

LKS2.CA.T1.1	Area of study: Harvest Christianity Unit aims / outcome: For children to understand the impact of harvest on communities and its religious origins in thanking God for what they are given
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Religious Education concepts to organise knowledge:
Belief
Values
Inspirational People
Identity and Diversity

Key strands of learning:

Christianity
Harvest
Community
Celebration
environment

Learning in Reception:	Tier 2	Tier 3
	<u>New</u> Harvest Drought Famine <u>Review -</u> Worship Belief Community festival	<u>New</u> Sukkoth Lamas <u>Review</u>

SACRE objectives Vocabulary and crucial knowledge:

To support the learners to become religiously literate, this unit will provide opportunities to:	<u>Context of study:</u> This is the introduction for the children to Religious Education. Time will be spent naming the main religions and the children being aware of the key aspects of being religious: believing in God; worshipping God; places of worship and key values. <i>(reviewed all units)</i> This unit of work focuses on an important aspect of religious beliefs: care. <u>Crucial Knowledge:</u>
EXPLORE Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities	Know that RE stands for Religious Education Know that Religious Education is when we learn about different people's faiths and their beliefs Know that there are different religions, including: Christianity, Islam, Hinduism, Sikhism and Jewish Know that religious people believe in God and worship their God To know that worship is when someone shows a strong positive feeling towards someone or something
ENGAGE Learners should be able to explain how stories and beliefs influence behaviour and	To know Christians, believe in God, they have a Bible which teaches them about God and they attend a church as their place of worship.

<p>help believers to make moral choices in relation to the environment/natural world</p> <p>REFLECT Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>	<p>To know what harvest means to us and farmers</p> <p>To know the significance of the harvest historically</p> <p>To know that all family members would have helped in the fields with the harvest</p> <p>To know we get our food from the shops; which comes from all over the world</p> <p>To know that lots of our food is farmed</p> <p>To know that some people grow their own food in allotments of vegetable gardens</p> <p>To know that the weather effects the harvest around the world</p> <p>Discuss the idea of celebrating harvest in times of plenty and in times when there is less than enough. In what situations might people have more than they need, or not enough? How might this affect their belief in God as provider?</p> <p><u>Christianity</u></p> <p>Christian beliefs in one God as creator of the world and provider for human needs originate in the Book of Genesis.</p> <p>Christians believe that God is the provider – being in charge of animals and seed bearing plants for human beings to care for and use for food</p> <p>To know that this tells Christians to look after the things they are provided with</p> <p>To know that Christians are thankful for the things that God provides</p> <p>Explore the Jewish festival of Sukkoth</p> <p>To know the Sukkoth is a Jewish festival, celebrating the beginning of the Harvest, in Autumn bringing family and friends together for a week long holiday</p> <p>To know that the Sukkoth helped them feel close to God as Creator and provider.</p> <p>Explore the Christian Harvest and a Lamas (loaf mass).</p> <p>To know Lammastide is a festival marking the blessing of the first fruits of harvest</p> <p>To consider what Harvest means to someone living in a country where there are environmental problems, such as drought or flooding, e.g Mozambique? What might influence their attitude? In what ways could faith in God help in this?</p> <p>ENGAGE Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/ natural world</p> <p>REFLECT Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>
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LKS2.CA.T1.2	Area of study: Landmarks in life Christianity
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	Unit aims / outcome: to understand significant events in their lives and lives to come as well as religious ceremonies and milestones.	
Religious Education concepts to organise knowledge: Belief Values Inspirational People Identity and Diversity		
Key strands of learning:		
Religious Ceremonies Personal and religious life landmarks / milestones		
Learning in Reception:	Tier 2	Tier 3
	<u>New</u> Landmarks milestones <u>Review</u>	<u>New</u> Sacred Thread Confirmation Ceremony Rites of passage Rituals <u>Review</u>
SACRE objectives	Vocabulary and crucial knowledge:	
To support the learners to become religiously literate, this unit will provide opportunities to: Investigate the importance for believers of ceremonies in which special moment in the lifecycle are marked EXPLORE Learners should be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life ENGAGE Learners should be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part REFLECT Learners should be able to share ideas and experiences of ceremonies important to	<u>Context of study:</u> This is the introduction for the children to Religious Education. Time will be spent naming the main religions and the children being aware of the key aspects of being religious: believing in God; worshipping God; places of worship and key values. (reviewed all units) This unit of work focuses on an important aspect of religious beliefs: care. <u>Crucial Knowledge:</u> Know that RE stands for Religious Education Know that Religious Education is when we learn about different people's faiths and their beliefs Know that there are different religions, including: Christianity, Islam, Hinduism, Sikhism and Jewish Know that religious people believe in God and worship their God To know that worship is when someone shows a strong positive feeling towards someone or something To know Christians believe in God, they have a Bible which teaches them about God and they attend a church as their place of worship. <u>Rites of Passage</u> Rites of passage are special rituals that mark the different stages in life. These include birth ceremonies, ceremonies marking joining a faith, marriage and death. To consider why is it important for people to celebrate special times in life?	

<p>them and suggest what these might say about their personal beliefs and values</p>	<p>To know ways in which people celebrate or mark these events, such as greetings cards, photographs, invitations</p> <p>Consider which landmarks are the most significant in the children's lives and why.</p> <p>The children can discuss landmarks of their own lives so far which are of personal significant</p> <p>The children to consider which landmarks they will hope to come across in the future.</p> <p>Why is it important to believers to celebrate special times in life?</p> <p>To know that different faiths have different landmarks which are celebrated.</p> <p>To know that people join religions and this is celebrated in different ways</p> <p>To know Christians, have a confirmation ceremony</p> <p>To know what a Confirmation ceremony is</p> <p>To know Hindus, have a Sacred Thread upanayana ceremony</p> <p>To know what a Sacred Thread upanayana ceremony is</p> <p>Linked to the ceremonies, pupils should find out: about what happens what symbolism is important Why is the symbolism important? What actions are important? Are there any special vows or promises made? Are special prayers or words spoken? What people wear? What they eat? How the person might feel before and during this key point in their lives?</p>
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