

Medium term plan: Why do Christians believe that God gave Jesus the world?

SACRE Objectives		Previous Vocabulary	New vocabulary
A2 – Discuss how showing love and care to others can solve problems. B2 – Understand that Christians believe Jesus was a gift from God. C2 – Give reasons why Christians believe God gave Jesus to the world.		Jesus - The central figure of Christian devotion. The second person of the Trinity. The Bible- The Christians holy book	Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation, waiting for Jesus’ birth.
Social, Moral & cultural opportunities		Religion	
Spiritual Moral	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Individual liberty	I can say how it felt to make something and how I think my creation should be treated I can retell the Christian creation story I can express an opinion about the Christian belief about creation		I can explain the Christian belief that God gave Jesus to the world to rescue/save it I can explain how I could help solve a problem in the world by showing love I can explain how Jesus coming to the world shows Christians how they could love/help people and the world

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	Who did God send to save the world?	What is advent?	Was Jesus a superhero?	Why do Christians believe God gave Jesus to the world?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can explain the Christian belief that God gave Jesus to the world to rescue/save it	I can explain the Christian belief that God gave Jesus to the world to rescue/save it	I can explain how Jesus coming to the world shows Christians how they could love/help people and the world	I can explain how Jesus coming to the world shows Christians how they could love/help people and the world
Lesson Type	Engagement	Investigation	Investigation	Evaluation/ expression
Review/ Revisit	Retell the Christmas story.	Flashback to EYFS looking at different special places (religious buildings) Christians- church, Muslims- mosque, Jews- synagogue	Recap why Christians look forward to Christmas.	Recall the story of Zacchaeus and how Jesus taught kindness and love.
Read	Make a list of superheroes we know and then discuss reality and fiction. Read ‘George saves the world by lunchtime’ by Eden Project Books	The Christmas story from the Children’s Bible.	Read the Bible quote “Love your Neighbour as yourself” Mark 12:28-21 . Discuss what this means.	Bethlehem of Judea poem- reflect on the meaning that Christians believe Jesus was born to give us hope.
Teach	Why did Goerge need to rescue the world? Look together at visuals of problems facing the world and discuss whether superheroes like Spiderman would be able to help solce these problems.	Christians look forward to Christmas because they believe God sent Jesus to help/ save the world and this is when he was born. Advent is the period leading up to Christmas. It starts on the Sunday nearest to 30 November and ends on the fourth Sunday before 25 December. The word 'Advent' means 'coming'. It is a time of preparation for the celebration of the birth of Jesus.	When Jesus was born, he didn’t have a magic cape or superpowers. Class discussion about how then was he going to sahve/rescue the world. Christians believe that Jesus is God in human form so He has God’s love and power and does not need magical powers. In the above Bible quote, Jesus came to teach everybody to love one another and be kind to each other and then the world would be a better place.	Revisit what we have learnt so far (talk partners) Why do Christians believe God gave Jesus to the world? God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God.
Practice	In groups, give each table a photo of a problem the world faces and a picture of a superhero. Together label the superpowers this superhero would need to save the world.	Look at a traditional and a chocolate commercial advent calendar. Discuss on groups how they are different and which ones are about the Christian story of Christmas. Which parts of the Christmas story can you see represented in the advent calendars?	Watch the clip of a story that shows example of Jesus showing love and kindness: https://www.bbc.co.uk/programmes/p0115lgy	Fill in two heart templates 1- My picture of the Christmas story 2- Christians believe God gave Jesus to the world so that....
Apply	Explain that Christians believe God sent Jesus to save/ help the world and hey look forward to Christmas because this is when he was born. Jesus wasn’t a superhero, but God sent him to help save the world by showing people what they could do to make the world better.	Give each child a ‘door’ to draw a picture on that they feel symbolises/ reminds them of the Christmas story and create a giant class advent calendar.	Questions in pairs: what was Jesus teaching? How did he show kindness and love?	Christians believe Jesus came to teach everybody to love one another and be kind to each other. Fill in heart template no.3 with a picture and sentence to show how I show love to the world
Reflect	Write one thing that you could do today to make the world better. Eg collect rubbish, use less plastic.	Mix pair share- share your advent calendar window and explain what it represents.	Write down how you think showing someone love and kindness can save or rescue them.	Round Robin, share our final thoughts with others.

Medium Term Plan: What is the best way for a Jew to show commitment to God?

