Love, Learn, Live as One

Spring - EYFS		F1: UC: Why is God so important to Christians?			
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale**	**Leads on**	**National Statement of Entitlement:**
F1. Why is God so important to Christians?	Stories Observations Interview Asking Questions Text	F3 How might people in Gloucestershire show they belong together? F2 Why is Christmas special to Christians?	This unit helps us to explore what many Christians believe about God. This includes ideas about a loving God who is creator, giver of life and has put humans in charge of caring for a wonderful earth. To help our exploration we will use biblical stories and simple texts including some words from the Lord's Prayer, and lyrics to songs about God's love. We will make some observations from photos and/or films of Christian people saying grace and helping the planet. Hearing from Christians will also help us build up our answers to this unit's title question. Throughout the unit, pupils will have opportunities to reflect upon whether their personal understanding and actions are like those of the Christian people we are learning about. Pupils should be able to do this in a safe space, with adults in the classroom aiding recognition that some may come from families with very different beliefs from those learnt about, some very similar	F4. What special times do people celebrate and why might these be very important?	a: nature / formation/expression d: meaning / purpose g: ways of knowing j: personal worldviews: reflexivity

Lesson Sequence and Key Question	What will pupils learn?	Activities *Activities highlighted could be used as inspiration for continuous provision.*	Vocabulary
Lesson 1 and 2 What is a story many Christians tell about God creating the world, and what does it mean for Christian people?	Belief in God is central in Christian teachings. The name 'God' is very special for most Christian people. For many Christians, God is creator of the world and everything in it, as well as being the giver of life. The events of the first creation story in Genesis. Potential knowledge recap from unit F2: Christians say that God sent Jesus as a gift to the whole world, to help people	**Stories / Text** Pupils think about where they have ever learnt about God (home, school, religious building, TV/film?). Clarify many people and families believe in God, many do not. Recap substantive knowledge about Christian ideas of God linked to unit F2. Introduce first two lines of child-friendly version of Lord's prayer, explain it is a Christian prayer, discuss what line 2 shows Christians about God's name. Pupils create small model with construction materials – ask who were the models' creators (pupils). Share child friendly version of creation story from Genesis 1:1- 2:4 – pupils to spot the creator (God). Ensure that this story is shared in both lessons. Show pictures of jelly and jellyfish – discuss which one has life and which not. Pupils use play doh to make the most real to life jellyfish possible. Ask whether pupils' realistic model jellyfish are alive (no!). Prompt discussion about why pupils' jellyfish cannot have life and why Christians believe that the creatures created by God in the story were alive – link to Christian idea of God as giver of life. Drawing things God created in story, acting out story, ordering story, creating own world (small world play), find some beautiful things from nature Christians might think God created and make display of them, draw them, write and decorate the name 'God'/own name beautifully.	Creator Care Thanks Saying Grace Songs Loving

Lesson 3 Why might believing in God make many Christians want to care for the world?	The story of Adam naming the animals. Ways in which Christian people might try to look after the world. Christian belief that God put animals and everything else in the world into the care of humans.	**Stories / Observation** Clarify ways of knowing used in previous lessons and introduce ways to be used this time. Share story of Adam naming the animals (Genesis 2). Clarify Christian ideas that God gave animals and everything else in the world to humans to care for. Observe images of Christians looking after the earth due to their beliefs, discuss what they are doing and why. Ask what pupils do to care for the world and why, compare and contrast with reasons many Christians do so. Verbally name stuffed animals, create label for each with its name/a sentence about it, care for something from nature (plants/school pet) and talk about why a Christian might do this.	
Lesson 4 How and why might many Christians say thank you to God?	Many Christians like to thank God for everything God has given. Lots of Christians thank God by saying grace; a short prayer said before eating a meal. During grace before meals, many Christians thank God for blessings such as their food, family and the company they are eating with.	**Text / Observation** Share short versions of grace – pupils perform given action each time God is thanked. Discuss why many Christians say thank you to God and what for. Look at pictures/films of Christians saying grace; pupils describe what they see before articulating what is happening and why. List Christian beliefs about God, compare with what our own families may have told us about God (there will be a range of experiences). Recap ways of knowing used earlier in the unit, identify those used today. Copy words of a simple grace onto a placemat for a Christian to use at a meal and decorate/draw five things a Christian might want to thank God for on the mat, write and post thank you letters in class post box.	Celebrate, Christmas, Belief
Lesson 5 Lesson 5 What do many Christians believe about God's love?	Many Christians sing songs about God, including in church. Christians generally believe in a loving God.	**Text** Find out about songs Christians in the local community sing about God. Choose one that focuses on God's love (if none are suggested, God Loves You and Me by Yancy might be appropriate). Discuss what the lyrics show and link to unit F2 – Christian teachings include the idea God loved the world so much that God sent Jesus. Fill a heart shape with red and pink counters/bricks etc to represent Christian belief in God's love – place outlines of people around it – allow pupils to give every outline a counter	Presents, Thanks, God, Generosity

		from the heart to show the Christian belief that God's love extends to all. Listen to the song again and perform given action whenever it mentions God's love, list/try writing names of things and people pupils love.	
Lesson 6 What have we learnt about why God is so important to Christians and how did we learn it?	Summing up pupils learning and seeing whether it can be added to. Pupils to show command of key vocabulary (in bold). Clarify ways of knowing that have been used	**Asking Questions / Interviews** Find out from a Christian what they personally believe about God. Decide together which parts we already knew, and which was new to us. Pupils write/create a sentence to be scribed in a speech bubble next to the Christian's picture to show what that person says about their belief in God. Recap ways of knowing used in this unit and discuss that today's way of knowing was exploring people's voices (through interviews). One child to ask what Christians believe about God, a second (holding up a picture/lolly stick puppet of the Christian the class heard from) to answer in role.	Ways of Knowing

Learning Outcomes (what pupils know)	**Quiz Questions**
Understanding how worldviews influence people's lives: Pupils will know that: • Belief in God is central in Christian teachings. • Many Christians believe God created the world and that there is a story about this in the Bible, which describes the world being created in seven days. • Many Christians believe God to be loving. • For many Christians, it is important to look after the world because of the belief that God entrusted the world to humans to care for. • Lots of Christians like to thank God for everything they have been given, and many do so through saying grace before meals.	

Engaging with religious worldviews: Pupils will: • Encounter more than one way of knowing in RE and hear about the different ways they are using (story, observing, asking people/interviews). • Hear different Christian stories and talk about what they teach many Christians about God. • Observe Christian practice through photographs and films. • Use short prayers, words from grace before meals and songs (or excerpts from these) to find out what these tell Christian people about God. • Hear from Christians about their beliefs in relation to God. **Understanding themselves:** Pupils will: • Have opportunities to think about what they have been taught about God and whether this is similar to or different from Christian beliefs they are learning about. • Have discussions where necessary about the fact that people and families may have differing ideas about God, and many do not believe in God. .	