



## Y1 Overview

- Recounts beliefs, practices and sources with correct vocabulary
- Express own views and feelings or experiences, linked to ultimate questions and issues
- Can recall features, symbols and actions related to identity and belonging

Trip: Church

Whole School events/Multicultural Day/Visitors

Please refer to Widening Horizons pages 54-62

<p>1</p>	<p><b>Autumn 1</b>  <b>What do we know about change and how does it make us feel ?</b>  <b>(Buddhism)</b>  <b>A/E</b></p> <p><i>In this unit, Year 1 children explore the concept of change and its impact on feelings and experiences. They will discuss different types of changes they encounter in their lives, such as changes in seasons, moving to a new class, or welcoming a new sibling. Through stories and reflective activities, students will begin to identify</i></p>	<p><b>Autumn 2</b>  <b>How and why do Christians celebrate Christmas?</b>  <b>B/F</b></p> <p><i>This unit provides a structured introduction to Christmas in Christianity, with activities that encourage understanding and personal reflection. Through stories, discussions, and creative projects, students will learn why Christmas is meaningful to Christians and consider the values of kindness, giving, and community.</i></p>	<p><b>Spring 1</b>  <b>Islam</b>  <b>Why are some places special?</b>  <b>B/D</b></p> <p><i>This unit gives children an introduction to Islam through the topic of special places, allowing them to relate religious concepts to their own experiences. Each week builds on the last, reinforcing their understanding of why places like mosques and Makkah hold deep significance for Muslims.</i></p>	<p><b>Spring 2</b>  <b>Judaism and Christianity</b>  <b>When is food special and why?</b>  <b>C/F</b></p> <p><i>This unit introduces children to the concept of special meals in religious contexts, highlighting how certain foods and occasions hold spiritual and cultural significance in both faiths.</i></p>	<p><b>Summer 1</b>  <b>How do we use water and why?</b>  <b>(Multi-faith)</b>  <b>B/D</b></p> <p><i>This unit explores storytelling, visual aids, and hands-on activities, students will explore how water is used in different religious contexts and daily life. The unit will highlight the significance of water in rituals and celebrations in Christianity and Sikhism and encourage students to reflect on water's role in their lives.</i></p>	<p><b>Summer 2</b>  <b>Multi Faith and Christian</b>  <b>What does it mean to belong in Christianity?</b>  <b>B/E/D</b></p> <p><i>This unit explores "Multi-Faith and Christianity – What Does It Mean to Belong?". This unit introduces the concept of belonging within Christianity and other faiths, helping students understand how communities and symbols reflect belonging and support shared values.</i></p>
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	<p><i>and express the range of emotions that change can bring, from excitement to nervousness or sadness. They will explore how change can lead to growth and new opportunities, helping them build resilience and understanding. By the end of the unit, students will gain insights into how change is a natural part of life and learn positive ways to respond to it, building a foundation of emotional awareness and adaptability.</i></p>					
<p><b>Key Knowledge</b></p>	<p><b>Week 1:</b> Introduction to Buddhism</p> <p>What is Buddhism and What are Buddhist beliefs?</p>	<p><b>Week 1:</b> Introduction to Christmas and the Nativity Story</p> <p>What is Christmas, and why do Christians</p>	<p><b>Week 1:</b> Introduction to Special Places</p> <p>What makes a place special?</p>	<p><b>Week 1:</b> Introduction to Special Foods</p> <p>What makes some foods special?</p> <p><b>Learning Objectives:</b></p>	<p><b>Week 1:</b> Introduction to Water and Its Importance</p> <p><b>Learning Objective:</b></p> <p>To understand the importance of water in daily life and in various</p>	<p><b>Week 1:</b> Introduction to Belonging and Community</p> <p><b>Learning Objective:</b></p> <p>To Understand the concept of belonging and why being part of a community is</p>

