






Enquiry Question	Why do Christians believe God gave Jesus to the world?	Focus:	Christianity
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Sequence of lessons	Outcome - from overview	Skills used (NC)		
<p>Be Brilliant  Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p>POSSIBILITIES</p> <p>Believe  Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p>ADVENTURE</p> <p>Bebrave  Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<p><i>We are learning to explore how the world can be saved.</i></p> <p>Share the story of George Saves the World by Lunchtime and discuss real life and fictional superheroes.</p>	Role play different superheroes saving the world in different ways.	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	2	<p><i>We are learning to investigate why the world might need saving.</i></p> <p>Look at photos and news reports of problems in the world and discuss whether the world needs to be saved and who caused the problems.</p>	Draw and label part of the world or people that need to be saved.	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	3	<p><i>We are learning about why Christians look forward to Christmas.</i></p> <p>Share the Christmas story and some advent calendars, discuss which of the calendars are about the Christian story of Christmas.</p>	Draw the Christian Christmas story in the first heart template.	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	4	<p><i>We are learning about how Christians believe Jesus was able to save the world.</i></p> <p>Recap stories about Jesus previously covered and discuss Jesus' teaching about kindness and love and how Christians believe that can save the world.</p>	Draw a picture showing how kindness can help the people in the world that need it.	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	5	<p><i>We are learning to explore why Christians believe God gave Jesus to the world.</i></p> <p>Revisit the key question and discuss how Christians believe God wanted Jesus to save the world by teaching others to love each other and their world, helped by God.</p>	Complete the second heart template; "Christians believe God gave Jesus to the world so that..."	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	6	<p><i>We are learning to reflect on our learning about Christian beliefs about the arrival of Jesus.</i></p> <p>Reflect on learning throughout the learning and discuss different ways people can show love to the world.</p>	Complete the third heart template; "I show love to the world by..."	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs

Composite: Create playground helper teams to support children at play times.



Enquiry Question Can you be kind to others even when it's difficult? **Focus:** Christianity

<p>Be Brilliant CULTURAL DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	Sequence of lessons	Outcome - from overview	Skills used (NC)
<p>Believe POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>1 <u>We are learning to explore what kindness is.</u> Is it possible to be kind to everyone?</p>	<p>Children can recall a time when they were kind even though it was difficult.</p>	<p>Mutual respect of beliefs Protected characteristics</p>
<p>Bebrave ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	<p>2 <u>We are learning about what Christians believe Jesus taught them about kindness.</u> What does 'love your neighbour as yourself' mean?</p>	<p>Draw the most important part of the Good Samaritan story and learn its message.</p>	<p>Tolerance of those with different faiths and beliefs</p>
<p>Believe POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>3 <u>We are learning about the parable The Good Samaritan and what it teaches Christians about kindness.</u> Why did Jesus show kindness to someone he didn't know?</p>	<p>Create a comic strip for the story of Jesus healing a paralysed man.</p>	<p>Tolerance of those with different faiths and beliefs</p>
<p>Believe POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>4 <u>We are learning about the story of Jesus healing a paralysed man and what it teaches Christians about kindness.</u> Act out the story of Jesus healing the paralysed Man.</p>	<p>Make your own story about someone being kind even though it was difficult.</p>	<p>Tolerance of those with different faiths and beliefs</p>
<p>Believe POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>5 <u>We are learning about what Christians believe gives them the strength to be kind all of the time.</u> Do Christians think it is possible to be kind to everyone all of the time?</p>	<p>Draw the people who help you to be kind.</p>	<p>Democracy</p>
<p>Believe POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	<p>6 <u>We are learning to explore whether it is possible to be kind all of the time.</u> How can you be a better friend?</p>	<p>Make a kindness acrostic poem to share in class to remind everyone to be kind all of the time.</p>	<p>Democracy Individual liberty</p>

Composite: Challenge each member of the class to be kind at a time they find difficult over the week and share as a celebration during circle time.





Topic:	How important is it for Jewish people to do what God asks them to do?	Strand:	Judaism
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Sequence of lessons	Outcome	Skills used (relate to protected characteristics and British Values)
<p>CULTURAL Be Brilliant DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	1 <u>We are learning to understand the importance of respect and listening to others.</u> Children discuss what respect is and who they listen to.	Complete the 'Who do you listen to and do as they ask?' activity. Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
<p>POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	2 <u>We are learning to understand why Jews celebrate Passover.</u> Listen to/watch the story of Moses and the Exodus and discuss why Jewish people celebrate Passover.	Children role play the story of Moses and the Exodus. Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	3 <u>We are learning to understand the importance of the Seder meal in the Jewish celebration of Passover</u> Learn about the different items included in the Seder meal and their importance – what do they symbolize?	Children match items to their descriptions and build their own Seder meal on a paper plate. Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs.
	4 <u>We are learning to understand the importance of the Seder meal in the Jewish celebration of Passover</u> Children taste items from the Seder plate and discuss how important it is for Jews to do as God asks.	Taste items from the Seder plate, ask and answer questions about Judaism to a visitor. Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs.
<p>ADVENTURE Be brave Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	5 <u>We are learning to understand why Jews believe it is important to do as God asks.</u>	Children order cards with pictures relating to things God asks Jews to do and explain why Jews choose to do them and how important they are. Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
	6 <u>We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.</u>	Children design a special menu for the people they respect and listen to and explain why they have picked the foods they have. Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs


Composite:
Children have a class banquet where they share their ideas about the importance of listening to and respecting each other.