SACRE Objectives		New vocabulary
A6 – Understand the feelings associated with goals and commitments B3 – Describe some of the ways that Jews show their commitment to God C3 – Share my opinions on the best way for Jews to show commitment to God		Synagogue - Jewish place of worship used for public prayer, study and meeting. Torah - Jewish Law/Teaching. The five books of Moses i.e. the first 5 books of the Bible. Bar Mitzvah -A boy's coming of age at 13 years old. Usually marked by a synagogue ceremony and family celebration. Bat Mitzvah - A girl's coming of age at 12 years old. May be marked differently between communities.
Social, Moral & cultural opportunities	Religion	
Spiritual Moral	Judaism	Mitzvot - The Torah contains 613 Mitzvot, or commandments. Commonly known as good deeds. Tu B' Shevat- Jewish holiday occurring on the 15th day of the Hebrew month of Shevat known as the New Year for Trees.
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:
Tolerance Mutual Respect Individual liberty Rule of law		I can tell you what I am most committed to in my life I can explain why I could do certain things at certain ages I can describe different ways that Jews show their commitment to God and why this is important I can explain what I think are the most and least important things that Jews do that God asks them to do and give at least one reason and explain how they think they can do this

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	Why can I do certain things at certain ages?	Can I compare what I am committed to with what Jews are committed to?	Can I describe the ways Jews show their commitment to God?	What are the most and least important things Jews do that God asks them to?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can explain why I could do certain things at certain ages	I can tell you what I am most committed to in my life	I can describe different ways that Jews show their commitment to God and why this is important	I can explain what I think are the most and least important things that Jews do that God asks them to do and give at least one reason and explain how they think they can do this
Lesson Type	Engagement	Investigation	Investigation	Evaluation/ expression
Review/ Revisit	Recall how Christians show their commitment to God e.g showing kindness learnt from Jesus and the Bible.	Recap what we know about how Jew's are committed to God- Shabbat.	Flashback Y1/2 how Christians show commitment to God by always trying to be kind to everyone- how did Jesus show friendship?	
Read	Quiz questions read from the board for the game below.	Read and discuss new vocabulary to be covered.	Quiz on key vocabulary	Read and find the word that means... (testing knowledge of key vocabulary).
Teach	Together, sort pictures and make a timeline of the childrens lives so far, marking milestone moments eg starting school.	Jews show their commitment to God by following the Ten commandments/ leading a good life. They worship at a synagogue, Sabbat. Watch video clips about a typical Jewish family. https://www.bbc.co.uk/programmes/p0113ylc https://www.bbc.co.uk/programmes/p02mx8pg Discuss what Bar/Bat Mitzvah ceremonies are and how these show commitment to God Watch a video https://www.youtube.com/watch?v=RDZuvPpzXck	Mitzvot is doing good and helping others. Mitzvot day is a day when Jewish people give their time (not money)to help in the community. Discuss how this shows their commitment to God. Looking after the environment is also commitment to God who Jew's believe created the world.	Make a list together of all of the ways Jew's show commitment to God, reinforce using pictures.
Practice	In partners, do a 'What age are you old enough' quiz. Ask questions such as when are you old enough to go to the shop on your own, ride a bike, get married, make a cup of tea etc. Discuss in talk partners and feed back, noticing differences in opinions	Write down the different ways Jews show their commitment to God.	Circle time- sharing a good deed or something you have done to help others.	Discovery RE Activity sheet- choose the 4 most effective ways to show commitment. Stick and label each in order of most important to least.
Apply	When are you old enough to decide on your religion? Discuss in partners and as a whole class. Tell them about Bar/ Bat Mitzvah. This is about being old enough to take responsibility for what you believe in. 12 for a girl, 13 for a boy.	Sheet- Describe something that you are committed to in your life.	Create a poster of ways Jewish people help and show commitment to God.	Evaluation: write a list of three things/ beliefs/ people in their lives that they are most committed to, with the most important first.
Reflect	Reflect on whether they have decided on what religion they will follow.	Round robin to share your ideas of commitment.	Look at each others posters and share thoughts and ideas.	

Medium Term Plan: Was it always easy for Jesus to show friendship?

