

Units of Work to Support RE at Key Stage 1

Dear Colleagues,

It gives me great pleasure to be able to introduce these units of work which have been developed from the work done by the original Agreed Syllabus writing group in 2010. Each of the units has been re-done according to the following formula:

1. a unit would fit onto one side of A4 so that teachers could use them easily
2. that reference to specific resources should be removed unless they were thought to be essential – and still available on the internet – so that teachers would not feel constrained because they could not access a specific resource
3. that the **context** would reference the Agreed Syllabus 2011
4. that references to levelled assessment should be removed

The units were never intended to give a complete scheme of work. Rather they have been developed to give teachers ideas from which to plan. Each unit is designed to cover half-a-terms work in RE with the understanding that teachers will add to what they see. They can also be used as a starting point for discussion about the way RE should be delivered.

The units here have been looked at again by members of the writing group and members of SACRE. If, though, you have any questions about the units you can refer them to the RE Adviser by e-mailing dhampshire@cornwall.gov.uk

I hope you find them useful and if you would like to design your own to share with others you can do so and send them to me at the e-mail above and I shall put them onto SACRE's website.

David Hampshire
County Adviser for RE

Revised units of Work for the Cornwall Agreed Syllabus 2011 – Primary

KEY STAGE 1

1 Beliefs, Teachings and Sources – special people

Unit title: Beliefs, Teachings and Sources Meaning, Purpose and Truth	
Specific theme: People who are special.	
Context	Key Concepts
<p>1c. Pupils should be taught to identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>2e. Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3a. Christianity</p> <p>3g. Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion.</p> <p>3k. Listening and responding to visitors from local faith communities.</p> <p>3m. Using art and design, music, dance and drama to develop their creative talents and imagination.</p>	<p>Pupils will know that Christians follow the example and teaching of Jesus, especially on love and forgiveness.</p> <p>Pupils will know about people who are important because of their influence in the founding and development of the Christian faith.</p> <p>Pupils will know that the lives of these people can influence our lives today.</p>
Main elements of the unit	Suggested activities
<p><u>Special People in Our Lives</u> Children meet people everyday who influence their lives, e.g. family, teachers, police, vicar, paramedics, sports persons etc.</p>	<p>Make a collage of the people children meet in community/school community who they consider special. Invite these people into school to talk to the children.</p>
<p><u>Others are Special</u> Loving God and our neighbour as ourselves: look at the two great commandments and the story of the Good Samaritan.</p>	<p>Pupils could discuss the story of the Good Samaritan and how it relates to the commandments. Role play the story, either as in the Bible or in a modern setting.</p>
<p><u>Key Christian People</u> People in history, e.g. local saints and modern day Christians. What can we learn from them?</p>	<p>Find out about local saints/St.Piran, using ICT or local visits. Look at modern day Christians, e.g. Jason Robinson/Mother Theresa and their influence. Write about people who have been special to them.</p>
Key Questions	
<p>Who influences our lives and our world?</p> <p>What did Jesus teach about how we should treat each other?</p>	<p>Who do Christians look to as role models?</p> <p>What can I do to live a better life?</p>

2. Beliefs, teaching and sources - Jesus

Unit title: Beliefs, teachings and sources	
Specific theme: What Christians think about Jesus	
Context	Key Concepts
<p>1a explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2e recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3a Christianity</p> <p>3g leaders and teachers: figures who have an influence on others locally, nationally and globally in religion</p> <p>3o beginning to use ICT to explore religions and beliefs as practiced in the local and wider community</p>	<p>That pupils will be able to see the connection between stories in the Gospels and what some Christians think about Jesus.</p> <p>That the stories about Jesus in the Gospels are essentially about his identity.</p> <p>That Jesus remains important for Christians.</p> <p>That stories about Jesus and Jesus' own stories are important for our culture.</p>
Main elements of the unit	Suggested activities
<p>Jesus as a teacher</p> <p>Read the parables of loss and finding in Luke 15</p>	<p>Find the passage in an on-line Bible such as: http://www.biblegateway.com/passage/?search=Luke%2015&version=GNT</p> <p>Pupils make a collage which shows one or more of the parables read as a whole class display.</p>
<p>Jesus as a healer</p> <p>Read Mark 7:1 – 23 where he heals the Centurion's servant and the child of the widow of Nain</p>	<p>Pupils discuss the story of Jesus' healings and explore why healing the boy was so important. Their responses are recorded.</p>
<p>Jesus as powerful</p> <p>Read Matthew 14:22 – 36 where Jesus walks on the water</p>	<p>Pupils act out the story in the form of a play.</p> <p>They explore what the characters in the story were feeling.</p>
Key Questions	
<p>What do Christians believe about Jesus?</p> <p>Why are those stories important to us?</p>	<p>Where are those stories found?</p> <p>When do many people in our country celebrate two special stories about Jesus?</p>