	<p><b>Learning Objectives:</b></p> <p>To discuss what they know already about the religion Buddhism</p> <p>To understand what Budhjst beliefs are.</p> <p><b>Activities:</b></p> <p><b>Discussion:</b> Children talk about the facts they already know about Buddhism and things that they believe in.</p> <p><b>Activity:</b> Children use a defining frame to share their ideas about Buddhism.</p> <p><b>Outcome:</b> Children begin to share facts about Buddhism and their beliefs.</p> <p><b>Resources:</b> BBC videos on Buddhism, pictures</p>	<p>celebrate it?</p> <p><b>Learning Objectives:</b></p> <p>To Introduce the concept of Christmas as a celebration of Jesus' birth.</p> <p>To understand the basic storyline of the Nativity.</p> <p><b>Activities</b></p> <p>Storytime: Read or tell the Nativity story in a child-friendly way, focusing on key figures (Mary, Joseph, Baby Jesus, angels, and shepherds).</p> <p><b>Discussion:</b> Talk about why the birth of Jesus is important to Christians.</p> <p><b>Activity:</b> Draw a scene from the Nativity story or make simple</p>	<p><b>Learning Objectives:</b></p> <p>To understand what makes a place special.</p> <p>To reflect on places that are special to the students personally.</p> <p><b>Activities:/Discussi on:</b> Talk about what makes a place special (e.g., feelings of happiness, memories, importance to people).</p> <p>Show images of different places that might be special, such as homes, playgrounds, and family gathering places.</p> <p><b>Activity:</b> Children draw or talk about a place that is special to them.</p>	<p>To understand that certain foods are meaningful and associated with special occasions.</p> <p>To reflect on foods that are special to the students personally.</p> <p><b>Activities:</b> Discussion: Talk about different types of foods and why we might eat certain foods on special occasions (e.g., birthdays, holidays).</p> <p>Show images of special foods and discuss what makes these meals meaningful.</p> <p><b>Activity:</b> Children draw or talk about a meal that is special to them and share why.</p> <p><b>Outcome:</b> Children can describe foods that are special to them and explain why.</p> <p><b>Resources:</b> Pictures of various foods, drawing materials.</p> <p><b>Week 3: The Jewish</b></p>	<p>cultures and religions.</p> <p><b>Activities: Class Discussion:</b> Start by discussing how we use water every day (e.g., drinking, bathing, cleaning). Ask students why they think water is important.</p> <p><b>Water Collage Activity:</b> Create a class collage showing different ways we use water. Have students bring pictures from home or find images in magazines.</p> <p><b>Storytime:</b> Read a story about the importance of water for animals, plants, and people around the world.</p> <p><b>Reflection Task:</b> Ask students to draw a picture of how they use water and share it with the class.</p> <p><b>Week 2: Water in Christianity – Baptism</b></p> <p><b>Learning Objective:</b></p> <p>To learn about the</p>	<p>important.</p> <p><b>Key Questions:</b> What does it mean to belong? Why do people join communities?</p> <p><b>Activities: Class Brainstorm:</b></p> <p>As a class, discuss what it means to belong to something. Create a list on a chart (e.g., family, school, clubs) and talk about how it feels to be part of these groups.</p> <p><b>Storytime – "The Invisible String" by Patrice Karst:</b></p> <p>Read <i>The Invisible String</i>, a book that emphasizes connection and belonging. Talk about how people feel connected even when they're apart, much like belonging to a community.</p> <p><b>Drawing Activity:</b></p> <p>Ask children to draw a picture of a community they belong to, such as family or school, and how it makes them feel.</p>
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<p>of Buddha</p> <p><b>Week2: Buddha and his story.</b></p> <p><b>Learning Objective:</b></p> <p>To learn about the Buddha and his story.</p> <p><b>Activities:</b> <b>Discussion:</b> Talk about Buddha including his birth, enlightenment, teachings and death.</p> <p>The children will also be watching some engaging videos and will have a task/activity to complete related to the same.</p> <p><b>Outcome:</b> Children begin to understand about Buddha and his importance to Buddhists. <b>Resources:</b> Videos, photos of Buddha</p>	<p>Nativity character finger puppets.</p> <p><b>Outcome:</b> Children can identify Christmas as a celebration of Jesus’ birth and recognize main characters from the Nativity.</p> <p><b>Resources:</b> Picture book of the Nativity story, colouring sheets or puppet templates.</p> <p><b>Week 2: Exploring the Characters in the Nativity Story</b></p> <p>Who were the people in the Nativity story, and what did they do?