

RE MTP – Autumn Term

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Meaning & Purpose/Overview</p>	<p>I am Special A starting point for all RE, introducing the concept of specialness</p> <p>Special People Links to faith leaders and founders</p>	<p>1.1 Looking at me, looking at you.</p> <p>This unit explores the child's self-concept, enabling an appreciation of their uniqueness as a human being.</p> <p>Promote a positive attitude to children's identity and use alongside work on naming ceremonies from any world faith.</p>	<p>2.1 Belonging</p> <p>This unit focuses on belonging to a faith and encourage children to consider</p> <ul style="list-style-type: none"> • personal relationships among family, friends and in school life • what makes a family and what it means to belong • life within a faith family, the distinctive pattern of faith life and what it means to believe and to belong, especially at times of festival 	<p>3.2 Faith Founders</p> <p>Investigate the lives of key figures and founders in the major world faiths, looking at how faith members follow the teachings of those founders in the modern world.</p> <p>Explore the key beliefs of two or more world faiths.</p> <p>There is opportunity to explore the values that guide believers and influence the way</p>	<p>4.1 Belief in the Community</p> <p>This unit provides opportunity to study a local faith community in depth and explore patterns in our lives, contrasting them with those who share a religious faith.</p> <p>Pupils will question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage, especially</p>	<p>5.1 Expression of Faith</p> <p>In this unit, pupils explore religious expression such as faith members' expressions of identity, looking at different expressions in different faiths and denominations.</p> <p>AT1</p> <p>explain how artefacts and symbols express the beliefs of two different</p>	<p>6.2 Living a Faith</p> <p>This unit offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community.</p> <p>They consider the ways in which different faiths and denominations express their faith through worship</p>

				in which they live their life.	focusing on death.	faith members AT2 be creative in showing how believers may express themselves through symbols and artefacts	
Beliefs & Practices	I am Special Special People	1.1 Looking at me, looking at you.	2.1 Belonging find out about different religious festivals and rituals find out about how a person of faith lives their life AT1 compare similarities and differences in religious festivals explain how a person shows	3.2 Faith Founders AT1 Identify key events in the lives of a faith founders give examples of the teaching of a faith founder AT2 Reflect on the impact of the faith founders on those around them express thoughts and feelings about why the	4.1 Belief in the Community Explore what it means to belong to a group and talk about groups pupils belong to Consider why group sessions often involve rituals	investigate the significance of religious festivals and rituals AT1 show understanding of the way participating in a festival may impact on the life of a faith member AT2 reflect and share how	investigate different forms of worship AT1 show how forms of worship are expressions of belief AT2 express thoughts about the importance of worship for faith members

			<p>religion in their life.</p> <p>AT2</p> <p>suggest reasons why festivals and rituals are important compare the daily life of children from two different faiths</p>	<p>teaching of a faith founder influences followers</p>		<p>religious celebrations have an impact on the community</p>	
Identity & Values		<p>explore through faith stories what religions say about the value of each individual</p> <p>observe and/or participate in religious ceremonies connected with important times in life</p> <p>AT1 recognise what makes a person unique</p>	<p>explore how values provide rules for living</p> <p>explore the idea of committing to a faith</p> <p>AT1 understand that many values come from holy books</p> <p>recognise special rules that religious people follow</p> <p>talk about important promises made</p>	<p>explore how values provide rules for living and may be influenced by religious belief</p> <p>AT1 give examples of beliefs and values from different faiths and consider how they influence rules for living</p> <p>AT2 consider the beliefs, values and rules in their lives which may be similar to religious rules</p>	<p>explore issues of justice and freedom</p> <p>explore religious rituals that show identity and belonging in different religious traditions</p> <p>AT1 explore religious stories that identify how believers are expected to behave</p>	<p>explore how values provide rules for living and may be influenced by religious belief</p> <p>AT1 investigate the impact of religious beliefs, values and rules on the life of a believer</p> <p>AT2</p>	<p>explore religious rituals that show identity and belonging in different religious traditions</p> <p>AT1 show how the milestones of life give a sense of identity and belonging for faith members</p> <p>AT2 discuss the impact of rites of passage on faith members,</p>

		<p>say how faith members are the same and how they are different</p> <p>retell faith stories about caring for others</p> <p>say why religious people celebrate an important life event</p> <p>name religious ceremonies connected with important times of life</p> <p>talk about religious symbols and artefacts in an important religious ceremony</p> <p>AT2 compare themselves to others talk sensitively</p>	<p>by a faith member</p> <p>recognise symbols that show commitment in the life of a religious person</p> <p>AT2</p> <p>recognise the need for values for living</p> <p>make links between some religious rules and rules at school</p> <p>say why people of faith make promises</p> <p>say why symbols of commitment are important to belonging</p>		<p>explain the significance and use of symbols and artefacts in rites of passage</p> <p>AT2</p> <p>consider how they are expected to behave and where these rules come from</p> <p>compare the symbolism associated with rites of passage in three faiths</p>	<p>explain the challenges that believers face when following religious beliefs, values and rules</p>	<p>their family and community</p>
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		<p>about people of different faiths</p> <p>say why they think people of faith may help others talk about their important life events</p> <p>say what they think matters most in a religious ceremony</p> <p>say why symbols and artefacts are important at certain times of life</p>					
<p>Agreed Syllabus Expectations</p>	<p>I Am Special What makes me an individual, what I look like, what I am good at, ...</p> <p>Being treated as a special person More than one person can be special People I am special to</p> <p>Special People</p>	<p>Investigate early childhood ceremonies from two different faiths- identify similarities and differences</p> <p>Roleplay infant baptism; explore the roles of the different participants and</p>	<p>Learn about the key teachings of some faith stories</p> <p>Roleplay or use puppets to tell a faith story about caring, forgiveness, truth, fairness</p>	<p>What are the characteristics of a good leader?</p> <p>Consider how a faith founder influences and inspires faith members.</p> <p>Explore the life of Jesus, his incarnation and resurrection.</p>	<p>Consider the key values from at least one other faith and how these influence a believer's way of life</p> <p>Learn about Christian and Muslim funerals</p>	<p>Explain how symbols and artefacts found in the home and in community reflect the religious beliefs of the individuals there.</p> <p>Compare some</p>	<p>Explore how rites of passage are significant for a faith member, their family and the religious community</p> <p>Compare a rite of passage from different faiths; how are they similar?</p>