SACRE Objectives		New vocabulary
A3 - Discuss who our friends are and why we like them. B3 - Recall and discuss a story about Jesus demonstrating friendship. C3 - Explain how Jesus tried to be a good friend.		Zacchaeus - An unpopular tax-collector whom Jesus befriended. Mary, Martha and Lazarus - Siblings who were friends of Jesus. Christians believe Jesus brought Lazarus back from the dead.
Social, Moral & cultural opportunities	Religion	
Spiritual Moral	Christianity	
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:
Tolerance Mutual Respect Individual liberty		<ul style="list-style-type: none"> I can retell a story about Jesus showing friendship I can talk about times when I have been a good friend I can explain how Christians show friendship and how God helps them do this.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	How do we show friendship?	How does Jesus show friendship in a Bible story?	How do Christians show friendship and how God helps them to do this?	Can I tell you what I value about my friends?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	<ul style="list-style-type: none"> I can talk about times when I have been a good friend 	I can retell a story about Jesus showing friendship	<ul style="list-style-type: none"> I can explain how Christians show friendship and how God helps them do this. 	<ul style="list-style-type: none"> I can explain how Christians show friendship and how God helps them do this.
Lesson Type	Engagement	Investigation	Investigation	Evaluation/ expression
Review/ Revisit	Reminder of who Jesus is- the son of God. Recap PSHE friendship work	Flashback from Y1/2 Recap a story about Jesus being kind/ showing friendship- Healing the blind man or healing the paralysed man.	Recap last week's 3 stories and how Jesus was a friend Discuss what we feel are the most important things about being a good friend	On whiteboards, write down a way you can be a good friend/ be kind.
Read	Lost and Found by Oliver Jeffers	Reading keywords linked to theme. Ensure children understand the vocabulary	Quiz of meaning of key words so far.	Read a poem about friendship such as 'Best of friends' by Jill wolf
Teach	Watch 'Say Hello' by Jack & Michael Foreman	Show videos of 3 bible stories: Calming the storm – https://www.bbc.co.uk/programmes/p01108lf Zacchaeus – https://www.bbc.co.uk/programmes/p0115lgy Mary and Martha – you tube video	Tell the children that Christians believe that Jesus taught them to be good friends. They pray to God for help. It might still be a hard thing to do but they believe it is the right thing to do. Jesus was human so at times it was difficult but God showed him the way to be and helped him. He could overcome his difficulties.	How do Christian's show friendship. Talk about kindness, helpful, church community, charity, fundraising, supporting homeless, foodbanks, charities abroad etc
Practice	Class discussion about the story. Question the children to respond in pairs.	Class discuss each story and how Jesus showed friendship.	Freeze frame scenes from the stories and discuss how different characters are feeling	Circle time I find it easy to be friends with people when they... I find it difficult to be friends when.. The best thing about my friends is...
Apply	Apply discussion points by working in groups to sort pictures of being inclusive and exclusive.	Y1 – Calming the Storm. How was Jesus a good friend? Y2 – Zacchaeus How was Jesus a good friend?	Write on post it notes on tables- When was it easy/ hard for Jesus to be a friend and why.	Evaluate in books: 1. I have been a good friend when.... 2. Jesus was a good friend in the story of..... when he.... 3. Christians show friendship by...
Reflect	Is it always easy to be a friend? Can you be kind all of the time? Ideas for class charter	Which story did you like best? Why? Have you been a good friend in this way?	What should you do when it is hard to be a friend? What could you do to be a better friend?	Do you think that Jesus would have found it easy to be a good friend all of the time?

Medium Term Plan: Is Shabbat important to Jewish children?