</p> <p><b>Learning Objectives:</b></p> <p>To understand the roles of key characters in the Nativity story.</p> <p>To reflect on the</p>	<p><b>Outcome:</b> Children can describe a place that is special to them and explain why.</p> <p><b>Resources:</b> Photos of various places, drawing materials.</p> <p><b>Week 2: Exploring Special Places in Religion</b></p> <p>Why are some places special to people in different religions?</p> <p><b>Learning Objectives:</b></p> <p>To recognize that some places are special because of their connection to religious beliefs.</p> <p>Discuss what makes places in religion meaningful to people.</p> <p><b>Activities:</b> Show images of religious buildings from</p>	<p><b>Shabbat Meal</b></p> <p>What is Shabbat, and why is it special for Jewish people?</p> <p><b>Learning Objectives:</b></p> <p>To learn about Shabbat, the Jewish day of rest, and the special foods associated with it.</p> <p>To recognize that Shabbat involves specific foods like challah bread and grape juice.</p> <p><b>Activities:</b> Show images or a video about Shabbat and its traditions, focusing on the meal.</p> <p><b>Discussion:</b> Talk about the significance of Shabbat and what Jewish families might do to celebrate it.</p> <p><b>Activity:</b> Create a simple challah bread model out of clay or paper to represent the Shabbat meal.</p> <p><b>Outcome:</b> Children can identify challah bread and grape juice as special foods</p>	<p>Christian ritual of baptism and understand its symbolic meaning.</p> <p><b>Activities:/Introduce Baptism:</b> Explain the concept of baptism, showing pictures of a baptismal font and discussing how water is used in Christian ceremonies to welcome someone into the faith.</p> <p><b>Demonstration (No Real Water):</b> Using a doll or figurine, demonstrate the act of baptism with an empty bowl as a representation. Explain the symbolism of being “clean” and “new.”</p> <p><b>Story of Jesus' Baptism:</b> Share the story of Jesus' baptism in the River Jordan, highlighting how this was an important moment in his life.</p> <p><b>Reflection Task:</b> Ask students to reflect on and draw how water can make them feel new or refreshed.</p>	<p><b>Reflection Task:</b> Children share their drawings with a partner or the class, discussing what makes them feel special and part of their chosen group.</p> <p><b>Week 2: Belonging in Christianity – The Church Community</b></p> <p><b>Learning Objective:</b></p> <p>To learn about how Christians feel they belong to their church community and why it’s important.</p> <p>What is a church? Why do Christians feel they belong there?</p> <p><b>Activities: Introduction to the Church as a Community:</b> Show pictures of a church, both inside and outside, explaining that it’s a special place for Christians to gather, pray, and feel part of a family.</p> <p><b>Virtual or Picture Tour of a Church:</b> If possible, show a short video or pictures of a church service, focusing on symbols of belonging (like</p>
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	<p><b>Week 3:</b> Buddhist symbols and their meaning</p> <p><b>Learning Objectives:</b></p> <p>To recognise and understand the significance of Buddhists symbols.</p> <p><b>Activities: Discussion</b></p> <p>Children discuss what a symbol is and what it is used for.</p> <p>Children will be learning about two Buddhist symbols- The Buddha image and the wheel.</p> <p><b>Outcome:</b></p> <p>Children begin to understand the importance of some of the Buddhist symbols.</p> <p><b>Resources:</b></p>	<p>significance of each character.</p> <p><b>Activities:</b></p> <p>To recap the Nativity story and highlight each character (Mary, Joseph, shepherds, wise men, angels).</p> <p><b>Discussion:</b> Talk about each character’s role and what they brought to the story.</p> <p><b>Activity:</b> Make Nativity scene stick puppets or create a class Nativity display.</p> <p><b>Outcome:</b></p> <p>Students can name and describe characters in the Nativity story.</p> <p><b>Resources:</b></p> <p>Nativity story book, materials for puppets or display.</p>	<p>different faiths, including a mosque.</p> <p><b>Discussion:</b> Talk about what people might do in these places and why they go there.</p> <p><b>Activity:</b> Create a classroom poster with pictures of different religious places.</p> <p><b>Outcome:</b> Students begin to understand that some places are special for religious reasons.