



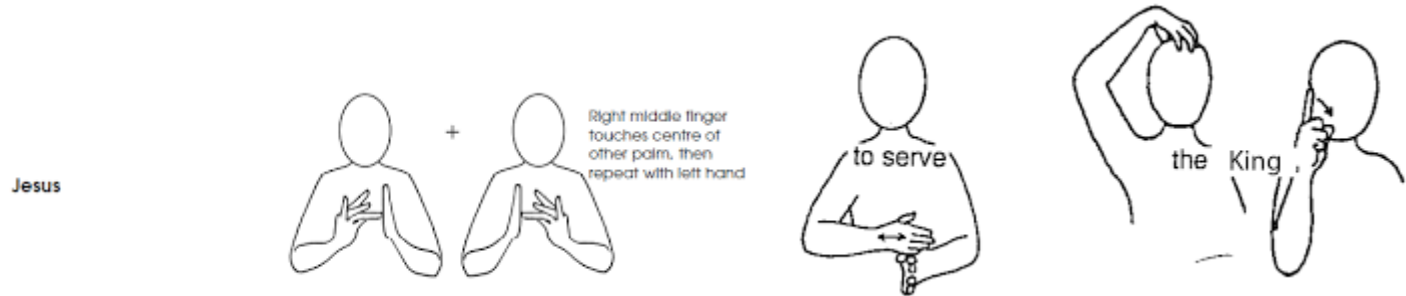
## Foxes Class Medium Term Planning for RE Summer Term 2024

Christians and how to live:  
 'What would Jesus do?  
 Explore the ten commandments and values for living a good life in the community.  
 Explore stories of Jesus helping others.

What matters most to Humanist and Christians?  
 What does it mean to be a Humanist? What are the similarities and difference?  
 • Humanists value happiness.

Spring Term 1 2024

This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.  
 There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term.



### Lesson 1 - Link it.

What do we already know about what the bible tells us?

The story of Moses:

Retell the story of Moses that leads up to Moses receiving the Ten Commandments.

Sequence the story of Moses.

### Lesson 2 - Learn it.

What do we already know about what the bible tells us?

Explore The Ten Commandants. What do these tell us? DO we still follow rules like this today?

Design our own ten commandments slate.

### Lesson 3 - Learn it.

How can we live a good life in the community?

Read the story of Jesus Feeds the 5000.

How does Jesus help others in this story?

Make bread to share together.

### Lesson 4 - Learn it.

What does it mean to be a Humanist?

Explore the similarities and differences for Humanists and Christians.

Create a flower with each petal describing what means the most to us.

Substantive Knowledge (Content)

RE  
 Exploring

Disciplinary Knowledge (Skills)

RE - Reception and KS1

1) *An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;*

*By exploring religious beliefs, teachings and practices - so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.*

### **Engaging**

2) *A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;*

### **Reflecting**

3) *A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society.*

Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**

Explore stories about the lives and teachings of key religious figures - **1.1b**

Find out about ways in which sacred texts are regarded, read and handled by believers - **1.1c**

Find out about how and when people worship and ask questions about why this is important to believers - **1.2a**

Explore the preparations for and find out about the celebration of festivals  
**1.2b**

Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - **1.2c**

Explore as appropriate the special nature of artefacts used in worship - **1.3a**

Reflect and respond to stories about belonging

and relating to religious communities - **1.4a**

Ask and respond imaginatively to questions about things that are interesting or puzzling in the world - **1.5a**

Listen to and ask questions about stories of individuals and their relationship with God - **1.5b**

Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - **1.5c**

### **RE - KS2**

Explore the origins of sacred writings and consider their importance for believers today - **2.1a**

Explore the life of key religious figures and make links with teachings and practices of special significance to followers - **2.1c**

Compare and contrast the practice of religion in the home in different religious communities - **2.2a**

Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - **2.2b**

Investigate some features of key religious festivals and celebrations and identify similarities and differences - **2.2c**

Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a**

Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - **2.3b**

	<p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities - 2.3c</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - 2.3d</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences -2.4a</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked -2.4d</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings -2.5a</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - 2.5c</p> <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers -2.6a</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment -2.6b</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives-2.6c</p>
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**Progression of Learning**

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
To previous learning of other faiths and similarities and differences to Christianity.	Discuss and understand the meaning of Jesus as the Messiah and who is God.	Explore and compare bible passages and what the bible says.	Present ideas.	We will reflect upon our experiences. We will relate learning to our own experiences and community.