

Autumn 2 Year Group: One		Teacher: Rebecca Wormleighton	Religion/belief: Christianity	Key Question: What do people say about God?
Focus Question: What stories are told about God? What do some people do because they believe in God?				
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Art – painting and art linked to feelings and retelling of the Christmas story Drama and dance – response to the Christmas story	Shared human experience: pupils will explore and ask questions about the experiences of wondering about puzzling questions. Living religious traditions: pupils will explore and recognize some things religious people say about God. Beliefs and values: pupils will explore and ask questions about some beliefs and stories about God and human life. The search for personal meaning: pupils will explore simple beliefs about God and suggest their own responses.	
Attainment Target 1: Learning about religion and belief · explore a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · explore how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · identify and suggest meanings for religious symbols of God and begin to use a range of religious words.			Attainment Target 2: Learning from religion and belief · reflect on and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · ask and respond imaginatively to puzzling questions about God, communicating their ideas. · respond sensitively to other people's ideas, thoughts and comments about God.	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I understand what it means to be vulnerable?	<p>To become familiar with the idea of vulnerability.</p> <p>To begin to distinguish between needs and 'wants'.</p> <p>To explore examples of someone or something being accepted or rejected.</p> <p>To identify ways and reasons the baby (or other) needs to be cared for.</p> <p>To identify who or what is being rejected and suggest how it affects the person involved.</p>	<p>Examine how people can be vulnerable through use of a story about preparing for a baby or a young pet or through the visit of a baby with its parent/carer. Discuss feelings people may have e.g. anticipation, joy, wonder. What do people do for the baby? Are some things crucial and others 'extra'? Use the needs of the baby (or other), both physical and emotional, to highlight its vulnerability. Rank items or words depicting these in order of priority and discuss their choices.</p> <p>Discuss an incident involving problems with friends, starting new school or being lost/left somewhere by parents through use of a story real life example. Use of circle time activity could offer a reassuring context for exploration. Role playing activities in a set area would enable pupils to explore the examples</p>	

			further and could be presented to the class.	
LRT	Can I retell the Christmas story?	<p>To become familiar with key figures and events in the Nativity stories.</p> <p>To know that Christmas is a celebration of Jesus' birthday.</p> <p>To identify some characters in the Christmas story.</p> <p>To recount the outline of Christmas story.</p>	<p>Watch a video, use a feely bag to reveal Nativity figures or make 3D figures and display. Listen to/read the story. Use pictures or cards to sequence events. Retell the story to other pupils or act out in role playing area.</p>	
B and V	Can I explain the different responses of people at the Nativity?	<p>To begin to understand that Christians believe Jesus was a special baby.</p> <p>To distinguish between those who accepted Jesus and those who rejected him in the story.</p> <p>To suggest why the characters responded as they did.</p>	<p>Discuss who the birth of baby Jesus was revealed to in the Christmas stories. Use a worksheet depicting the characters in the story. They could differentiate those who accepted or rejected Jesus by choosing a colour of their choice to represent each response or cut out and sort figures into categories. Write speech bubbles for the characters' response e.g. pleased/not pleased/worried/angry, puzzled/excited or develop questions the characters might have asked Jesus. Consider if the characters would have responded in the same manner to the birth of any other baby.</p> <p>Key messages: God sent Jesus as a gift to the Earth God sent his son to Earth at Christmas as a gift to all mankind</p>	
SPM	How do I feel when I am accepted/rejected?	<p>To consider what their needs and wants might be.</p> <p>To consider their</p>	<p>How does it feel when I give something? What do you think God is like? Why? What gifts would I give to someone I love? What do I think about God giving Jesus?</p>	

		<p>response to being accepted or rejected.</p> <p>To identify some aspects they believe are essential to their lives.</p> <p>To identify an example of acceptance or rejection in their lives and their response to that.</p>	<p>Why?</p> <p>How do I feel when I give a present to someone I love? Why?</p> <p>Do gifts have to always be something we can hold? Why?</p> <p>Who would I chose to buy a gift for? Why?</p> <p>Is it important to do nice things for people? Why?</p> <p>Complete a picture/write or painting activity e.g. 'I need these to keep me safe/make me happy... and share the responses. Or, make a list or sort given words or pictures into the two categories.</p> <p>Link work from unit to personal experiences. Following quiet reflection or a discussion, respond using colours or patterns in paint or collage, or create a musical or dramatic response.</p>	
--	--	---	---	--