</p> <p><b>Resources:</b> Images of religious buildings, poster board.</p> <p><b>Week 3: Introduction to the Mosque</b></p> <p>What is a mosque, and why is it important to</p>	<p>associated with Shabbat.</p> <p><b>Resources:</b> Images/video of Shabbat, clay or paper for bread models.</p> <p><b>Week 4: Exploring Passover and the Seder Meal</b></p> <p>What foods do Jewish people eat at Passover, and why?</p> <p><b>Learning Objectives:</b></p> <p>To identify the foods of the Seder plate and understand their symbolic meanings in the Jewish Passover celebration.</p> <p>To understand that Passover commemorates the Exodus story.</p> <p><b>Activities:</b> Show pictures of a Seder plate and explain each item’s symbolism (e.g., bitter herbs, matzah).</p> <p>Storytime: Share a simplified version of the Exodus story to provide context for the</p>	<p><b>Week 3: Water in Sikhism – Amrit Ceremony</b></p> <p><b>Learning Objective:</b></p> <p>To understand the Amrit ceremony in Sikhism and the role of water as a symbol of commitment and purity.</p> <p><b>Activities: Introduction to Sikhism:</b> Briefly introduce the Sikh faith and show pictures of a Gurdwara (Sikh place of worship).</p> <p><b>Amrit Ceremony:</b> Explain the Amrit ceremony, where water is mixed with sugar and stirred with a double-edged sword. Talk about how Sikhs drink this water as a sign of their commitment to their faith.</p> <p><b>Taste Test Activity (Optional):</b> Allow children to taste a small amount of sugar water (just sugar and water, nothing else) to experience a version of Amrit, explaining that it is sweet to remind them of</p>	<p>people greeting one another, praying together, and singing).</p> <p><b>Discuss Church Symbols of Belonging (Cross, Hymn Books, and Community):</b> Introduce simple Christian symbols found in a church and explain how these symbols help Christians feel connected and welcomed.</p> <p><b>Reflection Task:</b> Children draw a church with people together, highlighting how these people might feel part of a special group.</p> <p><b>Week 3: Belonging in Sikhism – The Gurdwara</b></p> <p><b>Learning Objective:</b></p> <p>To explore how Sikhs feel a sense of belonging at the Gurdwara and the significance of gathering as a community.</p> <p>What is a Gurdwara? How do Sikhs show they belong?</p> <p><b>Activities: Introduction to</b></p>
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<p>Pictures of the symbols</p> <p><b>Week 4: Other Buddhist symbols and their meaning</b></p> <p><b>Learning Objectives:</b></p> <p>To recognise and understand the significance of Buddhists symbols.</p> <p><b>Activities: Discussion</b></p> <p>Children will be learning about the other two Buddhist symbols-Lotus flower and the Bodhi tree</p> <p><b>Outcome:</b></p> <p>Children begin to understand the importance of some of the other two Buddhist symbols.</p> <p><b>Resources:</b></p> <p>Pictures of the symbols</p> <p><b>Week 5</b></p>	<p><b>Week 3: The Significance of Gifts and the Story of the Wise Men</b></p> <p>Why did the wise men bring gifts, and why do people give gifts at Christmas?</p> <p><b>Learning Objectives:</b></p> <p>To learn about the wise men’s gifts and the meaning of gift-giving at Christmas.</p> <p>To reflect on giving and kindness.</p> <p><b>Activities:</b></p> <p>Storytime: Focus on the part of the Nativity story where the wise men visit and bring gifts.</p> <p><b>Discussion:</b> Talk about why the wise men brought</p>	<p>Muslims?</p> <p><b>Learning Objectives:</b></p> <p>To learn what a mosque is and recognize its significance in Islam.</p> <p>To understand that a mosque is a place where Muslims come together to pray.</p> <p><b>Activities:</b> Show pictures or a video tour of a mosque, pointing out key features (e.g., prayer hall, minaret).</p> <p><b>Discussion:</b> Talk about what happens inside a mosque and why Muslims go there.</p> <p><b>Activity:</b> Create a simple model of a mosque using craft materials or draw</p>	<p>celebration.</p> <p><b>Activity:</b> Children create their own Seder plates on paper, drawing or pasting pictures of the symbolic foods.</p> <p><b>Outcome:</b> Children recognise the Seder plate as an important part of Passover and understand the symbolism behind each item.</p> <p><b>Resources:</b> Images of the Seder plate, story of Exodus, paper, and drawing materials.