



Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



Key Stage 1 Medium Term Planning

Year: 1		Term: Autumn 1
Theme: The Creation Story	Religion: Christianity	Concept: God/Creation
Key question for this enquiry: Does God want Christians to look after the world?		
Learning Objectives: We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Revisit learning and discuss how the world is precious and that we need to look after it. How will you now treat the world? Make group mobiles of natural objects with key words about how they feel about nature/the world. How do you think people should treat the world?		Step 1 Engagement (2 lessons) Introduce Abbey Owl. Her name means 'wisdom'. You can ask her any questions you like (show children the envelopes downloaded from USB). She will ask us big questions to challenge us as we learn RE. Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. Qn: Who created this? 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 disrespected/ damaged? Awe and wonder - children to go on a scavenger hunt (Take Abbey Owl) in the outside environment and in teams look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects and others that the Teacher has found e.g. shells, bark, leaves, plants, sand, etc. Children complete Step 1 on Activity Sheet 1.
Step 3 Evaluation (1 lesson) Introduce key question - Do Christians think God wants them to look after the world? What do you think about this and why? Explain that today we will be looking at 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? (Some example pictures are included. Please find some more.) Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/ growing vegetables/dropping litter/damaging nature. Which do Christians think God would be proud of? Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons. Children complete Steps 1 and 2 on Activity sheet 2. Activity: Children complete Step 3 on Activity Sheet 2. Children to have pictures from the Investigation sorting lesson and sort according to which actions Christians think God would like to see and give their reasons... I think Christians would think God would be pleased because...		Step 2 Investigation (2 lessons) Revisit previous session- 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? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell story 'Wonderful Earth' by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. 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? Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/freeze framing. 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? 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. Children complete Step 2 on Activity sheet 1.
Evidence in Discovery RE Journals: Activity Sheets 1 and 2		

Teacher note: Creation

Christians believe the universe and human life are God's creation. Humans are made in the image of God.
From 'Understanding Christianity' Church of England



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Key Stage 1

Medium Term Planning

Year: 1		Term: Autumn 2
Theme: The Christmas Story	Religion: Christianity	Concept: Incarnation
Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?		
Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Recap on previous lessons. Children draw on gift tag 4, the gift they would give baby Jesus if He was born yesterday near them (if they would like to give him a gift). Scribe their reason on gift tag 4 and hang the tags on the Christmas tree or display.		Step 1 Engagement (1 lesson) Abbey Owl to share a gift she loves. Is this a strange gift for an owl? What would you give an owl as a gift? Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... (Gift tag on Activity Sheet 1) Can you think of another time when you give/receive gifts? How does it feel to give a gift? Why do we give gifts? Do we give everyone the same gift? Why/Why not? Draw out that we choose gifts to be meaningful to the people we are giving them to. Include discussion about gifts for a new baby.
Step 3 Evaluation (1 lesson) Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty, gift-wrapped box. What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus. An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3) Children could design a 'new baby' card announcing the birth of Jesus.		BRIDGE: THE MEANING OF GIFTS Step 2 Investigation (2 lessons) Use a Children's Bible to tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts to Christians and if possible children to handle fool's gold, frankincense and myrrh. Were these meaningful gifts for baby Jesus? Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes. Children could act out the story. You could use characters to form a Nativity scene to support the Christmas story and who gave which gifts.
Evidence in Discovery RE Journals: Children's pictures and gift tags with scribed responses..		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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Key Stage 1

