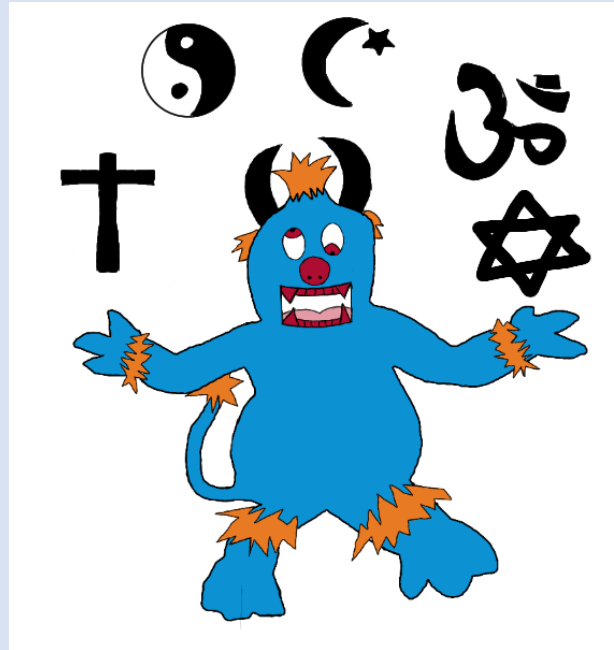


Religious Education Intention Map

Key Stage One



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Term One (Harvest)



Learning Intentions

Week 1	• How did God create the world?
Week 2	• Why do you think hymns are sung at harvest time?
Week 3	• Why do you think Christians thank God at Harvest time?
Week 4	• Why do Christians share their food at Harvest time?
Week 5	• What is Harvest?

Knowledge Intentions

Week 1	• Christians believe God created the world and Harvest is a time to give thanks to God.
Week 2	Synchronise: <ul style="list-style-type: none"> • Thank you, lord, for the harvest. • Loaves and fishes
Week 3	• Christians believe that Jesus was kind and helped other people so they try to do the same.
Week 4	• The marvellous picnic, Story of feeding 5000.
Week 5	• Children to describe what they think Harvest time is.

Assessment

What is Harvest?

Agreed Syllabus

Exploring

Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.

- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Use specialist vocabulary in communicating their knowledge and understanding.

Use and interpret information about religions from a range of sources.

Responding

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discuss their own and others' views of religious truth and belief, expressing their own ideas.
- Reflect on ideas of right and wrong and their own and others' responses to them.
- Reflect on sources of inspiration in their own and others' lives.



Term Two (Christmas)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Is it easy to wait for a special time?
Week 2	<ul style="list-style-type: none"> Christians believe that Jesus is a very important person, so why do you think he was born in a stable?
Week 3	<ul style="list-style-type: none"> Why do you think people send gifts? Why would you choose a gift?
Week 4	<ul style="list-style-type: none"> How might traditions help Christians to remember the Christmas story?
Week 5	<ul style="list-style-type: none"> What is Christmas?

Knowledge Intentions

Week 1	<p>The Advent wreath</p> <ul style="list-style-type: none"> On each of the four Sundays of Advent, leading up to Christmas Day, a new candle is lit on the Advent wreath. The white candle is lit on Christmas day and represents Jesus as the light of the world.
Week 2	<ul style="list-style-type: none"> Children reflect on the nativity story. Learn about Jesus being born in a stable.
Week 3	<ul style="list-style-type: none"> Read a story of the Three wisemen and the gifts Jesus was given by these people.
Week 4	<ul style="list-style-type: none"> Christmas is celebrated in different ways all around the world.
Week 5	<ul style="list-style-type: none"> Children can describe what Christmas means to them and to Christians.

Assessment

What is Christmas?

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Term Three (Hanukkah)



Learning Intentions

Week 1	• Have you ever heard of the word Miracle?
Week 2	• What are Kosher candles?
Week 3	• How are Dreidels used?
Week 4	• What are the Hanukkah traditions?
Week 5	• What is Hanukkah?