</p> <p><b>Week 5: Communion in Christianity</b></p> <p>What is Communion, and why is it special to Christians?</p> <p><b>Learning Objectives:</b></p> <p>To learn about Communion (Eucharist) and why it is an important ritual for Christians.</p> <p>To recognize the significance of bread and</p>	<p>kindness.</p> <p><b>Reflection Task:</b> Ask children to draw a picture of someone sharing or drinking water to show kindness.</p> <p><b>Week 4: Water for Purity – Ablution in Islam and Handwashing in Sikhism</b></p> <p><b>Learning Objective:</b></p> <p>To explore how water is used for purification in different faiths, focusing on ablution in Islam and handwashing in Sikhism.</p> <p><b>Activities: Introduce Ablution (Wudu) in Islam:</b></p> <p>Explain how Muslims wash their hands, face, and feet before prayers as a way to purify themselves. Show a short video or demonstration (without actual water).</p> <p><b>Handwashing in Sikhism:</b></p> <p>Discuss how Sikhs wash their hands and feet before entering the Gurdwara as a</p>	<p><b>the Gurdwara and Sikh Belonging:</b> Explain that Sikhs gather at the Gurdwara, a special place where they pray, sing, and eat together to feel part of their community.</p> <p><b>Langar Tradition (Shared Meal):</b> Explain the tradition of Langar, a community meal offered at the Gurdwara for everyone. Discuss how sharing a meal helps people feel they belong and are welcome.</p> <p><b>Symbol Activity:</b> Show pictures of symbols in the Gurdwara, such as the Khanda (Sikh symbol) and the Turban. Discuss how these symbols and traditions help Sikhs feel connected to each other.</p> <p><b>Reflection Task:</b> Have students draw or colour a Langar scene with people sharing food, connecting to the idea of belonging through sharing.</p> <p><b>Week 4: Symbols of Belonging in Christianity –</b></p>
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	<p><b>: Buddhist Temple</b></p> <p><b>Learning objective:</b> To explore the key features of buddhist temple</p> <p><b>Activities:</b> Children will look at some important features of a Buddhist temple such as the statue of Buddha, lectern, wheel of life and Meditation area.</p> <p><b>Discussion:</b> Talk about why do people go to the Buddhist temple and that worshippers give offerings to Buddha such as flowers or candles.</p> <p>Children identify and label the features of the temple.</p> <p><b>Outcome:</b> Children understand the key features of a</p>	<p>gifts and why giving is a part of Christmas.</p> <p><b>Activity:</b> Make a “Gift of Kindness” craft – each child decorates a gift drawing and writes or draws something kind they can give to others.</p> <p><b>Outcome:</b> Children understand that giving is an important part of Christmas and can share ideas about kindness.</p> <p><b>Resources:</b> Simple story of the wise men, materials for drawing/craft.</p> <p><b>Week 4: Christian Christmas Traditions</b></p> <p>How do Christians celebrate Christmas?</p>	<p>its main features.</p> <p><b>Outcome:</b> Children can identify a mosque and understand that it is a place of worship in Islam.</p> <p><b>Resources:</b> Pictures/video of a mosque, craft materials.</p> <p><b>Week 4: Key Features of a Mosque</b></p> <p>What are the special parts of a mosque, and what do they mean?</p> <p><b>Learning Objectives:</b></p> <p>To identify key features of a mosque, such as the prayer area and minaret.</p> <p>To understand that each part of a mosque has a</p>	<p>wine (or juice) in this practice.</p> <p><b>Activities:</b> Show images or a video of a Christian Communion service.</p> <p><b>Discussion:</b> Explain the meaning of bread and wine, representing the body and blood of Jesus, and why Christians participate in this ceremony.</p> <p><b>Activity:</b> Have students draw or make a symbolic Communion cup and bread out of paper.</p> <p><b>Outcome:</b> Children understand that Communion is a special ritual in Christianity that uses bread and wine to remember Jesus.</p> <p><b>Resources:</b> Images/video of Communion, paper, and colouring materials.</p> <p><b>Week 6: Reflection and Sharing</b></p> <p>What have we learned about special foods, and</p>	<p>sign of respect and cleanliness.</p> <p><b>Practical Activity:</b> Guide children in a fun “pretend” handwashing exercise and discuss why it feels good to be clean.</p> <p><b>Reflection Task:</b> Ask children to reflect on how they feel when they wash their hands and to share why cleanliness is important to them.