

R.E. Medium term plan Summer 1 Year B

Reception Which places are special and why? F5
Week 1 What places are special to the children? Where do they like to go to feel safe and happy? Do they like to be on their own, or with other people? Draw a picture and also take a photo.
Week 2 What places are special to religious people? Consider a church/chapel as a special place for Christians. Make a small world model.
Week 3 Visit a church or chapel. What parts of the church do they think are special to Christians?
Week 4 Invite a visitor into school to talk to the children about a place that is spiritually important to them.
Week 5 Consider a mosque as a special place for Muslims. How is it different to a Christian church? Are there any similarities? Can they sort the images into the correct groups for Christian and Muslim?
Week 6 What might be a special place in the school grounds, where people can feel safe, calm and happy? Can they improve it?
Y1/Y2 Who is Muslim and how do they live 1.6 (Building on Year A)
Week 1 Recap on previous learning about Islam. Tawhid- the belief in one God. The 99 beautiful names of Allah. Children relate one name to their own lives and the lives of others. Why might this characteristic of Allah be important to Muslims?
Week 2 Discuss the shahadah as the most important belief for Muslims. Talk about how it is in the call to prayer, and the adhan (birth of baby). Story of Bilal and the first call to prayer. Enhancing Primary RE Education with Good Learning in Films (natre.org.uk)
Week 3 Discuss how stories about Muhammad PBUH are inspiring lessons for Muslims. Story of the tiny ants. Story of the crying camel. https://www.youtube.com/watch?v= bN7KIMmwlc Importance of caring for the world and treating animals kindly.
Week 4 The Night of Power. Muhammad PBUH receiving the Holy Qur'an. Discuss how important the Qur'an is to Muslims and how they treat it with respect.
Week 5 Muslim worship. Shahadah and salah as two of the five pillars of Islam. How do Muslims pray?
Week 6 Are prayer, respect, celebration and self-control relevant to non Muslims?
Y3/4 How do festivals and worship show what matters to Muslims? L2.9 (Building on 1.6 above)
Week 1 Recap on previous learning on worship and belief (ibadah). The Five Pillars- shahadah (belief in one God) and salah (prayer). Introduce meaning of Islam and Muslim- slm is peace in Arabic. Read Surah (Chapter 1 of Qur'an- copy in school. Remember to treat with respect https://www.lambeth.gov.uk/sites/default/files/sce-lambeth-islam-notes-handling-quran.pdf). Explore how it shows the oneness of God (Tawhid).
Week 2 Revisit Salah- prayer. Think about why and how Muslims pray. What difference does it make to the lives of Muslims? Does it make life easier or harder?
Week 3 Compare prayer at home/work with Friday afternoon prayers at mosque. https://www.youtube.com/watch?v=7TGS560TkRc https://www.youtube.com/watch?v=uWOKB5EzHSo How does communal prayer help believers? Look at use of prayer beads as part of prayer (subha or misbaha).
Week 4 Explore the fourth pillar – sawm - fasting during Ramadan. Muslims show self control during Ramadan. Why is this important, what benefits does it bring? Learn about the Night of Power, celebrated during the last 10 days of Ramadan.
Week 5 Learn about Eid ul Fitr and the celebrations at the end of Ramadan.
Week 6 What are the benefits of living a life of self-discipline. Discuss how regular pauses throughout day to be still and think might be helpful for non-believers. What steps might we take to live more harmoniously?
Y5/6 What matters most to Humanists and Christians?U2.10
Week 1 Discuss what actions the children consider to be "bad". Rank these in order- which are the worst and why? Reflect on why humans are a mixture of good and bad. Link this to the Christian belief in Creation (Genesis 1:28) -man made in God's image) and the Fall (Genesis 3)- man chose to disobey God and to "sin".
Week 2 Explore the Humanist belief on why people are a mixture of good and bad, and how people can be "good without god". Explore a Humanist code for living. https://humanists.uk/humanism/humanism-basics https://www.bbc.co.uk/bitesize/articles/zmqpkmn What difference does it make if you do not believe in an afterlife?
Week 3 Compare and contrast with the Christian "code"- love God and love your neighbour". Look at the story of the Good Samaritan (Luke 10:15-37) and Jesus' attitude on cross (Luke 23:32-25). Explore concept of actions as fruit- can bad actions produce good fruit?
Week 4 Discuss what matters most in their lives and rank in order of importance. Discuss why they hold the values they do, and how it affects their lives.
Week 5 Discuss big moral concepts- fairness, peace, justice, harmony, honesty, kindness etc. (link to virtues). What do

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these look like in everyday life? Can values sometimes clash and make it difficult to make the right decisions?

Week 6 Consider similarities and differences between Christian and Humanist values. Often the values are very similar but the beliefs behind them are different. (Refer back to Unit 2.11- why do some people believe in God and some not). Consider original question- what matters most to Humanists and Christians? Can they answer this?