

WRENBURY PRIMARY SCHOOL EYFS – Understanding the World						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
<b>Cultures and Communities (RE)</b>	Notices differences between people.			Continue developing positive attitudes about the differences between people		
	Celebrate religious festivals such as Diwali, harvest, Christmas, etc. Learn about how different cultures celebrate Christmas.	Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern Celebrate religious festivals such as Chinese new year, Easter, Shrove Tuesday, etc.	Britain including racial and religious diversity. - materials which confront gender stereotypes Celebrate religious festivals such as father's day, etc.	Help children to learn each other's names, modelling correct pronunciation Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Celebrate religious festivals such as Diwali, harvest, Christmas, etc.	Celebrate and value cultural, religious and community events and experiences. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate religious festivals such as Chinese new year, Easter, Shrove Tuesday, etc.	Ensure that resources reflect the diversity of life in modern Britain. Celebrate religious festivals such as father's day, etc.

<b>RE – Autumn Term</b>		
<b>Base 1 – Year R/1</b>		
<b>Whole School Theme</b>	<b>Around the World</b>	
<b>What does this mean to me? Why does this matter?</b>		
<b>Unit of Work</b>	<u>Christianity</u> Thread: Belonging	<u>Christianity</u> Thread: Celebration
<b>National Curriculum</b>	<p style="text-align: center;">EYFS Learning Goals</p> <p>Understanding the world; people and communities, the world. 9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society. 10. ELG: Understanding the World: People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p style="text-align: center;">End of Key Stage Assessment Progression Statements:</p> <p>1. Talk about how Christians describe God eg as creator, king, shepherd 6. Understand that the Bible tells stories that help Christians think about God &amp; Jesus. 8. Begin to show curiosity and ask questions about Christian stories.</p>	<p style="text-align: center;">EYFS Learning Goals Links</p> <p>Understanding the world; people and communities, the world. 9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society. 10. ELG: Understanding the World: People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p style="text-align: center;">End of Key Stage Assessment Progression Statements:</p> <p>2. Talk about who Christians say Jesus is eg say why they think he might be special 3. Explain the Bible is the Christian's holy book. 4. Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph. 7. Talk about some things Christians do in church 8. Begin to show curiosity and ask questions about Christian stories.</p>
<b>Prior Learning</b>	<p style="text-align: center;">New learning for YR (Some previously LWs).</p> <p>Some people believe in God, some do not. Simple names of God from different religions Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. The Bible tells stories about God and Jesus eg Lost</p>	<p style="text-align: center;">New learning for YR (Some previously LWs).</p> <p>The Bible is a special book for Christians. Christmas story came from the Bible featured in the gospels. Christians believe Jesus is special and why they think he might be special. Aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents</p>

	<p>sheep, Lost Coin. Christians believe God is like a king, a shepherd and a father. Retell &amp; role play simple bible stories: eg David &amp; Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2. Jesus' Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-10</p>	<p>were Mary and Joseph; an angel appeared to tell Mary that she would have a special baby called Jesus. Christmas story helps Christians celebrate Jesus coming to earth eg link to nativity plays. Refer to the fact that Jesus is called the son of God and God was a heavenly father. Luke 1:26-38; 2:1-20; Matthew 2:1-12</p>
<p><b>Core Learning</b></p>	<p><b>Concept:</b> Christianity - Belonging  <b>Enquiry Question:</b> How do Christians describe God e.g. as creator?          How do people describe God?</p> <p>To have a simple understanding of what God is like for many people.          To talk about some believe in God some do not.          To learn key elements of a Bible story with God in.          To identify what Christians believe God is like.          To understand God is like a shepherd who goes after those who are lost.</p> <p>Chester Diocesan See EYFS Plan <b>God</b> – found on <a href="https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php">https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php</a></p> <p>Explore the word God. How do people describe God? Can you think of different ways? Do some people not believe in God?          Explore ideas from children at their own level.          Invite a couple of representatives of two different religions to tell children how they describe God. How would they describe God? Engage: How do some Christian people describe God? – Let's look in our sack, what objects are in there to give us a clue and how the Bible describes God? *Crown (King) * Globe (creator) *</p>	<p><b>Concept:</b> Christianity – Celebration  <b>Enquiry Question:</b> Why do Christians perform plays at Christmas?</p> <p>To learn key elements of the Christmas story.          To identify reasons why Christians perform nativity plays at Christmas.          To understand Jesus is a special kind of king to Christians.</p> <p>Chester Diocesan See EYFS Plan <b>Incarnation</b> – found on <a href="https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php">https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php</a></p> <p>Using a Bible tell the story of the first Christmas interactively giving children actions or sounds Luke 1:26-38 Matthew 2:1-12. You could use toy people; animals; straw; angel; stable; sheep. Stop at certain points &amp; ask what happened next eg the angel appearing to the shepherds. Show suitable videos eg The Beginners Bible version. <a href="https://www.youtube.com/watch?v=wmio42mjcls">https://www.youtube.com/watch?v=wmio42mjcls</a> .Set up a nativity in the play corner using objects and people from the story eg Play Mobil people; small world construction. Encourage the story to be retold to each other in groups. Use selected pictures of the story to sequence the story.          Draw the scenes. Record emotions and thoughts of the characters. Show the class a nativity set by asking the children to take a figure out of a bag and describe who it is from the story. Place each character in</p>