</p> <p><b>Week 5: Water in Hinduism – Holy Rivers and Pilgrimages</b></p> <p><b>Learning Objective:</b></p> <p>To learn about the significance of rivers in Hinduism, particularly the River Ganges, and the importance of pilgrimage.</p> <p><b>Activities: Introduce Hinduism and Pilgrimage:</b></p> <p>Briefly explain that in Hinduism, some people make a special trip to holy rivers like the Ganges for</p>	<p><b>Baptism</b></p> <p><b>Learning Objective:</b></p> <p>To understand the Christian practice of baptism as a symbol of belonging to the faith and community.</p> <p>What is baptism? How does it show that someone belongs to the Christian family?</p> <p><b>Activities: Introduction to Baptism:</b> Explain that baptism is a special ceremony where Christians are welcomed into their faith. Show simple pictures of a baptism ceremony (e.g., a baby or person having water sprinkled on their forehead).</p> <p><b>Role-Play Activity:</b> Using a doll and a small bowl of water, do a simple, pretend baptism ceremony to demonstrate the act, explaining how water is used to symbolize belonging.</p> <p><b>Story of Jesus’ Baptism:</b> Share the story of Jesus’</p>
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<p>Buddhist temple</p> <p><b>Resources:</b> Pictures of the Buddhist temples, photos of what children can see inside a Buddhist temple.</p> <p><b>Week 6: Buddhist festival - Vesak</b></p> <p><b>Learning objective:</b> To understand the significance of Vesak and how Buddhist celebrate it.</p> <p><b>Activities:</b> Discuss how Buddhist celebrate Vesak? What do they do? What celebrations do you celebrate?</p> <p><b>Activity:</b> Children use their knowledge to write</p>	<p><b>Learning Objectives:</b></p> <p>To learn about Christian traditions, such as attending church, singing carols, and lighting Advent candles.</p> <p>To understand how traditions help people celebrate and remember.</p> <p><b>Activities:</b> Share pictures of a church at Christmas, Christmas carols, and an Advent wreath.</p> <p><b>Discussion:</b> Talk about each tradition and what it means (e.g., candles represent hope, joy, love, peace).</p>	<p>purpose.</p> <p><b>Activities:</b> Show images of the prayer hall, minbar (pulpit), and wudu (washing) area.</p> <p><b>Discussion:</b> Talk about each area and why it is important for Muslims.</p> <p><b>Activity:</b> Students make their own “prayer mat” design on paper to connect with the concept of prayer.</p> <p><b>Outcome:</b> Children recognize different areas in a mosque and their purposes.</p> <p><b>Resources:</b> Images of mosque features, paper, and colouring materials for prayer mats.</p> <p><b>Week 5: Makkah – A Special Place for Muslims</b></p>	<p>why are they important?</p> <p><b>Learning Objectives:</b></p> <p>To reflect on the significance of special foods in both Judaism and Christianity.</p> <p>To share personal reflections on what they have learned about the importance of food in religious celebrations.</p> <p><b>Activities:</b> Review the key concepts from previous weeks, such as Shabbat, Passover, and Communion.</p> <p><b>Reflection:</b> Students share their drawings or models from previous lessons and explain what makes each food special in its religious context.</p> <p><b>Discussion:</b> Talk about how learning about special foods in religion helps us understand and respect other people’s beliefs.</p> <p><b>Outcome:</b> Children can articulate why certain foods are important in</p>	<p>blessings and purity.</p> <p><b>Storytime – River Ganges:</b></p> <p>Share a simple story or image of a Hindu family visiting the River Ganges to seek blessings.</p> <p><b>Map Activity:</b> Show the River Ganges on a world map, pointing out where India is, and discuss why places become special.</p> <p><b>Reflection Task:</b> Children draw a picture of a place that is special to them and explain why.</p> <p><b>Week 7: Reflection – Water and How It Connects Us</b></p> <p><b>Learning Objective:</b> To reflect on water’s importance across different beliefs and practices, and consider how it brings people together.</p> <p><b>Activities: Class Discussion:</b> Review the ways water is used in different faiths for</p>	<p>baptism in the River Jordan, explaining how this event is important to Christians and why it makes them feel part of God’s family.</p> <p><b>Reflection Task:</b> Ask children to draw a baptism or a group of people in a church to show how people feel they belong.</p> <p><b>Week 5: Belonging in Islam – Mosque and Prayer (Ummah)</b></p> <p><b>Learning Objective:</b></p> <p>To learn about how Muslims feel they belong to their faith community through the mosque and prayer</p> <p>What is a mosque? How do Muslims feel they belong to their faith and community?</p> <p><b>Activities: Introduction to the Mosque and Ummah (Faith Community):</b> Explain that Muslims gather at a mosque to pray and that they belong to the larger Muslim community called</p>