3. What makes a place special? The church

Unit title: Practices and ways of life/Values and commitments	
Specific theme: What makes places special?	
Context	Key Concepts
<p>1b name, explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>1f identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>3a Christianity</p> <p>3f symbols: how and why symbols express religious meaning.</p> <p>3j visiting places of worship and focusing on symbols and feelings.</p>	<p>Pupils will be able to reflect on places special to them in their own lives and why they are special. Consider the meaning of the term Church as a community of believers and the name given to a variety of buildings where Christians usually meet. Know what worship includes and that it matters to Christian believers and can be expressed through words, music, ritual, symbols, architecture and art. Know about church buildings; the contents and symbols found there and the people who have a special role in the Church and how these reflect the Christian faith.</p>
Main elements of the unit	Suggested activities
<p><u>My special place.</u> Consider what makes a place special for them.</p> <p><u>What is a church?</u> Look at church building architecture and what is found in a church. Look at church as community of believers and explore why</p> <p><u>What happens in church?</u> Look at the main elements of worship and people who have a special role in the church.</p>	<p>In pairs, tell a friend about a special place and explain it's importance. Create a special place within the classroom or school grounds for quiet reflection. Use ICT to explore a church building: world religions CD Rom, REQuest, Espresso. Go on a virtual tour of a church. Invite a member of a local church to talk about why they go to church and what being part of church means to them. Learn about aspects of worship-reading the Bible, listening to stories, singing and prayer. Establish role play area to act these out.</p>
<p><u>Explore a religious ceremony.</u> Look at a ceremony that takes place in church e.g. baptism or wedding.</p>	<p>Plan with pupils and enact a ceremony such as baptism or a wedding. Consult local clergy on how people are prepared for these significant life events.</p>
<p><u>Visit to a church</u> Arrange a visit to one or more local places of worship. Compare buildings, contents etc. Link to previous learning.</p>	<p>Locate symbols, furnishings etc. Talk to church leader about their role. Give time for quiet reflection. Look at different forms of art in the building. Follow up visit with large classroom display, including thoughts....</p>
Key Questions	
<p>What is a church? What happens in a church? Why do Christians go to church?</p>	<p>What are some of the important symbols found in churches and why are they there?</p>

4. Why is the Bible special?

Unit title: Holy Scriptures	
Specific theme: Why is the Bible special?	
Context	Key Concepts
<p>1a. Pupils should be taught to explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>2e. Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3a. Christianity</p> <p>3f. Pupils should be taught how and why some stories are sacred and important in religion.</p> <p>3o. Pupils should be taught how, using art and design, music, dance and drama, to develop the creative talents and imagination.</p>	<p>Pupils will know that the holy book of the Christian faith is the Bible.</p> <p>They will understand that it is made up of different types of writing e.g. stories, poems, sayings etc.</p> <p>They will know that the Bible is used for preaching and teaching in church.</p> <p>They will know that it is special to Christians, who use it regularly to learn about their faith.</p>
Main elements of the unit	Suggested activities
<p>Special books</p> <p>Books are important and special to us all.</p>	<p>Talk about their favourite book and draw the front cover or a picture from the story. Bring into school favourite books and stories from home.</p> <p>Ask parents, grandparents and staff to share favourite books and stories, maybe in a class open afternoon.</p>
<p>What is the Bible?</p> <p>The Bible is a collection of books that is special to Christians.</p> <p>How have some Christians shown that the Bible is important to them?</p>	<p>Find different genres of books from library and explain all these types can be found in the Bible.</p> <p>Look at a collection of different Bibles. Explore how monks made Bibles look very special by using illuminated letters. Children draw their own initials in the same style.</p> <p>Tell the story of Mary Jones and her Bible. Use pictures to sequence the story.</p>
<p>Where and why do Christians read the Bible?</p> <p>The Bible is available to read in a variety of places.</p> <p>Share an Old Testament and a New Testament story and consider how Christians use the Bible to learn about their faith.</p>	<p>Make a list of where children think Bibles might be read eg. Home, school, church, a library. Explain how they can be found in hotel rooms and following on from the story of Mary Jones, all over the world in different languages.</p>
Key Questions	
<p>What is your favourite story or book and why?</p> <p>Which book do Christians believe is special?</p> <p>What kind of a book is the Bible?</p>	<p>Where would you find a Bible?</p> <p>Why is the Bible important to Christians?</p> <p>Can we learn anything from Bible stories about how to behave?</p>

