

# Newquay Primary Academy – Spring Term 1 Sequence – RE



## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

### RECEPTION

#### Prior knowledge...

Children can think about the perspectives of others.

Recognise that people have different beliefs and celebrate special times in different ways.

Chinese New Year, Lunar Calendar, fireworks, firecracker, red Pockets, Easter, Resurrection, Jesus, Cross, Re birth.

1. Recognise people have different beliefs and learn how Chinese New Year is celebrated around the world.
2. Discuss my wishes on Chinese New Year using well-formed sentences.
3. Compare and contrast CNY to Diwali and Christmas.
4. Learn about how Christians celebrate Easter and discuss how my family celebrate.
5. Explain the places that are special to me and people in my community when I become a bus tour guide for Newquay.

The children will know some similarities and differences between different religious and cultural communities in this country.

### YEAR 1

#### Prior knowledge...

Children have explored religions and religious festivals including Christianity, Hinduism and Chinese New Year.

To understand who a Muslim is and how do they live.

Islam, Muslim, Qur'an, Mosque, Shahada

1. Who is Muslim and how do they live?
2. To recognise the words of the Shahada and that it is very important to Muslims
3. What is the Qur'an and why is it special to Muslims?
4. What is a mosque?

#### Make sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

#### Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
  - Give examples of how Muslims put their beliefs about prayer into action

#### Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
  - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

### YEAR 2

#### Prior knowledge...

Children have explored Christianity and Islam in previous units.

Who is Jewish and how do they live?

Christians, Jesus, good news, Gospel

1. To introduce Jewish beliefs about God as expressed in the Shema.
2. To understand what is precious to Jewish people.
3. To identify what the Mezuzah reminds Jewish people about.
4. To understand how and why do Jewish people celebrate Shabbat.
5. To identify some of the stories that Jewish people tell from the Jewish Bible.

#### Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer.
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah).

- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

#### Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). • Make links between Jewish ideas of God found in the stories and how people live.

- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

#### Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