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	<p>sentences about Vesak.</p> <p>Children will have images and key words to support them.</p> <p><b>Outcome:</b> Children understand the importance of Vesak and how do Buddhists celebrate it</p> <p><b>Resources:</b> Photos of Buddhists celebrating Vesak.</p>	<p><b>Activity:</b> Make paper candles or draw and colour an Advent wreath.</p> <p><b>Outcome:</b> Children can identify some Christian traditions related to Christmas.</p> <p><b>Resources:</b> Pictures of Christmas church services, carol music, candle/wreath craft materials.</p> <p><b>Week 5: Celebrating Christmas with the Community</b></p> <p>How do people celebrate Christmas together?</p> <p><b>Learning Objectives:</b></p> <p>To understand the role of community</p>	<p>Why is Makkah a special place for Muslims?</p> <p><b>Learning Objectives:</b></p> <p>To learn about Makkah and why it is a sacred place for Muslims.</p> <p>To understand the idea of pilgrimage in Islam.</p> <p><b>Activities:</b> Show pictures of Makkah, especially the Kaaba, and explain its significance.</p> <p><b>Discussion:</b> Talk about how Muslims go on a pilgrimage to Makkah as an important part of their faith.</p> <p><b>Activity:</b> Children draw a simple map showing the journey to a special place in their lives</p>	<p>Judaism and Christianity and reflect on how food brings people together.</p> <p><b>Resources:</b> Drawings and models from previous lessons for sharing and display.</p>	<p>celebrations, purification, and blessings. Encourage students to share what they remember about each practice.</p> <p><b>Create a Water Symbol Wall:</b> Each child creates a drawing or a symbol that represents how they see water as special. Display these symbols on a “Water Wall” in the classroom.</p> <p><b>Final Reflection Story:</b> Read a story that highlights how water is precious and important to everyone, reinforcing the idea of connection through water.</p> <p><b>Reflection Task:</b> Children write a short sentence or draw a picture in their journals about one way they think water is special or important.</p> <p><b>Resources for the Unit:</b> Short video clips (e.g., on baptism, the River Ganges, the Amrit ceremony)</p> <p>Storybooks on water in different religions. Simple map of the world for</p>	<p>the Ummah.</p> <p><b>Five Pillars of Islam (Focus on Prayer):</b> Introduce the concept of Salah (prayer), one of the Five Pillars of Islam, explaining that Muslims around the world pray in similar ways, which connects them to each other.</p> <p><b>Prayer Mat Art Activity:</b> Have children create a simple paper version of a prayer mat, decorated with patterns, as a symbol of unity and belonging in Islam.</p> <p><b>Reflection Task:</b> Children draw or colour a picture of people praying at a mosque, emphasising togetherness and belonging</p> <p><b>Week 6: Belonging in Judaism – Synagogue and Community Symbols</b></p> <p><b>Learning Objective:</b></p> <p>To explore how the synagogue helps Jewish people feel they belong to</p>
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		<p>and family in Christmas celebrations.</p> <p>To reflect on the importance of sharing joy with others.</p> <p><b>Activities:</b> Discuss how people come together to celebrate Christmas, including family meals, singing together, and helping those in need.</p> <p><b>Activity:</b> As a class, create Christmas/Seasons card for members of the school or local community.</p> <p><b>Reflection:</b> Talk about how making someone else feel happy is part of Christmas.</p> <p><b>Outcome:</b> Children learn that Christmas is a time</p>	<p>and say what makes it special (e.g., a grandparent’s house or favourite park).</p> <p><b>Outcome:</b> Children can identify Makkah as an important place for Muslims and relate it to their own experiences of travel to special places.