SACRE Objectives		New vocabulary
A5 - Discuss the food we would like to share during a special meal. B5 - Use the right names for things that are special to Jewish people during Shabbat and explain why. C5 - Make connections between being Jewish and decisions about behaviour.		Shabbat - Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Challah - Bread eaten on Shabbat, usually plaited
Social, Moral & cultural opportunities	Religion	
Spiritual Moral	Christianity	
British Values		End Point Assessment Statements:
Tolerance Mutual Respect	Individual liberty Rule of law	<ul style="list-style-type: none"> I can explain some of the things that Jews do to celebrate Shabbat. I can explain the significance of one thing that Jews do and how it shows their special relationship with God. I can explain my favourite days of the week and why.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	What is the best day of the week?	How do Jews celebrate Shabbat?	Where do Jew's celebrate Shabbat?	Why Shabbat is important to Jewish children?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can explain my favourite days of the week and why.	I can explain some of the things that Jews do to celebrate Shabbat.	I can explain some of the things that Jews do to celebrate Shabbat.	I can tell you why Shabbat is important to Jewish people.
Lesson Type	Engagement	Investigation	Investigation	Evaluation/ expression
Review/ Revisit	Sing the days of the week song (tune of The Adams family)	Flashback: Y1/2 The Creation story from the Bible Genesis chapter 1	Recall how Jews celebrate Shabbat. What day is special to them?	Recap how Shabbat is celebrated.
Read	Read the poem 'Monday's Child'	Read and share definitions of key vocabulary.	Read a labelled Shabbat table.	Quiz on key vocabulary from the unit
Teach	Discussion with the children about what we do on each of the days of the week. Are there any days that feel more special to us than others. Is there a day when you think about God?	Abbey Owl wears a Kippah to introduce Judaism. Explain Shabbat is the sabbath for Jews. (The day of rest). Explain that to Jewish people this is Saturday. Recap previous work on creation story that God rested on the 7 th day. For Jews this begins on a Friday evening and into Saturday.	Children worship Shabbat at the synagogue. A day to focus on God and on family. No work, no school. Refer back to Genesis Creation Story: God rested on the seventh day. Look at some visuals of the inside of a synagogue.	Recap key question- Is Shabbat a special time for Jewish people? Why?
Practice	Cut,stick and order the days of the week and draw a picture/ write about what you do on each of the days.	Share videos to show a day in the life of a Jewish child on Friday evening and Saturday. Share images/ flip of activities undertaken during the shabbat, including meals. What happens during Shabbat. The closing of Shabbat.	in pairs match the shabatt words and pictures.	Task- a Jewish boy has been asked out to a party on a Friday night. What will he do? Use Discovery RE sheet to write a reply to the invitation.
Apply	Share our weeks with a partner.	Draw and label the Shabbat table	Why is Shabbat so special to Jewish people?	Reflect on our experience of Shabbat. If we were going to have a special meal as a class, what would we have?
Reflect	Explain which is your favourite day and why. Reflect on why some days might be special to others.	Do you remember having a special meal? Relate to their own experiences.		Reflect on how it feels to share a special meal together.

Medium Term Plan: How important is it to Christians that Jesus came back to life after his crucifixion?

SACRE Objectives		Previous Vocabulary	New vocabulary
A4 – Reflect on and share our own beliefs about what happens when someone dies. B4 – Recall what Christians believe happened on Easter Sunday. C4 – Suggest explanations as to what happened to Jesus after the empty tomb.		Palm Sunday - The Sunday before Easter: Jesus' entry into Jerusalem. The Last Supper - The Passover meal that Jesus shared with his 12 disciples, commemorated on the Thursday before Easter. Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday. Tomb - The cave where Jesus was laid after his crucifixion	Easter Egg - Symbol of new life. Hot cross bun - Symbolic of the shape of the stone across the front of Jesus' tomb. Cross representing crucifixion. Resurrection - The Christian belief of the rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday.
Social, Moral & cultural opportunities	Religion		
Spiritual Moral	Christianity		
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:	
Rule of Law Mutual Respect Tolerance	I understand that not everyone celebrates the same festivals I understand that not everyone celebrates the festivals in the same way	I can recall what Christians believe happened on Easter Sunday. I can explain what Jesus' resurrection means for Christians. I can tell you what I believe happens to you when you die and tell you how I remember people close to me.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Question	How do we remember people or animals that have died?	What is the Christian Story of Easter?	Can I retell the story of Easter?	What does Jesus' resurrection mean for Christians?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can tell you what I believe happens to you when you die and tell you how I remember people close to me.	I can recall what Christians believe happened on Easter Sunday.	I can recall what Christians believe happened on Easter Sunday.	I can explain what Jesus' resurrection means for Christians.
Lesson Type	Engagement	Investigation	Investigation	Evaluation/ expression
Review/ Revisit	Seasons- what reminds us of each season. Talk about how nature seems to die in winter and new life in spring.	Flashback: EYFS What do we already know about the Easter story- give vocab- Palm Sunday, The Last Supper.	Recall the Easter story so far.	Recall the Easter story
Read	Lovely Old Rolly by Michael Rosen	Key words/ vocabulary linked to the Easter story	Quiz key words linked to the Easter story so far.	Key vocabulary linked to Easter learned so far- round robin give each pair a word to discuss
Teach	Talk session: discussing how people remember loved ones in different ways. Talk about even though we can't see the person, we can see them inside our heads and memories.	Show an Easter Egg as a symbol of Easter and discuss what they think it means. Tell the Easter story and stop after the crucifixion. Discuss whether they think that this is the end of the story.	Share the rest of the Easter story and how Jesus talked to his disciples after his death: -The walk to Emmaus -Jesus at the beach barbeque. Discuss what Christians believe happened. Christians believe Jesus was given to Earth to save them from their wrong doings.	Reinforce Christians' beliefs in resurrection and its importance.
Practice	Talk partners: Share experiences of losing something or someone close to you Share a happy memory about them	Children sequence pictures of the story	Symbols of Easter sheet-Discuss what they mean and how they link to new life.	Watch the Easter story to reiterate what Christians believe: 'Good Friday and Easter eggs https://www.bbc.co.uk/programmes/p0115dtk
Apply	Write your happy memory	Retell the story to a partner	Complete a reflection sheet- what do Christians believe happened after Jesus died?	Activity sheet with 4 boxes- the cross, the tomb with a boulder, box 3- write or draw what Christians believe happened to Jesus, box 4 add their own thoughts.
Reflect	How do you remember them? How do you cope with sad feelings? Can you think of a memory that makes you smile?	Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?	Discuss why it is important to Christians that Jesus came back to life after his crucifixion.	Make a card to show symbols of new life and what they think Easter means to them.

