

## Silver Springs Primary Academy

### RE Units of Study

#### Key Question F1: Which stories are special and why?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.

<b>Theme:</b> These are suggested questions; you will not necessarily explore all of these questions.	<b>Learning outcomes:</b> Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?	<ul style="list-style-type: none"> <li>• talk about some religious stories</li> <li>• recognise some religious words, e.g. about God</li> <li>• identify some of their own feelings in the stories they hear</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore stories pupils like, re-telling stories to others and sharing features of the story they like.</li> <li>• Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union <i>The Big Bible Storybook</i>.</li> <li>• Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus (e.g David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19).</li> <li>• Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power.</li> <li>• Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.</li> </ul> <p><b>Reinforce this learning through follow-up activities:</b></p> <ul style="list-style-type: none"> <li>• Use the story sack for Diwali celebration role play.</li> <li>• Read and share the books in own time, on own or with friends.</li> <li>• Role-play some of the stories using costumes and props.</li> </ul>

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#### Key Question F2: Which people are special and why?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to talk about significant people within the school and the wider community, for example showing pictures of the caretaker, lollypop person, headteacher, vicar, police community support officer, and discussing what they do.

<b>Questions you might explore:</b> These are suggested questions; you will not necessarily explore all of these questions.	<b>Learning outcomes:</b> Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?	<ul style="list-style-type: none"> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> <li>• identify some of the qualities of a good friend</li> <li>• reflect on the question 'Am I a good friend?'</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about people who are special to us, whom we admire.</li> <li>• Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects.</li> <li>• Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life.</li> <li>• Discuss the benefits and responsibilities of friendship and the ways that people care for others.</li> <li>• Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22); stories of Jesus helping and healing people e.g. Jairus' daughter (Mark 5.21–43); healing the man at the pool (John 5.5–9); Blind Bartimaeus (Mark 11.46–52).</li> <li>• Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak, Prophet Muhammad, the Buddha).</li> </ul> <p><b>Reinforce this learning through follow-up activities:</b></p> <ul style="list-style-type: none"> <li>• Role-play the special visitors using appropriate dressing-up clothes.</li> <li>• Draw and paint pictures about the visitors.</li> <li>• Make thank-you cards for the visitors.</li> <li>• Use digital cameras to take pictures of the visitors during the visit and make a book using the photographs.</li> </ul>

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**Key question F3: Which places are special and why?**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there?

<p><b>Questions you might explore:</b>            These are suggested questions; you will not necessarily explore all of these questions.</p>	<p><b>Learning outcomes:</b>            Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p>	<p><b>Suggested content:</b>            Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.</p>
<p>Where do you feel safe? Why?            Where do you feel happy? Why?            Where is special to me?            Where is a special place for believers to go?            What makes this place special?</p>	<ul style="list-style-type: none"> <li>● talk about somewhere that is special to themselves, saying why</li> <li>● be aware that some religious people have places which have special meaning for them</li> <li>● talk about the things that are special and valued in a place of worship</li> <li>● identify some significant features of sacred places</li> <li>● recognise a place of worship</li> <li>● get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.</li> <li>● Discuss why some places are special and what makes them significant.</li> <li>● Discuss when people like to go there and what they like to do there.</li> <li>● Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims.</li> <li>● Consider a place of worship for members of another faith e.g. synagogue or mosque.</li> <li>● Consider different special places, such as (Makkah) Mecca for Muslims.</li> <li>● Visit a local place of worship.</li> <li>● Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection. This will work well for schools who have a forest schools focus.</li> </ul>

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**Key question F4: Which times are special and why?**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to link this unit to a significant time celebrated in school or in class. You might want to bring in birthday candles and ask children to talk about the significance of birthdays.

<p><b>Questions you might explore:</b>            These are suggested questions; you will not necessarily explore all of these questions</p>	<p><b>Learning outcomes:</b>            Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p>	<p><b>Suggested content:</b>            Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.</p>
<p>What special times have you had? What did you celebrate? Why? Who were you with? What happened?            What do other people celebrate?            What happens at Christmas, and why?            What happens at Easter, and why?            What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus?            What other festivals have you learnt about?            What happens at the festivals, and why?            What stories can you remember about festivals?            What are the similarities and differences between different people's special times?</p>	<ul style="list-style-type: none"> <li>• give examples of special occasions and suggest features of a good celebration</li> <li>• recall simple stories connected with Christmas/Easter and a festival from another faith</li> <li>• say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance and value of celebration in children's own lives</li> <li>• Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother's day</li> <li>• Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali;</li> <li>• Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.</li> </ul> <p><b>NB</b>  <i>Whilst most families will celebrate birthdays not all cultures do, so sensitivity is needed here and teachers' deep knowledge of children's cultural backgrounds makes a big difference.</i></p>

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#### Key Question F5: Where do we belong?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.

<b>Questions you might explore:</b> These are suggested questions; you will not necessarily explore all of these questions.	<b>Learning outcomes:</b> Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...	<b>Suggested content:</b> Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.
<p>How do we show respect for one another?            How do we show love/how do I know I am loved?            Who do you care about? How do we show care/how do I know I am cared for?            How do you know what people are feeling?            How do we show people they are welcome?            What things can we do better together rather than on our own?            Where do you belong? How do you know you belong?            What makes us feel special about being welcomed into a group of people?</p>	<ul style="list-style-type: none"> <li>• re-tell religious stories making connections with personal experiences</li> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• additional opportunity if you have children from religions other than Christianity in your setting</li> <li>• recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the idea that each person is unique and valuable.</li> <li>• Discuss religious beliefs that each person is unique and valuable.</li> <li>• Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate; Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16).</li> <li>• Discuss how God’s love for children is shown in Christianity through infant baptism and dedication.</li> <li>• Discuss how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of Shahdah and cutting of hair, Humanist – naming ceremony.</li> <li>• Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle.</li> <li>• Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Rakshan Bandhan – which celebrates the special bond between brothers and sisters. His sister ties a band of Rakhi of gold or red threads around the right hand of a brother.</li> </ul>

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**Key Question F6: What is special about our world?**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to study this at the same time as work on the school outside space or local area or work on growing things.

<p><b>Questions you might explore:</b>            These are suggested questions; you will not necessarily explore all of these questions.</p>	<p><b>Learning outcomes:</b>            Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...</p>	<p><b>Suggested content:</b>            Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate.</p>
<p>What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people's ideas about the world?</p>	<ul style="list-style-type: none"> <li>● talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>● re-tell stories, talking about what they say about the world, God, human beings</li> <li>● think about the wonders of the natural world, expressing ideas and feelings</li> <li>● express ideas about how to look after animals and plants</li> <li>● talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God.</li> <li>● Use art and creative activities to explore natural objects – shapes, pattern, or use micro-hike or listening walk; grow and look after some plants and creatures.</li> <li>● Use stories and poems to talk about creation (e.g. 'God's quiet things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts).</li> <li>● Use a simple child-friendly, but authentic version of the biblical creation story, e.g 'In the beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'.</li> <li>● Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for).</li> <li>● 'Seven new kittens' / 'The tiny ant' (Muslim stories retold by Gill Vaisey <a href="http://www.booksatpress.co.uk">www.booksatpress.co.uk</a> <a href="http://www.articlesoffaith.co.uk">www.articlesoffaith.co.uk</a>)</li> </ul>