</p> <p><b>Resources:</b> Images of Makkah and the Kaaba, map-making materials.</p> <p><b>Week 6: Reflection and Sharing</b></p> <p>What have we learned about special places, and why are they important?</p> <p><b>Learning Objectives:</b></p> <p>To reflect on why certain places are</p>		<p>locating rivers</p> <p>Art supplies for collage and drawing activities</p>	<p>their faith community.</p> <p>What is a synagogue? How do Jewish people show they belong to their faith?</p> <p><b>Activities: Introduction to the Synagogue :</b>Show pictures of a synagogue and explain that it’s a special place for Jewish people to gather, pray, and learn.</p> <p><b>Explore Key Symbols in Judaism (e.g., Star of David, Torah Scroll):</b> Discuss symbols like the Star of David and the Torah scroll, explaining how these help Jewish people feel they belong to their faith.</p> <p><b>Storytime – The Torah Scroll:</b> Share a simple story about the Torah scroll and how it is a precious part of Jewish community life.</p> <p><b>Reflection Task:</b> Have children draw a synagogue or one of the symbols they’ve learned about, focusing on how it represents belonging.</p> <p><b>Week 7: Reflection and</b></p>
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		<p>to come together and share joy with others.</p> <p><b>Resources:</b> Card-making materials, images of Christmas community gatherings</p> <p><b>Week 6: Reflection and Class Celebration</b></p> <p>What have we learned about Christmas and how Christians celebrate it?</p> <p><b>Learning Objectives:</b></p> <p>To reflect on what the children have learned about Christmas and the Nativity story.</p> <p>Celebrate and share their learning with each other.</p> <p><b>Activities:</b> Recap:</p>	<p>special to individuals and groups.</p> <p>To share what they have learned about mosques, Makkah, and personal special places.</p> <p><b>Activities:</b> Go over the main ideas from the past weeks, including the concept of special places, mosques, and Makkah.</p> <p><b>Reflection:</b> Children share their drawings, models, or maps from previous weeks and explain why each place is special.</p> <p><b>Discussion:</b> Talk about how knowing about special places in religions helps us understand others.</p> <p><b>Outcome:</b> Children</p>			<p><b>Celebration of Belonging</b></p> <p><b>Learning Objective:</b></p> <p>Reflect on what it means to belong to a faith or community and celebrate what students have learned about belonging across faiths.</p> <p>How do different faiths show belonging? Why is it important for people to feel they belong?</p> <p><b>Activities: Class Discussion:</b> Review each faith discussed (Christianity, Sikhism, Islam, and Judaism), discussing key symbols and traditions of belonging. Encourage students to share their favourite aspect of each faith’s practice.</p> <p><b>“Belonging Tree” Activity:</b></p> <p>Create a large tree poster with branches for each faith discussed. Each student can draw a symbol or scene from the faith they remember most, attaching it to the “Belonging Tree” to show how faiths are</p>
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		<p>Review key points from each lesson, revisiting the Nativity, giving, traditions, and community.</p> <p><b>Activity:</b> Hold a mini-class celebration where children share their artwork or puppets, sing a Christmas carol, and share what Christmas means to them.</p> <p><b>Reflection:</b> Discuss how the ideas of kindness, giving, and togetherness can be practised all year long.</p> <p><b>Outcome:</b> Children reflect on the significance of Christmas and the values it celebrates.</p> <p><b>Resources:</b> All crafts from previous lessons, simple Christmas</p>	<p>can articulate why some places are special in Islam and reflect on the importance of special places in their own lives.</p> <p><b>Resources:</b> All materials from previous weeks for sharing and display</p>			<p>different but also connected by belonging.</p> <p><b>Final Story or Song about Belonging:</b> End with a story, song, or poem about the importance of belonging and community.</p> <p><b>Reflection Task:</b> In their journals or on a reflection page, children can write or draw one way they feel they belong to their family, school, or a faith community, sharing their reflections with a partner or the class.</p>
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