



### The BIG Picture

In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.

Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.

### What do we already know? Knowledge retrieval.

That Christians refer to God as the Father.

They know the Lord's Prayer.

To know why Christians refer to God as a parent.

### Lesson Outlines

Shared human experiences

Beliefs and values

Living religious traditions

Search for personal meaning

### Key vocabulary & understanding:

Genesis

Harvest

Bible

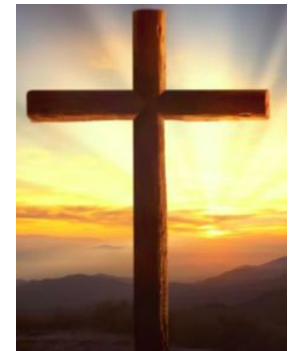
Creator

sustainer

### Murdishaw West's RE Objectives

Children will:

- Be able to simply retell the Genesis story of creation.
- Suggest why Christians might think it is important to look after the world.
- Suggest ways that Christians might express their concern for the natural world.
- Describe how and why Christians might thank God for creation at Harvest festivals.
- Identify ways in which humans use (and abuse) the natural world.
- Know about why our planet should matter to all humans and how this should influence our behaviour.
- Reflect on their own use of the world's resources
- Ask questions about what they can do to show that they care about the world.





### The BIG Picture

This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.

This unit should build on the Y1 unit 'Why is Jesus special to Christians?' – Pupils should be encouraged to recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.

### What do we already know? Knowledge retrieval.

That Christians believe that Jesus is a special baby.

The nativity story.

That its important to help others.

### Lesson Outlines

Shared human experiences

Beliefs and values

Living religious traditions

Search for personal meaning

### Key vocabulary & understanding:

Christ

Messiah

Saviour

Son of God

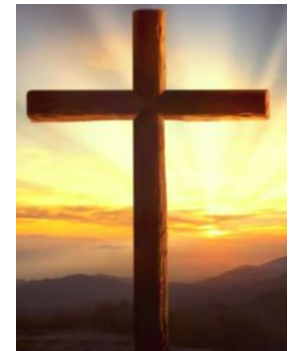
Advent candles

Christingle

### Murdishaw West's RE Objectives

Children will:

- Be able to suggest what Christians might mean when they refer to Jesus as the 'Light of the World'.
- Talk about the different titles that might be given to Jesus.
- Identify ways in which Christians might use light as a part of their Christmas celebrations.
- Talk about the different ways that Christians might celebrate Christmas Identify different ways that humans use light. Discuss the importance of light – as a source of comfort, security and hope.
- Talk about how and why light might be an important symbol.
- Be able to ask questions about the value of sources of light in their own lives.
- Talk about the people who provide comfort, security and hope for them.
- Suggest ways in which they might be a light for others.





### The BIG Picture

This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship.

Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.

They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.

### What do we already know? Knowledge retrieval.

Hindus believe in one god in many forms.

Hindus use statues when they are worshipping.

That Hindus might learn about God in many forms.

### Lesson Outlines

Shared human experiences

Beliefs and values

Living religious traditions

Search for personal meaning

### Key vocabulary & understanding:

Brahman  
deities (Shiva,  
Vishnu,  
Brahma,  
Lakshimi,  
Durga,  
Saraswati)

Arti

puja

### Murdishaw West's RE Objectives

Children will:

- Know that Hindus believe in one God (Brahman) who can be worshipped in many form.
- Know that these forms (the deities) have different qualities and are portrayed in different ways.
- Suggest why Hindus might believe that it is important to show devotion to the deities.
- Know that Hindus might worship at a Mandir and/or the home shrine suggest why worship in the home might be important.
- Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray).
- Talk about qualities that make some people special.
- Identify ways in which humans show their gratitude to the people who matter in their lives
- talk about who is special to them and why.
- Reflect on who they should be grateful to and how they might show this in words.





### The BIG Picture

In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.

Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.

Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.

### What do we already know? Knowledge retrieval.

That Muslims believe in one God (Allah)

That Muslims believe that the world was created by god.

That God shows respect for the natural world.

### Lesson Outlines

Shared human experiences

Beliefs and values

Living religious traditions

Search for personal meaning

### Key vocabulary & understanding:

Shahada

Qur'an

Mosque

Ramadan

Salah

### Murdishaw West's RE Objectives

Children will:

- Suggest why Muslims believe that it is important to respect God.
- Talk about why Muslims would want to show their gratitude to God.
- Know that submission to God is an important aspect of Islamic life.
- Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis.
- Describe the rituals of Islamic prayer.
- Talk about the ways in which shared rituals might unite communities.
- Identify ways in which humans show their gratitude.
- Talk about the things they do on a regular basis as a sign of their commitment and belonging.
- Reflect on who they should be grateful to and how they should show this.





### The BIG Picture

In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol. This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world'.

They should learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Children should be able to talk about key aspects of worship such as prayer, use of music and readings from the Bible.

Children should also have opportunities to consider why people might want to be part of a community and the shared values and interests that bring people together. They should be able to talk about communities that they belong to and what unites them with others.

### What do we already know? Knowledge retrieval.

That Christians believe they have a church family.

That Christians get baptised.

That Christians welcome babies into God's family.

### Lesson Outlines

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### Key vocabulary & understanding:

Symbol

Catholic

Anglican

Pulpit

Lectern

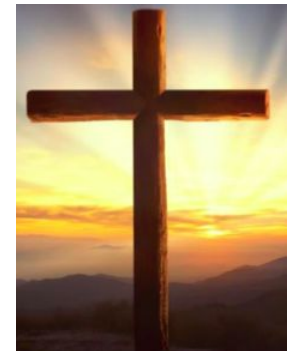
Altar

Bible

### Murdishaw West's RE Objectives

Children will:

- Suggest beliefs and values that might unite the Christian community.
- Talk about why some Christians might think it is important to come together to worship God.
- Identify symbols (images and actions) used in Christian worship.
- Talk about how and why symbols might be used in Christianity Identify and describe features of a church.
- Identify signs and symbols in the world around them.
- Talk about how the school logo unites the school community.
- Ask thoughtful questions about signs and symbols.
- Talk about communities that they belong to and how they show their commitment to these communities.







The BIG Picture

In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy.

Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together.

Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.

In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.

What do we already know? Knowledge retrieval.

That Jews believe in one God.

The story of Noah and Abraham.

That Jewish people believe that God keeps his promises.

Lesson Outlines

Shared human experiences

Beliefs and values

Living religious traditions

Search for personal meaning

Key vocabulary & understanding:

Moses

Ten Commandments

Sabbath

Pharaoh

Murdishaw West's RE Objectives

Children will:

- Retell the story of Moses being given the Ten Commandments.
- Know some of the Commandments e.g. keep the Sabbath day holy, respect your mother and father.
- Suggest ways in which the Ten Commandments might influence the life of a believer.
- Talk about how keeping the Sabbath day holy might influence a Jewish person Talk about how the Sabbath day is a way of making time for God and family Know about the Jewish tradition of Friday night dinner.  
Talk about why some people are particularly special to us.
- Suggest how and why it is important to make time for the people who really matter in our lives.
- Talk about the people who are special to them and identify the importance of these relationships in their lives.
- Give examples of why it is important to spend quality time with the people who matter.

