	<p>Special/symbolic objects for Christians</p> <p>Special objects with inner meanings</p> <p>The Christian festival of Easter</p>	<p>I can...</p> <p>recognise and name some objects special to Christians (AT1 Level 1)</p> <p>recognise, name and explain the importance of some objects special to Christians (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Invite a member of the local Christian community to share something which is special to her/him. Ask the person to explain why the object is special and how it is treated, or used, in the home. Special objects could include a Bible or prayer book, a baptismal certificate, a cross, rosary or devotional statue or picture.</li> <li>• Collect some special objects which might be found in a Christian home. Ask the children to draw or paint their favourite object on display.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Set up a Home Corner to include special objects for pairs of children to find and identify. This could be done with objects from either a Christian or a Sikh home, or it could become a more general space for ‘special objects’.</li> <li>• Explore and collect objects which would be special to Christians at Easter, e.g. a cross or crucifix, an Easter garden (in churches), hot cross buns.</li> </ul>	<p>Art and design</p> <p>Citizenship</p>

3. Sikhism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What ‘special’ objects might be found in a Sikh home?</b></p> <p><b>Why are they special and how are they treated or used?</b></p>	<p>Special/symbolic objects for Sikhs</p> <p>Special objects with inner meanings</p>	<p>I can...</p> <p>recognise and name some objects special to Sikhs (AT1 Level 1)</p> <p>recognise, name and explain the importance of some objects special to Sikhs (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Invite a member of the local Sikh community to share something which is special to her/him. Ask the person to explain why the object is special and how it is treated, or used, in the home. Special objects could include the Ik Onkar symbol (meaning ‘There is One God’), the Khanda (the symbol of Sikhism), a picture of Guru Nanak or Guru Gobind Singh or the Five Ks. If it is not possible to have a Sikh visitor, then internet clips or a DVD could be used. If there are pictures of one of the Gurus, you could tell a story about him.</li> <li>• Collect some objects which might be found in a Sikh home. Ask the children to draw or paint their favourite object on display.</li> <li>• Use some of these objects to be found and identified by the children in the Home Corner. <i>See assessment opportunity above.</i></li> </ul>	<p>Personal and social education</p> <p>Citizenship</p> <p>Art and design</p>



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**Essex scheme of work for RE at Key Stage 1**

Year 1 module

**SPECIAL THINGS IN NATURE**



**Main foci:**

- **Personal experience (learning from religion)**
  - What aspects of the natural world can we see around us and enjoy?
  - How can we help to look after the natural world?
- **Christianity**
  - What stories do Christians tell about St. Francis of Assisi?
  - Why is his story important to Christians?
  - What words remind Christians that the natural is special (e.g. saying 'Grace' before meals and prayers at Harvest time)?

**Additional focus:**

- **Islam**
  - Which stories do Muslims tell about Prophet Muhammad and animals? What do these stories teach Muslims?
  - Why is water so special to Muslims when they prepare to pray?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What aspects of the natural world can we see around us and enjoy?</b></p>	<p>Patterns in the natural world</p>	<p>I can...</p> <p>talk about what is 'special' to me and to others in the natural world (AT2 Level 1)</p> <p>respond sensitively to the natural world and its needs (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>Organise the children to undertake trails of the natural world, e.g. in their gardens, school grounds and parks. Record through photos, drawings, images from magazines and newspapers, the seasonal changes taking place: longer days, flowers, blossoming trees, young birds and animals.</li> <li>Group and display their findings. Ask the children to identify aspects of nature they experience and particularly enjoy. Post pictures of the children and their responses around the school.</li> <li>Compile a list of ways in which the children can care for and contribute to the natural world. Create banners and posters for display around the school.</li> </ul> <p><b>Assessment opportunity: a celebration of the natural world</b></p> <ul style="list-style-type: none"> <li>Begin to prepare for a celebration which can be shared with the school at the end of this unit of work. Use the photos, banners and posters developed above.</li> </ul>	<p>Science</p> <p>Social and emotional development</p>
<p><b>How can we help to look after the natural world?</b></p>	<p>Care/ responsibility for the natural world</p>			<p>Creative development</p> <p>Moral development</p>

2. Christianity

Key questions	Key words/ concepts	Learning outcomes	Suggested activities	Links to other curriculum areas/initiatives
<p><b>What stories do Christians tell about St. Francis of Assisi?</b></p> <p><b>Why is his story important to Christians?</b></p> <p><b>What words remind Christians that the natural is special (e.g. saying 'Grace' before meals and prayers at Harvest time)?</b></p>	<p>St. Francis: his teaching that the natural world is God's creation</p> <p>Humans should have a close relationship with the natural world – all are part of God's creation</p> <p>Prayers and hymns express Christian beliefs</p>	<p>I can ...</p> <p>recall some events in the story of St. Francis (AT1 Level 1)</p> <p>identify Christian belief in God as Creator in the story of St. Francis (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Read or tell the story of St. Francis: how he called all creatures his brothers and sisters, how he fed, and tamed the wolf and the birds and created a nativity scene to teach people about the birth of Jesus.</li> <li>• Talk about why St. Francis felt this way about the natural world – that is, because the natural world is part of God's creation. Read and illustrate a children's version of St. Francis' <i>Canticle of Brother Sun</i> (see 'St. Francis' by Brian Wildsmith, pub. OUP).</li> <li>• Create images of St. Francis with the animals through paintings or collage for display as part of the <i>assessment opportunity</i>: 'a celebration of the natural world' (see above).</li> <li>• Discuss the ways in which Christians remember the specialness and importance of the natural world when saying 'Grace' before meals and in prayers and hymns at Harvest time.</li> </ul>	<p>Literacy</p> <p>Literacy</p> <p>Art</p> <p>Art</p> <p>Literacy</p>

