

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year 2 RE and World Views – Exploration unit

Key Question (to be used all year): How do we respond to the things that really matter?

Focus Question (for this investigation): Exploration: Nature and God

PoS aims from Lancashire SACRE:

This 'Nature and God' unit will teach children about how nature can be important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, recap the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives. Throughout the unit, children should be encouraged to ask relevant questions about the connections between religions and their beliefs about nature.

Prior Learning (what pupils already know and can do)

Across the year, children have already explored some aspects of nature within various religions, such as harvest festival. This unit provides an opportunity to recap their prior learning and also begin to investigate other religions and non-religions and how they react to nature and believe they should look after the world they live in. Connections should be made to reception Summer 1 'In my garden' unit where children looked at the Islamic story of the Little Birds as well as the Christian story of Creation.

Long-term Learning (what pupils MUST know and remember) END GOALS

- To know that there are many different creation stories from different religions and cultures and that there are scientific and non-religious theories of creation also.
- To recognise similarities between religions and the way they look after the world.

Disciplinary knowledge (on-going for the year)

- Retell and suggest meanings for religious stories and/or beliefs
- Use some religious words and phrases when talking about beliefs and values
- Identify and describe how religion is expressed in different ways
- Suggest the symbolic meaning of imagery and actions
- Identify things that influence a person's sense of identity and belonging
- Ask relevant questions
- Talk about their own identity and value

Key Vocabulary

Nature, caretakers, festival, creation, harvest, Buddhism, Judaism

Session 1: What do people believe about the creation of the Earth?

Children learn that many Christians believe that God created the Earth and everything in it. They also learn that there are many other ways of explaining how the world began, these include religious and non-religious theories.

Core Knowledge

- To know that some Christians believe God created the world and everything in it
- To know that there are many different creation stories from different religions, and cultures and that there are scientific and non-religious theories of creation also.

I do – set up gallery of creation story images

We do – walk around looking at and discussing images

You do – record prediction about where the images are from/what they are of

I do - model retelling the story

We do- pick out key events/ English link with time adverbials

You do – retell the story

Suggested Activities/Teacher subject knowledge

- Creation Gallery: Children to walk around the tables looking at the Creation Pictures. Encourage children to discuss what the pictures show and see if they can make some simple predictions about the Christian Creation story – What do they already know? What do they remember about the creation story?
- Explain the Creation Story is how most Christians believe the world was created. Discuss how other religions believe the world was created differently and that there are other faith stories, as well as scientific theories which explain how the world was created. Also explain some people don't believe in religion or have any religious beliefs.
- Emphasise that it is important for us to listen to, and respect each other's beliefs, even if they are not the same as our own.

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- Can children retell a simple version of the Christian story of creation?

Vocabulary: God, nature, Christianity, Christians, creation, world, Earth

Cross-curricular link to maths – ordering days and using ordinal language such as ‘first’ ‘second’ etc.

Session 2: Why is Sunday a special day for many Christians?

Children learn why many Christians believe that Sunday is a special day and explore how many Christians commemorate this each week.

Core Knowledge

- To know that some Christians believe God created the world and everything in it
- To know why the Creation story is important to many Christians

Suggested activities/Teacher subject knowledge

- The Creation Story: Recap the Christian Creation story, reading it through if necessary. What did God create? Can you remember the order he created things in? What does the Creation story tell us? Encourage children to think of the messages in the story. What do they think it tells us? Why is the Creation story important to Christians?
- Explain the story is important to Christians because it tells them that God created Earth and the first animals and people in it. It also tells them that on the seventh day, God rested. Christians believe it is important to take time to rest and reflect. Sunday is seen by Christians as a day of rest and they often go to Church.
- Church services are held throughout the week but are especially popular on Sundays. Can children tell you two reasons why the Creation story is important to Christians? Are they able to explain what is special about Sundays?
- Children could interview a church member and ask them how they relax and reflect on a Sunday. How do they keep the day special? And why?
- Rest and Reflection: Encourage children to think about what they think, feel, or do when they want to have a rest or a think. What does that look like for them? Are they alone or with others? Encourage them to respond on a piece of paper. They might colour, draw a picture, or write some words. You might want to play some relaxing music or refer to the relaxing photos. Then share ideas, reinforce that there is no right answer as everyone is different. Discuss how Christians might feel on a Sunday when they take this time.

Vocabulary: rest, relax, reflect, Sunday

Session 3: Why is harvest so important to Christians?

Children learn and recap that harvest is an important time for Christians as they are thankful for the gifts of the natural world that they believe God has supplied for them.

