



Medium Term Planning

Year 1

SPRING

1:2 Worship

Key Concepts Overview

Three Lenses of RE (Key Concepts)



Social Sciences



Philosophy



Theology

Second Order Concepts



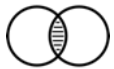
Empathy



Cause and Consequence



Special, different, rare and unique



Similarities and Difference



Rules



Love



Significance



Authority



Written and Oral Expression



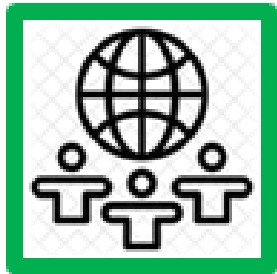
Belonging



Understand Right and Wrong





Peace



Social Sciences

Lenses of RE	Year Group	Unit	Outcomes
	1	1.1 Belonging	Recall some of the symbols, artefacts and rules associated with belonging to a faith group. Recognise some similarities between faith groups. Talk about what it means to belong and understand the importance of a promise.
		1.2 Worship	Recall the important features of a place of worship and say how they are used. Say why a local place of worship is important for many people.
	2	2.1 Lead us not into Temptation	Recognise differences and similarities between school rules and religious rules.
		Easter	Talk about how Christians celebrate the festival of Easter.
		Christmas	Talk about how Christians celebrate the festival of Christmas.
	3	3.1 Remembering	Compare the ways in which religious festivals are celebrated in the community and across the world.
		3.3 Sacred Places	Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging.
	4	4.1 Communities	Explain what makes a community. Describe the contribution of a religious group to their community.
		4.2 People who inspire us	Explain what prompts people to commit an ethical cause. Explain and give reasons why a person of faith devoted themselves to a cause. Give examples of altruistic actions in the community.
		Easter	Explain the meaning of the cross for Christians and how it conveys the Easter message .
		Christmas	Explain how and why Christians believe Jesus to be the 'Light of the World.'
	5	5.1 Expressions	Identify the importance of symbolism in the expression of beliefs. Describe different forms of worship and spiritual expression and explain where they might take place.
		5.3 Pilgrimage	Identify and explain why people may participate in a pilgrimage.
	6	6.2 Living a Faith	Explain and give reasons about how personal milestones engender a sense of identity. Discuss and give examples of how participating in rites of passage have an impact on religious communities.
		Easter	Explain the message of Easter for Christians and for the world today.
		Christmas	Compare the celebration of Christmas in religious and secular homes across the world.

Lenses of RE	Year Group	Unit	Outcomes
 <p data-bbox="188 842 353 884">Theology</p>	1	1.2 Worship	Recognise which holy books are special to different religions.
		Easter	Recognise and recall the Easter story and know why it's important to Christians .
		Christmas	Recognise and recall the Nativity story and know why it's important to Christians.
	2	2.1 Lead us not into Temptation	Respond respectfully to people of different faiths and cultures.
		2.2 Believing	Recall and name key beliefs from different religions. Recognise similarities and differences between the key beliefs for different faiths. Suggest two examples of religious beliefs that lead into action.
		2.3 Questions, questions	Describe what different religions believe about God.
	3	3.1 Remembering	Explain the link between the rituals associated with celebrations and the stories behind them.
		3.2 Founders of Faith	Recognise key events in the lives of some faith founders and the impact they made. Describe and make links between the teachings of different faith founders.
		3.3 Sacred places	Recognise what makes a place sacred and recognise reasons why.
		Easter	Describe the events of Holy Week and how Christians remember them today.
		Christmas	Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men.
	4	4.3 Our World	Describe what different religions say about the attributes of God.
	5	5.2 Faith in Action	Identify the origins and make connections between different faith teachings. Give a considered response to the challenges of following a faith.
		5.3 Pilgrimage	Describe and show understanding of actions carried out by a pilgrim.
	6	6.1 Justice and Freedom	Discuss barriers to reconciliation and harmony and the power of forgiveness.
6.3 Hopes and Visions		Explain and give examples of how people of different faiths respond to the question 'Who is God?'	





