**RE-Live Mini-Schemes of Learning: Written by Debi Howells, Broomhill Infant School**

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| **pupils** | | **AMV unit & Areas of Enquiry** |
| **Key stage** | **eyfs** | **1. Who are we? [A&D]**  **This unit explores ideas of what it is to be human and relates them to religious and other beliefs**   1. Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) 2. Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) 3. What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) 4. How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God? |
| **Year** | **n/r** |
| **Term** | **2** |
| **Focus:** | Understand-ing different cultures |
| **AGE-RELATED big ideas**  ***BI1****: We are surrounded by distinctive things that are very important to people. Some of these are called ‘precious’, 'sacred' or 'holy'. People belonging to the same religion / worldview may have different 'holy' or important things and express their religion / worldview in different ways.*  *ELG:* Children talk about past and present events in their own lives and in the lives of family members.  ***BI5****: All around us there is evidence of the influence of religions / worldviews on our community. Religion does not influence everyone’s life in the same way.*  *ELG: They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.* | | |
| **TRANSFERABLE QUESTION**  What are the feelings and relationships that make us who we are? | | |
| **TOPIC-RELATED QUESTION 1**   1. What makes me special and what makes my friends special? | | |
| **Learning objectives**  Children will begin to explore their own beliefs and that of other children in their class. They will compare similarities and differences between themselves and explore important celebrations/ special objects for each belief. | | |
| **Suggested learning activities FOR FINDING AND USING KNOWLEDGE** | | |
| **Preparation**   1. You will need some boxes and laminated pictures of the children. Also, some objects and pictures of things that are special to you, a special book, a Bible, a Torah and a Qur’an. 2. Check any religions of the children’s families and ensure that you have the religious books for those families; plus an item that might be special to non-religious families, such as a family photograph album. Also keep this information for lesson 5 to help prompt the children. 3. Inform your LSA when they need to support the lesson so that they can be prepared to take on the correct role. 4. Make sure you are well prepared for the lesson and understand the correct description of the special terminology.   Each lesson or group of lessons is linked to a Topic-related Question (TRQ) taken from Chapter 6 of [‘Putting Big Ideas into Practice’](https://www.reonline.org.uk/resources/putting-big-ideas-into-practice-in-religious-education/) by Barbara Wintersgill. | | |