	<p>Man and child dolls / figures (father) * could add more eg shepherd / sheep</p> <p>Blank jigsaw pieces put together with the word God in the middle – each piece of the jigsaw is describing God - Using our objects can we draw a symbol to represent God being described as King, Creator etc. Do you know any stories from the Bible? How is God described? What questions do you want to ask about God? King: Look at pictures of a king or the queen. What do they do? (eg make rules) What makes a good leader? How are they treated? If the Queen of England came to school, what would we do? Role play a royal visit eg meeting the Queen. How does the Bible describe God as a King? Read Psalm 47 v2 – What does it mean to be King over all the earth?</p> <p>Draw / decorate crowns adding jewels and sequins. Draw things that show God is King over on the earth. Draw images of God as a King. What symbol would you show as God as a King? What words would describe God as a King. Christians believe that God is King. This has an impact on how they live their lives. Link in with following God’s rules in life. Explain stories in the bible are about God and are special to Christians. Use and explore the word holy. Recognise more than one type of Bible. Identify Christians treat the Bible as their holy /special book. Explain that the Bible tells Christians stories about God, Jesus’ life and the lives of others eg David &amp; Goliath. Retell the main events of a Bible story interactively using costumes and props and explain the story is important to Christians. Encourage the pupils to show curiosity and ask questions about the Bible story eg where is the good news in the story? David &amp; Goliath: 1 Samuel 16:16-17; God as Shepherd: Psalm 23:1-2 Teaching: Parables of Lost Sheep and Lost Coin Luke 15:1-7; 8-10. Tell the story ‘Parable of Lost Sheep’ and ‘Lost Coin’ from the children's Bible: story using toy sheep or from a guided visualisation technique or watch the</p>	<p>the story into a class ‘stable’ (eg box. Explore who is the most important person in this story? Draw out the answer: Jesus. Explain how many Christians nativity have sets in their homes and churches at Christmas. Jesus is always put in the centre of the stable to show how important he is. Explain that this is such an important story that the majority of Christians retell it every year at Christmas time. Explain that they do this using plays called nativity plays. Show a video of a nativity play. Use your own school video or see: <a href="https://www.youtube.com/watch?v=KIAJuGBxC3Q">https://www.youtube.com/watch?v=KIAJuGBxC3Q</a> Explore the idea of celebrating Jesus’ birth is done by remembering and acting out the first Christmas showing how important Jesus is to Christians. Re-enact the story in role play with children in costumes. Use some simple props. Explain this is called a celebration. Explain Jesus is seen as a special kind of king for Christians. Think about how the kings and shepherds show this in the story. Teachers Notes – EYFS Watch the video clip talking about diversity in our community <a href="https://youtu.be/JQVWWjTFca8">https://youtu.be/JQVWWjTFca8</a></p>
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	<p>story 'Parable of Lost Sheep'  <a href="https://www.youtube.com/watch?v=tyWZeOlaRo4">https://www.youtube.com/watch?v=tyWZeOlaRo4</a> &amp; 'Lost Coin'  <a href="https://www.youtube.com/watch?v=yvHxUxjaboE">https://www.youtube.com/watch?v=yvHxUxjaboE</a> Make your own Shepherd out of paper and a sheep using some wool and black paper and use it to retell the story. Similarly explore the parable of the Lost Coin, this time looking the story from the ladies point of view who and list the coin. Draw out God is so important to Christians that they compare God to items of very special value.</p> <p>Make simple links with what others believe about God, Allah, Brahman.</p>	
<b>Opportunities for oracy and reading...</b>	<p>Texts ordered from ELS inc texts on the world.</p> <p>Discussion on the enquiry question before and after.</p>	<p>Texts ordered from ELS inc texts on Christmas.</p> <p>Discussion on the enquiry question before and after.</p>
<b>Vocabulary</b>	God, Holy book, Belief, Rescue, Allah, Brahman, Shepherd, lost	Christmas, Incarnation, Bible, Gospels, nativity
<b>Quick Quiz</b>	<p>What is the Christian holy book called?</p> <p>What is a shepherd? What do they look after?</p> <p>What did God create?</p>	<p>Where was Jesus born?</p> <p>Who were Jesus' parents?</p> <p>What is a nativity?</p>
<b>Discussion question/point:</b>	What do you think God is like? Discuss.	How do you celebrate Christmas with your family?