Lenses of RE	Year Group	Unit	Outcomes
 <p><i>Philosophy</i></p>	1	1.3 What a wonderful world	Recall Christian/Jewish beliefs about God and creation stories, adding some details. Retell a creation story using relevant vocabulary and say where the story comes from. Ask their own 'wondering' questions about the world. Talk about ways of caring for the world.
	2	2.1 Lead us not into temptation	Respond sensitively to decisions about what's right and what's wrong.
		2.3 Questions, questions	Suggest answers to Big Questions from different religious perspectives.
	4	4.3 Our World	Reflect and present ideas about the origin of the universe. Offer reasons why it is important to look after the earth.
	6	6.1 Justice and Freedom	Explain their hopes and dreams for a just community and a just world.
6.3 Hopes and Visions		Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.	


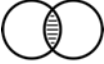
Spring Term


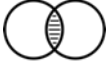

Year 1


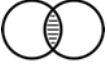

Unit 1.2: Worship


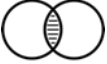

<i>Prior Learning</i>	<p>This unit builds on children's previous learning around 'special' places and objects in EYFS.</p> <p>What makes you unique? What makes you special?</p>
<i>End Points</i>	<p>The children will know what happens in places of worship, particularly in a church and mosque, and will be able to describe the symbols and artefacts used. They will be able to appreciate some similarities and differences.</p> <p>This contributes to the following end of key stage statement: Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.</p>
<i>Vocabulary</i>	<p>Special, worship, holy book, Christian, church, bible, vicar, mosque, Muslim, Islam, Qur'an, Imam, prayer hall, minaret, Mihrab, wash area, minbar, pew, pulpit, altar, cross, stained glass</p>
<i>Focus Religions/ World Views</i>	<p>Religion 1: Christianity Religion 2: Islam World View: Humanism (make links where appropriate) Links can also be made to other Religions and World Views where appropriate (dependent on class beliefs, celebrations/time of year, unit content etc.)</p>


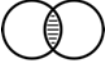


Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Philosophy</p>	 <p>Empathy</p>  <p>Special</p>	<p>1</p> <p><i>What makes a place special?</i></p>	<p>Overall Objective: To talk about what it means to belong and understand the importance of a promise.</p> <p>Learning Outcomes: I can name a special place. I can say why a place is special to me.</p>	 <p>Recap and revisit: EYFS: What makes you special?</p> <p>Drawing on children's prior knowledge, discuss: What makes a place special? Have you got a special place? Where is it? Why is it special? Children produce a mind map to show what makes them special.</p> <p>After discussing what makes a place special. Children draw a picture of a place that is special to them. It could be a garden, a park, Grandma's house, his/her bedroom.</p> <p>Why is the place they've chosen special to them? Do they feel safe? Is it fun? Is it a calm place to think and reflect? Children write a sentence saying: 'This place is special to me because...'</p>	


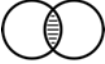


Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p data-bbox="192 440 367 464">Social Sciences</p>	 <p data-bbox="486 440 618 568">Similarities and difference</p>	<p data-bbox="725 261 736 277">2</p> <p data-bbox="685 312 779 384"><i>What is worship?</i></p>	<p data-bbox="831 261 1032 376">Overall Objective: To say why a local place of worship is important for many people.</p> <p data-bbox="831 405 1032 520">Learning Outcomes: I can say what happens in a holy place of worship.</p>	<p data-bbox="1057 261 1720 384">What does the word ‘worship’ mean? Children discuss and make notes on post-its about what the word ‘worship’ means. Discuss the meaning together then show the children a definition of the word.</p> <p data-bbox="1057 413 1682 469">To worship means to act in a way that shows great respect and/or love for someone. People often worship God.</p> <p data-bbox="1057 497 1711 612">Where can people worship? Tell the children that for many people of faith, a ‘place of worship’ is a special place. It is a place or building where they worship. What holy buildings do the children know already?</p> <p data-bbox="1057 641 1720 665">Show children the video about the different places of worship.</p> <p data-bbox="1057 694 1711 746">How do people worship? Come up with a list of things people of faith might do in a place of worship:</p> <ul data-bbox="1057 775 1711 1129" style="list-style-type: none"> • meeting and talking with others • reading and learning about their religion • spending quiet time alone, thinking • celebrating special events in someone’s life, such as a wedding • celebrating religious festivals • singing/music • praying <p data-bbox="1057 1158 1144 1177">Activity:</p> <p data-bbox="1057 1206 1711 1321">Children choose a place of worship (church, mosque, synagogue, mandir, gurdwara etc.) and have a template of their chosen place. Children draw and write down the list of things that happen within the holy place of worship.</p> <p data-bbox="1057 1350 1375 1369"><i>Dive deeper, question further</i></p> <p data-bbox="1057 1398 1720 1450"><i>Plan questions to ask a worshipper what they do in their place of worship and/or at home and why.</i></p>	<p data-bbox="1742 261 2114 384">Places of worship places of worship for kids Religion and holy book religious place of worship - YouTube</p> <p data-bbox="1742 461 2114 647">https://www.google.com/search?q=Places+of+worship+%7C+places+of+worship+for+kids+%7C+Religion+and+holy+book+%7C+religious+place+of+worship+-+YouTube</p>


