



Butterflies Class Medium Term Planning for RE Summer 2024

Focus Religions:

- Christianity
- Friendship

What is the 'good news' Christians believe Jesus brings?

Christians believe that Jesus is a friend to the poor and friendless. Being loved by God and forgiven for bad things.

Exploring friendship.

Lessons will be delivered sitting in a circle on the floor to encourage the feeling of inclusion and being in a group. Each lesson will begin with a coming together in a circle song and a reminder on the board about the message that Christians believe in being kind and a good friend. Children will begin by thinking about how other people's actions affect them. We will then move on to increasing their awareness of the other children in the class; taking photos, making gifts for each other and playing turn taking and sharing games. Children are encouraged during their school day to be kind to each other, following the school rules. They will be given ample opportunities to play turn taking games during PE and play time. Communication not only with staff but also with their peers will be encouraged. Daily greetings may be developed to include a greeting to a friend during signing in, by the passing over of a symbol on arrival.

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
How do kind words and mean words feel?	Bruised apple experiment	A photo of my friend	Make a friendship bracelet	Song and group activity about holding hands	Play pass the parcel
Begin each lesson by doing the circle song to get everyone in place then passing or rolling a variety of balls/bean bags to each other. Sensory activity involving hard, spikey objects and soft objects to portray the difference between how mean words and kind words feel.	Starter with ball rolling Exhibit being kind and protecting one apple whilst dropping and mistreating another. Explain about how hitting or dropping the apple is like being mean to a person. At the end cut the two apples in half, showing the bruising inside the mistreated apple... eat the nice one.	Starter with ball rolling The children are to choose a friend to take a picture of. They may like to take selfies of themselves with their friends. Use fun backdrops on the board and props if available. Print in nice boarders and laminate for the children to keep.	Starter with ball rolling The children will make simple friendship bracelets to give to classmates of their choosing.	Starter with ball rolling Learn and sing a hand holding song and movement activity as well as other circle games.	Starter with ball rolling Play circle games and activities including the hand holding activity previously learnt. Play pass the parcel as an end of half term treat. Encourage sharing and fair play.

Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>RE - Reception and KS1</u></p> <p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</p> <p>Explore stories about the lives and teachings of key religious figures - 1.1b</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c</p> <p>Find out about how and when people worship and ask questions about why this is important to believers - 1.2a</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c</p> <p>Reflect and respond to stories about belonging and relating to religious communities -1.4a</p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -1.5a</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c</p>	<p><u>EYFS - RE</u></p> <p>Communication and language:</p> <ul style="list-style-type: none"> • children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different traditions. <p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> • children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; • talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others' needs and feelings, and form positive relationships. • children talk about similarities and differences between themselves and others, among families, communities and traditions; • children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; • respond in a variety of ways to what they see, hear, smell, touch and taste.

Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
Link Christian beliefs to the school rules	Think about how things feel to them	Begin to imagine how their actions feel to others	Learn about their friends and how to be a good friend	Begin to share and take turns- showing an awareness of others developed from their learning.