3. Islam

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Which stories do Muslims tell about Prophet Muhammad and animals? What do these stories teach Muslims?</b></p>	<p>Prophet Muhammad</p> <p>Allah as Creator</p>	<p>I can...</p> <p>recall some events in stories about Prophet Muhammad and his treatment of animals (AT1 Level 1)</p> <p>identify Muslim belief in Allah as Creator in the stories about Prophet Muhammad (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Read/tell stories about Muhammad and his care for animals, e.g. the Thirsty Camel, the Ants, the Sleeping Kitten. Discuss what these stories show about the Prophet.</li> <li>• Explain Muslim belief that Allah is the Creator of the world. Invite the children to think what Muhammad was trying to teach by his treatment of animals. Ask the children to explain what Muslims today can learn from these stories.</li> </ul>	<p>Literacy</p> <p>Spiritual and moral development</p> <p>Personal and social education/citizenship</p>
<p><b>Why is water so special to Muslims when they prepare to pray?</b></p>	<p>Wudu: using the cleansing power of water as both an outer and inner symbolic cleansing before prayer</p>	<p>identify how Muslims prepare their bodies and minds for prayer by washing with water (wudu) (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Look at pictures/watch a DVD showing Muslims preparing for prayer by performing wudu (ritual washing). Discuss why wudu is important: is it simply about washing away dirt or is it a 'spiritual' preparation for prayer to Allah, the Creator of the world? Identify how others prepare to pray, e.g. Christians by kneeling down, using a rosary, lighting a candle.</li> </ul>	<p>Spiritual development</p>

			<ul style="list-style-type: none"><li>• Add to the <i>assessment opportunity</i>: 'a celebration of the natural world' (see above) through:<ul style="list-style-type: none"><li>- retellings of the stories above</li><li>- illustrations with captions of ways to prepare for prayer</li></ul></li></ul>	
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***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 1 module

**SPECIAL WAYS OF LIVING**



**Main foci:**

- **Personal experience (learning from religion)**
  - What is the 'special' pattern of my day and week? What do I most enjoy?
  - How do I try to care for others and for the world?
  - How does my family/class/school celebrate birthdays?
- **Christianity**
  - How did Jesus teach his followers how to live by telling the story of The Good Samaritan?
  - How do Christians spend Sunday as a 'special' day of the week?
  - When do Christians celebrate together?

**Additional focus:**

- **Buddhism**
  - What did the Buddha teach people about how they should live their lives?
  - How do Buddhists remember, and try to follow, the Buddha and his teachings?
  - How do Buddhists remember the Buddha at the festival of Wesak?

Essex scheme of work for RE at Key Stage 1

**SPECIAL WAYS OF LIVING (Year 1)**

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What is the 'special' pattern of my day and week? What do I most enjoy?</b>	Patterns in daily and weekly life	I can...  talk about times which are 'special' to me and to others (AT1 Level 1)	<ul style="list-style-type: none"> <li>• Talk about the pattern of each child's day and week. Ask each child to make a 'timeline' of his/her day – this could be done in words and pictures. Display the results and compare similarities and differences. Discuss the parts of each day the children enjoy most.</li> </ul>	Literacy
<b>How do I try to care for others and for the world?</b>	Taking care of others and of the world	I can...  respond sensitively to the natural world and to the needs of others (AT2 Level 2)	<ul style="list-style-type: none"> <li>• Ask the children to think about the times and ways in which they care for others, e.g. helping a younger sibling to get dressed, helping their mother or a friend. Discuss how they feel when they have helped others.</li> <li>• Talk about ways in which the children can help make the world a better place e.g. through picking up litter, planting bulbs, collecting for charities.</li> </ul>	Social and emotional development  Moral development
<b>How does my family/class/school celebrate birthdays?</b>	Celebrations Birthdays		<ul style="list-style-type: none"> <li>• Discuss how their family, class or school celebrates birthdays, e.g. making/giving cards, singing songs, lighting candles on a birthday cake.</li> <li>• Make a class book of the children's special ways of living.</li> </ul>	



<b>When do Christians celebrate together?</b>	Christian festivals/ celebrations		<ul style="list-style-type: none"><li>• Ask a priest or member of the local Christian community to speak about the special ways in which the important Christian festivals of Christmas and/or Easter are celebrated, e.g. with a crib or Easter garden, with special hymns/songs or prayers.</li></ul>	
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3. Buddhism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What did the Buddha teach people about how they should live their lives?</b></p> <p><b>How do Buddhists remember, and try to follow, the Buddha and his teachings?</b></p>	<p>Religious teaching about how to live (through the Buddha's teaching and example)</p> <p>Respecting the Buddha as a teacher and putting the teaching into practice</p>	<p>I can...</p> <p>recognise the Buddha as a special teacher (AT1 Level 2)</p> <p>identify the importance of the Buddha and his teaching for Buddhists (AT1: Level 2)</p>	<ul style="list-style-type: none"> <li>• Look at an image of the Buddha. Talk about features which represent him as a special person, a teacher and wise person, e.g. his calmness, his eyes lowered in meditation or thought.</li> <li>• Look at a Buddhist home shrine with an image of the Buddha (in a book, on DVD or on the internet). Notice how a Buddhist will stand/bow quietly before the shrine remembering the Buddha and his teaching.</li> <li>• Explain how the Buddha taught that people should live good lives: they should speak the truth, never harm others, never steal, have good thoughts and try to do good deeds. Discuss what these teachings mean.</li> <li>• Ask a member of the local Buddhist community how s/he tries to put the teachings of the Buddha into action. Think about which teachings would be hard to put into action and which would be easy.</li> </ul>	<p>Art and design</p> <p>Moral development</p> <p>Personal and social education/citizenship</p>

<b>How do Buddhists remember the Buddha at the festival of Wesak?</b>	The Buddhist festival of Wesak		<ul style="list-style-type: none"><li>• Learn how Buddhists remember the life and death of the Buddha at Wesak by making lotus flower lights (from paper with a nightlight in the centre) and floating them on water.</li><li>• Make a lotus flower light to remember someone special.</li></ul>	Art and design
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Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 1 module

**SPECIAL PLACES**



**Main foci:**

- **Personal experience (learning from religion)**
  - What makes our homes special?
  - Where is my favourite, or special, place in my home? How do I feel when I'm there?
  - Why is it special to me?
- **Christianity**
  - What makes the home a special place for Christians?
  - What special objects might you find in a Christian home?
  - Why are these objects important?

