

R.E. Moulton Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
YEAR 1	WHO IS IMPORTANT TO US? – CHRISTIAN FAMILIES.	WHAT DO WE CELEBRATE? (celebrations)	Are we all the same ? Does everyone believe the same things? Is everyone a Christian? – muslim families.	What is special to you? What is special to Christians? What is special to muslims? (books) The Bible	What is special to you? What is special to Christians? What is special to muslims? The Quran	Special places? WHAT PLACES ARE SPECIAL TO US?
YEAR 2	Who was Jesus? How do we know who Jesus was?	Jesus was Jewish. What does it mean to be Jewish? What is important for Jewish families?	What was Jesus like as a child ? Where did Jesus grow up? What life was like for him growing up? How can we find this out?	What book is special for Jewish people? Link with - How does the Torah influence the lives of Jewish people – yr 1 /2	Remember back to year one – learning about Christians – What does it mean to be a Christian? Who is important to Christians?	What special times do Jewish families celebrate?
YEAR 3	How can we make a difference in our world today?	How is Christmas celebrated around the world ?	Jesus – an inspirational leader Why is Jesus important to Christians?	Who is important to other people? Hinduism	How do people pray?	What are similarities between sacred writings?
YEAR 4	Values Do you need to believe in God to be human? How does religion help us?	Christianity in action How do Christians show their faith in actions?	How do other people show their Faith in actions??	Is Easter a festival of new life or sacrifice?/ what is the meaning of easter?	5 Pillars of Islam What do Muslims believe Peace – use prayer as an example	???? continue learning about Islam/Muslims???
YEAR 5 Look at Christianity ks2	Words of wisdom Does the Bible help us to believe what is right and wrong?	Sikhs in Britain	Sikhism	Easter	Religions impact on the world What does it mean to be a person of faith today?	What can stories and images of deities tell us about Hindu beliefs?
YEAR 6	What does it mean to be a Christian?	☒ Stories of Faith ☒	Religions in the Community ☒ Beliefs and Actions	Worship and prayer	What is Buddhism? What does it mean to be a Buddhist?	Can we all be enlightened? Thoughts ~ could I be a Buddhist?

What is special to you? What is special to Christians? What is special to muslims? (books) How do we know about Jesus? / God?

(LINKS WITH BOOKS AND STORIES IN CHRISTIANITY YR 1/2 and Questions about God yr 1/ 2)

To know that different people have different things that are special to them.

To know that the bible is special to Christians.

Start the session by explaining that today we are going to find out a little bit more about what it means to be a Christian. Adult to ask the children to discuss with their friend what is special to you. Record on a post-it note and put on a piece of sugar paper. Share a few of the children's thoughts. Remind the children that we are learning a little more about Christians this term. Do we remember what it means to be a Christian? Children to share thoughts and adult to record. Adult to ask the children what do you think is important o a Christian? Children to talk with their partner and record on a post-it note. Adult to display and choose a few examples. Adult to focus in on suggestion of the bible. If not suggested by the children prompt. Adult to explain that Christians have a special book, just like other religions do and that this is called the bible. Adult to ask do the children have a book at home that is special to them? Why is it special? Children to share their thoughts with a friend. Children to be encouraged to think about why the bible would be special to Christians. Adult to ask if children have a bible at home? Adult to ask the children what they know about the bible. Adult to write down children's suggestions. Children to draw a picture of a bible in their books and label picture with what they know about the bible.

Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness

What do Christians learn from Christianity?

To know that different books are special to people.

To consider how to treat things with respect.

Show pupils a book that is special to you and explain why. Ask pupils to bring in their own special books and talk about them. Are they family heirlooms? Old/new? Discuss how they would feel if their book was lost or damaged. How should they treat each other's special books? Explain that a visitor is coming to school to talk about their special book. In pairs, write down three questions that you think no one else will ask. Ask them to choose their favourite one. Collect and make a list to make sure there are not too many duplicate questions.

To recognise a story.

To talk about my favourite story.

To talk about the different reasons people have different favourite stories.

