



SPRING



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring A This unit is about: what it means to belong to a religious community (7 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation	AT1 (Level 1) Practices and lifestyles Recognise religious objects/places/ people/practices. AT1 (Level 1) Expressing meaning Recognise some religious symbols and use some religious	AT1 1:2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;	TO WHAT GROUPS DO THE PUPILS BELONG?(1:2, 1:7) Chose one of the activities below about belonging. <ul style="list-style-type: none"> • Talk about what it means to belong. Unpack the word by sharing the pupils' experiences of belonging to different groups. <i>How do we show we belong to different groups? How does it make us feel to belong?</i> • Pupils could bring in 'uniform' worn when attending their clubs, or equipment used, and give a short presentation to the class. • Talk about belonging to a family. Draw on the pupils own experiences to identify what is involved in belonging to a family. Share photographs of a family and ask pupils to use related vocabulary to identify members of the family. 	http://www.standards.dfes.gov.uk/scheme/s2/religion/rel1b/1bq1?view=get http://www.dotieandbuzz.co.uk/ Note: Restrict this part of the

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<p>Y1 Spring A Does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>vocabulary correctly. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> God faith Christian belonging community Baptism Communion cross Candle Welcome ceremonies</p>	<p>1:7 some basic vocabulary used in a religious context; AT1 1:2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They</p>	<ul style="list-style-type: none"> Using photographs or other resources indicating groups in school, talk about the groups the pupils belong to in school - <i>What do they do together? Why are they together?</i> Discuss belonging to the school/class. <i>What do they do in school? What are the signs of belonging? Who is in charge? What rules or codes of behaviour are there?</i> Write the rules/codes of behaviour that pupils know on a sheet with a sentence or two about belonging to the school. Pupils could draw themselves (in uniform, if appropriate) or take digital photos to enhance the display. <p>HOW WOULD A RELIGIOUS GROUP WELCOME SOMEONE NEW? (1:2,1: 8, 1:13, 1:15)</p> <ul style="list-style-type: none"> If available arrange for a new baby from one of the school's families to visit otherwise use photographs of babies/dolls. Discuss how babies are welcomed into a family - the visits of friends and relatives bringing cards/presents; unwrap an appropriate present for a 	<p>work. It is not the main purpose of the RE. Link to PSHE Be sensitive to the pupils' family circumstances ICT link – digital photos/film using digital cameras</p>

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<p>Y1 Spring A</p>	<p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> A Cross Baptismal Candle Baptismal Certificate Font Bible</p> <p>Artefacts reflecting a member of another religious Faith eg. Kara steel bracelet for a Sikh baby</p>	<p>should listen to and talk with people who belong to a faith community about how belonging affects their life;</p> <p>1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;</p>	<p>baby. Make a card to welcome a new baby.</p> <ul style="list-style-type: none"> • Explain that religious groups have different forms of welcoming ceremonies and encourage the pupils to share their own experiences. Explore in depth one or more welcoming ceremony from faiths that reflect the school community. • Using costumes and artefacts where available, pupils pose for a 'family photograph' of a welcoming ceremony, print out and label the photograph explaining the role of each person. • Remind pupils about the recent visit of a parent/carer and new baby and discuss the baby's welcoming ceremony, whether religious or not. <p>WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN GROUP? (1:2, 1:8, 1:13, 1: 15)</p> <ul style="list-style-type: none"> • Invite a member of the Christian faith, a parent or older pupil from the school or a Vicar/Minister/ Priest to talk about how some <i>Christians share their beliefs together.</i> 	<p>Or use digital postcards for recording and then use in an interactive wall display</p> <p>This is often a good way to include and welcome parents/carers into the school</p> <p>Teachers' ref: 'Births' Wayland ISBN</p>

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<p>Y1 Spring A</p>		<p>AT2 1:13 about how and why religious people show care and concern for humanity; 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others. AT1 1:7 some basic vocabulary used in a religious context;</p>	<ul style="list-style-type: none"> • Prepare the class for the visit and with the pupils put together questions that they want to ask. Encourage the pupils to ask the questions themselves. (<i>Questions could include: Where do they go to share their beliefs? , What signs show that they belong (e.g. sign of the cross; Eucharist or communion celebration; Baptism/ Christening etc) Who is the person in charge? What rules or codes do they follow? Why do some people want to belong to the Christian faith? How does their faith affect the way some Christians behave?</i>) • Following the visit pupils could use artefacts, books and internet resources to support making a class book or talking book based on their learning from the visit. <p>WHAT DOES IT MEAN FOR A FAITH MEMBER TO BELONG TO THEIR RELIGION? (1:2, 1:7, 1:13, 1:15)</p> <ul style="list-style-type: none"> • Choose another religion where possible reflecting the school or local community and invite a speaker or parent to talk to the pupils or use an online source. 	<p>0750228016 www.reonlineinfants/baptism Dottie and Buzz DVDs ICT link http://www.request.org/main/dowhat/baptism/baptism.htm See Faith Communities Directory HGfL RE General Guidance</p>