**Additional focus:**

- **Islam**
  - What makes the home a special place for Muslims?
  - What special objects might you find in a Muslim home?
  - Why are these objects important?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What makes our homes special?</b></p> <p><b>Where is my favourite, or special, place in my home? How do I feel when I'm there?</b></p> <p><b>Why is it special to me?</b></p>	<p>Special places: the home</p> <p>Emotional response to special places</p>	<p>I can ...</p> <p>talk about why my home is special and of value to me (AT2 Level 1)</p> <p>I can ...</p> <p>respond artistically to my special place (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>• Talk about the reasons why the home is a special place, e.g. a place for all members of the family, a place for sharing family events and celebrations.</li> <li>• Identify each pupil's favourite place in their home, e.g. their bedroom, the bottom of the bed with their toys, a 'den', a garden shed. What makes this their special place? How do they feel when in their special place? Can their special place be shared with others?</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Create a class book of the pupils' special places. Ask the children to take photos of/illustrate their special places and families for the book. Ask them to think of colours which would represent their feelings in their special places. Alternatively, recreate their special place in a shoebox.</li> </ul>	<p>Spiritual development</p> <p>ICT</p> <p>Art and design</p>

2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What makes the home a special place for Christians?</b></p> <p><b>What special objects might you find in a Christian home?</b></p> <p><b>Why are these objects important?</b></p>	<p>Special places: the home</p> <p>Special objects associated with Christian beliefs and practice</p>	<p>I can ...</p> <p>recognise the special objects which Christians might have in their home (AT1 Level 1)</p> <p>identify why these objects are important for Christians (AT1 Level 2)</p> <p>make basic links between Christian beliefs and the objects in a Christian home (AT1 Level 3)</p>	<ul style="list-style-type: none"> <li>• Invite a Christian to explain why their home is a special place. They might explain how family members try to love each other because of their Christian beliefs, or they might describe the specifically Christian activities which take place in the home, e.g. sharing Bible stories, saying 'Grace' before meals, praying together.</li> <li>• Explore the special objects which might be found in a Christian home: a Bible, cross or crucifix, family icons, palm crosses, pictures of Jesus, a picture of the Pope, Biblical verses.</li> <li>• Make links between these objects, the family's Christian beliefs and the festivals which might be celebrated.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Create a Christian 'home corner' with some of the objects discussed above.</li> <li>• Ask the children to write captions for each of the objects explaining their importance to the family.</li> <li>• The children could take others on a tour of 'their' home, explaining the objects found there and their importance.</li> </ul>	<p>Literacy</p>

3. Islam

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What makes the home a special place for Muslims?</b></p> <p><b>What special objects might you find in a Muslim home?</b></p> <p><b>Why are these objects important?</b></p>	<p>Special places: the home</p> <p>Special objects associated with Muslim beliefs and practice</p>	<p>I can ...</p> <p>recognise the objects which Muslims might have in their homes (AT1 Level 1)</p> <p>identify why these objects are important for Muslims (AT1 Level 2)</p> <p>make basic links between Muslim beliefs and the objects in a Muslim home (AT1 Level 3)</p>	<ul style="list-style-type: none"> <li>• Invite a Muslim to explain why their home is a special place. They might explain how family members try to love each other because of their Muslim beliefs, or they might describe the specifically Muslim activities which take place in the home, e.g. sharing stories about the Prophets, reading the Qur'an, praying together, fasting during Ramadan, celebrating Eid.</li> <li>• Explore the special objects which might be found in a Muslim home, e.g. prayer mats, prayer beads, a Qur'an, Arabic writing.</li> <li>• Make links between these objects, the family's Muslim beliefs and the festivals which might be celebrated.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Create a Muslim 'home corner' with some of the objects discussed above.</li> <li>• Ask the children to write captions for each of the objects explaining their importance to the family.</li> <li>• The children could take others on a tour of 'their' home, explaining the objects found there and their importance.</li> </ul>	<p>Literacy</p>



Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL THINGS IN NATURE**



**Main foci:**

- **Personal experience (learning from religion)**
  - What aspects of the natural world, and changing patterns in it, can I see in my local environment?
  - What aspects of the natural world can I learn about from newspapers and TV?
  - How can I take care of the natural world?
- **Christianity**
  - What stories do Christians tell about the Creation of the World?
  - What hymns/songs do Christians sing in praise of the natural world?
  - How do Christians celebrate the natural world at Harvest?

**Additional focus:**

- **Judaism**
  - What stories do Jews tell about the creation of the world?
  - How do Jews remember and thank God for creation through reading the Psalms?
  - How do Jews celebrate harvest at the festival of Sukkot?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What aspects of the natural world, and changing patterns in it, can I see in my local environment?</b>	The natural world and its changing patterns	I can...  talk about the natural world being 'special' to me and to others (AT2 Level 1)	<ul style="list-style-type: none"> <li>• Encourage the children to observe and record different aspects of the natural world seen around their homes and school, e.g. sky, trees, flowers in gardens, changing patterns of sunrise and sunset. Record and display the different aspects and changing patterns through photographs, drawings and paintings and simple graphs.</li> <li>• Focus on harvests – of crops, wheat and barley, and of the sea and our dependence on harvests for our food and well-being. Discuss the need for both sun and rain and the celebration of a good harvest.</li> </ul>	<p>ICT</p> <p>Spiritual development</p>
<b>What aspects of the natural world can I learn about from newspapers and TV?</b>	Global warming	I can...  respond sensitively to the natural world and its needs (AT2 Level 2)	<ul style="list-style-type: none"> <li>• Extend awareness of the natural world and issues concerned with its preservation through television programmes (such as those on animals, the natural environment, floods and famine) and through looking at newspapers. Display and discuss issues of conservation</li> </ul>	Moral development