Knowledge Intentions

Week 1	• The story of Hanukkah.
Week 2	• The Menorah. A kosher Hanukkiah has eight candles in a line and the same height. The ninth candle needs to be out of line. This is called the Shamash and is used to light the other candles. Candles are placed from right to left, one for each of the days of Hanukkah but they are lit left to right. Hanukkah is lit after sunset and put in the window to publicise the miracle and as a sign of religious freedom.
Week 3	• Introduce the Dreidel, the meanings of the letters on all the different sides and how to play.
Week 4	Many Hanukkah traditions are symbolic. • Eating latkes and sufganiyot cooked in oil reminds Jews of the oil in the temple lamp. Traditionally gifts of gelt allowed the poor to buy candles and wine for Hanukkah celebrations and reward children for Jewish study.
Week 5	• Children to define Hanukkah.

Assessment

What is Hanukkah?

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Term Four (Easter/Palm Sunday)



Learning Intentions

Week 1	<ul style="list-style-type: none"> How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? Why did He ride a donkey?
Week 2	<ul style="list-style-type: none"> How was Jesus welcomed? Why is this person worthy of such a welcome?
Week 3	<ul style="list-style-type: none"> How do you think Jesus would be welcomed today? Draw similarities and differences to royal/celebrity visits.
Week 4	<ul style="list-style-type: none"> Jesus's resurrection – Does this show he was special?
Week 5	<ul style="list-style-type: none"> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Story of Jesus riding into town on a donkey on Palm Sunday.
Week 2	<ul style="list-style-type: none"> Explain that the people welcomed Jesus like this because they had heard about all the amazing things, He did e.g. healing people, calming the storm etc. and they believed he would be the 'Messiah', the one who would save them from the Roman occupation.
Week 3	<ul style="list-style-type: none"> Noting difference between how Christians would treat Jesus and people from other/no religion.
Week 4	<ul style="list-style-type: none"> The Easter story and order main events using sequencing cards.
Week 5	<ul style="list-style-type: none"> Children to demonstrate an understanding that Christians believed that Jesus was special and there to help him.

Assessment

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

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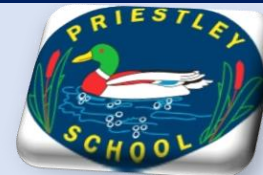
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Term Five (Shavout)



Learning Intentions

Week 1	• How do you know the Torah is special to Jews?
Week 2	• Look at the 10 commandments • Do you agree with these ten commandments?
Week 3	• How might kosher food laws affect the lives of Jewish people?
Week 4	• What is Shavuot?
Week 5	• What are rules for? Are some rules better than others? Should rules start with 'Do not'?

Knowledge Intentions

Week 1	• The Torah is the Jewish Holy book. They believe it is the word of God.
Week 2	• Be able to recount the ten rules (commandments) given to Moses.
Week 3	• The Jewish dietary food laws are called Kashrut. This means fit or proper. Kosher food laws include: Fish must have both fins and scales, not shells, Animals must have split hooves and chew the cud, Birds of prey with grasping claws are not Kosher and milk and meat must not be cooked or eaten together. Utensils must also be Kosher. Some Jews have separate milk and meat kitchens in their homes.
Week 4	• The word Shavuot means weeks and the festival of Shavuot is celebrated 50 days (seven weeks) after Passover.
Week 5	• The gift of the Torah is celebrated at Shavuot. The 613 Mitzvot (rules) contained in the Torah have been followed for over 3000 years.

Assessment

What is Shavuot?

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Term Six (The Covenant)



Learning Intentions

Week 1	<ul style="list-style-type: none"> How would you feel if someone broke the agreement with you?
Week 2	<ul style="list-style-type: none"> Tell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis Genesis 17: 1-7. What is the promise being made in this/these stories? Why are these stories important to Jews?
Week 3	<ul style="list-style-type: none"> Do Jewish people now still have this special relationship with God? How do we know?
Week 4	<ul style="list-style-type: none"> Children can make their own mezuzah and write the Shema. This is a reminder of the Covenant between Jewish people and God. What does all this tell us about trust between Jews and God?
Week 5	<ul style="list-style-type: none"> How can we make a agreement with someone?

Knowledge Intentions

- Children to form an understanding of how they would feel.
- Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.
- God made a special promise that he would look after Abraham and all his descendants.
- Stories are important as they symbolise their relationship with God.
- God made that promise then and Jewish people believe that he has always kept his promise.
- Show the children a mezuzah and explain how it is found on doorposts in Jewish homes.
- The Shema is an affirmation of Judaism and a declaration of faith in one.
- Children to write their own promise about their relationship with somebody special to them.
- Children to form an understanding of how they would feel.

Assessment

How can we make a agreement with someone?

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