RE – Autumn Term		
Base 2 – Year 1/2		
Whole School Theme	Around the World	
What does this mean to me? Why does this matter?		
Unit of Work	<u>Christianity</u>  Thread: God the world & self  Understanding Christianity: - Who made the world?	<u>Christianity</u>  Thread: Authority and Personal Belief  Understanding Christianity: - Why does Christmas matter to Christians? (Incarnation).
National Curriculum	End of Key Stage Statements - Y1/2 - 11. Talk about stories in the Bible that describe what God is like for Christians & Jews eg Jews & Christians believe God is the creator who cares for all people.	End of Key Stage Statements - Yr. 1/2 - 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. 3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them. 4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man.
Prior Learning	Builds on from: EYFS 1. Talk about how Christians describe God eg as creator. 6. Understand that the Bible tells stories that help Christians think about God & Jesus.	Builds on from: EYFS 2. Talk about who Christians say Jesus is eg say why they think he might be special. 3. Explain the Bible is the Christian's holy book. 4. Retell a few key aspects of the Christmas story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph.
Core Learning	<b>Concept:</b> Christianity – God the world & self <b>Enquiry Question:</b> Who made the world?	<b>Concept:</b> Christianity – Authority & Personal Belief <b>Enquiry Question:</b> Why does Christmas matter to Christians? (Incarnation)

	<p>           To retell the story of creation from Genesis 1:1–2.3 simply.            To recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.            To say what the story tells Christians about God, Creation and the world.            To give at least one example of what Christians do to say thank you to God for the Creation.            To think, talk and ask questions about living in an amazing world.         </p> <p style="text-align: center;"><u>Making sense of the text</u></p> <p>           Give pupils images of some created things, or the objects themselves: for example, teddy bear, mobile phone, crusty bread. Ask them to say what the person who made them (the ‘creator’) might be like. Give them some words to think about, some that are likely, (for example, friendly, creative, clever), some less likely (small, angry, bearded). Talk about whether the maker of a teddy bear must be furry, the baker crusty, and the mobile phone-maker square.         </p> <p>           Look at some lovely images (or objects) of the natural world. If these have a creator, what might the creator be like? (for example, amazing, huge, strong, full of ideas, happy, magic.) Introduce the story of Genesis 1. Set the scene: Here’s a story told by Jewish and Christian people about God. What is their response to the story — feelings, ideas, questions? Then focus on this question: what does the story tell us about what God is like? (For example: big, amazing, powerful, exciting, clever, patient.)         </p>	<p>           To give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.            To recognise that stories of Jesus’ life come from the Gospels.            To give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.            To decide what they personally have to be thankful for at Christmas time.         </p> <p style="text-align: center;"><u>Making sense of the text</u></p> <p>           Tell the story from the Gospel of Luke in an interesting way. A Christmas story trail is recommended, in the hall, or even around the local church, with stations being a) Nazareth — Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem — Jesus being born and placed in a manger. d) Fields — Angels appearing to shepherds. e) Bethlehem — Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class. Pupils should use pictures to         </p>
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Explore the story in different ways: • choose music to express each of the days of creation; get pupils to do dance moves that reflect the music and what is created. • draw and role play: imagine pupils are the first animals, birds or fish! • Get pupils to come up with key words for the story (two or three per day), draw them, and order them, so that they can practise retelling the story. Put these alongside some images for each day, recalling them each time you tell the story.

Understanding the impact

One time of year when Christians think about God as Creator and say thank you is Harvest. Your school will probably have a Harvest Festival. How is this a way of saying thank you? Look at some harvest prayers and hymns. Ask pupils to choose the line in a song which they think is most important for Christians, and say why.

- Recall the idea that Christians believe God created the world, so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.' Talk about how Christians might share the resources offered at harvest. Find out what some churches do with their harvest offerings: for example, taking it into the community, or giving it to food banks. What does the school do, and why?

Making connections

If pupils could ask the world-maker any questions, what questions would they ask?

retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side — whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story.

Understanding the impact

Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas are Advent, when some Christians wait and prepare for celebrating the birth of Jesus. Introduce some Advent traditions and make sure pupils know their meanings (this may be done as part of the church trip). For example, make an Advent wreath — a circle to show that God lasts forever; light four candles on Sundays leading up to Christmas, with the fifth candle symbolising the birth of Jesus on Christmas Day; make a crib scene as a reminder of the birth story; make an Advent calendar to count down to the day Jesus was born.

