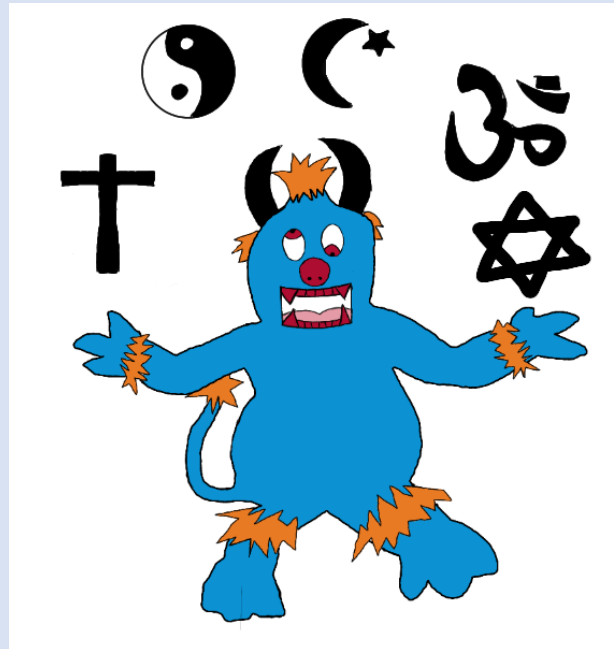


# Religious Education Intention Map

## Key Stage One



Intention Map 2024 - 2025

**Placing learning at the heart of everything we do.**



## Term One (Purim)



### Learning Intentions

Week 1	• Do you ever wear special clothes? When might you wear special clothes?
Week 2	• Was Esther brave? Why do Jewish people still celebrate this story today?
Week 3	• Why do Jewish people celebrate Purim?
Week 4	• What are the rules of Mishloach Manot?
Week 5	• When do you give and receive gifts? How do you feel when you receive a gift? Do gifts have to be expensive?

### Knowledge Intentions

Week 1	• Tallit and Kippah are worn by Jews. • Costumes play an important part during Purim celebrations. Jewish people dress up to listen to the story of Esther in the synagogue.
Week 2	• Learn of the story of Esther. Jewish people dress up to listen to the story of Esther in the synagogue.
Week 3	• Purim is a celebration of the strength of the Jewish people.
Week 4	• Giving a gift to at least one person during Purim is called Mishloach Manot. It is a mitzvah (rule) of Judaism. Jews give inexpensive gifts including two ready to eat foods such as hamantaschen, sweets, fruits, nuts or bread to make sure everyone has enough food for the Purim celebrations. The gifts are delivered after hearing the story of Esther. Many Purim gifts are presented in baskets.
Week 5	• It is a Jewish mitzvah to give gifts at Purim.

### Assessment

*When do you give and receive gifts? How do you feel when you receive a gift? Do gifts have to be expensive?*

### 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 (Creation Story)



### Learning Intentions

Week 1	• <i>How do we feel creating?</i>
Week 2	• <i>How did God create the world?</i>
Week 3	• <i>How do we look after the Earth?</i>
Week 4	• <i>Do Christians think God wants them to look after the world? What do you think about this and why?</i>
Week 5	• <i>How will you now treat the world?</i>

### Knowledge Intentions

Week 1	• <i>Children to create something to think about how it feels to create.</i>
Week 2	• <i>Christians believe that God created the world and everything in it.</i> • <i>Read the Christian story of God creating the world in 7 days.</i>
Week 3	• <i>Think about how they would want people to treat the Earth.</i>
Week 4	• <i>Christians' belief that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.</i>
Week 5	• <i>Revisit learning and discuss how the world is precious and that we need to look after it.</i>

### Assessment

*How will you now treat the world?*

### Agreed Syllabus

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- *Reflect on sources of inspiration in their own and others' lives.*



## Term Three (Shabbat)



### Learning Intentions

Week 1	• Do you think it took 6 days to create the Earth?
Week 2	• When does Shabbat start?
Week 3	• What do you do on a Saturday?
Week 4	• Say good bye to Shabbat.
Week 5	• Why is rest important? How do you rest at home?