Medium Term Planning

Year: 1		Term: Spring 1
Theme: Jesus as a friend	Religion: Christianity	Concept: Incarnation
Key question for this enquiry: Was it always easy for Jesus to show friendship?		
Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) What do you value about my friends? Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created. Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other. Children could make friendship bracelets for their friends.		Step 1 Engagement (1 lesson) Use Abbey Owl to tell her own story of being left out or tell the children a story about someone feeling left out or not included e.g. 'Say Hello' by Jack and Michael Foreman. Role play scenes from the story. Q: How could you show friendship to this character to make them feel included? Q: Do I need friends? Why? Discuss things that a good friend does and does not do. Children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do. E.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc. Is it always easy to show friendship? When might it be difficult/easy?
Step 3 Evaluation (1 lesson) Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story. Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of: What do you see? What do you think? What do you feel? What do you wonder?, applying to the children themselves and/or to the characters depicted in the freeze-frames.) When was it easiest for Jesus to show friendship and why? When was it hardest for Jesus to show friendship and why? Did God help Jesus show friendship even when it was difficult? Jesus was human so would have found things difficult sometimes but Christians believe He was God's son so would have been able to overcome these difficulties. Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why. Use Activity Sheet 1&2		BRIDGE: FRIENDSHIP Step 2 Investigation (2 lessons) In our class we all try to show friendship. Refer to the Jigsaw Charter if you use Jigsaw PSHE in your school www.jigsawpshe.com. Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy? Share Bible stories with children; use Children's Bible or animated versions e.g: - Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular. - Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time. - Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home. From each story extract the theme of friendship and ask the key q: Was it always easy for Jesus to show friendship? Why/why not? Do children have any questions for Abbey Owl? Use envelope question cards. Print from Discovery RE USB stick. Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do. When might Christians today find it difficult to show friendship and how would they ask God to help them?
Evidence in Discovery RE Journals: Activity Sheet 1.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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Key Stage 1

Medium Term Planning

Year: 1		Term: Spring 2
Theme: Easter - Palm Sunday	Religion: Christianity	Concept: Salvation
Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?		
Learning Objectives: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Use Activity Sheet 3 (photo frame template) to draw a picture of someone you really admire/respect i.e. someone you would welcome in a big way if they visited. Why is this person worthy of such a welcome?		Step 1 Engagement (1 lesson) What would you do if the a member of the Royal Family came to visit? Discuss preparations and why. Role play a visit of a special person. Watch clips of both formal and informal visits of e.g. the Queen and ask children what do they notice about how she is being welcomed. How might she feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the same way? What makes someone special? Who would you welcome in a special way if they came to school? Make a list of people children think deserve a special welcome. Why these people?
Step 3 Evaluation (1 lesson) Introduce key q: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed Him because He was special and they wanted to be near Him because they had heard of all the good things He had done; also, because they were hoping He would be able to help them be free as they were living under Roman rule (the Romans had taken over and were ruling their country). Did He look/behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem? Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus. Talk about his resurrection. Does this show He was special? Christians believe Jesus is the son of God. Jesus arrived as a king, but did He leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out. Discuss what children have learnt from the story and anything they may find puzzling or questions they may have.		BRIDGE: WELCOMING SPECIAL PEOPLE Step 2 Investigation (3 lessons) Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Use a Children's Bible to tell the Easter story up to Palm Sunday and ask: How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? Why did He ride a donkey? Explain that the people welcomed Jesus like this because they had heard about all the amazing things He did e.g. healing people, calming the storm etc. and they believed He would be the 'Messiah', the one who would save them from the Roman occupation. Draw similarities and differences to royal/celebrity visits. Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem). Activity: Children to make palm leaves (Activity Sheet 1) and write words on them, reflecting how they would welcome Jesus if they were Christians and Jesus came to school. Children to re-enact Jesus' arrival on Palm Sunday with their palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna. Activity Sheet 2: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome Him. Why would He be welcomed this way? Reinforce He is special to Christians because they believe He is the Son of God (Incarnation).
Evidence in Discovery RE Journals: Palm leaves, the drawing and labelling of welcoming Jesus.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