Topic:	How important is it to Christians that Jesus came back to life after his crucifixion?	Strand:	Christianity
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	Sequence of lessons	Outcome	Skills used (relate to protected characteristics and British Values)
<p>Be Brilliant  CULTURAL DIVERSITY Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	1 <i>We are learning to understand people's different beliefs about loss.</i>	Children write about or draw something that helps them cope with sad feelings.	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
	2 <i>We are learning to understand the events of the Easter story and crucifixion</i>	Children draw or write about why the cross is an important symbol for Christians.	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
	3 <i>We are learning to understand why the cross is an important symbol for Christians.</i>	Children taste hot cross buns and discuss why they are a symbol of Easter for Christians	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
	4 <i>We are learning to understand why Christians believe Jesus came back to life.</i>	Children draw what happens on each day of The Christian Holy Week.	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
<p>Believe  POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	5 <i>We are learning to understand what Christians believe happened after the crucifixion.</i>	Children draw or write what Christians believe happens after the Crucifixion.	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
	6 <i>We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</i>	Children make cards to show their own ways of symbolising new life. Add a personalised message to a special person.	Rule of Law, Mutual respect of beliefs Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs

Composite: Question and answer session with Reverend Elaine Munday

Be brave  **ADVENTURE**
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Topic:

Does going to the Mosque give Muslims a sense of belonging?

Strand:

Islam

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Sequence of lessons

Outcome

Skills used
(relate to protected characteristics and British Values)

1	<u>We are learning to understand the importance of sharing, listening and caring for others can make you feel a sense of belonging</u> Children discuss what a sense of belonging means and how we can make others feel this way (both inside the classroom and outside the classroom/school environment).	Children to take part in a group activities (For example parachute games or circle time). Children to draw a picture of a special place where they feel a sense of belonging.	Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
2	<u>We are learning to understand the importance of Friday prayers and why Muslims do this together.</u> Watch a clip of Friday prayers in the mosque/Pathways of belief and discuss who and what the people are doing.	Children to role play a Friday prayer- showing the position and create a positive class prayer on how we can ensure others feel a sense of belonging (example- showing kindness, sharing).	Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
3	<u>We are learning to understand the important features displayed throughout a Mosque.</u> Children to go on a virtual tour of a mosque, and discuss what happens within a mosque (school and other activities- not just prayer and worship).	Children to look at different images of mosques- children to recognise and discuss the similarities in each (example Grand mosque in Makkah/Islamic Centre in Bournemouth).	Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs.
4	<u>We are learning to understand the importance of the washing routine (wudu) before prayer.</u> Muslim visitor to come in and show children a wudu (taking note of the order). Discuss as a class why Muslims do this- take note that they do this before each prayer (5 times a day).	Children to participate in a wudu, ask and answer questions about the mosque to a visitor.	Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs.
5	<u>We are learning to understand why Muslims pray together.</u> Children to look at picture cards of Muslims praying in different contexts and discuss which would make Muslims feel the strongest sense of belonging.	Children to have picture cards (from the input) and discuss 0	Rule of Law, Individual Liberty, Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs
6	<u>We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging</u>	Children to design a special game together that the whole class can join in with to feel a sense of belonging.	Mutual respect of beliefs Protected characteristics Tolerance of those with different faiths and beliefs

Composite: Children to draw a picture of where they feel a sense of belonging labelling why and sharing with a friend.



Topic:

What is the best way for a Jew to show commitment to God?

Strand:

Judaism

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Sequence of lessons

Outcome

Skills used
(relate to protected characteristics and British Values)

1	<i>We are learning about when someone is old enough to take responsibility and know what they believe in.</i>	Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to e.g. start nursery/start school, etc.	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
2	<i>We are learning to understand what it means to commit to something.</i>	Children explore what commitment means to them in their lives and draw a picture of themselves committed to something	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
3	<i>We are learning to understand why the Bar and Bat Mitzvah ceremonies are important to young Jews.</i>	Recap previous lessons. Shabbat/Seder/Synagogue/worship/Torah. Children learn about the Bar and Bat Mitzvah ceremonies and draw or write why these are important to young Jews.	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
4	<i>We are learning about Mitzvah Day and what good deeds Jewish people do to show their commitment to God.</i>	Children learn about the different good deeds carried out by Jewish people and then say their own good deed in circle time.	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
5	<i>We are learning about the different ways Jewish people show commitments to God.</i>	Children draw four different ways Jewish people show their commitment to God and colour to show how important each is.	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs
6	<i>We are learning to reflect on why it is important to show commitment.</i>	Children draw pictures relating to the things/beliefs/people in their lives they are most committed to.	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those with different faiths and beliefs Protected characteristics: Religion and beliefs

Composite: Children create a 'Good Deed Day' and record the different good deeds they manage to complete.