

R.E. Medium term plan Spring 1

Reception Why is the word God special for Christians? F1
Week 1 Epiphany
Week 2 Look at globe/children's atlas and talk about the wonders of our world- the landscapes and the animals. Discuss what they think is the most wonderful thing in nature. Paint/collage a picture of their favourite animal.
Week 3 Discuss how some people believe our wonderful world was created by a god. Explain that many Christians believe the story at the beginning of the Bible, in the book of Genesis. Read the creation story, placing images in order. Discuss how Christians believe God is special, because without him nothing would exist.
Week 4 Listen to some praise songs. What would they say thank you for in a praise song? Compose the words of a song together as a group and perform it.
Week 5 Discuss Harvest as a time when Christians say thank you to God. Set up display with "produce". Learn a harvest song.
Week 6 Discuss how Christians believe that they should treat God's name with respect, because he is so amazing. Also how they should treat the world with respect because it is so amazing. Should non-religious people show similar respect to God and to the world? What can they do to look after the world?
Y1/Y2 Who is Jewish and how do they live? 1.7
Week 1 Epiphany
Week 2 What objects are special in their homes e.g. heirlooms, objects with memories attached? Explore the objects that are special to Jews in their homes, "through the keyhole". Children sketch objects. <a href="https://jewishmuseum.org.uk/">https://jewishmuseum.org.uk/</a>
Week 3 Explore Jewish beliefs about God as expressed in the shema. Learn about the importance of the mezuzah for Jewish families.
Week 4 Explore the Shabbat ceremony. Link to the day of rest in the creation story. Are any days of the week different in their homes?
Week 5 Discuss the Jewish belief that they are God's chosen people, and that he cares for them. Listen to stories where God rescues them from adversity e.g. Moses and link to Sukkot.
Week 6 Explore festival of Chanukah and the story behind it. Discuss the importance to Jews of thanks and praise.
Y3/4 What does it mean to be Hindu in Britain today? L2.8
Week 1 Discuss how Hindus do not make a distinction between their religious and their secular life. Dharma is their whole way of life. Explore the term Sanatan Dharma – the Eternal Way. Find out about how Hindus express their faith at home with a shrine and daily acts of worship. Create a shrine in the classroom- puja tray available.
Week 2 Discuss how Hindu worship in the temple creates a sense of community. Worship and prashad (sharing of food). How is it similar to and how is it different from worship at home?
Week 3 Find out about the festival of Divali. Listen to the story of Rama and Sita. Explore the symbolism of light overcoming darkness. How is Divali celebrated differently in India? Should UK Hindus have the day off work and school?
Week 4 Carry out some Art/music/dance activities linked to Divali. Discuss the amount of preparation for the 5 day festival. Why do Hindus put in so much effort?
Week 5 Explore another Hindu celebration e.g. Holi or Durga Puja. How do festivals differ in different parts of Britain, or between Britain and India?
Week 6 Explore similarities and differences between Hindu festivals and festivals of other faiths or of people of no-faith. Why do people like to celebrate together? How do they like to celebrate- are there common themes?
Y5/6 Why do Hindus try to be good? U2.7
Week 1 Recap on learning in L2.7. Revise the meaning of Brahman, atman. Explain that Hindus interpret their belief in different ways, so we cannot say "All Hindus believe that .... " Explore the metaphorical symbolism of the story of the man in the well. <a href="http://Man in Well, Fables in Mahabharata (indianetzone.com)">Man in Well, Fables in Mahabharata (indianetzone.com)</a> . Introduce vocabulary of karma, samsara and moksha.
Week 2 Explore Hindu idea of karma (cause and effect) – the nature of our actions create good or bad karma. Introduce idea of reincarnation, as atman given more chances to gain moksha. Link to game of snakes and ladders, created to explain Hindu values to children. <a href="https://timesofindia.indiatimes.com/readersblog/iblblogs/snakes-and-ladders-30291">https://timesofindia.indiatimes.com/readersblog/iblblogs/snakes-and-ladders-30291</a>
Week 3 Explore Hindu ideas of the 4 aims of life- dharma, artha, kama, moksha. Think about how these relate to karma. How do these compare with the pupils' own aims in life?

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Week 4 Explore belief of life as a journey with 4 stages- ashramas – student, householder, retired person, renouncer. What might be the dharma at the different stages? How do the pupils view their own duties and responsibilities and how these might change as they get older?

Week 5 Consider some Hindu values- non violence (ahimsa) and truthfulness (satya). Relate these values to the life of Hindus who have made a difference in the world e.g. Mahatma Gandhi, Pandurang Shastri Athavale.

Week 6 Consider the value of the idea of karma and reincarnation. Would this belief make a difference to how people led their lives?