<p><b>How can I take care of the natural world?</b></p>	<p>Care/responsibility for the world</p>		<p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Identify ways in which the children can care for the natural world by using litter bins, clearing rubbish, planting bulbs and seeds.</li> <li>• Identify ways in which the children can help those who do not have a good harvest, e.g. by charity collections for those in areas affected by natural disasters.</li> <li>• Begin a class/school poster to encourage the whole school to be aware of and contribute to the natural world.</li> </ul>	<p>Social and emotional development</p> <p>Moral development</p>
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**2. Christianity**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What stories do Christians tell about the Creation of the World?</b>	God as the Creator, human responsibility to care for the world	I can...  retell the Genesis story of creation and identify why this story is important to Christians (AT1 Level 2)	<ul style="list-style-type: none"> <li>Using a Bible or picture book retellings, tell the story of creation found in Genesis (Genesis 1-2). Discuss the different aspects of creation included. Ask the children to think about the most important point for the people who wrote the story, e.g. that the world did not come into existence by accident but there was a creator behind its beginning.</li> <li>Identify different ways of retelling the story, e.g. in words, through pictures, through mobiles showing the different aspects of creation, through role-play.</li> </ul>	Literacy
<b>What hymns/songs do Christians sing in praise of the natural world?</b>	Celebrating belief in God's creation - through hymns and songs	I can...  identify how Christians celebrate the importance of the natural world and belief in God's creation at Harvest (AT1 Level 2)	<ul style="list-style-type: none"> <li>Listen to/learn some of the hymns/songs which Christians sing at Harvest time to think about God's creation, e.g. Morning Has Broken, All Things Bright and Beautiful, We Plough the Fields and Scatter. Choose one hymn/song to sing in assembly at Harvest.</li> <li>Compare the words in the hymns/songs with the images of the natural world in the children's experience, seen and recorded in earlier lessons.</li> </ul>	Personal and social education/citizenship  Spiritual development

<b>How do Christians celebrate the natural world at Harvest?</b>	Christian festival/celebration of Harvest		<b>Assessment opportunity</b> <ul style="list-style-type: none"><li>• How do Christians celebrate at Harvest? Invite 2 or more Christians to speak about Harvest in their church: the religious services, the harvest loaves and suppers, the distribution of food to individuals and organisations.</li><li>• Record the 'interviews' in words and pictures to add to the class/school display about the natural world.</li></ul>	
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3. Judaism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What stories do Jews tell about the creation of the world?</b></p> <p><b>How do Jews remember and thank God for creation through reading the Psalms?</b></p>	<p>God as Creator of the World</p> <p>Thankfulness</p>	<p>I can...</p> <p>retell the Genesis story of creation and identify why this story is important to Jews (AT1 Level 2)</p> <p>I can...</p> <p>identify how Jews celebrate the importance of the natural world and belief in God's creation through the Psalms and at Sukkot (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>Remind the children that Jews as well as Christians tell the story of creation from the book of Genesis. Jews also believe that humans should care for God's creation.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>The Psalms are read by both Jews and Christians. The Psalms praise God and many include vivid natural images, e.g. Psalm 104: verses 10-25. Read this or a similar extract from the Bible, or a modern re-telling of this or another Psalm.</li> <li>Ask the children to choose their favourite image to represent in words and pictures to be added to the class/school display on the natural world.</li> </ul>	<p>Literacy</p> <p>Literacy</p>

<p><b>How do Jews celebrate harvest at the festival of Sukkot?</b></p>	<p>Festival of Sukkot</p>	<p>I can ...</p> <p>make basic links between the stories of creation in Genesis, Christian and Jewish beliefs and the celebrations at Harvest and Sukkot (AT1 Level 3)</p>	<ul style="list-style-type: none"> <li>• How do Jews celebrate harvest at Sukkot? Invite a Jew from the local community to talk to the children about the celebration of Sukkot in their home and synagogue.</li> <li>• Ask how s/he builds and decorates a sukkah, a three-sided, temporary structure with a roof made from branches through which the stars can be seen and the rain felt.</li> <li>• Record the 'interview' in words and pictures to be added to the class/school display. (If an interview is not possible, a video/CD-Rom could be used to provide this information).</li> <li>• Build a sukkah in the classroom using two screens against one wall and branches from bushes, supported by bamboo sticks and netting for the roof. Decorate the sukkah with fruits of the season.</li> </ul>	<p>Personal and social education/citizenship</p>
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Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL PEOPLE**



**Main foci:**

- **Personal experience (learning from religion)**
  - Which people are special for our community?
  - How do we, and should we, treat people who are special to us?
  - How do we celebrate and remember special people?
- **Christianity**
  - How do Christians show that people are special to God and special to the Christian community?
  - When and how do Christians remember Jesus as a special person?
  - How do Christians remember saints as special people?

**Additional focus:**

- **Buddhism**
  - How does the Buddha image remind Buddhists that the Buddha was a special person?
  - Why is the Buddha remembered as a special person?
  - How do Buddhists remember the Buddha at the festival of Wesak?

Essex scheme of work for RE at Key Stage 1

**SPECIAL PEOPLE (Year 2)**

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>Which people are special for our community?</b>	Roles played by individuals within a community	I can...  ask, and respond sensitively to, questions about who is 'special' to me and to others (AT2 Level 2)	<ul style="list-style-type: none"> <li>Discuss with the children people who play an important role in their school, local and wider community:                             <ul style="list-style-type: none"> <li>- <i>School</i>: teachers, classroom assistants, lunchtime assistants, etc</li> <li>- <i>Local community</i>: police, doctors, shopkeepers, firefighters, Councillors, Mayor/Mayoress, MPs, famous/well-known people who live locally, etc</li> <li>- <i>Wider community</i>: Queen, Prime Minister, sports stars, pop stars, etc</li> </ul> </li> </ul> Identify the roles and responsibilities of these individuals.	Social and emotional development
<b>How do we, and should we, treat people who are special to us?</b>	Responsibility for others	I can...  recognise my own and others' values when questioning the right way to treat special people (AT2 Level 2)	<ul style="list-style-type: none"> <li>Talk about the ways in which the children could, and should, treat these special people: as sources of authority and guidance, with respect and politeness – recognising their contribution to the community.</li> </ul>	Moral development
<b>How do we celebrate and remember special people?</b>	Respect for others		<ul style="list-style-type: none"> <li>Identify ways in which special people are remembered, e.g. by naming streets or buildings after them, on War Memorials, statues, wall plaques.</li> </ul>	Social and emotional development
	Remembering: creating memorials			