5. Why is where I live special?

Unit title: Places and people special to us	
Specific theme: Why is Cornwall special?	
Context	Key Concepts
<p>1g explore how faith communities make a difference to communities in Cornwall</p> <p>2e recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>2f reflect on how living in Cornwall is shaped by its religious traditions from the earliest times</p> <p>3a Christianity</p> <p>3g leaders and teachers: figures who have an influence on others locally, nationally and globally in religion</p> <p>3l using their senses and having times of quiet reflection</p>	<p>To be aware of Cornwall as a special place in the growth of Christianity in Britain.</p> <p>Pupils should know that Celtic saints brought Christianity to Cornwall with particular reference to their own local area.</p> <p>The lives of these saints influenced the beliefs and behaviour of Cornish people.</p> <p>Even today communities celebrate the lives of these saints and the beginnings of Christianity in Cornwall.</p> <p>Evidence of the past influence of these saints can still be seen today.</p>
Main elements of the unit	Suggested activities
<p>I Live in Cornwall</p> <p>Develop an awareness of the geographical position of Cornwall and what makes it a special place to live.</p>	<p>Draw a map of Cornwall and colour appropriately. Look at its position as part of Great Britain.</p> <p>Look at pictures / photographs showing different areas of Cornwall.</p> <p>List / draw things from children's own experiences that make Cornwall a special place to live.</p>
<p>Christian Saints come to Cornwall</p> <p>Discover the stories of some Cornish Saints eg Saint Piran and a local saint to your school. Consider their influence on Christianity and the local area.</p>	<p>Retell the story of Saint Piran through drama or art work.</p> <p>Find out about a local saint and decide on a way to tell others about his life.</p> <p>Visit a place linked to the saint e.g. local church or holy well.</p>
<p>Celebrate Cornish Christianity</p> <p>Evidence of early Christianity in Cornwall is all around us.</p> <p>The beginnings of Christianity in Cornwall are still celebrated today through remembering the lives of local Saints.</p>	<p>Explore what happens on St. Piran's Day and children plan their own celebrations, make St Piran's flags.</p> <p>Look at Celtic crosses and the designs on them. Plan and make a cross in the Celtic style.</p> <p>Find out about and join in with celebrations of the life of a local saint.</p>
Key Questions	
<p>Why is Cornwall special to you?</p> <p>How did Christianity come to Cornwall?</p> <p>Why is St. Piran thought of as the patron saint of Cornwall?</p>	<p>Are there other saints who could be considered Cornwall's patron saint?</p> <p>Who is your local saint? Is there only one?</p> <p>How are the lives of Cornish Saints still celebrated today?</p>

6. Why is Easter special?

Unit title: Forms of expression / Meaning, purpose and truth	
Specific theme: Celebrations: What is special about Easter?	
Context	Key Concepts
<p>1b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>2c identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>3a Christianity</p> <p>3e celebrations: how and why celebrations are important in religion</p> <p>3m using art and design, music, dance and drama to develop their creative talents and imagination.</p>	<p>Pupils will know that Easter is an important celebration to Christians.</p> <p>They will understand that Lent is a time for Christians to prepare themselves for this celebration.</p> <p>They will know the story of Holy Week with particular reference to Palm Sunday, Holy Thursday, Good Friday and Easter Day.</p> <p>They will link ideas about new beginnings / new life to beliefs Christians have about Jesus.</p>
Main elements of the unit	Suggested activities
<p>How do Christians prepare for Easter?</p> <p>Lent is the time when Christians prepare themselves for Easter.</p> <p>They remember the time Jesus spent in the desert and the temptations he faced.</p> <p>Christians relate this to their own lives.</p>	<p>Read the story of Jesus being tempted in the desert. Talk about how people 'give up' things in Lent and why.</p> <p>Engage children in activities to help others by giving something up during Lent e.g. use the Fridays in Lent as opportunities to raise money for different charities.</p> <p>Celebrate Mothering Sunday and talk about its place in Lent.</p>
<p>Why is Easter important for Christians?</p> <p>Christians celebrate events in Jesus' life. Easter is one of these special times.</p>	<p>Create a large collage of aspects of the Easter story.</p> <p>Make a zigzag book of the events of Holy Week.</p> <p>Plan and make an Easter garden.</p> <p>Reinforce the celebration through songs, cards etc</p>
<p>How is Easter celebrated?</p> <p>Consider the symbols of 'new life' associated with Easter.</p>	<p>Make a display of objects associated with Easter e.g. Hot cross buns, Easter eggs, Easter cards, cross, chickens, lambs, daffodils etc.</p> <p>Have eggs to incubate and hatch / frogspawn and tadpoles. Visit a local farm to see 'new life' or walk around the area to see signs of spring.</p> <p>Talk about how all of these are linked to the idea of 'new life' and the Christian belief that Jesus died and came to life again.</p>
Key Questions	
<p>What is Lent and how does it relate to Easter?</p> <p>Why do people think it is important to give something up in Lent?</p>	<p>Why do Christians celebrate Easter?</p> <p>What does the Bible tell us about Holy Week?</p> <p>Why do Christians use symbols of new life at Easter?</p>

