

Year: R

Term: Autumn 1

Theme/Unit: All About Me

Key concept: Me

RE FS

Intended learning outcomes:

Children should:

Understand the World: P, C & C:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Assessment opportunities:

Evidence can be gathered when children:

Communicate - Step 1:
Draw / paint a picture of themselves

Sequence of activities:

Step 1 - Communicate – I can talk about myself

- Teacher leads discussion about a child's name – who has the same name, what is the story of your name?
- Children discuss what they like doing, what things they are good at?
- Draw or paint a picture of themselves, what colour are their eyes, their hair?

Step 2 - Apply – Are we all the same?

- Circle time. Children talk about their own *family and friends*.
- Consider – does everyone have the same *people in their family – brothers, sisters, carers, friends, parents?*
- Look at photos of their family and friends.
- Discuss – What is similar and what is different?

Step 3 – Inquire - What makes me me?

- Children make a collage of all the things that makes them who they are – their own photo, their friends, pets, family, favourite toys etc.

Step 4 – Contextualise – What makes someone a Christian?

Introduce (persona dolls) or use some photos of children as children coming to visit the class. If you are using persona dolls, their background stories will be in their books. Highlight that a Christian child may:

- Go to Church (messy church, Sunday school, take part in children's activities, singing etc)
- Be baptised as an entry to being part of the church (some churches wait until children become adults before this happens)
- Read or look at pictures in the Bible in church. A Christian child will see the Bible as a special book and learn about Jesus through stories in the Bible, eg. Jesus with his friends, feeding the 5000.
- Draw pictures/ make models to remind children of what is important for a Christian to feel they belong.
- Create a display of things that help a Christian belong and label them.

Step 5 Evaluate (reflect): is feeling that they belong important for Christians?

- Persona doll – tell children that a Christian child went to church and they couldn't do the things they normally do there because the church was closed. How would they feel/ would it matter? Why/ why not?

Resources:

- Children's photos, artefact boxes from the RE centre, Children's Bible

Enhanced Provision:

Using art opportunities to develop the concept and to explore the concept of all about me.

Construction – make something about themselves.

Sentence – I am.....

Opportunities for promoting children's SMSC development:

Spiritual: providing an opportunity for enjoyment and fascination about their lives and those of others. Using imagination and creativity in their learning.

Moral: - reflecting on the difference between right and wrong (e.g. damaging someone's special item) and to apply this understanding in their own lives.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing and demonstrating skills and attitudes to allow them to participate fully in and contribute positively to life in modern Britain.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and Knowledge Building Blocks

Children will learn that:

- A **Christian** child will often go to **church**
- They show they belong by taking part in activities there
- Activities can be singing, listening to stories, Sunday school, going to a **service**
- The **Christian** special book is called the **Bible**
- The **Bible** has stories about stories about **Jesus** in it.