2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Christians show that people are special to God and special to the Christian community?</b></p>	<p>Christian belief that individuals are 'special' to God</p> <p>Belonging to a Christian community</p> <p>Blessings: asking God's blessing at important times of life</p>	<p>I can...</p> <p>use religious words and phrases to identify how Christian beliefs are expressed in rituals and ceremonies (AT1 Level 2)</p> <p>identify the importance of religion for Christians at different times of their lives (AT1 Level 2)</p>	<p><b>Assessment opportunity:</b></p> <ul style="list-style-type: none"> <li>• Select one or more of the following ceremonies which happen in the Christian community:                             <ul style="list-style-type: none"> <li>- <i>Baptism</i>: welcoming a baby into the Christian community</li> <li>- <i>Weddings</i>: receiving God's blessing for the marriage</li> <li>- <i>Funerals</i>: remembering the life of the person who has died</li> </ul> </li> <li>• Collect and display photographs of the occasion, 'interviews' or comments from individuals about their reasons for having a church celebration, brief extracts from the service, e.g. blessings showing Christian belief that each person is special to God.</li> <li>• Invite a priest to speak about being 'special' to God and artefacts used in ceremonies.</li> <li>• Role play a baptism or wedding ceremony, if possible in a church with the help of the local vicar. Photograph the celebration and ask the children to write/speak about the event in order to assess their learning. (While a role play would not be appropriate for a funeral, instead children could look at memorials inside and outside the church.)</li> </ul>	<p>Personal and social education/citizenship</p>

<p><b>When and how do Christians remember Jesus as a special person?</b></p>	<p>Jesus as a special person for Christians</p>	<p>I can ... retell stories about Jesus and some of the saints (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Christians remember Jesus as a special person during key festivals. In Advent, visit a church or interview a priest or member of the local community to learn how the community prepares to celebrate Jesus as a special baby at Christmas, e.g. through lighting the Advent candles and preparing the crib. Read about the wise men's gifts to Jesus and how churches remember this at Epiphany.</li> </ul>	<p>Spiritual development</p>
<p><b>How do Christians remember saints as special people?</b></p>	<p>Remembering important religious figures</p>		<ul style="list-style-type: none"> <li>• A 'Saints Trail': investigate which and how many saints are remembered in the local area in the names of churches and schools. Plot the churches and schools on a simple floor map. Learn the stories told about some of the saints, especially those who are remembered on special days, e.g. St George and St David.</li> <li>• Invite the children to think of different ways of remembering someone special: who would they want to remember? How would they choose to remember? With a special day? A special meal? How are we 'remembered' or celebrated as special people on our birthdays?</li> </ul>	<p>Citizenship</p>

3. Buddhism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How does the Buddha image remind Buddhists that the Buddha was a special person?</b></p>	<p>The Buddha as a special person</p> <p>Religious symbolism in art</p>	<p>I can... identify the Buddha as a special person for Buddhists (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Display a Buddha image on a box covered with a decorative cloth. Ask the children to sit quietly, looking at the image and thinking what it is that makes the Buddha look 'special'. The Buddha is seated in the lotus position (a balanced position with the lotus symbolising goodness coming out of muddy waters). His lowered eyes show he is deep in meditation. His hand gestures (mudras) have symbolic meanings (explanations can be found on websites).</li> <li>• Ask the children how they feel as they look: the calmness of the Buddha image usually has a similar effect on observers.</li> <li>• Paint, draw, create in clay Buddha images for display. Remind the children that Buddhists may have a Buddha image on a family shrine and that there will be a very large image in a Buddhist temple.</li> <li>• Visit a Buddhist temple/watch a DVD showing Buddhists paying respect to the Buddha.</li> </ul>	<p>Art/design technology</p>

<p><b>Why is the Buddha remembered as a special person?</b></p>	<p>The teaching of the Buddha on behaviour: moral guidelines</p>	<p>I can...  identify the importance of the Buddha's teaching for Buddhists (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Recall the Buddha's teaching, e.g. from the Year 1 unit <i>Special Ways of Living</i>: to speak the truth, to have good thoughts, never to harm others and never to steal.</li> <li>• Discuss how this teaching affects Buddhists today and leads them to respect the Buddha as a special person.</li> </ul>	<p>Moral development</p>
<p><b>How do Buddhists remember the Buddha at the festival of Wesak?</b></p>	<p>Remembering special people</p>	<p>I can ...  respond sensitively to questions about special people in words and through artistic expression (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>• At Wesak, Buddhists celebrate the birth, enlightenment and passing of the Buddha. During the festival they listen to stories about the Buddha and light lotus flower lights (made of paper with nightlights in the centre), floating them on water.</li> <li>• Make lotus flower lights, inviting the children to write the name of someone special, someone who has been like a 'light' to them, on the petals.</li> </ul>	<p>Art and design  Spiritual development</p>



Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL WAYS OF LIVING**



**Main foci:**

- **Personal experience (learning from religion)**
  - What are the 'special' times/events in my day/week?
  - How do I try to care for the world and for others?
  - Which festivals/ celebrations do I enjoy and are important to me?
- **Christianity**
  - How did Jesus teach his followers to live?
  - What 'special' things do Christians do each day/week?
  - Which festivals are 'special' to Christians?

**Additional focus:**

- **Islam**
  - How did Prophet Muhammad teach, and show, Muslims how to live, following the will of Allah?
  - What special things do Muslims do each day/week?
  - Which festivals are special to Muslims?

Essex scheme of work for RE at Key Stage 1

**SPECIAL WAYS OF LIVING (Year 2)**

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What are the 'special' times/events in my day/week?</b>	Patterns in daily/weekly life	I can ...  talk about what is 'special' to me and to others (AT2 Level 1)	<ul style="list-style-type: none"> <li>• Discuss the daily/weekly events which are important in the children's lives. Teachers could use various cards with activities, e.g. going to school/Beavers to model children's 'timelines'.</li> <li>• Ask the children to construct their own personal 'timelines' of special times/events. Share these, identifying differences in special times/events.</li> </ul>	Social and emotional development
<b>How do I try to care for the world and for others?</b>	Care/ responsibility for the world/others	I can ...  respond sensitively to the natural world and to the needs of others (AT2 Level 2)	<ul style="list-style-type: none"> <li>• Use pictures/stories (such as 'Dinosaurs and all that Rubbish' by Michael Foreman) to identify ways in which the children can help care for the world and for others, in their family and in their community, e.g. through charities.</li> </ul>	Moral development
<b>Which festivals/celebrations do I enjoy and are important to me?</b>	Festival Celebration		<ul style="list-style-type: none"> <li>• Identify the secular/religious festivals/celebrations which are important to the children, e.g. birthdays, Christmas, Bonfire Night.</li> </ul>	Spiritual development