7. Why is Christmas special?

Unit title: Forms of expression / Meaning, purpose and truth	
Specific theme: Special times – What is special about Christmas?	
Context	Key Concepts
<p>1a explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>1b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>2e recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3a Christianity</p> <p>3c believing: what people believe about God, humanity and the natural world.</p> <p>3m using art and design, music, dance and drama to develop their creative talents and imagination</p>	<p>Pupils will know that Christmas is an important celebration to Christians.</p> <p>They will understand that Advent is a time for Christians to prepare themselves for this celebration.</p> <p>They will know the story of the birth of Jesus as told in the Bible.</p> <p>They will be aware that although the giving and receiving of presents is a key part of the celebration, it is also important to think of others who have very little or are in need at this time.</p>
Main elements of the unit	Suggested activities
<p>How do Christians prepare for Christmas?</p> <p>Advent is the time when Christians begin to look forward to the coming of Jesus and get ready to celebrate his birth.</p>	<p>Share ideas of how the children get ready for Christmas in their own homes.</p> <p>Make a large class advent calendar, possibly using appropriate pictures from the internet / make a large advent candle display to mark off the days to Christmas / make an advent ring. Talk about Jesus as light in the darkness.</p>
<p>Why is Christmas important for Christians?</p> <p>Christians celebrate events in Jesus' life. Christmas is one of these special times.</p>	<p>Create a large collage of the Christmas story to familiarise children with the story of Jesus' birth.</p> <p>Provide dressing up clothes so children can role play the story independently.</p> <p>Reinforce the celebration through songs, cards etc.</p>
<p>Thinking of others at Christmas.</p> <p>Why do we give and receive presents at Christmas?</p> <p>Consider why many Christians like to help others at Christmas.</p> <p>How can we help others at this time of year?</p>	<p>Link present giving to the gifts given to the baby Jesus. Relate to children's own experience of giving and receiving presents.</p> <p>Find out about different ways Christians help others at Christmas and why e.g. Churches providing Christmas lunch.</p> <p>Use opportunities and resources provided by organisations such as the Shoebox Appeal to enable the school community to help others who have very little at Christmas.</p>
Key Questions	
<p>What is Advent and why do Christians celebrate at Christmas?</p> <p>What does the Bible tell us about the birth of Jesus?</p>	<p>Why do Christians feel it is important to help others at Christmas?</p> <p>Why should we try to think of others at Christmas? How could we do this?</p>

8. Why should we care for our world?

Unit title: Forms of Expression / Identity and belonging	
Specific theme: our special world – how do we care for our world?	
Context	Key Concepts
<p>1a explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2d reflect on how spiritual and moral values relate to their own behaviour</p> <p>3a Christianity</p> <p>3c believing: what people believe about God, humanity and the natural world</p> <p>3l using their senses and having times of quiet reflection</p>	<p>Pupils will be able to understand that Christians believe that God created the world, although they do not necessarily agree on how this was done as they read the Biblical stories in very different ways.</p> <p>God was pleased with his creation and we too are invited to enjoy it.</p> <p>God cares for his world and expects people to do the same.</p> <p>Pupils will be able to see that Christians believe they can experience God through the beauty of creation.</p>
Main elements of the unit	Suggested activities
<p>God as Creator</p> <p>Read one or both of the stories of Creation from Genesis (1: 1 – 2: 4a or 2: 4b – 25)</p> <p>Read Psalm 8</p>	<p>Pupils make a collage of creation for classroom display based on the Genesis stories.</p> <p>Make a scroll depicting Psalm 8 in pictures and perform as a class in assembly.</p>
<p>Our wonderful world.</p> <p>Explore and discover what children enjoy and appreciate about the world around them.</p>	<p>Look at pictures of natural environments. Select one which looks attractive and explain why to a friend.</p> <p>Write a list of environments or wildlife that you like looking at. Decorate with cut out pictures or your own drawings.</p>
<p>Looking after our world</p> <p>God expects people to look after the world – how can we do this?</p>	<p>Consider our responsibility for the world. Discuss together e.g. What do we think is important/special about our world? How is it sometimes spoilt?</p> <p>Share ideas of ways to look after our world and record e.g. as posters.</p> <p>Create a garden and care for it, sensory gardens or Biblical gardens can be particularly good as starting points.</p>
Key Questions	
<p>What do Christians believe about Creation?</p> <p>What do Christians believe God feels about the world?</p>	<p>How do Christians respond to this?</p> <p>Why should we look after our world? What does this mean for my home, village/town/city, school.</p>