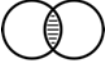


Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Social Sciences</p>	 <p>Similarities and difference</p>  <p>Belonging</p>	<p>3</p> <p><i>What places of worship are in the community/local area?</i></p>	<p>Overall Objective: To say why a local place of worship is important for many people.</p> <p>Learning Outcomes: I know there are different places of worship in my local area.</p>	<p>Focus Religions: Islam and Christianity</p> <p>Focus World View:</p> <p><u>Recap and revisit:</u> Remind the children of the places of worship discussed in the last lesson: church gurdwara mosque temple synagogue</p> <p>Discuss: Do we have any of these places of worship near to us? Have the children been to a place of worship? Seen one? If they've never been, how do they know it is there? What have they noticed? Have they seen people congregating outside a church on a Sunday morning? Have they seen Jewish men wearing kippahs near the synagogue on a Friday or Saturday during shabbat? Have they heard an Islamic call for prayer?</p> <p>Activity: Look at Google Maps and locate places of worship in the local area. List the places of worship found in the local area. Plot local places of worship on a map of the local area.</p> <p>Key question: Why are local places of worship important for many people? After discussing the locality of places of worship in the area, children discuss and record why it is important to have places of worship that are local.</p>	<p>Google Maps</p> <p>Google Earth</p> <p>yell.com</p>



Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Social Sciences</p>	 <p>Similarities and difference</p>  <p>Belonging</p>	<p>4</p> <p><i>What happens in a church?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can say what can be found in a Christian place of worship (a church).</p>	<p>Focus Religions: Christianity</p> <p>Recap and revisit: Who goes to Church? Why? How do people worship in a church? Do people worship at home?</p> <p>Stimulus: Watch videos/look at images/artefacts of the Christian church. Visit a church. Make notes about what happens in a church. What special features does a church have? Discuss the features listed below.</p> <p>Activity: Draw a Christian place of worship and draw/write what happens there. Children could include:</p> <ul style="list-style-type: none"> • a cross • the bell tower • wooden pews • alter (table) • organ • font (basin) • candle • lectern • pulpit • stain glass window <p>Art opportunity: Children could make a cross using two strips of paper. Children could create a stained glass window showing their own special place.</p> <p><i>Dive deeper, question further</i> <i>Consider the special atmosphere in a place of worship or another sacred place.</i> <i>Talk about feelings when watching or participating in an act of worship.</i></p>	<p>https://content.twinkl.co.uk/resource/79/8d/t-re-7131-ks1-re-lesson-features-of-a-church-video_ver_1.mp4?token=&exp=1637508287~acl=%2Fresource%2F79%2F8d%2Ft-re-7131-ks1-re-lesson-features-of-a-church-video_ver_1.mp4%2A~hmac=315b2596fef73cbd798bef9b5a48bd99f43284b39b4591dc3601d956efe67dce</p> <p>https://www.youtube.com/watch?v=KxLir3p9z8U</p> <p>Five videos about the church:</p> <p>https://request.org.uk/resource/restart/2015/01/12/tour-of-a-church/</p> <p>Video 1 – font Video 2 – pulpit and organ Video 3 – communion and stained glass windows Video 4 – grave yard Video 5 – what vicars wear</p>




Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Social Sciences</p>	 <p>Similarities and difference</p>  <p>Belonging</p>	<p>5</p> <p><i>What happens in another place of worship?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can say what can be found in an Islamic place of worship (a mosque).</p>	<p>Focus Religions: Islam and Christianity Focus World Views:</p> <p>Recap and revisit: What can you find in the Christian holy place of worship, a church?</p> <p>Stimulus: Watch videos/look at images/artefacts of another place of worship different to the Christian church (for example, an Islamic mosque). Visit a place of worship.</p> <p>Activity: Draw a place of worship from another faith and say what happens there. (Islamic mosque).</p> <p>Plan questions to ask a worshipper about what they do in their place of worship and/or at home and why.</p> <p>Interview a worshipper from another place of worship and ask them questions about what happens at their place of worship.</p> <p><i>Dive deeper, question further</i> <i>Consider the special atmosphere in a place of worship or another sacred place.</i> <i>Talk about feelings when watching or participating in an act of worship.</i></p>	

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Similarities and difference</p>  <p>Belonging</p>  <p>Authority</p>	<p>6</p> <p><i>Who looks after the place of worship?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can describe the role of a vicar/priest/imam/rabbi.</p>	<p>Focus Religions: Christianity and Islam</p> <p>Focus World View:</p> <p>Recap and revisit: What places of worship have we looked at so far in this unit?</p> <p>Research the person who leads the worship. What do they wear? What do they do? How do they prepare for worship?</p> <p>Possible activities:</p> <ol style="list-style-type: none"> 1. Make a montage of people associated with a place of worship, sharing information about: <ul style="list-style-type: none"> roles clothes activities reasons for going there 2. Create a 'day in the life of...' diary entry for the leader of the worship using pictures and labels. 3. Split the class into two groups and each research a different religion (for example: Islamic Imam and a Christian Vicar). Children could present their findings and then compare and contrast the two leaders of worship. 4. Interview a faith leader. 	<p>A day in the life of an Imam: https://www.youtube.com/watch?v=wHZGmydCLbU</p> <p>A day in the life of a vicar: https://www.youtube.com/watch?v=aVD7ReAFI78</p> <p>A day in the life of a Jewish Rabbi: https://www.youtube.com/watch?v=1hbUWADlq7o</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Social Sciences</p>	 <p>Similarities and difference</p>  <p>Belonging</p>  <p>Significance</p>	<p>7</p> <p><i>What objects do you find in a church?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can say what can be found in a Christian place of worship (a church).</p>	<p>Focus Religion: Christianity</p> <p>Recap and revisit: What holy places of worship have we looked at during this unit?</p> <p>Stimulus: Visit a church – or make a virtual tour - and look at how different parts/features are used.</p> <p>Discuss objects found in a church or a Christian home. Identify and name the objects. Match photographs/drawings of objects found in a church with a name/description:</p> <ul style="list-style-type: none"> • cross • chalice • priest's stole • bible • font • pew • nativity scene • advent candle • advent wreath <p>Reflect/discuss What objects do you find in a church? Consider how religious artefacts are used in a church and at home.</p>	<p>https://content.twinkl.co.uk/resource/5c/9c/t-re-386-christian-artefacts-photo-pack-ver-1.pdf?_token=&exp=1637511600~acl=%2Fresource%2F5c%2F9c%2Ft-re-386-christian-artefacts-photo-pack-ver-1.pdf%2A~hmac=e4b043e63c1750407a9ad82be4bb6e71b4de625ef07abe27b9c81621e6aec468</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Social Sciences</p>	 <p>Similarities and difference</p>  <p>Belonging</p>  <p>Significance</p>	<p>8</p> <p><i>What objects do you find in another place of worship?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can say what can be found in an Islamic place of worship (a mosque).</p>	<p>Focus Religion: Islam</p> <p>Recap and revisit: What objects can you expect to find in a Christian church?</p> <p>Stimulus: Visit another place of worship – or make a virtual tour - and look at how different parts are used.</p> <p>Identify and name the objects. Compare different artefacts from different religions/beliefs and discuss similarities and differences.