*For Y2 when visiting Broomhall Chapel for the hope journey - which signs of the Jesus story can be seen here (in the chapel) in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why?*



	<p>To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have, you might like to try this experiential activity: Have some fruit (grapes, for example) in the class. Get pupils to think about how the fruit grew. It needs light, water, to bud, to flower, bee pollination, fruit growing, harvesting, transporting — and here we have the fruit. So when the pupils eat one, how should they eat it? Quickly, without a thought? Or slowly, touching, feeling, tasting — aware of all the sensations, appreciating how wonderful it is. Ask them to hold the fruit, to stroke it, to sniff it; they should put it in their mouths and feel their teeth and tongue on it before biting — and feeling the juice spurt. Which words do pupils use to describe this experience? Compare with how we usually tend to eat without noticing. It might make us be a bit more grateful for our food.</p> <p>Chester Diocesan Unit Links God Why is the idea of a creator important to Christians?</p>	<p>Explain that Christmas Day is the day when Christians celebrate Jesus' birth. This is why there are lots of clues about Jesus being born, in the church and elsewhere. It is celebrating Jesus' birthday!</p> <p><u>Making connections</u></p> <p>Get pupils to think about thankfulness in relation to the Christmas story. What 'thank you' prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments? Make a paper chain of these 'thank you' words as part of class Christmas decorations (use big links, and supported writing and talk to enable deeper thinking; some pupils may choose/need to show their ideas with pictures). Use red and green paper to make this chain.</p> <p>Chester Diocesan Unit Links Yr. 2 Incarnation What does the visit of the magi tell Christians about Jesus?</p>
<p><b>Opportunities for oracy and reading...</b></p>	<p>Texts ordered from ELS inc texts on the world, nature, creation.</p> <p>Discussion on the enquiry question before and after.</p>	<p>Texts ordered from ELS inc texts on Christmas.</p> <p>Discussion on the enquiry question before and after.</p>
<p><b>Vocabulary</b></p>	<p>God, create, creator</p>	<p>King, gold, frankincense, myrrh, magi, Gospel</p>
<p><b>Quick Quiz</b></p>	<p>Where will you find the creation story? What do Christians do to say thank you to God?</p>	<p>What journey did Mary and Joseph make? Where was Jesus born? Which gospel will you find the Christmas story?</p>

	According to the Bible, how many days did it take God to create the world?	What does the word 'advent' mean?
<b>Discussion question/point:</b>	Who made the world? Discuss. (Some may say 'God did' but others think different – this is ok).	Why do you think Christmas matters to Christians? Discuss.
<b>RE – Autumn Term</b>		
<b>Base 3 – Year 3</b>		
<b>Whole School Theme</b>	<b>Around the World</b>	
<b>What does this mean to me? Why does this matter?</b>		
<b>Unit of Work</b>	<u>Christianity</u>  Thread: God the world & the self  How do Christians use symbols to describe God?	<u>Christianity</u>  Thread: Authority  Why do most Christians call Jesus Saviour at Christmas?
<b>National Curriculum</b>	Working towards END of KEY STAGE Assessment Progression Statements Yr. 3/4 – 17,19,38 17. In brief explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). 19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, 38. Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives.	Working towards END of KEY STAGE Assessment Progression Statements Y3/4 – 19 19. Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas.
<b>Prior Learning</b>	Builds on from: Yr1/2: 11. Talk about stories in the Bible that describe what God is like for Christians & Jews eg Jews & Christians believe God is the creator who cares for all people. 13. (Link) Begin to show curiosity and ask questions about at least 3 Christian & 3 Jewish stories (Christmas)	Builds on from: Yr1/2: 1. Recall the main events from the Christmas Bible stories linking these stories with Christianity. 3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.