9. Celebrations for non-Christians

Unit title: Celebrations	
Specific theme: How do people celebrate in non-Christian religions?	
Context	Key Concepts
<p>1b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>2a reflect on and consider religious and spiritual feelings, experiences and concepts such as wonder, worship, praise, thanks, concern, joy and sadness</p> <p>3b a religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <p>3e celebrations: how and why celebrations are important in religion</p> <p>3o beginning to use ICT to explore religions and beliefs as practised in the local and wider community</p>	<p>Families and communities celebrate special times together.</p> <p>Pupils will know the names of important celebrations linked to a particular faith.</p> <p>Pupils will have knowledge of what happens during these celebrations.</p> <p>They will understand the importance of them to individuals, families and communities.</p> <p>Pupils may notice similarities between forms of religious expression in different religions.</p>
Main elements of the unit	Suggested activities
<p>Our Celebrations</p> <p>Look at celebrations shared in families or the local community.</p> <p>Consider why they are special to us.</p>	<p>Find out about celebrations children have shared with their families eg. Bonfire night, birthdays, weddings.</p> <p>Find out about local celebrations that children have been part of eg Furry Dance, St. Piran's Day.</p> <p>Share their experiences and feelings, make a display</p>
<p>Faith celebrations in families</p> <p>People of different faiths celebrate special times together in families.</p> <p>Consider the meanings of these times and the importance of them.</p>	<p>Look at a specific celebration when families meet together this time eg a Sikh wedding, Jewish Shabbat, Hindu birth ceremonies etc.</p> <p>Plan a celebration and role play it with the whole class. Share in assembly.</p> <p>Share ideas of how it must feel to be a part of these celebrations and the importance of them.</p>
<p>Faith celebrations in communities</p> <p>People of different faiths celebrate special times together in communities.</p> <p>Consider the meanings of these times and the importance of them.</p>	<p>Look at specific times when the whole faith community join together to celebrate eg. Divali, Holi, Rosh Hashanah and Yom Kippur etc.</p> <p>Use ICT to explore these times or invite a visitor from a faith community to share their experiences of celebrating.</p> <p>Share ideas of how it must feel to be a part of these celebrations and the importance of them. Plan a whole school activity around a religion, including its celebrations.</p>
Key Questions	
<p>Why do people celebrate?</p> <p>What celebrations do you enjoy? How do they make you feel?</p>	<p>Name and describe a celebration shared in a(name of faith) family?</p> <p>Name and describe a celebration shared in a(name of faith) community?</p>

10. Scriptures in non-Christian religions

Unit title: Special books and stories	
Specific theme: Why is this book special?	
Context	Key Concepts
<p>1a. Pupils should be taught to explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>2e. Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3b a religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <p>3d Pupils should be taught how and why some stories are sacred and important in religion.</p> <p>3n Pupils should be taught how, using art and design, music, dance and drama, to develop the creative talents and imagination.</p>	<p>Pupils will understand that people of different faiths have holy books.</p> <p>They will know that this book includes stories that people of a faith like to hear and retell.</p> <p>They will know how the book is used within the worship and life of the faith communities.</p> <p>They will know that it is special to a particular religious community, who use it regularly to learn about their faith.</p>
Main elements of the unit	Suggested activities
<p>Special books</p> <p>Pupils learn the name of a special book of a particular faith.</p> <p>They look at how it is used and respected.</p>	<p>Make a Torah scroll or front cover of Bhagavad-Gita or consider how to handle the Qur'an with respect.</p> <p>Find out why these books are special and where they are used.</p>
<p>Stories from these books</p> <p>Pupils listen to stories from this book.</p>	<p>Pupils listen to stories eg.</p> <ul style="list-style-type: none"> • Rama and Sita, the childhood of Krishna • Abraham, Joseph, Moses, David or Jonah • stories from the life of Prophet Mohammad <p>Use different media to explore the stories.</p>
<p>Reflect upon special stories</p> <p>An opportunity for pupils to reflect upon the stories and consider what a child from a faith would learn from them.</p>	<p>With adult support children choose a story to act out and perform to the rest of the class or in an assembly.</p> <p>They explain why they think it would be special to a child of that particular faith.</p>
Key Questions	
<p>Which book do... (name of the followers of a particular religion)... believe is special?</p> <p>Where and how is this book used?</p> <p>Why is this book important to?</p>	<p>Can you retell a story found in this book?</p> <p>What can...(people of a particular religion)... learn from this story?</p>