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<p>Y1 Spring A</p>	<p>AT2 (Level 1) Values and commitments In relation to matters of right and wrong, express what is of value and concern to themselves and others</p>	<p>AT2 1:13 about how and why religious people show care and concern for humanity; 1:15 to reflect on how spiritual and moral values influence their behaviour, choices</p>	<ul style="list-style-type: none"> • Using the discussion points from the previous visit explain the importance of belonging to the religious community for this visitor. • Display opportunity to illustrate similarities of belonging to a religious faith, using photos, audio clips, collage, descriptive writing from both visits. • Plenary discussion to link together all the work done in this unit. Bring the discussion back to the pupils' own sense of belonging to groups and families. <p>HOW DO OUR ACTIONS REFLECT OUR VALUES? (1:13, 1:15)</p> <ul style="list-style-type: none"> • Reflect upon discussions with visitors, focus on what they did because they were of a particular faith; what was important for them. • Draw up a shared list of 3 Christian values and 3 from the religion the second visitor belonged to. • Ask the children how they think these values might be 	<p>Documents will list potential visitors Present pupils with a range of Christian denominations</p>

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<p>Y1 Spring A</p>		<p>and those of others.</p>	<p>seen or noticed by others through the actions of the religious people.</p> <ul style="list-style-type: none"> • In pairs or small groups discuss possible actions. On a large sheet of paper draw or write the actions to link with the religions. Include actions that the pupils think should be seen. • Role play scenarios in which a range of different values are reflected. Extension activity: Discuss how what we believe can affect how we behave. Encourage pupils to share their ideas in small groups or with their 'talking partner'. Invite the pupils to think how they might help others to share similar values. <i>How might these values change the way we think or behave? What difference do they make to believers?</i> 	

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<p>Y1 Spring B</p> <p>This unit is about: Giving something up for love (3 hours) Easter NB Hertfordshire Agreed Syllabus page 6 Time allocation does not include school productions/ rehearsal time Celebration assemblies.</p>	<p>AT2 (Level 1) Values and commitments In relation to matters of right and wrong, express what is of value and concern to themselves and others.</p> <p>AT1 (Level 1) Religious practices and lifestyles Recognise religious objects/places/ people/practices</p>	<p>AT2 1:13 about how and why religious people show care and concern for humanity;</p> <p>AT1 1:3 about special books, both personal and religious, hear a range of stories from</p>	<p>WHAT THINGS ARE IMPORTANT TO YOU? (1:13)</p> <ul style="list-style-type: none"> • In small groups or with a 'talking partner', discuss things that are important to the pupils and why, share responses. Have a 'Show and Tell' sharing special/important things. • Read the story of 'Dogger'. Discuss why Bella gave up her teddy bear for Dave. <i>How did Bella's act of kindness make Dave feel? How do you think it made Bella feel? How would the pupils feel if someone did that for them?</i> • Talk about the actions we do which show someone how much we care, in school, at home and in the wider community. Relate these actions to how and why religious people show care and concern for humanity. <p>WHAT WAS IMPORTANT TO JESUS? (1:3, 1:13)</p> <ul style="list-style-type: none"> • <i>How do we know what was important to Jesus? Where can we look to find the answers?</i> Explain that the Bible is a special book for Christians that it contains stories about Jesus' life. The stories help Christians to 	<p>'Dogger' by Shirley Hughes ISBN 9780099927907</p>

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<p>Y1 Spring B</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Bible miracles Jesus God Palm Sunday Good Friday Cross Died, death Resurrection</p>	<p>them and talk about their meanings;</p> <p>AT2 1:13 about how and why religious people show care and concern for humanity;</p>	<p>understand what was important to Jesus. The following stories are good examples to choose from:</p> <ul style="list-style-type: none"> • How Jesus healed people – the story of Blind Bartimeaus. <i>In what other ways than his sight was Bartimeaus blind?</i> • How Jesus cared for people – the story of Zacchaeus. <i>How did Zacchaeus' life change after meeting Jesus? Do you think Jesus can change the lives of people today?</i> • How Jesus met the needs of people – the story of the Feeding of the Five Thousand – <i>In what other way could the people have been hungry? In what other ways did Jesus feed them?</i> • How Jesus cared for his friends – <i>the story of the Calming of the Storm – How did Jesus ask the disciples to trust him? Who do you trust?</i> • The stories could be explored through for example, art, drama, mime, role play, freeze frames, using a story 	<p>Caution - miracles should should not be seen as magic http://www.request.org.uk/infants/jesus/stories.htm Story bags:- www.decademinstires.co.uk</p>

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<p>Y1 Spring B</p>	<p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> The Bible Palm crosses Cross</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods; AT2 1:11 about relationships, considering their own experiences, including challenging times;</p>	<p>bag, hot seating a character from a story. Avoiding 'retell and draw a picture', – always link story to pupils' ideas and the Christian belief expressed in the story.</p> <p>WHAT DID JESUS GIVE UP FOR LOVE? (1:1, 1:11)</p> <ul style="list-style-type: none"> • Tell the story of Holy Week. Explain that Christians believe that Jesus gave up his life on Good Friday for all people. Make sure that you include the Resurrection as well as the crucifixion. • Use pictures of artefacts to support the retelling; discuss Easter traditions and how they are linked to the Easter Story. Allow children time to think and discuss and ask questions. Include opportunities for creative thinking. • In small groups discuss the challenges of giving something up that is really special for us. 	<p>REonline – The Easter Story REToday: 'Opening up Easter'. 'Philosophy 4 Children' (P4C) community of enquiry.</p>