

# PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

**SUBJECT: R.E.**

**YEAR: B**

**TERM: Spring 1**

**YEAR GROUPS: 1/2**

**KEY QUESTION: *What does it mean to belong to a faith community?***

**PREVIOUS KNOWLEDGE** *We would expect most children to already be able to:*

- Compare a church and mosque looking at similarities and differences.
- Talk about how babies are welcomed in the Muslim tradition.
- Compare similarities and difference in how infants are welcomed into the world.
- Ask questions about religious artefacts.
- Know there are many types of religious celebrations and festivals.
- Participate in activities based upon Jewish beliefs and celebrations.

## End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Know what makes them happy or upset. Say a group or community they belong to. **KQ1**
- Recognise some symbols are associated with Christians / Jews / Muslims. Match the symbols with the religious community they are associated with. **KQ2**
- Sequence the Parable of the Lost Coin. With support, understand why that story's meaningful to Christians and their own life. **KQ3**
- Share what I already know about a Christian wedding ceremony. With support, identify ways people can carry out part of a wedding vow with an action. **KQ4**
- With support, think of what is important about being part of my School Community. With support, compare ideas and consider how these reasons might link across to other communities. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Discuss what is important and special about belonging to a group that is important to me. **KQ1**
- Consider the meaning behind a symbol and its importance amongst a faith community. **KQ2**
- Consider what holds more value in their lives and that of others. **KQ3**
- Identify similarities and differences between a Christian wedding ceremony and a Jewish ceremony. **KQ4**
- Generate a question to ask a person of a faith community to find out what they do when they meet up in groups. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Consider the similarities and differences of belonging to a Christian community compared to a different group / community. **KQ1**
- Question how I show that I belong and why this matters to me. **KQ2**
- Show confident examples of what matters most in their lives. **KQ3**
- Suggest what is the most important aspect of a ceremony and why I might think this. **KQ4**
- Confidently recognise what you consider to matter and be important to all communities across the world. **KQ5**

## ASSESSMENT OPPORTUNITIES – What are children aiming for?

*Children will be able to demonstrate their learning through:*

- Identify some similarities and differences between ceremonies studied.
- Identify ways Christian people show they belong to each other when they get married.
- Give an example of how people might show they love people
- Say a group or community I belong to.
- Talk about how people belong to different communities (religious and non-religious)
- Recognise symbols of belonging for Christians, Jews and Muslims.
- Think of why symbols of belonging matter to believers.

## ENRICHMENT OPPORTUNITIES –

**What can we give children along the journey to help them remember more?**

*We will endeavour to include:*

- Visit a local Church.
- Have a visit from a member of a faith community.

## CROSS-CURRICULAR LINKS –

**What links can we make to help children make sense of what we want them to know and be able to do?**

*This itinerary fits with our other learning through:*

- Art & Design – Create religious symbols.
- PSHE – discussing feelings and emotions in relation to belonging.
- English / Drama – Act out a wedding ceremony.

## LEARNING BEHAVIOURS *Children will be expected to:*

|                           |                                                                                                                |
|---------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Tries new things</b>   | Find out about different ceremonies and be involved with activities around these.                              |
| <b>Works hard</b>         | Be involved in all the activities, recording their ideas appropriately                                         |
| <b>Concentrates</b>       | To listen attentively - asking questions and providing appropriate answers.                                    |
| <b>Self-motivates</b>     | To work in a group to share knowledge and use each other's strengths to help one another.                      |
| <b>Imagines</b>           | Imagine how different people may have felt in the stories taught.                                              |
| <b>Improves</b>           | Can suggest what they could do to improve from the values displayed in the communities they have learnt about. |
| <b>Understands others</b> | Understand that we are all unique and may have different ideas and beliefs.                                    |
| <b>Doesn't give up</b>    | Investigates questions that promote deeper level thinking and may seem tricky as they have no definite answer. |