11. Why is the Bible Special?

Unit title: Books and Stories	
Specific theme: Understanding the importance of the Bible.	
Context	Key Concepts
<p>1d Pupils should be taught to explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</p> <p>2b Pupils should be taught to ask and respond imaginatively to puzzling questions, communicating their ideas.</p> <p>3a Christianity</p> <p>3d Pupils should be taught how and why some stories are sacred and important in religion.</p> <p>3j visiting places of worship and focussing on symbols and people</p>	<p>Pupils will know that the holy book for Christians is the Bible.</p> <p>They will understand that it is made up of different types of writing e.g. stories, poems, sayings etc.</p> <p>They will know that the Bible is used for preaching and teaching in church.</p> <p>They will know that it is special to Christians, who use it regularly to learn about their faith.</p>
Main elements of the unit	Suggested activities
How the Bible becomes a symbol for Christians and how this is shown by the way Christians organise their churches in different ways.	Visit churches from two different denominations. Look at the role of the lectern and pulpit in different traditions and how they relate to the reading of the Bible in public. Explore the role of Bible stories in other aspects of church design, such as stained glass windows.
Explore ways that Christians have tried to communicate stories from the Bible through art.	Create stained glass windows telling a favourite Biblical story of the pupils, one from the Old and one from the New Testament.
Explore the way that Christians have tried to communicate stories from the Bible through drama and music.	Explore sacred music from the Christian tradition. Plan and perform a mystery play for the whole school telling one Bible story.
Key Questions	
Why is the Bible important in Christian churches? How is the Bible used in Christian churches?	<p>Why are Biblical stories so important to us in Great Britain?</p> <p>How have Christian tried to share stories from the Bible without people needing to read it?</p>

12. Exploring me.

Unit title: Me and Us as special.	
Specific theme: What makes me special?	
Context	Key Concepts
<p>1c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.</p> <p>2e Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>2d Reflect on how spiritual and moral values relate to their own behaviour.</p> <p>3a Christianity.</p> <p>3i Myself: Who I am and my uniqueness as a person in a family and community.</p> <p>3n Sharing their own beliefs, ideas and values and talking about their feelings and experiences.</p>	<p>Pupils will be able to become aware of themselves and their importance as individuals.</p> <p>How Christians believe that everyone is important and of equal value.</p> <p>That Christians are called to follow the example and teaching of Jesus, especially on love and forgiveness.</p> <p>How Christians believe in the importance of family and being part of God's family, the Church.</p> <p>That Christians refer to God as Father, Son and Holy Spirit and that at least two of these names imply family and relationship.</p>
Main elements of the unit	Suggested activities
<p>I am special</p> <p>Children consider themselves and their friends and how they know who they are because of their relationships.</p>	<p>Circle time - I am special because..... / special box with mirror inside.</p> <p>Friendship cake-ingredients to make a good friend – make a wall display of ideas</p>
<p>Family is special</p> <p>Consider belonging to a family and how we behave in families.</p>	<p>Explore different forms family can take showing they are all special.</p> <p>Paint pictures or bring in photos of celebrations shared in families.</p> <p>Look at prayers that address God as Father from a Christian prayer book, especially the Our Father.</p>
<p>Our community is special</p> <p>Importance of community e.g. local groups, school, church etc in a child's life.</p>	<p>Sharing day when children bring items relating to a club/group they belong to e.g. Beavers, Rainbows, gymnastics etc. How some of those groups actually have prayers and why.</p> <p>Role-play baptism to show how the church welcomes children into its family.</p>
Key Questions	
<p>What makes me special?</p> <p>How should friends behave to each other and why?</p>	<p>How should we treat each other in our families?</p> <p>How does the Church show families and children are special?</p>

13. That non-Christian traditions have special people and see people as special.

Unit title: Special People	
Specific theme: Why is this person special?	
Context	Key Concepts
<p>1a Pupils should be taught to explore a range of religious stories and sacred writings and talk about their meanings.</p> <p>2e Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3b a religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <p>3g Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion.</p> <p>3m Sharing their own beliefs, ideas and values, and talking about their feelings and experiences.</p>	<p>Pupils will know about the life and culture of a child from a particular religion.</p> <p>Pupils will know about people who are important because of their influence in the founding and development of the particular faith.</p> <p>Pupils will know about the role of religious leaders within the faith.</p> <p>Pupils will consider the influence these special people have on the lives of believers.</p>
Main elements of the unit	Suggested activities
<p>Being a Buddhist/Hindu/Jew/Muslim/Sikh</p> <p>Find out about the culture of a particular religion through the life of a child</p>	<p>Explore how they might find out about how other children live their lives, especially from a culture different to their own.</p> <p>Using artefact boxes, ICT, role play, dressing up, art activities etc explore the life and culture of a child from the religion chosen.</p>
<p>Stories about special people</p> <p>Learn about special people in the religion through stories about them.</p>	<p>Read and listen to stories that a child might hear about special people within their religion e.g. Abraham, Moses / Mohammad / Rama and Sita, Krishna.</p> <p>Reflect upon them through art, drama, discussion and consider why they might be important to a child of that faith.</p>
<p>Religious leaders</p> <p>Pupils will know the names of religious leaders in the faith chosen and explore their roles.</p>	<p>Look at the role of the religious leader in the chosen religion: monk/nun, guru/pundit, mullah/imam, rabbi/rebbe or guru/baba.</p> <p>Consider the influence they might have on the life of a child from that faith.</p> <p>Invite, if possible, a representative from the religion into school to talk about their faith.</p>
Key Questions	
<p>What would be special to you if you were a..... child?</p> <p>Who do..... think are special people from the past?</p> <p>Can you retell a story about them?</p>	<p>Name the religious leader that a..... child meets in their place of worship.</p> <p>Can you talk about some of the things they do and why they are important?</p>

