

Pioneer Federation
Medium term plan
Cycle , Term 1



RE

Subject: RE (5 sessions, X1 Flexible to link with harvest and others to be adaptable around setting/transition into school)

Key Concept/ Theme: F4 Being special: where do we belong?

- **Prior Learning or topic links: First unit in school,**
- Exploring portraits, feelings and faces
- Thinking about families
- Measuring heights and comparing

Vocabulary: Special, unique, celebrations, new life, baptism
 Harvest, farmers, food -

School specific areas to cover (Add in any local areas of study, trips and people)

CP	EH	SMV	PM
	Visits to the church or meeting Vicar	Visit to the church or meeting Vicar	

Movable topical session	<p>Harvest Lesson: Link or move to the relevant week linked to harvest celebrations in school.</p> <p>Learning what Harvest is and why it is celebrated</p> <p>Learn about why we celebrate a harvest Festival.</p> <p>Singing songs of Harvest ready for harvest celebrations</p> <p>Watch: Harvest Festival - CBeebies - BBC Talk about different harvest celebrations – how do you celebrate in your school? Look at at use real foods for harvesting, explore flour/wheat linked to focus text.</p> <p>Reflection Question; Why is harvest celebrated by people?</p>
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1.	<p>LO: I know what makes me special.</p> <p>Input: Discuss how we are all different eyes, height, hair colour etc...</p> <p>Think about what elements are the same – Age.</p> <p>Discuss how we are all special and unique, even though we have things that are the same and different.</p> <p>Main Activity: Look at our hands, the patterns, the lines each of these makes us special and unique. Children to make a painted hand-print and think about what makes them special. Record handprints and comments on speech bubbles.</p>
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2	<p>LO: I know that God and people are special.</p> <p>Explain Christians believe the world is special because God created it and that God is a special person.</p> <p>Recognise and talk about why someone is special to them. Make links with how others feel God is a special person.</p> <p>Share and listen sensitively to each others' special people</p> <p>Teacher/ TA to take obs to stick in book with children's ideas</p> <p>Activity or Provision: Make a zigzag picture book of people special to them.</p>
3	<p>LO: I know how to talk about special times in my life and why I felt special.</p> <p>Input – We thought about special last week.</p> <p>Can we think of some special times in our lives? When we learnt to walk? Our first day at school?</p> <p>Main: Using the speech bubbles can the children talk about a special time and why they felt special? Could they draw it in a memory bubble?</p>
4	<p>LO: I know what happens when a baby is welcomed into a religion (Baptism) and that God shows love.</p> <p><u>Input Watch</u> BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 1/3) - what is a baptism?</p> <p>BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism story</p> <p>Discuss baptism – Sharing photos from any of the children if they have brought them in. – Ask pupils to bring in photos prior to the session.</p> <p>If you can visit the church and see where the baptism might take place</p> <p><u>Main Adult Lead:</u> Create their own image of baptism using craft materials. Complete a speech bubble of what it means.</p> <p>Provision Activities- Babies, water, cross for children to act out or roleplay.</p>

End Points:

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP.

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East Sussex Agreed Syllabus for RE 2022-2027

Unit F4: Being special: where do we belong?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable children to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
<p>How do we show respect for one another?</p> <p>How do we show love/how do I know I am loved?</p> <p>Who do you care about? How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong? How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p>	<ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>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.</p> <ul style="list-style-type: none"> • Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays). • Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). • Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication. • Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play. • Talk about how children are welcomed into another faith or belief community e.g. the Islamic <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair; compare how non-religious families welcome new babies; some atheists (people who believe there is no God) might hold a Humanist naming ceremony. • Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i>) of gold and red threads around the right hand of her brother.