Medium Term Plan: Does God want Christians to look after the world?

SACRE Objectives		New vocabulary
A1 - Reflect on the feelings associated with creation. B1 - Recall and discuss the Christian creation story. C1 - Share and discuss own opinions on the Christian view on creation.		Creation Story - Found in Genesis Chapter 1, the first book of the Bible (the Christian sacred text). Adam - The first man. Eve - The first woman.
Social, Moral & cultural opportunities	Religion	
Spiritual Moral	Christianity	
British Values		End Point Assessment Statements:
Rule of Law Mutual Respect Tolerance		I can say how it felt to make something and how I think my creation should be treated I can retell the Christian creation story I can express an opinion about the Christian belief about creation. I know how the Creation story influences how Christians behave towards nature and the environment.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Question	What does it mean to create something?	What is the Christian Story of Creation?	Can I retell the creation story?	Who should look after the Earth?	How does the creation story influence how Christians behave towards nature and the environment?
Concept	Personal resonance	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
Conceptual Knowledge	I can say how it felt to make something and how I think my creation should be treated	I can retell the Christian creation story	I can retell the Christian creation story	I can express an opinion about the Christian belief about creation.	I know how the Creation story influences how Christians behave towards nature and the environment.
Lesson Type	Engagement	Investigation	Investigation	Evaluation	Expression
Review/ Revisit		Flashback to EYFS story of Bibal and the beautiful butterfly (about Allah's wonderful creations)	Recall the Creation Story	Recall the creation story	Look at the images from the last lesson.
Read		Wonderful Earth Nick Butterworth		Dinosaurs and All that Rubbish by Michael Foreman	
Teach	Ask the children to look back at a piece of work they are proud of in art	Show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/where did it come from? Tell story 'Wonderful Earth!' by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1)	Discuss Christians' belief that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.	Show pictures of some of the different ways people treat the world. How do Christians think God would feel if He could see these things? Would He be pleased or would He feel unhappy and why?	Discuss Christians' belief that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.
Practice	Scavenger Hunt. In pairs find: Something spiky; something soft Something smooth; something rough Something green Something long Something small etc	Children sequence pictures of the story	Round Robin: What might God have asked people to do eg Put rubbish in the bin	In groups children sort the positive and negative images of how people treat the world e.g. caring for nature/growing vegetables/dropping litter/damaging nature	
Apply	Create a piece of artwork using what they found.	Children use their picture sequence to retell the story in a Relay Robin	Christians believe God sat down on day seven to have a rest. Let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in His letter? Write a letter from God to His people	Which do Christians think God would be proud of? Sort the images into actions that Christians think God would be proud of and those that he wouldn't be proud of	
Reflect	How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was damaged?	Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?	Mix, pair, share. Compare letters. Do they have similar ideas?	Give their reasons for their choices... I think Christians would think God would be pleased because...	