Begin a story with the words "Once upon a time..." then stop. Ask the pupils what they were expecting. Discuss storytelling. What is a story? Who tells stories? Where do stories come from? What kind of stories do they like best? Why do people like stories? Explain that Jesus was a storyteller and that we will be looking at some stories he told. Pupils talk about, write or tape their responses to above questions. Discuss one or two stories they know. Do they have messages or meanings? Ask pupils to select a favourite story. Ask them to think carefully about the story and their favourite part in it. Ask them to draw a picture to illustrate this part of the story and then write about or describe why they like this part best. Higher attaining pupils could construct a book cover for their favourite story with a summary of the story on the back and their explanation of why this is their favourite story. They could also add details of the meaning or message of this story.

To know that the Bible is special to Christians.

To know some reasons why the Bible might be special to Christians.

Invite the vicar (or another Christian) into school to talk about why the Bible is special to them. Ask them to explain how they use their Bible, when they read it, why it is important to them, etc. Ask them to tell the pupils which story is their favourite and why. Ask them to retell their favourite story to the pupils. Pupils ask questions. Visitor explains what the story is all about and why it is important to them. How does it guide them in their own life?

To know some of the main stories found in the Bible and suggest reasons for their importance for Christians.

Have a number of different Bibles to show the pupils. Let them take time to explore them and to see that although they are different they all contain the same stories. Refer back to the visit from the Vicar and the stories they talked about. With support, help pupils to find them. Ask the pupils what they notice. (That the Bible is made up of lots of different stories and they have meanings that are important to Christians.) Select one or two stories from Old and New Testament to work with. Choose versions that make the stories clear and relevant to the pupils. What follows are only some examples of activities that teachers could do. Ensure that the pupils are given the chance to consider what each story might mean to Christians today.

To know why Jesus told stories.

Talk about Jesus as a good storyteller who told some of the most well known stories in the world. Explain Jesus told stories to teach people about God and how they should live. These are called Parables and have a special meaning. Tell the pupils the story of the Good Samaritan (Luke 10). Talk about the main characters and discuss backgrounds. Ask the pupils which person they would have expected to stop and help the injured man and who did help. Explain that, for Christians, being a good neighbour means being a friend to everyone. Break down story into scenes for pupils to express action through mime. Draw big hands and thought bubbles on a white board and retell the story, pausing at key moments for pupils to suggest thoughts and actions of the various characters. Write these ideas inside the shapes. Give the pupils sheet with large speech bubbles. If they were watching the events, what would they say to the people who walked by? What would they say to the Samaritan? Pupils to draw a picture of their friend and complete the sentence: A good friend is ----- . Why is this story important for Christians today? What is it telling Christians to do?

Ask the pupils if they have ever lost anything precious to them and how it felt. Did they find it? Tell story of the Lost Sheep (Luke 15) and discuss meaning with the pupils. Talk about what Jesus is saying about the nature of God and the nature of the people. (God as a forgiving father. Each one of us is unique and important.) Talk about being sorry and making amends. Give pupils cut out shapes of sheep and shepherds. On shapes, write down words of how the sheep and shepherd were feeling. Pupils could write or talk about one time they did something wrong, were sorry and were forgiven and tried hard not to repeat the action. What is the meaning of this story for Christians today? What difficulties might there be in trying to follow the teachings? Give pupils cut out shapes of sheep and shepherds. On shapes, write down words of how the sheep and shepherd were feeling. Pupils could write or talk about one time they did something wrong, were sorry and were forgiven and tried hard not to repeat the action. What is the meaning of this story for Christians today? What difficulties might there be in trying to follow the teachings?

To know where the Bible is kept and how it is used in church.

To reflect upon and respond to what has been learned about the Bible.

Recap with the pupils where the stories you have been looking at are from. Tell a talk partner at least three things they have learnt about

the Bible. Share with class and discuss why Christians read the Bible today. Use pictures, DVDs (such as "Sarah and Paul") or a visit to show where the Bible is kept in church and how it is treated. What clues are there that it is a special book? Use an enlarged picture of a Bible and ask pupils to write speech bubbles to place around it to explain something they know about the Bible, its stories and its importance for Christians.

To retell a story from the Bible and say why it is my favourite.

With a talk partner, list stories looked at over the unit. Have pictures around the room depicting scenes from the stories. Can they match stories to pictures? Babble gabble favourite story to partner and explain why it is their favourite. What might the story mean to a Christian child? How might that story affect the life of a Christian child? Give pupils time to write / word process and draw pictures of their favourite Bible stories to put in a big class book.