### Knowledge Intentions

Week 1	• Jews believe that God created the world in six days and rested on the Seventh.
Week 2	• Shabbat is the day of rest and starts on the Friday night with a special family meal. • Children to explore how a shabbat table is set up. E.g. the Challah cover and two candles in holder.
Week 3	• Jewish families don't work, cook clean, spend money, drive, use the telephones or electrical equipment, write or draw during Shabbat. Instead they attend synagogue and think about God.
Week 4	• Show a Havdalah set (A braided candle, cup of wine and a spice box). Jews will light the candle, sip wine and sniff the spices to say goodbye to shabbat.
Week 5	• During Shabbat families rest.

### Assessment

Why is rest important? How do you rest at home?

### Agreed Syllabus

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## Term Four (Passover)



### Learning Intentions

Week 1	• <i>What is Passover?</i>
Week 2	• <i>Should one person rule over another?</i>
Week 3	• <i>How is Passover celebrated?</i>
Week 4	• <i>What does the Seder plate symbolise?</i>
Week 5	• <i>What is freedom? How does freedom feel?</i>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• <i>Passover is an important festival celebrated by Jewish people.</i></li> <li>• <i>Passover celebrates when the Jewish people were freed from slavery in Egypt over 3000 years ago.</i></li> <li>• <i>The story is told in the special Jewish book, the Torah.</i></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <i>Understand the story of Moses and why he helped his people.</i></li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <i>Passover is celebrated for seven or eight days. An important part of Passover celebrations is something called matzah, which is a type of unleavened bread.</i></li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <i>The evening before Passover begins, there is a special time called Seder, this means 'order'.</i></li> <li>• <i>The Seder happens during a meal with family and friends. An important part of the Seder is the Seder plate or the Ka'arah as it is known in the special Jewish language, Hebrew.</i></li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <i>During Passover Jews celebrate freedom from slavery.</i></li> </ul>

### Assessment

*What is freedom? How does freedom feel?*

### Agreed Syllabus

#### *Exploring*

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- *Reflect on sources of inspiration in their own and others' lives.*



## Term Five (Shavout)



### Learning Intentions

Week 1	• <i>Do I need friends? Why?</i>
Week 2	• <i>How did Jesus show this friendship? Was it always easy?</i>
Week 3	• <i>How did Jesus show this friendship? Was it always easy?</i>
Week 4	• <i>How did Jesus show this friendship? Was it always easy?</i>
Week 5	• <i>What do you value about my friends?</i>

### Knowledge Intentions

Week 1	• <i>Discuss things that a good friend does and does not do.</i>
Week 2	• <i>Christians believe that Jesus is a good friend to them, Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.</i>
Week 3	• <i>Stilling the Storm (Luke 8: 22-25) Jesus taking care of his friends during a dangerous time.</i> • <i>Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home.</i> • <i>Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</i>
Week 4	• <i>Jesus was human so would have found things difficult sometimes but Christians believe he was God's son so would have been able to overcome these difficulties.</i>
Week 5	• <i>There are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</i>

### Assessment

*What do you value about your friends?*

### Agreed Syllabus

#### Exploring

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## Term Six (What did Jesus teach us?)



### Learning Intentions

Week 1	• <i>Is it easy to be kind all of the time?</i>
Week 2	• <i>Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time?</i>
Week 3	• <i>Why would Jesus tell the story of the good Samaritan?</i>
Week 4	• <i>Why do you think Jesus showed kindness to someone he didn't know? How was Jesus able to do this, even though it was difficult?</i>
Week 5	• <i>Is it possible to be kind to everyone all the time?</i>

### Knowledge Intentions

- *Children to recognise it can be tricky to be kind all of the time.*
- *Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37).*
- *Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth. Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31).*
- *Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12)*
- *Jesus tells Christians to be kind to everyone.*
- *Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on?*
- *How can you be a better friend? Can we work on being kind to everyone in our class all of the time?*

### Assessment

*Is it possible to be kind to everyone all the time?*

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