Core Knowledge

To know that harvest is important to Christians

Suggested activities/Teacher subject knowledge

- Harvesting Food: With a partner, children see how many of the fruits and vegetables they can name. Encourage them to think about how they grow and how they are harvested.
- Recap - What Is Harvesting? Why is Harvest Celebrated? Remind children that Christians believe that God created the world and everything in it. Explain and remind that harvest is a time for them to celebrate and thank God for all the food and for everything which helped the food to grow.
- Encourage children to share any of their own experiences of harvest festivals and relate to anything we do in school (food bank).
- Read a Children’s version of the Parable of the Rich Fool and discuss what the story might tell Christians.
<https://www.biblegateway.com/passage/?search=Luke%2012%3A13-21&version=NIV>

Vocabulary: Harvest, harvested, food, fruit, vegetables, produce, harvest festival, Church,

Session 4: How do Jews celebrate and thank God for the harvest and what God and nature provides?

Children learn that Sukkot is an important Jewish festival where they show their thankfulness to God. Children explore connections between Judaism and Christianity in terms of harvest.

Core Knowledge

can tell you what is remembered by Jews during Sukkot. I can tell you how Sukkot is celebrated by Jews.

Suggested activities/Teacher subject knowledge

- Children learn that Judaism is a religion that shares many connections with Christianity.
- What is Sukkot and why is it important to Jews? Explain what Sukkot is. Explain that a sukkah was the temporary home of Jews during their time in the desert. A sukkah has three walls and a roof (which must be made from something from the ground). Jews trust that God will protect them whilst they are in the sukkah, so don’t make the roof fully protective. Explain how Sukkot is celebrated and explore images.
- Make the link with Christianity; discuss how both Christianity and Judaism celebrate the harvest.

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- Compare Sukkot to harvest festival (Christian)

Vocabulary: Sukkot, Judaism, Jewish, Jews, sukkah, The Four Pieces, Israel, Egypt, Promised Land, Torah, Synagogue

Session 5: How can stories from other religions encourage people to look after the world around them?

Children learn that I can explain the message in the story Prince Siddhartha and the Swan.

Core Knowledge

- To recognise stories from Hinduism ('Prince Siddhartha and the Swan') and Islam ('The Boy who Threw Stones at Trees') and recognise that these stories can be used to teach people about caring for animals and trees
- To consider similarities between religions and the way they look after the world.
- To understand why it's important to look after animals
- To understand how stories can help us in our own lives.

Suggested activities/Teacher subject knowledge

- Explain that Buddhism is another religion and has some similarities to Hinduism as they both originate from the same area.
- Helping Others: Encourage children to think about how they help other people and animals in their everyday lives.
- The story of Prince Siddhartha and the Swan: Explain that Prince Siddhartha and the Swan is a Buddhist story and that Prince Siddhartha later became known as Buddha. Buddha is a very important person in the Buddhist faith as he was the founder of Buddhism. Read the story. Also available - <https://www.youtube.com/watch?v=J-UwiloVvel>
- Looking After Animals: Discuss what Prince Siddhartha did in the story, what things did he do to look after the swan? Are children able to tell you what Prince Siddhartha did for the swan? Explain Buddhists believe that animals should be treated with the same respect as people and should not be harmed. Go on to discuss how we can look after animals and record children's ideas. Explain that it doesn't have to be something as big saving an animals life, little things we can do every day are just as important.
- How Can The Story Help Us? Encourage children to think about why it is important for people to look after and protect nature. Emphasise that nature doesn't just include animals, but also plants, trees and the landscape. What would happen if humans didn't protect nature? Discuss different ways children can protect nature in their day to day lives.

Vocabulary: Buddhism, Buddhists, Prince Siddhartha, Buddha, help, care, look after, swan

Session 6: How can stories from other religions encourage people to look after the world around them?

Children learn an Islamic story of The Boy Who Threw Stones at Trees and reflect upon what the story can teach people who follow Islam and people who do not.

Core Knowledge

- To recognise stories from Hinduism ('Prince Siddhartha and the Swan') and Islam ('The Boy who Threw Stones at Trees') and recognise that these stories can be used to teach people about caring for animals and trees
- To consider similarities between religions and the way they look after the world.
- To understand why it's important to look after animals
- To understand how stories can help us in our own lives.

Suggested activities/Teacher subject knowledge

- The Boy Who Threw Stones at Trees: Explain that prophet Muhammad is very important in Islam. Encourage children to think about what the message in the story might be as you read, The Boy who Threw Stones at Trees ([video clip](#))
- Looking After Nature: Recap and explain Muslims believe that Allah made the world and so believe that it is their responsibility to look after it. Go on to discuss how we can look after trees and record children's ideas.
- How Can The Story Help Us? Encourage children to think about why it is important for people to look after and protect nature. Emphasise that nature doesn't just include trees, but also animals, plants and the landscape. What would happen if humans didn't protect nature? Discuss different ways children can protect nature in their day to day lives. Link the story with the Buddhist Story Prince Siddhartha and the Swan; discuss how both these stories give the same message about protecting nature.
- Discuss the similarities between religions and their views on looking after the world.

Vocabulary: Islam, Muslims, Prophet Muhammad, Allah, care, look after, protect, dates

Future learning this content supports:

Children will continue to look at the Christian story of religion in LKS2. They will also consider the importance of looking after the world, animals and people in LKS2.