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Key Stage 1

Medium Term Planning

Year: 1		Term: Summer 1
Theme: Shabbat		Religion: Judaism
Key question for this enquiry: Is Shabbat important to Jewish children?		
Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have? Discuss some of the prayers we have heard which are an important part of Shabbat. Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made). How does it feel to share special food together?.		Step 1 Engagement (1 lesson) Abbey Owl tells children which is her favourite day and why. Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it with? How does it differ from the rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days (link to Numeracy). Which is their best day? Is there one day that is a family day or a rest day? Is there a day when they think more about God, if they believe in God?
Step 3 Evaluation (1 lesson) Why does our Jewish child celebrate Shabbat? Recap. Introduce key qu: Is Shabbat an important time for Jewish children? Why? Task: This Jewish boy/girl has been invited out on a Friday evening. What will he/she do? Use Activity Sheet 1 showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.		BRIDGE: PRIORITIES Step 2 Investigation (2 lessons) Abbey Owl wears a Kippah (skull cap). Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out? Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue. Should Abbey Owl be wearing a Kippah? Why? Why not? Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. (See Discovery RE website for suggested learning clips.) Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?) Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat. Show children worship in the synagogue at Shabbat. Why is this so special? 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.
Evidence in Discovery RE Journals: Activity Sheet 1.		



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Key Stage 1

Medium Term Planning

Year: 1		Term: Summer 2
Theme: Rosh Hashanah and Yom Kippur		Religion: Judaism
Key question for this enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?		
Learning Objective: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) On the other side of the flag they started in Lesson 1 can the children draw the steps they need to take to achieve the goal they drew on the flag? May take perseverance. Jews believe they can change and make themselves better people one step at a time if they stick at it with God's help. Story of Rabbi Salanter and the shoemaker may be useful here. Rabbi walked past shoemaker's house and he was still mending shoes even though it was late and he was working by candlelight. The shoemaker assured the Rabbi "as long as the candle is still burning, it is possible to accomplish and to mend"		Step 1 Engagement (1 lesson) Abbey Owl 🦉 has a plaster/bandage on. What happened? Did someone need to say sorry for hurting Abbey Owl? Read children a story about someone needing to say sorry. Have you ever needed to say sorry for something you did? How did it feel to say sorry? Did the person forgive you? How did that feel? 🦉 Has anyone ever needed to say sorry to you? Did you forgive them? Was it hard to forgive them if they had been mean to you? How did you manage it? Let go and start again. What does forgiveness mean? Children have a piece of paper that will become a flag. On one side they draw something they would like to achieve in Year 2 when Year 1 is finished/over. They are letting go of Year 1 and looking forward to Year 2.
Step 3 Evaluation (1 lesson) 🦉 Are Rosh Hashanah and Yom Kippur important to Jewish children? Use Activity sheet 1 to rank the pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur, and explain why you have ranked them in this way.		BRIDGE: FORGIVENESS Step 2 Investigation (3 lessons) Rabbi blowing the shofar to mark the start of the 10 days of repentance/saying sorry for things you want forgiveness for over the last year, as well as time to show forgiveness to other people. Show visuals of the family meal at home on Rosh Hashanah (round Challah bread: circle of life and cycle of the year; pomegranate on table: 613 seeds representing the 613 commandments/rules Jewish people try to live by) and let them try apple slices dipped in honey. What do these represent? (sweetness of the new year ahead) At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to be better people, and ask God to help them. Relate to children's work on what they would like to achieve in Year 2 after letting go of Year 1. What would Abbey Owl 🦉 like to achieve? But before Jews can start the new year and these new plans, they spend 10 days thinking about the last year and what they may still need to ask forgiveness (say sorry) for, as well as the people they may still need to forgive. They try to do this so they can leave that year behind with everything forgiven and OK, then they can move into the new year. They ask God's forgiveness and for his help to say sorry to others. This 10 days is between Rosh Hashanah and Yom Kippur. Yom Kippur is a time of reflection, thinking about who and what is most important to you as well as a time to say sorry and plan for the next year. Wear white, no food or drink for 25 hours if over 13. 5 services in synagogue, pray to God for forgiveness as well as saying sorry to people if necessary. The shofar is blown to mark the end of Yom Kippur. Jewish visitor to talk about what Rosh Hashanah and Yom Kippur mean to them. Pictures of Jewish people in synagogue at Rosh Hashanah with thought bubbles...what are they thinking? Same with pictures of Yom Kippur...bubbles...what are they thinking? Are the thoughts different?
Evidence in Discovery RE Journals: Activity sheet 1 with scribed reasons. Flags.		