	<p>Family and friends People who help us</p> <p>People who have special jobs, including within places of worship*</p>	<p>the meaning of the artefacts used and given.</p> <p>Talk about what matters in these ceremonies, why do members of faith use them?</p> <p>Think about what two different faiths say about the importance of caring for others, explore why this might be important</p> <p>Freeze-frame sections of sacred stories to show 'caring'</p>	<p>Identify some ways in which rules for living in the Bible and another sacred text are played out in the lives of faith members</p> <p>Identify links between religious rules and rules in school and wider society</p> <p>Investigate how a faith member feels a sense of belonging to their faith, especially at times</p> <p>Explore why a faith member might find it important to carry out particular rituals or wear particular items at certain times</p>	<p>Consider a key teaching of Jesus; how did it impact on followers?</p> <p>Investigate the lives of other faith founders to learn of their teaching; make links with the teaching of Jesus</p> <p>How do faith values give the believer rules for living?</p> <p>Consider the ways in which they live out their beliefs and dilemmas they may face</p>	<p>Compare the procedures at Christian and Muslim funerals</p> <p>Explain how symbols and artefacts used within funeral ceremonies provoke thoughts of Heaven for a believer</p>	<p>religious rituals from different faiths and consider how they express the beliefs of faith members</p> <p>Explain how Christians express their beliefs when celebrating Christmas; how does Christmas also create a sense of belonging across society?</p> <p>Reflect on the importance of celebrations and festivals in community life</p>	<p>What are the challenges for a believer?</p>
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<p>Planned activities</p>	<p>I am Special</p> <p>Similarities and differences between self and class mates</p> <p>Encourage children to use mirrors to look at individual features and draw self-portraits, comparing own features to those of others</p> <p>introduction of class and school rules</p> <p>Circle time discussions on how we like to be treated and how we treat others</p> <p>Talking about children's beliefs and practices and those of their families</p> <p>Special People</p> <p>Circle time discussions about families</p>	<p>Study celebrations -</p> <p>Al-Hijra / Muharram</p> <p>Comparisons between Islam and Christianity.</p> <p>How do Muslims and Christians families welcome new babies?</p> <p>How what traditions do Muslims and Christians celebrate as a child grows up.</p> <p>How do Muslims and Christians mark the death of a person?</p>	<p>Study celebrations -</p> <p>Al-Hijra / Muharram</p> <p>Comparisons between Islam and Christianity.</p> <p>How do Muslims and Christians families welcome new babies?</p> <p>How what traditions do Muslims and Christians celebrate as a child grows up.</p> <p>How do Muslims and Christians mark the death of a person?</p>	<p>Sort key beliefs and teachings and identify which faith and founder they are from.</p> <p>Consider why there are similarities and differences between faiths.</p> <p>Create a depiction of a faith founder as a stained-glass window, a picture or a model to reflect a teaching of a faith founder.</p> <p>Storyboard an aspect of the life and work of Jesus and another faith founder.</p> <p>Sequence key events to illustrate their teachings.</p>	<p>Independent research to discover more about particular artefacts as well as investigating more about how 'Death is part of life's journey.'</p> <p>Explain the meaning of the rituals in the funeral ceremonies of two or more faiths</p> <p>Use a Venn diagram to demonstrate similarities and differences between in funeral ceremonies in Christianity and one or two other faiths</p>	<p>Reflect on the feelings encountered during funerals</p> <p>Use creative expression to communicate a religious belief and explain its meaning for faith members</p> <p>Create a display to illustrate the ways funerals are celebrated in diverse ways across the globe</p>	<p>Explain how a Christian would</p> <p>Create a blog or diary entry for a young person celebrating a rite of passage such as Christian funeral, describing the sequence of events.</p> <p>How does a participant prepare for such a milestone?</p> <p>Evaluate the significance of a rite of passage in the life of a believer - is it life-changing?</p> <p>Does it define their identity and give them a sense of belonging?</p> <p>Design and label a maze to illustrate life's milestones for a person of faith; junctions are where the person needs to</p>
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	<p>Stories about families and friends People who help us theme - thinking about how a person's job makes them special to people</p> <p>Visitors from places of worship</p> <p>Roleplay linked to people who help us</p> <p>Small World linked to people who help us</p>			<p>In the role of a faith founder, create a diary, a blog or Tweets, or freeze-frame a life-changing moment for a faith founder and discuss its impact.</p> <p>Dramatise a parable in a modern context; explain its moral or message.</p> <p>Write a job advert for a faith founder</p> <p>Set up a dilemma for a faith follower ('Conscience Alley')</p> <p>Explore how key teachings influence the decision between what a person wants to do, what they ought to do</p>		<p>make a choice; what might dead-ends represent?</p> <p>Describe and explain worship in a Christian tradition</p> <p>Describe and explain worship in a Muslim tradition</p>
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				<p>and say what may help them decide.</p> <p>Identify sources of authority in a person's life and how they influence decision-making.</p> <p>Look at ultimate sources of authority and identify the place of God in religious codes for living</p> <p>Create a 'golden rule' for their community; try to identify a common 'golden rule' for 2 or three faiths</p>			
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