14. Jesus as special for Christians

Unit title: Special People	
Specific theme: How beliefs about a person can transform how people think about themselves.	
Context	Key Concepts
<p>1c Pupils should be taught to identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>2e Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>3a Christianity</p> <p>3g Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion.</p> <p>3n Sharing their own beliefs, ideas and values, and talking about their feelings and experiences.</p>	<p>Pupils will know that Christians are called follow the example and teaching of Jesus, especially on love and forgiveness, but Christians have understood this in different ways over time and in different places.</p> <p>Pupils will know about people who are important because of their influence in the founding and development of the Christian faith.</p> <p>Pupils will know that the lives of these people can influence our lives today.</p>
Main elements of the unit	Suggested activities
<p>Special People in Our Lives</p> <p>Pupils discuss which people are important in their lives and how they are influenced by them.</p>	<p>Children meet people who influence their lives, other than their family, e.g. police, vicar, minister, GP, practice nurse, shop keeper, farmer etc.</p> <p>Make a collage of the people children meet in community/school community who they consider special.</p>
<p>That Jesus is special is for Christians in two ways: by what he did and what he said.</p> <p>A key teaching of Jesus: loving God and our neighbour as ourselves: look at the two great commandments and the story of the Good Samaritan.</p>	<p>Pupils recall what they already know about what Jesus did and said.</p> <p>Pupils could discuss the story of the Good Samaritan and how it relates to the commandments.</p> <p>Role-play the story, either as in the Bible or in a modern setting.</p>
<p>That Jesus inspired generations of people to be great.</p> <p>People in history, e.g. saints and modern day Christians. What can we learn from them?</p>	<p>Think of definitions for a saint.</p> <p>Find out about different the lives and influence of different saints e.g. St Francis of Assisi.</p> <p>Look at modern day Christians, e.g. Jason Robinson, Mother Theresa and their influence.</p> <p>Write about people who have been special to them.</p>
Key Questions	
<p>Who is special to you and why?</p> <p>What did Jesus teach about how we should treat each other?</p>	<p>Who do Christians look to as role models?</p> <p>What can I do to live a better life?</p>

15. The church as a place of significance

Unit title: Special Places	
Specific theme: What makes a place like a church special?	
Context	Key Concepts
<p>1b name, explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p> <p>2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>2g explore how faith communities make a difference to communities in Cornwall.</p> <p>3a Christianity</p> <p>3f symbols: how and why symbols express religious meaning.</p> <p>3h belonging: where and how people belong and why belonging is important</p> <p>3j visiting places of worship and focusing on symbols and feelings.</p> <p>3l using their senses and having times of quiet reflection.</p>	<p>Pupils will be able to reflect on places special to them in their own lives and why they are special.</p> <p>Consider the meaning of the term Church as a community of believers and the name given to a variety of buildings where Christians usually meet in their community.</p> <p>Know what worship includes and that it matters to Christian believers and can be expressed through words, music, ritual, symbols, architecture and art.</p> <p>Know about church buildings; the contents and symbols found there and the people who have a special role in the Church and how these reflect the Christian faith in their community.</p>
Main elements of the unit	Suggested activities
<p><u>My special place.</u> Consider what makes a place special and if they have their own special place.</p> <p><u>What is a church?</u> Look at church building architecture and what is found in a church. Look at church as community of believers and explore why.</p> <p><u>What happens in church?</u> Look at the main elements of worship and people who have a special role in the church.</p>	<p>In pairs, tell a friend about a special place and explain its importance. Create a special place within the classroom or school grounds for quiet reflection. Use ICT to explore a church building: world religions CD Rom, REQuest, Espresso. Go on a virtual tour of a church. Invite a member of a local church to talk about why they go to church and what being part of church means to them. Learn about aspects of worship-reading the Bible, listening to stories, singing, prayer. Establish role play area to act these out.</p>
<p><u>Explore a religious ceremony.</u> Look at a ceremony that takes place in church e.g. baptism or wedding.</p>	Plan and enact a ceremony such as baptism or a wedding.
<p><u>Visit to a church</u> Arrange a visit to one or more local places of worship. Compare buildings, contents etc. Link to previous learning.</p>	<p>Locate symbols, furnishings etc. Talk to church leader about their role. Give time for quiet reflection. Look at different forms of art in the building. Follow up visit with large classroom display, including thoughts from the visit.</p>
Key Questions	
<p>What is a church? What happens in a church?</p>	<p>Why do Christians go to church? What are some of the important symbols found in churches and why are they there?</p>

