



AUTUMN



<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Autumn A Signs and Symbols This unit is about: the signs and symbols of everyday life, the use of artefacts and symbolic religious behaviour (7 hours) NB Hertfordshire Agreed Syllabus (page 6)</p>	<p>AT1 (Level 1) Expressing meaning Recognise some religious symbols and use some religious vocabulary correctly. AT2 (Level 1) Human identity, personality and experience Express their own experiences and</p>		<p>Introducing the Unit WHAT SIGNS AND SYMBOLS DO WE SEE IN EVERYDAY LIFE AND WHAT DO THEY MEAN?</p> <ul style="list-style-type: none"> • Drawing on the pupil's own experiences, create a shared list of signs, with meanings, that they know, for example, addition sign, road signs, etc. • Discuss why signs/symbols are used. Include some sign language. • Discuss the meaning of specific signs and symbols of belonging such as school logo, badges and uniforms for example, Rainbows/Brownies/Beavers/Cubs. • In groups make up a collective sign. Show to the class and explain what it says about your group. 	<p>Note: restrict this part of the work. It is not the main purpose of the RE</p> <p>www.REonline.org.uk Key Stage 1 Symbols</p> <p>Curriculum links: PHSCE Art and Design, Geography D and T/ ICT</p>

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<p>Y2 Autumn A</p> <p>Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>feelings recognising what is important in their own lives</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> signs symbols God Jesus Cross - Christianity Aum - Hinduism Wheel - Buddhism Star and Crescent</p>	<p>AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</p> <p>1:9 about how and why symbols express religious meaning</p>	<p>WHAT SIGNS AND SYMBOLS DO WE SEE IN RELIGIONS AND WHAT DO THEY MEAN? (1.6, 1.9)</p> <ul style="list-style-type: none"> Remind the pupils of the symbols of the six principal faiths using artefacts or poster cards (Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism). Ask the pupils where they have seen the signs and what they know about them; discuss shape and form. Discuss their meaning and how and where they might be used. Illustrate the six faith symbols in one of a variety of ways: for example, drawing and labelling, collage, painting, clay and sewing, give own explanations. Some pupils might take a digital camera to their place of worship to film or photograph 	<p><i>Video: 'Watch: Festivals and Celebrations' pub BBC Schools; 'Watch: Places for Worship' Pub BBC Schools; 'Faith and Celebrations' BBC. Sherston www.sherston.com</i></p> <p>Always ask permission from the faith leader before taking digital images</p>

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Y2 Autumn A	<p>- Islam Magen David - Judaism Khanda</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Religious symbols, Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism</p>	<p>AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</p> <p>1:9 about how and why symbols express religious meaning</p>	<p>the religious symbols used in context. They could then give a presentation to the class.</p> <p>WHAT DO THE SIGNS AND SYMBOLS THAT CHRISTIANS USE MEAN? WHEN ARE THEY USED AND WHY? (1:6, 1:9)</p> <ul style="list-style-type: none"> Using artefacts, posters and pictures and building on pupils' experiences, discuss the symbolism behind what is first seen. Include Christians using symbolic behaviour, for example, bowing before the altar, making the sign of the cross (genuflection) and marking a baby's forehead with water in the shape of the cross at baptism. Discuss: <i>Have any pupils had experience of these symbolic actions?</i> <p>EITHER</p> <ul style="list-style-type: none"> Pupils reproduce the symbols using 'Colour Magic', describe the symbols and create own symbols to illustrate a Christian belief 	<p>The cross is a reminder of Jesus' death and resurrection. A Bible is sometimes on a lectern raised high and the lectern can be a carving of an eagle - showing strength and the ability to soar high and spread God's word.</p> <p>'Stop, Look and Listen: Stories of Faith' Channel 4</p>

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<p>Y2 Autumn A</p>			<p>or action.</p> <p>OR</p> <ul style="list-style-type: none"> • Make cards of Christian symbols to create a matching or 'pairs' game. • Draw on the experiences of any pupils who have attended a church and discuss the symbols and/or symbolic actions they noticed during a recent service. • Paint/draw a picture of a scene from a church or a Christian home in which signs and symbols are seen. Write about the picture. 	<p>Schools www.reonline.org.uk http://atschool.edweb.co.uk/carolrb/christianity/christian_symbols.html www.woodlands-junior.kent.sch.uk/christianity/christian_symbols.html (suitable for KS1 too) Spring Term unit includes a Church visit – teachers can then refer back to signs and symbols work</p>

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Y2 Autumn A	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Muslim Islam Mosque wudu respect holy</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Muslim prayer beads Qur'an stand</p>	<p>AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</p> <p>AT1 1:9 about how and why symbols express religious meaning</p>	<p>WHAT DO THE SIGNS AND SYMBOLS MUSLIMS USE MEAN? WHEN ARE THEY USED AND WHY? (1:6, 1:9)</p> <ul style="list-style-type: none"> • Experiential approach: invite the pupils to remove their shoes before sitting in a circle on the floor. Talk about the symbolism of Muslims removing their shoes before worship. Discuss: how the pupils feel about this and why they think you asked them to do it. • Look again at the six main faith symbols to identify the Muslim crescent and star and ask if the pupils can remember where they might have seen the symbol. Share a poster or digital picture of a mosque. Remind the pupils about the Muslim sign/symbol seen on the top of all mosques. • Draw on the experiences of any pupils who have attended a Mosque. Some might pray at home or may attend their local <i>madrasah</i> 	<p>Big Book 'My Muslim Faith' ISBN 978-0237520144 and related BBC films – see above and HGfL Year 2 Additional Resources</p> <p>Allah is the Muslim name for God. Muslims remove their shoes before worship as they are entering holy ground, as a sign of humility and respect. Also to protect the</p>

