



Year group: EYFS/Reception

Term: Autumn 2

Subject: Religious Education – F2. why is Christmas special for Christians?

Prior learning

EYFS – children will of taken part in the Nativity in Nursery and they will of heard the Christmas Story.

What comes next?

Year 1

Children will learn about Why Christmas matters to Christians and they will learn about how and why we celebrate special times.

Key vocabulary

God, Christian, Bible, Christmas, festival

Notes and guidance

Start the unit by showing the children different pictures of the adults in Reception. Can they recognise them as a baby and now an adult?

Starter questions – What is Christmas? What do we do at Christmas? Who do we spend Christmas with?

Children will also learn the role of Jesus, Mary, Joseph, The Wise Men etc during the Christmas Nativity Play.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To talk about people who are special to them, including family and friends.

Disciplinary Knowledge

To recall simply what happens at a traditional Christian festival (Christmas)

Procedural Knowledge

To begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.

To make connections with personal experiences.

Links to other curriculum areas

PSHE

Nativity play

Art – Christmas cards

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Nativity play



Year group: Year 1

Term: Autumn 2

Subject: Religious Education – 1.2 why does Christmas matter to Christians?

Prior learning

EYFS Children have learnt about why the word God is special to Christians. They have also been taught about the Christmas Story and Easter Story.

Year 1 (UC 1.1) What do Christians believe God is like?

What comes next?

Year 2

(UC 1.12) What is the 'Good News' Christians believe that Jesus brings?

(UC 1.6) Why does Easter matter to Christians?

Key vocabulary

God, Jesus, incarnation,
Christmas gifts, Gospels

Notes and guidance

Most pupils have some experience of Christmas and can talk about signs that show Christmas is coming. Take the pupils on a 'looking for Christmas' walk around the school grounds. Which signs can they spot that show Christmas is coming? A photo record will enable them to remember and talk about what they have observed.

It will be important to refer back to this later in the work.

Alternatively, find some early Christmas adverts on TV or in magazines. Ask pupils why they think Christmas matters to Christians and record answers to refer back to.

For suggested content visit the Sandwell SACRE 2024-2029

Substantive Knowledge

To recognise that stories of Jesus' life come from the Gospels.

To give a clear, simple account of the story of Jesus' birth and say why Jesus is important for Christians.

Disciplinary Knowledge

To give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.

Procedural Knowledge

To think, talk and ask questions about Christmas for people who are Christians and for people who are not.

To consider what they personally have to be thankful for, giving reason for their answer.

Links to other curriculum areas

PSHE

Art – Christmas cards

End Points

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Learning Outside The Classroom

- Watch Reception nativity play
- Making Christmas cards
- Looking for Christmas walk around school



Year group: Year 2

Term: Autumn 2

Subject: Religious Education – I.8 What can we learn from sacred books and stories?

Prior learning

EYFS

Pupils learnt about being special and thinking about where we belong. They also learnt about which places are special and why.

Year 1 (I.3) Who celebrates what? How and Where? Celebration that matter in Sandwell. (I.9) Holy Places: Where and how do Christians, Sikhs and Muslims Worship?

What comes next?

Year 3

(LKS 2.1) What are the deeper meaning of Religious festivals?

Notes and guidance

Make a display of books for children to think about, including some favourite and famous books. Talk about why these books are important – are they funny? Are they exciting? Have you read it more than once? Explain that religions have special books, show them.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

God, creator, Bible, Torah,
Qu'ran, holy book, symbol

Substantive Knowledge

To identify a belief about God linked to what a holy book says.

To recognise that sacred texts contain stories which are special to many people and should be treated with respect.

Disciplinary Knowledge

To recognise how different religions express their respect for their scriptures, giving at least three examples of respect.

To give simple examples of 'hidden messages' in faith stories or wise sayings that believers may follow.

Procedural Knowledge

To think, talk and ask questions about messages within sacred texts and the values, behaviour and attitudes of people.

To suggest feelings and reactions of characters at key points in faith stories and suggest meanings in the stories.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
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Learning Outside The Classroom

- Take the children to the school library to look at books
- Look at variety of sacred books



Year group: Year 3

Term: Autumn 2

Subject: Religious Education – 2.1 What are the deeper meaning of religious festivals?

Prior learning

EYFS children have explored Eid, Diwali, Easter and Christmas.

KSI

Year 1 Children will have learnt about who celebrates what, how and where in Sandwell. They will have also learnt about where and how Christians, Sikhs and Muslims worship.

Year 2 Children will have learnt about how and why some books are holy.

Year 3 - What matters most to Christians & Humanists?

What comes next?