		<p>4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</p>
<p><b>Core Learning</b></p>	<p><b>Concept:</b> Christianity – God the world &amp; self  <b>Enquiry Question:</b> How do Christians use symbols to describe God?</p> <p>To explore the Christians, Jewish and Muslim understanding of God.          To compare differences &amp; similarities.          To understand the impact of the fall in Christian thinking.</p> <p>Recap what the class can remember about God. Make mind maps and working wall. Explain the study will be about lots of different ideas about God. Show the ‘Nobody Stands Nowhere’ film from Theos – <a href="https://www.reonline.org.uk/news/nobody-stands-nowhere">https://www.reonline.org.uk/news/nobody-stands-nowhere</a></p> <p>Explain we all have points of view that may change as we develop and grow. Research and interview all teachers and other adults in school ask them what they think and believe about God. Create a display, eg. bar chart, pictogram, mind map. Add new ideas to your display as you go along. Interview local Christian (you could have Debbie and Catherine Davies and compare/contrast) and get them to tell you their story of believing in God. Ask them to describe what God is like for them.</p> <p>Explore simple Christian symbols that describe God, eg. Shepherd Psalm 23; Rock: Psalm 18:2; Father: Matthew 6:9; King: Psalm 93; Judge: Psalm 50:6; Matthew 25:31-46; Creator: Genesis 2:4; Everlasting Psalm 90 Provider: Matthew 7:7-11; etc.</p> <p>Show one or 2 simple Trinity images to introduce the idea of 3 persons in 1 briefly (followed up in Y5).  <a href="https://www.youtube.com/watch?v=ltw2J6k7E-M">https://www.youtube.com/watch?v=ltw2J6k7E-M</a></p> <p>Recall and recap the Genesis Christian Story including the FALL. Identify Christian’s beliefs in the Trinity - Father, Son and Holy Spirit, were all present at the creation of the world and who each take on different roles. Briefly discuss Jesus is seen as Saviour saving people from effects of the Fall. For Christians he is omnipresent, omnipotent, and</p>	<p><b>Concept:</b> Christianity – Authority  <b>Enquiry Question:</b> Why do most Christians call Jesus Saviour at Christmas?</p> <p>To think about and draw conclusions about the importance of the nativity repeated each year.          To explain how many Christians see Jesus as saviour and relate this to texts studied.</p> <p>Recall the different parts of the Christmas story and take the children back through guided visualisation to the shepherds on Bethlehem hills visited by angels and the stable to visit the baby. Explore what clues there are in the story that Jesus was more than just a baby, eg. he was the messiah God incarnate sent to save his people from their sins as the angels said. Introduce the word Immanuel/Emmanuel which means ‘God with us.’ Read Matthew 1:23 and Isaiah 7:14. Think about what these texts might mean. Give each groups a copy of the titles used for Jesus at Christmas time: Emmanuel; Wonderful Counsellor; Mighty God; Eternal Father. Ask them to brainstorm their own word definitions and look up dictionary definitions before exploring the text. Explain Isaiah was a prophet and dramatically read the texts with class participation. Have different groups saying different parts: ‘Emmanuel’ (God with us) Isaiah: 7:14; ‘Wonderful Counsellor’; ‘Mighty God’; ‘Eternal Father’; ‘Prince of Peace’ Isaiah 9:6-7. Think about the context for the descriptions? (Explain they are ‘prophecies’ about who and what is to come in the future) Ask: How might these titles relate to the Christmas story the life of Jesus? Think, Pair, Share. Collect ideas. Watch clip of Buck Denver talking about the title ‘Emmanuel’:</p>

	<p>omniscient. Define these ideas and find bible verses to show these ideas - Omniscience: All knowing nature of God. Psalm 139:1-6, 13-16. Job 38:1-4; Omnipotent: All powerful nature of God. John 1:1-5; Isaiah 40:15-17,21-26 Omnipresent: God's ability to be everywhere at the same time.</p> <p>Read together: Psalm 139:7-12; 15-16, Isaiah 40:27, Jeremiah 34:24, I Samuel 16:7 (God sees the heart). Discuss: Do these Bible verses help us to better understand the 3 ideas we have looked at?</p> <p>Play a range of Christian hymns/songs that describe God, eg. 'How great thou art' or Chris Tomlin's song 'Indescribable'.</p> <p><a href="https://www.youtube.com/watch?v=gWdM4B1HEyl">https://www.youtube.com/watch?v=gWdM4B1HEyl</a>  <a href="https://www.youtube.com/watch?v=7-zJHgaoVa4&amp;list=RD7-zJHgaoVa4&amp;start_radio=1&amp;t=2">https://www.youtube.com/watch?v=7-zJHgaoVa4&amp;list=RD7-zJHgaoVa4&amp;start_radio=1&amp;t=2</a></p> <p>Use drama to complete freeze frames to demonstrate these qualities of God. Explain that Jews would also believe these Old Testament passage about God.</p>	<p><a href="https://www.youtube.com/watch?v=30ljZ8wbc4U">https://www.youtube.com/watch?v=30ljZ8wbc4U</a> Add developing understanding to a word wall. Cross reference Matthew 1:18-25. Compare its use in both texts. Ask: Is it the same? Post it ideas. Add to ideas and learn from the song and clip. Ask pupils to see what the song is saying.</p> <p><a href="https://www.youtube.com/watch?v=9sdghXzCdAY&amp;list=RD9sdghXzCdAY&amp;index=1">https://www.youtube.com/watch?v=9sdghXzCdAY&amp;list=RD9sdghXzCdAY&amp;index=1</a></p> <p>'Prince of Peace'. Ask: What kind of peace did Jesus bring? Why was he called Prince of Peace? Complete Wordles to explore the concept of peace more fully. Explore the ideas of 'Wonderful Counsellor', Mighty God', and 'Eternal Father' through body sculptures/dram. Discuss what these titles used to describe Jesus might mean. Read together again as a class</p> <p>Isaiah 9:6-7</p> <p>Listen or watch Handel's sung version of the music 'For unto us a child is born'. Reflect, listen, describe and look at the words of the song.</p> <p><a href="https://www.youtube.com/watch?v=MS3vpAWW2Zc">https://www.youtube.com/watch?v=MS3vpAWW2Zc</a> Ask: How does the song demonstrate the meaning of the titles used for Jesus? Is it consistent with the Bible verses? Compare and contrast.</p> <p>Read and explore the story of Zacchaeus in Luke 19 and consider how Jesus is seen as messiah and saviour to him. Explore the impact of Jesus as a saviour in this story. Think about the question How important is it to people that people that they re-enact the nativity every year? Explore different points of view and make own conclusions. Plan an assessment activity that summaries the learning.</p>
<p><b>Opportunities for oracy and reading...</b></p>	<p>Texts ordered from ELS inc texts on Christianity.</p> <p>Discussion on the enquiry question before and after.</p>	<p>Texts ordered from ELS inc texts on Christmas.</p> <p>Discussion on the enquiry question before and after.</p>