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<p>Y2 Autumn A</p>	<p>Prayer mat - (musulla) Prayer hat- (topi or tagiyah)</p>		<p>(Muslim school).</p> <ul style="list-style-type: none"> • Discuss the following symbolic actions used in a mosque: before entering mosque; wudu before worship; facing Mecca; prayer positions; the Qur'an being placed on a stand to be read, kept covered and on the highest shelf when not being read. Make use of Islamic artefacts or photographs. Investigate the meanings behind all of these symbolic actions and record through drawings and descriptions. • Look at Muslim artefacts in more detail. Discuss where pupils could go to find out what they mean, for example 99 prayer beads represent the '99 Beautiful Names of Allah'. • Design and make observational drawings of some Muslim artefacts, for example, Qur'an stand, prayer mat, prayer hat, beads, shoe stands, with labels describing not just what 	<p>beautiful carpets within the building as a sacred space. Invite pupils, parents or a local faith member to talk to the pupils</p> <p>See Faith Communities Directory HGfL General Guidance Document for Muslim speakers</p> <p>www.woodlands-junior.kent.sch.uk/homework/religion/Islam</p>

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<p>Y2 Autumn A</p>			<p>they are but when/how and why they are used in worship.</p> <ul style="list-style-type: none"> • Discuss with the class and make links to symbolism in their own lives, to Christians and to Muslims. Pupils to write a list with 3 columns, including times when Christians and Muslims use symbols and times when the pupils do too. • Pupils could use 2 small PE hoops to sort artefacts, photos and pictures of symbols or symbolic actions into Christian faith and Muslim faith and then discuss which are similar to both faiths and which are different. Some pupils could record this in a simple Venn diagram or a similar format. 	<p>Artefacts can be borrowed from the Diocesan Education Centre, Holywell Hill, St Albans 41 Holywell Hill, St Albans AL1 1HE Tel: 01727 818170 Email: schools@stalbans.anglican.org</p>

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<p>Y2 Autumn B Christmas This unit is about: giving and receiving at Christmas (3 hours)</p> <p>NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>AT1 (Level 1) Beliefs and teachings Recount elements of religious stories</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>Vocabulary <i>In this unit pupils will have an</i></p>	<p>AT1 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>AT 2 1:13 about how and why religious people show care and concern for humanity</p>	<p>WHY DO PEOPLE GIVE GIFTS AT CHRISTMAS? (1:8, 1:13)</p> <ul style="list-style-type: none"> • Ask the pupils what they already know about the Christmas Story – and retell it together. Note variations. • Highlight the part played by the Wise Men. Discuss who they might have been, where they came from, what brought them there and the gifts they brought to Jesus. • Look on a globe to see where the Wise Men are presumed to have travelled from to put their journey into context. • Discuss the Wise Men’s gifts in more detail, Show examples of Gold, Frankincense and Myrrh for the pupils to hold and smell. Explain the symbolic meaning of each gift. Some pupils might question how the Wise Men knew what to bring. • Explain that it is from the giving of the gifts by the Wise Men that people began to give 	<p>Curriculum links: PHSE ICT Literacy Geography Art and Design Music</p> <p>Watford Schools Trust – recommended list of books for teaching Christianity http://www.watfordschoolstrust.com/html/book_list.html</p> <p>Variety of colourful versions</p>

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Y2 Autumn B	<p><i>opportunity to use words or phrases such as:-</i></p> <p>Christmas gifts wise men Melchior Balthazar Caspar gold frankincense myrrh</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Gold (for example. a ring)</p>		<p>each other gifts at Christmas and that Christians believe that Jesus was a gift from God.</p> <ul style="list-style-type: none"> • Show the pupils three wrapped presents of various sizes. • Discuss -<i>what they want/hope to be in each - which present would they prefer and why?</i> Unwrap them one at a time. Choose something a bit disappointing in the large and medium gifts, for example, a waste paper bin, a box of tissues and place a small wooden or card/paper red heart in an attractive gift box for the small gift. • Discuss the pupil's reactions to these presents and why they think they were chosen. <i>What could the heart mean?</i> • Discuss the possibility that the best presents may be to do with love and that some gifts are invisible (i.e. qualities). Explain that many religious people believe 	<p>for pupils –include a Children's Bible</p> <p>Big Book Christmas Story ISBN 978-0237523596 www.thegrid.org.uk/learning/re/ks12/resources/index.shtml www.reonline.org.uk www.request.org.uk/infants/festivals/christmas</p>

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<p>Y2 Autumn B</p>	<p>Frankincense Myrrh</p>		<p>that showing care and love to others` (humanity) is very important and is central to their beliefs and practices.</p> <ul style="list-style-type: none"> • Create a shared list with the pupils of the invisible gifts they might like to receive or give to others. Pupils choose one and in pairs decide how they could 'show' what it is. <p>EITHER Role play OR Drawing/model making</p> <ul style="list-style-type: none"> • Ask the pupils to think of an invisible gift that they could give to their family. Describe it and if possible show what it is through drawing. <i>What gift do Christians believe God gave to them at Christmas? When could they share their gifts? Does it just have to be at Christmas?</i> • Reflect on the phrase 'It is better to give than to receive'. Write poems based on the different feelings associated with giving and receiving. 	<p>Frankincense and Myrrh can be bought from RE artefact suppliers, for example Religion in Evidence, St Albans Abbey gift Shop, Oxfam</p>

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<p>Y2 Autumn B</p>			<ul style="list-style-type: none"> • Create a Christmas giving display with pictures or models of the invisible gifts the pupils chose to give. 	