</p> <p>Activity: Match photographs/drawings of objects found in a place of worship with a name/description.</p> <p>Mosque: Qur'an prayer mats rehal prayer beads prayer cap</p> <p>Synagogue: memorial board Torah scrolls ark siddur</p>	<p>https://www.bbc.co.uk/bitesize/guides/zvm96v4/revision/7</p> <p>https://www.bbc.co.uk/bitesize/guides/z3sf2nb/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zm848mn/revision/1</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Similarities and difference</p>	<p>9</p> <p><i>How are sacred texts treated?</i></p>	<p>Overall Objective: To recognise which holy books are special to different religions.</p> <p>Learning Outcomes: I can recognise the holy books for different religions.</p>	<p>Focus Religion: Islam and Christianity</p> <p>Recap and revisit: What books are special to you? Why?</p> <p>The holy books belonging to a religion are considered sacred. What does sacred mean?</p> <p>Research: Which holy books are special to each religion? Explore the use of holy books, prayer and service books.</p> <p>Possible activities: Match the holy books to the different religions.</p> <p>Make a class book of prayers.</p> <p>Retell a story from a holy book and say what message it gives.</p> <p>Compare stories from different faiths with similar meanings. The Great Flood is a story found in Judaism, Christianity, Islam and Hinduism teachings. They all teach that God drowned the Earth in a great worldwide flood lasting for many days and submerging the entire planet, specifically to purify the world of spiritual corruption and reset it.</p> <p><i>Dive deeper, question further</i> <i>Consider what makes a holy book special.</i></p>	<p>https://www.bbc.co.uk/bitesize/clips/zgx6yrd - The importance of the Qur'an</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
	 <p>Similarities and difference</p>  <p>Belonging</p>	<p>10</p> <p><i>Why is music often important to worship?</i></p>	<p>Overall Objective: To recall the important features of a place of worship and say how they are used.</p> <p>Learning Outcomes: I can say how a religious piece of music makes me feel.</p>	<p>Focus Religion: Islam and Christianity</p> <p>Recap and revisit: What do worshipers do at a place of worship? Remind children that often people sing or listen to music during worship.</p> <p>Stimulus: Why is music often important to worship? Listen to some music played in different places of worship. How does it make you feel? What's similar? How are they different?</p> <p>Activity: Get the children to write down their favourite piece of music from the examples played. Why is it their favourite? What do they like about it? How does it make them feel?</p> <p><i>Dive deeper, question further</i> <i>Listen to religious music and discuss what it might mean to a believer.</i> <i>Reflect on the style and mood of different types of religious music.</i></p>	<p>https://www.youtube.com/watch?v=Bk7SX3r59sc – Christian hymn, Dear Lord and Father of Mankind</p> <p>https://www.youtube.com/watch?v=4_LN0hznp-A – Islamic call to prayer</p> <p>Happy Diwali 2021 song lyrics in English Happy Deepavali #Diwali #Indian #festivaloflights - YouTube – Diwali celebration song</p> <p>GREATEST BUDDHA MUSIC of All Time - Buddhism Songs Dharani Mantra for Buddhist, Sound of Buddha - YouTube</p>

Session 11




1:2 Worship

End of Unit Assessment

End point:

By the end of this unit, the children will know what happens in places of worship, particularly in a church and mosque, and will be able to describe the symbols and artefacts used. They will be able to appreciate some similarities and differences.

Children will understand how places of worship are used and this unit leads directly into learning about the celebrations of festivals such as Easter, Eid, Holi, Baisakhi, Pesach.

Three lenses of RE	Objectives	End of Key Stage statements:	Assessment Opportunities:
 <p><i>Social Sciences</i></p>	<p>To recall the important features of a place of worship and say how they are used.</p>	<p>Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.</p>	<p>Possible end of unit assessment opportunities:</p> <p>A Big Question</p> <p>Big questions (key questions covered throughout the unit)</p> <p>Visit a place of worship and recount the visit (verbally/written using photographs and prompts)</p> <p>Make a place of worship collage (using annotations) to show the artefacts, rituals and symbols found in a chosen place of worship</p>
 <p><i>Social Sciences</i></p>	<p>To say why a local place of worship is important for many people.</p>		
 <p><i>Theology</i></p>	<p>To recognise which holy books are special to different religions.</p>		