<b>Vocabulary</b>	God, Trinity, Saviour, symbols, Omniscience, Omnipotent, Enlightenment	Baptism, Christians, Prophecies, Isaiah, Saviour, Messiah, Anointed One, Hebrew, Bible, Prophet, Mighty God, Prince of Peace, Emmanuel Shepherds, Bethlehem, Jesus, God
<b>Quick Quiz</b>	What makes up the Trinity? What does Omniscience mean? What does Omnipotent mean?	Why was Jesus more than just a 'baby'? What does Emmanuel mean? What kind of peace did Jesus bring?
<b>Discussion question/point:</b>	How do Christians use symbols to describe God? Discuss.	Why do most Christians call Jesus Saviour at Christmas? Discuss.

RE – Autumn Term		
Base 4 – Year 4/5		
Whole School Theme	Around the World	
What does this mean to me? Why does this matter?		
Unit of Work	<p><u>Christianity</u></p> <p>Thread: Personal Belief</p> <p>How do beliefs shape people’s lives? How do they differ? (Link to what the Bible says).</p>	<p><u>Christianity</u></p> <p>Thread: God the world and self</p> <p>Understanding Christianity: - What is the Trinity?</p>
National Curriculum	<p>Working towards END of KEY STAGE Assessment Progression Statements Y3/4 - 21,23</p> <p>21. Explain how the bible is used in the local church by Christians for guidance, devotion &amp; inspiration.</p> <p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love &amp; forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’).</p> <p>Extra: look at other approaches to sacred texts.</p>	<p>Working towards END of KEY STAGE Assessment Progression Statements Y3/4 :17,18,38</p> <p>18. Explain what Christians can learn about Jesus from the nativity stories, eg. ‘God with us ‘Emmanuel’ messiah. The concept and roles of the Trinity in Christianity.</p> <p>17. Explain Christians see God as ‘three in one’ (Father, Son and Holy Spirit known as the Trinity).</p> <p>38. Contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives.</p>
Prior Learning	<p>Builds on from: Yr.1/2:</p> <p>5. Explain the Bible is a Christian’s holy book and identify different kinds of genre /writing.</p>	<p>Builds on from: Yr1/2:</p> <p>1. Recall the main events from the Christmas Bible stories linking these stories with Christianity.</p>

	<p>8. Identify the Torah is a holy book for Jews &amp; how the rules in the Torah can guide a Jew in their lives, eg why they believe it is wrong to steal.</p>	<p>3. Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</p> <p>4. Talk about who Christians say Jesus is e.g. called the Son of God; God made man</p> <p>15. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</p>
<p><b>Core Learning</b></p>	<p><b>Concept:</b> Christianity – Personal Belief <b>Enquiry Question:</b> How do beliefs shape people’s lives? How do they differ?</p> <p>To explore how the Bible is used in the local church by Christians for guidance, devotion, and inspiration and to compare how the question of belief is approached differently within other religions/ non-religious groups.</p> <p>To describe and explain how Christians live their life as disciples. To make links between: New Testament Bible stories/beliefs and church worship.</p> <p>To explore the idea of the Golden rule across religious and non-religious belief systems.</p> <p>(Y4 Aut 1 Cheshire East planning).</p> <p>Inspiring RE – Christians (pink book) some useful information/resources.</p> <p>Knowledge organiser:</p>	<p><b>Concept:</b> Christianity – God, the world and self <b>Enquiry Question:</b> What is the Trinity?</p> <p>To identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.</p> <p>To offer suggestions about what texts about baptism and Trinity might mean.</p> <p>To give examples of what these texts mean to some Christians today.</p> <p>To describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>To make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Understanding Christianity unit and you may find Y4 Aut 2 Cheshire East planning useful. Chester Diocesan Unit Links: Yr. 3/5 God. <a href="https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php">https://www.chester.anglican.org/schools/school-support/religious-education-scheme-of-work.php</a></p> <p>Knowledge organiser: <a href="https://wrenbury-my.sharepoint.com/:w:/r/personal/head_wrenbury_cheshire_sch_">https://wrenbury-my.sharepoint.com/:w:/r/personal/head_wrenbury_cheshire_sch_</a></p>