Essex scheme of work for RE at Key Stage 1

SPECIAL WAYS OF LIVING (Year 2)

2. Christianity

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How did Jesus teach his followers to live?</b></p> <p><b>What ‘special’ things do Christians do each day/week?</b></p> <p><b>Which festivals are ‘special’ to Christians?</b></p>	<p>Religious teaching about how to live</p> <p>Patterns in Christian living (putting teaching into practice)</p> <p>Christian festivals/celebrations Christmas Easter</p>	<p>I can ...</p> <p>identify features of Christian beliefs and practice (AT1 Level 2)</p> <p>I can ...</p> <p>identify the importance of religious teaching for Christians (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>Recall the discussion about caring for the world and others. Introduce Jesus’ teaching on ‘loving God and loving your neighbour as much as you love yourself’. If appropriate, use the story of the Good Samaritan (Luke 10:25-37). Make a picture chart or do a role play to show how Christians might try to do this in their daily life.</li> </ul> <p><b>Assessment opportunity: how do Christians show that they love God?</b></p> <ul style="list-style-type: none"> <li>Use a DVD/pictures/interviews/visit to a local church to illustrate examples of saying prayers, going to church, singing hymns, becoming baptised, taking holy communion, etc. A church might care for the local community by holding crèches, lunches for the elderly/lonely, etc. Illustrate responses with picture displays/interviews.</li> <li>Key questions about Christmas and Easter:               <ul style="list-style-type: none"> <li>- What do Christians remember?</li> <li>- How do Christians celebrate in church or in the community?</li> <li>- How do Christians remember God, and others, at these times?</li> </ul> </li> </ul>	<p>Moral development</p> <p>Personal and social education/citizenship</p>

3. Islam

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What did Prophet Muhammad teach and show Muslims about how to live, following the will of Allah?</b>	Religious teaching about how to live, following Muhammad's teaching and example	I can ...  identify features of Muslim belief and practice (AT1 Level 2)	<ul style="list-style-type: none"> <li>• Use stories about Muhammad to draw out how he set an example of worshipping Allah and caring for others, e.g. Muhammad praying in a mountain cave when the Angel Jibril appeared, stories about the thirsty camel, the ants or the sleeping kitten.</li> <li>• Using the stories as a basis, make a class book to show how Muhammad taught others how they should live their lives.</li> </ul>	Literacy
<b>What special things do Muslims do each day/week?</b>	Patterns in living as a Muslim: putting teaching into practice	I can ...  identify the importance of religious teaching for Muslims (AT1 Level 2)	<ul style="list-style-type: none"> <li>• Interview a local Muslim/watch a DVD to learn about the pattern of living for a Muslim. Focus on: wudu (washing before prayer), prayer 5 times daily at home and in the mosque, zakat (giving money to the poor).</li> <li>• Make a 'timeline' of these activities to mirror the children's 'timeline' completed in the first part of this unit.</li> </ul>	Moral development
<b>Which festivals are special to Muslims?</b>	Muslim festivals/ celebrations		<ul style="list-style-type: none"> <li>• The festivals of Id-ul-Fitr and Id-ul-Adha:                             <ul style="list-style-type: none"> <li>- What do Muslims remember?</li> <li>- How do Muslims celebrate at home and in the mosque?</li> <li>- How do Muslims remember Allah, and others, at these times?</li> </ul> </li> </ul>	Citizenship



Essex County Council

**RE MATTERS FOR EVERY CHILD**

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL WORDS AND STORIES**



**Main foci:**

- **Personal experience (learning from religion)**
  - What words/songs are special in our school?
  - When do people in our community say/sing special words and what do they mean?
  - Why make special promises when joining Beavers/Brownies?
- **Christianity**
  - What writings, words and stories are special to Christians?
  - When do Christians say special words and what do they mean?
  - Why is the Lord's Prayer so called? Why is it important to Christians and what does it mean?
  - Which stories and hymns/songs do Christians remember at the festival of Easter?

**Additional focus:**

- **Judaism**
  - What stories and writings are special to Jews?
  - When do Jews remember the special words of the Shema and what do they mean?
  - How do Jews remember the story of Esther at Purim?

Essex scheme of work for RE at Key Stage 1

**SPECIAL WORDS AND STORIES (Year 2)**

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What words/songs are special in our school?</b></p>	Prayer	<p>I can ...</p> <p>talk about why some words are special and of value (AT1 Level 1)</p>	<ul style="list-style-type: none"> <li>• Remind children of school songs/prayers.</li> <li>• Discuss the meaning and importance of the words.</li> <li>• Talk about how it feels when everyone says the words/sings together.</li> <li>• Create visual images to represent the children's favourite words or phrases in the songs/prayers.</li> </ul>	<p>Literacy</p> <p>Spiritual and social development</p>
<p><b>When do people in our community say/sing special words and what do they mean?</b></p>	Belonging		<ul style="list-style-type: none"> <li>• Listen to the National Anthem.</li> <li>• Choose words/phrases which stand out and discuss their meaning.</li> <li>• Practice singing the National Anthem.</li> </ul>	<p>Citizenship</p>
<p><b>Why make special promises when joining Beavers/Brownies?</b></p>	Promises	<p>I can ...</p> <p>recognise that promises are about values and matters of right and wrong (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Discuss the words used when making a promise: 'I promise to....'</li> <li>• Identify examples of promises.</li> <li>• Compare the Beavers/Brownies promises with the children's examples.</li> <li>• Discuss the importance of the promise when joining the Beavers/Brownies.</li> </ul>	<p>Moral and social development</p>