Year 5

(2.2) An enquiry into a place of worship.

Notes and guidance

Starter- Discuss with the children about festivals / celebrations that they have learnt about previous / know about. What festivals do they celebrate? Do any peers celebrate something different to them?
- class discussion.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Festival, celebration, ritual, symbol, values

Substantive Knowledge

To identify and describe how festivals from at least three religions are celebrated, using the right words.

To consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.

Disciplinary Knowledge

To describe how people show devotion to God and commitment to key values in their festivals.

To identify similarities and differences and generalities in relation to the festivals they study.

Procedural Knowledge

To raise questions about what is worth celebrating and why suggesting answers of their own with reasons.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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Learning Outside The Classroom

- Whilst learning about different festivals you could do different activities/make something related to the festival
- Have someone in who takes part in that festival/video call/pre film them



Year group: Year 4

Term: Autumn 2

Subject: Religious Education – 2.5 What is the 'Trinity' and why is it important for Christians?

Prior learning

EYFS Children have learnt about why the word God is special to Christians. They have also been taught about the Christmas Story and Easter Story.

Year 3

(UC 2.3) What do Christians learn from the creation story?

(UC 2.10) For Christians, when Jesus left, what was the impact of Pentecost?

Year 4

(UC LKS 2.7)

What kind of world did Jesus want?

Notes and guidance (Outdoor Learning Opportunity)

Starting point-Thinking about the symbolism of water: Do this with actual water, in buckets, cups or balloons, on the playground if you can. In groups of four, pupils talk about times when water is: cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, powerful, reflective like a mirror, thirst-quenching. Pupils can chalk the words onto the playground. What else is water good for? Ask pairs to choose their five top 'meanings of water' from this list, and wash away the other less popular 'meanings of water'. Take photos. Tell the class that Christians use water for baptism because it has many different symbolic meanings. Ask them to remember this work when they tackle the examples from the Bible and from Christian practice.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

God, Trinity, Father, Son, Holy Spirit

Substantive Knowledge

To recognise what a Gospel is and give examples of the kinds of stories it contains.

To offer suggestions about what texts about baptism and the Trinity mean to different Christians today.

Disciplinary Knowledge

To describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer for example)

Procedural Knowledge

To make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
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Learning Outside The Classroom

- Water activity outside on the playground



Year group: Year 5

Term: Autumn 2

Subject: Religious Education – U2.2 An enquiry into visiting places of worship

Prior learning

EYFS – Children have learnt about different religious festivals and they have celebrated peers in the class who celebrated. They have also spent time comparing each other and finding out that we are all different.

Year 2 (I.8) What can we learn from sacred books and stories.

Year 3

LKS 2.1 What are the deeper meaning of Religious festivals?

What comes next?

Year 6 (UKS 2.9) What will make Sandwell a more respectful community?

Notes and guidance

Starting point- Read or watch an extract from The Lion, the Witch and the Wardrobe, where the children discover the doorway through to magical kingdom of Narnia. Discuss with the children the excitement of visiting new places. What could be behind the door? What is a Special Place for them? Discuss special places that are of importance to the children.

LOTC opportunity: visit a local place of worship

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Sacred, holy, mosque, gurdwara, church, mandir, special place

Substantive Knowledge

To explain texts and beliefs about worship, holy buildings and God's presence from different religions.

Disciplinary Knowledge

To make clear connections between belief about God and places and practises of worship.

To explain differences between what happens in different places of worship.

Procedural Knowledge

To express their own questions and responses to ideas about holy space, including the idea that the Earth is a 'holy place' we all share.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Visit a place of worship



Year group: Year 6

Term: Autumn 2

Subject: Religious Education – U2.10 Justice and poverty: can religions help to build a fairer world? Christian Aid and Islamic Relief

Prior learning

Year 3 –

(LKS2 2.1) What are the deeper meaning of Religious festivals?

Year 5 – (UC UKS 2.6) What can we learn from religion about temptation?

What comes next?+

KS3

Notes and guidance

Looking at the work of local charities can also link in nicely to this unit.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Justice, aid agencies, charities, citizenship, ethics, communities

Substantive Knowledge

To explain beliefs and teachings about justice from Christian and Muslim texts.

To compare their ideas about justice and fairness with those studied in Islam and Christianity.

Disciplinary Knowledge

To make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.

To describe examples of the impact of charitable work in the world today.

To explain some differences between the two charities.

Procedural Knowledge

To raise questions about charity, justice and the impact of religion suggesting answers.

To explain the importance of the idea that God loves justice and is just to Christians and Muslims.

To express their own ideas about justice.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Have visitor in from local charity