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| **Lesson 1**   1. Introduce the session with some kind of mindfulness or time for reflection – giving the children time to become calm and become ready to explore today’s activities. 2. Who is in the box activity – prepare a box with laminated pictures of each child in the class. Sing the who is in the box song as the children pass the box around. When the song finishes the child holding the box opens it (so no-one can see) and describes the top friend in the box: Encourage the children to describe personal traits as well as physical ones. Can the other children guess who it is? 3. Repeat the game for a range of different children, drawing the children’s attention to similarities and differences between the children chosen. Start to pose questions such as ‘I wonder whether \_\_ and \_\_\_ like the same toy/food/etc?’... ‘Do you both have a sister’ etc and start to model positive language such as ‘It’s great that you like such different things!’   Ask children to split in to partners and talk to one another about themselves. Who is in their family? What toys do they play with? Where do they go on holiday etc. Then provide each pair time to feed back what they have learnt about each other to the rest of the class – reminding them to talk about what is the same and what is different about each of them.  **Questions for discussion**  Who am I describing?  How are we the same/different?  Who is in your family?  What do you like/dislike?  Are we just different in the way that we look or are there other differences between us?  Is it ok to be different? |
| **Lesson 2**   1. Introduce the session with some kind of mindfulness or time for reflection – giving the children time to become calm and become ready to explore today’s activities. 2. Remind children of the last session and the important words that we were beginning to use. Can they remember what they are and what they mean? 3. Play a fruit salad type game where children only move spaces when the statement relates to them, e.g. if they like to eat strawberries… if they live in a flat… Use this as a starting point of clarifying and consolidating children’s understanding of the terms similar and different. Begin to challenge whether it is ok to be different or does everyone have to be the same? Using additional adult for support begin to model through role play challenging stereotypes or negative thoughts such as ‘everyone has to like pizza’, encouraging children to articulate why the adult is wrong. 4. Split children in to pairs and ask them to discuss what they think the terms similar and different mean and whether they believe it is ok to be different from one another and why. Use thumbs up survey at the end of the session to assess what the children believe and have learnt from this lesson.   **Questions for discussion**  What does similar/different mean?  Do we all have to be the same?  Can you be friends with someone who is different from you?  Is it OK to not agree with your friends?  Would you be friends with someone who doesn’t like….? |
| **Lesson 3**   1. Introduce the session with some kind of mindfulness or time for reflection – giving the children time to become calm and become ready to explore today’s activities. 2. Set the scene by reminding children that last week we began to explore how everyone in our class is both similar and different to us. We learnt that it is ok to be different and in fact it is those differences that make us special and unique. 3. Share an outline of two people with the children (one being you and one the LSA) explain to the children that these are two friends from the class who have different things that make them special and unique. Ensure you clarify for children what the term unique means and how it links to the term special. Talk though the items chosen by the friends making sure you choose items that link to values and family rather than just objects they like and dislike, e.g. kindness, going to the beach with family, seeing hot air balloons in the sky. It is important at this point that we begin to develop a deeper understanding of how people can be different/similar so including personal traits is an important step into making links with religious and other beliefs. 4. Provide children with their own outline of a person and ask them to draw five things that make them special and unique. Reminding them to choose values and important places/events as well as their favourite toys. 5. Finally ask them to work with a partner or as a whole class to share and compare what makes them special and unique. Are there any similarities or differences? Reinforcing how exciting it is that we can all be friends but be very different and have different things that are important to us!   **Questions for discussion**  What makes you special/unique/precious?  What does unique mean?  What does ‘precious’ mean?  Who makes you feel happy?  Are there special times that are really important to you?  What is important in a friend? What makes you happy?  What makes you you? |
| **Lesson 4**   1. Introduce the session with some kind of mindfulness or time for reflection – giving the children time to become calm and become ready to explore today’s activities. 2. Present the children with a special box and build anticipation by showing them the outside of the box and asking them what might be inside (could pass it round). 3. Share the contents of the box with the children making sure that it is filled with pictures of special people or places to you and/or special objects. Try and build awe and wonder and ensure that the children understand what the term special means. At this point ask your LSA to come over and ask them if this would be their special box too. Hopefully they will disagree with you. Ask the children to explain why, supporting them if necessary. 4. Provide time for the children to decorate their own shoe box to make their own special box. Send this box home with them as a special project where they bring in the filled box to share with the whole class.   **Questions for discussion**  What do you think is in the box?  What does special mean?  What does ‘precious’ mean?  What makes something ‘precious’?  Would\_\_\_ box be the same as mine? Why?  Can people and places be special or precious and why? |
| **Lesson 5**   1. Introduce the session with some kind of mindfulness or time for reflection – giving the children time to become calm and become ready to explore today’s activities. 2. Start the session by sharing a favourite story – explaining to the children that this book is really special to you and why? 3. Carefully share a Christian Bible, Hebrew Bible (or facsimile Torah Scroll) and the Qur’an with the children asking them if they know what they are? Really stress that these are special books and the children need to show respect and care with them. Explain to children the meaning of ‘holy’ – something/someone dedicated (set apart) for God. Ask pupils if they know of any person, place or object that is given the title ‘holy’. Talk about each book individually with the children making links to their religion. Draw from children’s home experiences of religions if possible and begin to talk about some of their beliefs. Try to make explicit that these books have stories in them too that help to guide people and teach them about their religion.   **Questions for discussion**  Why do you think this book is special to me?  How can books be special or precious?  Do you know what these books are?  Have you used these books at home?  Do you know any of the stories from these books? |

**ASSESSMENT**

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| **Key Stage 1**  **Big Idea 1**  ***Pupils understand that:***  ***BI1****: We are surrounded by distinctive things that are very important to people. Some of these are called ‘precious’, 'sacred' or 'holy'.* | |
| **Assessment task**  The purpose of this task is to establish whether all or most pupils:   1. understand what the terms ‘special’, ‘precious’ and ‘holy’ and mean 2. can talk about things that are special, precious or holy to them 3. know that books/objects/people and places can be special / precious / holy 4. know that special / precious / holy can be different for different people   This is not a test or an individual assignment. It can be conducted using Q&A with the whole class or with smaller groups. | |
| **COGNITIVE PROCESSES** | **ACTIVITIES** |
| 1. Remembering:   2. Understanding: | 1. Children tell a grown up what special means and talk about some of the things that were special to their grown-ups. 2. When shown a ‘holy’ book, children say what it is called and which religious people it belongs to. |
| 3. Applying: | 1. Children draw at least one book, object, person and place that is special / precious / holy to them. 2. When shown two different special items, they say what feelings the owners of those items might share / have in common. |
| 4. Evaluating: | 1. Children compare their picture to a friend’s and say if they are the same. If not, why not? |