**2. Christianity**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What writings, words and stories are special to Christians?</b></p> <p><b>When do Christians say special words and what do they mean?</b></p>	<p>Special writings: the Bible</p>	<p>I can ...</p> <p>use religious words and phrases to identify features of Christian beliefs and practice (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Make a display of writings and stories special to Christians, e.g. copies of the Bible, re-tellings of Bible stories, prayer and hymn books.</li> <li>• Visit a church/watch a DVD to see how the Bible is read, prayers said and hymns sung.</li> <li>• Invite a Christian to tell his/her favourite Bible story.</li> <li>• Compare how this story is told in a Children's Bible or picture book.</li> <li>• Look at the pictures chosen to illustrate the story.</li> </ul>	<p>Literacy</p> <p>Personal and social education/citizenship</p> <p>Literacy</p>
<p><b>Why is the Lord's Prayer so called? Why is it important to Christians and what does it mean?</b></p>	<p>Prayer</p>		<ul style="list-style-type: none"> <li>• Explain that the Lord's Prayer is so called because Jesus taught it to his followers (see Matthew 6:9-13).</li> <li>• Ask the children to highlight special words or phrases from the Lord's Prayer.</li> <li>• In small groups, illustrate these and display alongside the Lord's Prayer. Each group should explain the words or phrases chosen and suggest why they are important to Christians.</li> </ul>	<p>Literacy</p>

<p><b>Which stories and hymns/songs do Christians remember at the festival of Easter?</b></p>	<p>Easter</p>	<p>I can ...</p> <p>use religious words and phrases to identify how Christians express their beliefs through special stories, hymns and prayers at the festival of Easter (AT1 Level 2)</p>	<p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Read/tell stories about the death and resurrection of Jesus, remembered by Christians on Good Friday and Easter Day. Select objects and artefacts for display which might remind Christians of the stories, e.g. hot cross buns.</li> <li>• Choose some Easter hymns/songs and prayers and prepare a special Easter assembly.</li> </ul>	
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3. Judaism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What stories and writings are special to Jews?</b></p>	<p>Special writings: Torah</p>	<p>I can ...</p> <p>identify the Torah as the special writings of the Jewish community (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Read or tell some of the stories which Jews will hear in the synagogue, e.g. stories about Abraham, Moses and Joseph. These stories are written in the Torah scrolls and can be found in the first five books of the Christian Bible.</li> <li>• Visit a synagogue/watch a DVD to learn how the Torah is read from the bimah or reading desk.</li> <li>• Invite a Jew to explain how the Torah is treated, i.e .how it is 'dressed', why a 'yad' or pointer is used to protect the hand-written words and how it is carried or 'processed' around the synagogue.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• The Shema (Deuteronomy 6:4-6) is the special prayer recited by all Jews. It is written on a small scroll inside the mezuzah case attached to the doors of Jewish homes. Choose images or symbols to represent special words or phrases. Display these alongside the words of the Shema. Discuss why the words are important and how it might feel to remember the words in the mezuzah on entering/leaving home.</li> </ul>	<p>Literacy</p> <p>Citizenship</p>
	<p>Respect for the Torah</p>	<p>I can ...</p> <p>identify the Shema as special words which express Jewish beliefs (AT1 Level 2)</p>		<p>Literacy</p>
<p><b>When do Jews remember the special words of the Shema and what do they mean?</b></p>	<p>Special words: the Shema</p> <p>Mezuzah</p>	<p>I can ...</p> <p>identify the Shema as special words which express Jewish beliefs (AT1 Level 2)</p>	<p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• The Shema (Deuteronomy 6:4-6) is the special prayer recited by all Jews. It is written on a small scroll inside the mezuzah case attached to the doors of Jewish homes. Choose images or symbols to represent special words or phrases. Display these alongside the words of the Shema. Discuss why the words are important and how it might feel to remember the words in the mezuzah on entering/leaving home.</li> </ul>	<p>Literacy</p>

<b>How do Jews remember the story of Esther at Purim?</b>	Stories with special meanings		<ul style="list-style-type: none"><li>• Read/tell the story of Esther.</li><li>• 'Cheer' at Esther's name and 'boo' at Haman's, just as Jews do in the synagogue during the festival of Purim.</li><li>• Make a scroll with pictures of Queen Esther, the King and the wicked Haman.</li><li>• Think of words to describe Queen Esther.</li><li>• Discuss why Jews remember this as a story that is special, happy and sad.</li></ul>	Social and emotional development
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Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL SYMBOLS AND OBJECTS**



**Main foci:**

- **Personal experience (learning from religion)**
  - Which symbols are special to me?
  - Which symbols are special to our community, and what do the symbols mean?
  - When, and where, are the symbols used and how do they make people feel?
- **Christianity**
  - Which Christian symbols can be found in a church?
  - What special symbols are worn by Christian leaders, priests and ministers, and what do they show?
  - Which special symbols are used during the Christian festival of Easter?

**Additional focus:**

- **Sikhism**
  - Which Sikh symbols can be found in a gurdwara?
  - What special symbols are worn by Sikhs?
  - What special symbols are used during the Sikh celebration of Amrit Pahul?

**1. Personal experience (learning from religion)**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>Which symbols are special to me?</b></p>	Symbols	<p>I can ...</p> <p>recognise my own values and those of others expressed through symbols (AT2 Level 2)</p>	<ul style="list-style-type: none"> <li>• Look at the school badge and the symbols and colours which make up the school badge. Discuss the meanings behind the symbols.</li> <li>• Ask the children to create a personal 'badge' using symbols which represent their personalities, interests, favourite football teams.</li> <li>• Look at local symbols and their meanings, e.g. the Essex seaxes. Research places where the symbol is displayed and consider why.</li> <li>• Select examples of national symbols for discussion and art activities, e.g. the flags of England, Scotland and Wales, and how they combine in the Union Flag. When, and where, are the flags displayed? How do people respond/feel when they see their nation's flag?</li> </ul>	<p>Literacy</p> <p>Spiritual and moral development</p>
<p><b>Which symbols are special to our community, and what do the symbols mean?</b></p>	Community			<p>Social development</p>
<p><b>When, and where, are the symbols used and how do they make people feel?</b></p>	Symbols and feelings	<p>I can ...</p> <p>ask, and respond sensitively to, questions about my own and others' feelings of identity and belonging (AT2: Level 2)</p>		<p>Citizenship</p>