16. Special places in non-Christian religions

Unit title: Special Places	
Specific theme: What makes a place special?	
Context	Key Concepts
<p>1d explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</p> <p>2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p>2c identify what matters to them and others, including those with religious commitments and communicate their responses.</p> <p>3b a religion of choice by the school from: Buddhism, Hinduism, Islam, Judaism or Sikhism</p> <p>3h belonging: where and how people belong and why belonging is important.</p> <p>3o beginning to use ICT to explore religions and beliefs as practised in the local and wider community</p>	<p>Pupils will know that there are places around the world that are special to people of different religions.</p> <p>They will know the name given to the building where a faith community meet.</p> <p>They will know about the building; the contents and symbols found there and the people who have a special role in it and how these reflect the particular faith.</p> <p>They will have knowledge of what worship includes and that it matters to the followers of the faith and can be expressed through words, music, ritual, symbols, architecture and art.</p>
Main elements of the unit	Suggested activities
<p>Places around the world</p> <p>Pupils discover places around the world that are important to a faith community.</p> <p>They consider why they are special.</p>	<p>Focus on a place that is important to a religion e.g. India, River Ganges / Israel, Jerusalem / Saudi Arabia, Mecca.</p> <p>Use maps to locate and find pictures using the internet and non-fiction books to link to each place.</p> <p>Find out what makes them special and why people want to make special journeys (pilgrimages) to them.</p>
<p>Buildings that are special.</p> <p>Name the building special to a faith.</p> <p>Look at the architecture of the building and what is found in it.</p>	<p>Use ICT / non-fiction books / pictures etc to explore a building eg Mandir, synagogue, mosque</p> <p>Have a virtual tour of a building.</p> <p>Make a model/junk model of the building incorporating different aspects of it.</p>
<p>Worship and symbols</p> <p>Look at the main elements of worship in these buildings and the people who have a special role.</p> <p>Look at the symbols used and reflect upon their meaning.</p>	<p>Use all available resources eg. Faith Forum, visitors, internet, books, artefacts etc to find out about worship in these places.</p> <p>Encourage reflection on the feelings of people who visit them.</p> <p>Encourage the children to identify with their own feelings when in a special place.</p>
Key Questions	
<p>Name a place anywhere in the world that is special to.....(name of faith).</p> <p>Name a building that is special to them.</p>	<p>What are some of the important symbols found there and why?</p> <p>What happens in this building that is special to believers?</p>

17. Celebrating the World

Unit title: Special World	
Specific theme: How Christian and/or Jews celebrate the world as God's gift.	
Context	Key Concepts
<p>1b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>2c identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>3a Christianity</p> <p>3b religion of choice by the school from: Judaism</p> <p>3c believing: what people believe about God, humanity and the natural world</p> <p>3e celebrations: how and why celebrations are important in religion</p> <p>3o using art and design, music, dance and drama to develop their creative talents and imagination</p>	<p>The world around us is a beautiful place and can evoke feelings of awe and wonder.</p> <p>Psalms and prayers help Christians / Jews to express their feelings about the world.</p> <p>Christians / Jews have special times when they express thanks for Creation and God's provision for them e.g. Harvest or Festival of Succot.</p> <p>Consider their own appreciation of the world around them, developing a sense of awe and wonder.</p> <p>If looking at Christianity and Judaism, compare views and celebrations.</p>
Main elements of the unit	Suggested activities
<p>Christians / Jews and the world</p> <p>Christians / Jews celebrate the beauty of the world through worship and praise.</p> <p>Psalm 148</p>	<p>Read Psalm 148 and make up actions to go with it. Perform in assembly.</p> <p>Children write their own psalm including things that create a sense of awe and wonder in them.</p>
<p>The local environment</p> <p>Experience and appreciate the wonder of pupils' local surroundings.</p> <p>Encourage expressions of delight in what they see.</p>	<p>Walk around the local area observing, drawing and photographing what they see.</p> <p>Make a display and add captions.</p> <p>Set up an interest table bringing the natural worlds into the classroom.</p> <p>Encourage use of all the senses to express their feelings about their locality etc.</p>
<p>Thanks for our world</p> <p>Harvest is a time when Christians give thanks for our world; or, Jews celebrate the Festival of Succoth (also written Sukkot and Succot)</p>	<p>Paint pictures of things to say thank you for and make a large display. Write harvest prayers. Word process and illustrate. Sing songs related to harvest time and take part in school harvest festival.</p> <p>Explore the Festival of Succoth and look at why it is important to Jews. Make a large Succoth (wooden frame) or smaller ones in boxes.</p> <p>If looking at harvest and Succoth festivals, consider similarities between them.</p>
Key Questions	
<p>What is special to you in the world around you?</p> <p>How do Christians / Jews give thanks to God for the world?</p>	<p>Why and how do Christians celebrate Harvest?</p> <p>Why and how do Jews celebrate Succoth?</p>