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<b>Opportunities for deepening learning ...</b>  <i>Know more and remember more.</i>	History – Benin, the largest religion is Christianity.	
<b>Opportunities for oracy and reading...</b>	Texts ordered from ELS inc texts on Christianity.  Discussion on the enquiry question before and after.	Texts ordered from ELS inc texts on Christianity.  Discussion on the enquiry question before and after.
<b>Vocabulary</b>	Bible, Prodigal Son, Parable of the Sower, Lord’s Prayer, 2 most important commandments, Torah, Qu’ran, Guru Granth Sahib, Golden Rule	Trinity, God the Father, God the Son, God the Holy Spirit, King Saviour, Brother, Humanist
<b>Quick Quiz</b>	What is a parable? What do Christians learn from the ‘Prodigal Son’ story? What is the ‘golden rule’?	What are the three ‘names’ that make up the Trinity? What is the Gospel? What is the Christian idea of the Trinity?
<b>Discussion question/point:</b>	How do people's beliefs differ? Discuss.	What is the Trinity? Discuss.



RE – Autumn Term		
Base 5 – Year 5/6		
Whole School Theme	Around the World	
What does this mean to me? Why does this matter?		
Unit of Work	<p><u>Hindu Dharma</u></p> <p>Thread: God the world &amp; the self</p> <p>How and why do most Hindus show respect for living things? How do ideas differ between groups?</p>	<p><u>Christianity</u></p> <p>Thread: Authority, Life's Journey</p> <p>Understanding Christianity: - Was Jesus the Messiah?</p>
National Curriculum	<p>Working towards END of KEY STAGE Assessment Progression Statements Y5/6</p> <p>63. Analyse &amp; evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment</p> <p>65. Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied</p>	<p>Working towards END of KEY STAGE Assessment Progression Statements Y5/6:</p> <p>41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.</p> <p>42. Identify why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.</p> <p>43. Describe ways in which Christians believe the Old Testament prophecies speak about Jesus</p>
Prior Learning	<p>Builds on from: Yr.3/4 -</p> <p>35. Explain how Jews, Muslims &amp; Christians welcome babies, suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. (Use examples from different viewpoints) Identify the</p>	<p>Builds on: Y3/4:</p> <p>17. Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).</p> <p>18. Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'.</p>

	<p>impact for religious/non-religious groups on society past and present</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</p>	
<p><b>Core Learning</b></p>	<p><b>Concept:</b> Hindu Dharma – God the world and the Self  <b>Enquiry Question:</b> How and why do most Hindus show respect for living things? How do ideas differ between groups?</p> <p>To be able to analyse what most Hindus believe about reincarnation, vegetarianism and caring for the environment.          To be able to explain the Hindu idea of ‘Karma’ and how actions have consequences.          To understand how the majority of Hindus may welcome a child.          To understand how some Hindus view the idea of family          To be able to compare and contrast Hindu values with other religions and non-religious viewpoints previously studied.</p> <p>(Year 6 Cheshire East Autumn term 1 plans).  <a href="https://onedrive.live.com/view.aspx?resid=B9F6E3AAFBA0448!13213&amp;cid=b9f6e3aafb0448&amp;authkey=!AHLnEoTw7m1voV8&amp;CT=1695308407520&amp;OR=ItemsView">https://onedrive.live.com/view.aspx?resid=B9F6E3AAFBA0448!13213&amp;cid=b9f6e3aafb0448&amp;authkey=!AHLnEoTw7m1voV8&amp;CT=1695308407520&amp;OR=ItemsView</a></p> <p><a href="https://request.org.uk/resource/life/the-messiah/">https://request.org.uk/resource/life/the-messiah/</a></p>	<p><b>Concept:</b> Christianity – Authority &amp; Life’s Journey  <b>Enquiry Question:</b> Was Jesus the Messiah?</p> <p>To explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.          To identify Gospel and prophecy texts, using technical terms.          To explain connections between biblical texts, Incarnation and Messiah, using theological terms.          To show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.          To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.          To weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p> <p>Understanding Christianity unit - <a href="https://wrenbury-my.sharepoint.com/personal/head_wrenbury_cheshire_sch_uk/_layouts/15/onedrive.aspx?ct=1695031593650&amp;or=OWA%2DNT&amp;cid=e26ae282%2Ddf84%2D7b21%2D3ae0%2D281d44354033&amp;ga=1&amp;id=%2Fpersonal%2Fhead%5Fwrenbury%5Fcheshire%5Fsch%5Fuk%2FDocuments%2FCurriculum%2F2023%2D24%2FRE%20MTPs%2FUnderstanding%20Christianity%2F%2E%20All%20Understanding%20Christianity%20units%2F3%2E%20Upper%20KS%202%2FKS2b4%5FIncarnation%5FUnit%5FWEB%2Epdf&amp;parent=%2Fpersonal%2Fhead%5Fwrenbury%5Fcheshire%5Fsch%5Fuk%2FDocuments%2FCurricul">https://wrenbury-my.sharepoint.com/personal/head_wrenbury_cheshire_sch_uk/_layouts/15/onedrive.aspx?ct=1695031593650&amp;or=OWA%2DNT&amp;cid=e26ae282%2Ddf84%2D7b21%2D3ae0%2D281d44354033&amp;ga=1&amp;id=%2Fpersonal%2Fhead%5Fwrenbury%5Fcheshire%5Fsch%5Fuk%2FDocuments%2FCurriculum%2F2023%2D24%2FRE%20MTPs%2FUnderstanding%20Christianity%2F%2E%20All%20Understanding%20Christianity%20units%2F3%2E%20Upper%20KS%202%2FKS2b4%5FIncarnation%5FUnit%5FWEB%2Epdf&amp;parent=%2Fpersonal%2Fhead%5Fwrenbury%5Fcheshire%5Fsch%5Fuk%2FDocuments%2FCurricul</a></p>