<b>Which special symbols are used during the Christian festival of Easter?</b>	Symbols and stories		<ul style="list-style-type: none"><li>• Make links between symbols already explored above and symbols used at Easter, e.g. palm crosses given out on Palm Sunday; crucifix to remember Jesus' death on Good Friday; the chalice and paten to remember Jesus' Last Supper with his disciples; the empty cross as a reminder of the resurrection.</li><li>• Make an Easter garden.</li></ul>	Design and technology
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3. Sikhism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>	
<p><b>Which Sikh symbols can be found in a gurdwara?</b></p>	<p>Sikh symbols</p>	<p>I can ...</p> <p>use religious words and phrases to identify Sikh symbols (AT1 Level 2)</p>	<ul style="list-style-type: none"> <li>• Visit a gurdwara/use a DVD, books, the internet to learn about Sikh symbols, e.g. the 'Ik Onkar' symbol outside the gurdwara, images of the Gurus depicted with halos, the platform (takht) and canopy over the Guru Granth Sahib, the chauri and the room where the holy book 'rests' (showing it is considered to be a living teacher). Compare this with the treatment of books in school.</li> <li>• Invite a Sikh to speak about the 5 Ks (kesh, kangha, kara, kirpan, kachs). Discuss how you might feel wearing special symbols to show your identity. Reflect on how you should behave when wearing these symbols. Read the story about the donkey and the tiger skin.</li> <li>• Ask a Sikh to explain the importance of Amrit Pahul and the difference it makes to his/her life. Look at images of the khanda and steel bowl used for the ceremony. Discuss special ceremonies the children have experienced and the symbols used.</li> </ul>	<p>ICT/research skills</p>	
<p><b>What special symbols are worn by Sikhs?</b></p>	<p>Symbols of belonging and identity</p>	<p>I can ...</p>		<p>Literacy</p>	
	<p>Symbols of dress: their meaning.</p>	<p>use religious words and phrases to identify how Sikhs express their beliefs through symbols of belonging (dress, rituals and ceremonies) (AT1 Level 2)</p>			<p>Personal, social and moral development</p>
<p><b>What special symbols are used during the Sikh celebration of Amrit Pahul?</b></p>	<p>Feelings and behaviour associated with the symbols</p> <p>Symbolic ceremonies to show belonging</p>				



Essex County Council

***RE MATTERS FOR EVERY CHILD***

**Essex scheme of work for RE at Key Stage 1**

Year 2 module

**SPECIAL PLACES**



**Main foci:**

- **Personal experience (learning from religion)**
  - What makes our school and our town special places?
  - What special places have I/we visited?
  - What makes/made these places special?
  - How did I feel when I was there?
- **Christianity**
  - What places (local, national and international) are special places for Christians?
  - Where are these special places and why do Christians travel to them?

**Additional focus:**

- **Hinduism**
  - What makes the mandir a special place for Hindus?
  - What special objects might you find in a mandir?
  - How do Hindus worship in a mandir?



**2. Christianity**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What places (local, national and international) are special places for Christians?</b></p>	<p>Special places for Christians: churches, cathedrals, places of pilgrimage</p>	<p>I can ...</p> <p>recognise the church as a special place for Christians (AT1 Level 1)</p> <p>identify features of different churches (AT1 Level 2)</p> <p>describe similarities and differences between churches and cathedrals (AT1 Level 3)</p>	<ul style="list-style-type: none"> <li>• Remind the children of churches local to the school or churches attended by pupils. Discuss the features of the churches noting similarities and differences, e.g. those named after saints, those having spires, those which are modern and those which are old. Discuss why the local church is a special place for Christians.</li> <li>• Identify the cathedral nearest to the school, e.g. Chelmsford Cathedral (Anglican) or Brentwood Cathedral (RC). Visit a cathedral or a website to identify similarities/differences between this and the local church. Discuss why the cathedral is a special place and what Christians do and might feel there, e.g. often a cathedral is a place for confirmation or other special services.</li> </ul> <p><b>Assessment opportunity</b></p> <ul style="list-style-type: none"> <li>• Make an annotated display of places special to Christians, collecting drawings, photographs, postcards and interviews from those for whom it is a special place and recording their feelings.</li> </ul>	<p>ICT</p>

<p><b>Where are these special places and why do Christians travel to them?</b></p>	<p>Pilgrimage sites: linked to historical events, to the life of Jesus or places of healing</p>	<p>I can ... begin to describe the impact of some pilgrimage sites on believers' lives (AT1 Level 3)</p>	<ul style="list-style-type: none"><li>• Explore a more distant special place for Christians, identifying the reasons why it is special and how Christians might feel when visiting or making pilgrimage to this place, e.g.<ul style="list-style-type: none"><li>- Westminster Abbey, St. Paul's Cathedral</li><li>Canterbury Cathedral</li><li>- Bethlehem, Nazareth, Jerusalem</li><li>- St. Peter's Basilica, Rome</li><li>- Lourdes, France</li></ul></li></ul>	
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3. Hinduism

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What makes the mandir a special place for Hindus?</b>	Special places: the mandir	I can ...  identify features of a mandir (AT1 Level 2)	<ul style="list-style-type: none"> <li>• Invite a member of the Hindu community to speak about their mandir, e.g. as a place of worship and a community centre, a meeting place for older and younger members.</li> <li>• Visit a local mandir or use a DVD/website/ books to learn about the mandir.</li> </ul>	Literacy
<b>What special objects might you find in a mandir?</b>	Special images (murtis) and objects associated with Hindu beliefs and practice	I can ...  identify why these objects are important for Hindus and Hindu worship (AT1 Level 2)  retell some Hindu stories (AT1 Level 2)	<ul style="list-style-type: none"> <li>• Explore the special objects and images found in a mandir, including images or murtis of the deities. There will always be a murti of Ganesh, the elephant-headed god, who as the 'remover of obstacles' is worshipped on entry to the mandir. There may also be murtis of Lord Krishna and his consort, Radha, or of Rama and Sita.</li> <li>• Read or listen to a story about one/more of these deities. Make a storybook of Hindu stories.</li> </ul>	
<b>How do Hindus worship in a mandir?</b>	Hindu worship (puja)	make basic links between the murtis and objects found in a mandir and Hindu beliefs and worship (AT1 Level 3)	<ul style="list-style-type: none"> <li>• Learn about a puja tray with its contents and how it is used during worship (puja).</li> <li>• Make links between the murtis, puja tray, Hindu beliefs and the festivals which might be celebrated in the mandir.</li> </ul>	

			<ul style="list-style-type: none"><li>• Use websites to learn about famous mandirs in the UK, e.g. the Shri Swaminarayan Mandir in Neasden and Bhaktivedanta Manor in Hertfordshire.</li></ul>	ICT
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