[um%2F2023%2D24%2FRE%20MTPs%2FUnderstanding%20Christianity%2F2%2E%20All%20Understanding%20Christianity%20units%2F3%2E%20Upper%20KS%202](https://request.org.uk/resource/life/the-messiah/)

(Year 6 Cheshire East Autumn term 2 plans).

Christians believe Jesus was The Messiah. What is a messiah? <https://request.org.uk/resource/life/the-messiah/> Jesus said that he fulfilled a prophecy made hundreds of years before he came to earth (Luke Ch 4 v 18-19). (See The Bible prophecies - Isaiah Ch7 v14, Isaiah Ch 9 v 6-7, Isaiah Ch 11 v 1-5) Now look at Matthew Chapters 1 & 2 and see if you can find evidence that the prophecy has been fulfilled.)

#### Making sense of the Text

What kind of saviour? Introduce to the pupils their role as an investigative journalist, employed to answer the question: Was Jesus the hoped-for Saviour? Was Jesus the Messiah? Ask pupils to list the characteristics this person will need to have — a Saviour who could rescue the People of God in their current situation. The first clues: Examining written evidence. As investigative journalists pupils have received a list of what the Jewish people are expecting in a messiah (Resource Sheet 1a gives some prophecies, and Sheet 1b summarises the key points.) Ask pupils to create a 'Wanted' poster or radio advert based on these expectations. Ensure that there is a link to each of the Messianic expectations: for example, wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth as Bethlehem, and so on.

		<p>A written report from the scene (Matthew 1:18–24, 2:1–12). The Jewish followers of Jesus gradually began to believe that Jesus was this Messiah, and that he fulfilled the prophecies. Get pupil investigators to look for and highlight some of the evidence in Matthew’s Gospel that led Christians to believe this (Resource Sheet 2). What clues are there that Jesus is the promised Messiah? Link each of the expectations by highlighting or drawing a line to one or more clues in the text. (Most Jewish people at the time did not believe Jesus was the Messiah — and Jewish people today still do not think he was.) There is not evidence for all of the prophecies in the text.</p> <p>The final report. What is the evidence to suggest that Jesus was the Messiah. Ask pupils to write and illustrate a newspaper report claiming that the Messiah has arrived, and is Jesus, comparing it with the Jewish expectations expressed in their ‘Wanted: Messiah’ advertisement.</p>
<p><b>Opportunities for deepening learning ...</b></p> <p><i>Know more and remember more.</i></p>	<p>History – This term they are learning about the Romans. The Romans had shrines and worshipped gods.</p>	
<p><b>Opportunities for oracy</b></p>	<p>Texts ordered from ELS inc texts on Hindu Dharma, living things, respect.</p>	<p>Texts ordered from ELS inc texts on Christianity, Christmas.</p> <p>Discussion on the enquiry question before and after.</p>

<b>and reading...</b>	Discussion on the enquiry question before and after.	
<b>Vocabulary</b>	Reincarnation/ Karma Life after death Vegetarianism Mandir Atman Samsara Puja Moksha Namaste Gandhi ahimsa	Jesus, Messiah, Incarnation, Saviour, Gospel, prophecy
<b>Quick Quiz</b>	Can you name the nine beliefs? What does 'ahimsa' mean? Who is Gandhi?	What is a Messiah? What does it mean by 'anointed'? Can you name a gospel/prophecy text? What other names does Jesus go by?
<b>Discussion question/point:</b>	Can you explain the Hindu idea of 'Karma' and how actions have consequences?	Discuss the prophecies in the Old Testament that speak about Jesus coming as the Messiah.