



Theme Overview

In this unit of Religious Education, the children will think about the meaning of being special. They will explore this meaning through looking at individuals in their lives as well as Jesus and Moses.

Unit Outcomes

By the end of this unit, the children will have a clear understanding of what it means to be special and how they themselves are special too.

Skills Focus

Main Skills Focus:

- Explore key questions through enquiry-based learning into Christianity whilst also drawing from at least one of Hinduism, Sikhism, Islam or Judaism, as well as non-religious world views as appropriate.
- Teachers should take the children’s own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.
- Ask relevant questions and develop a sense of wonder about

Key Religion

Christianity and Judaism

Key Question

What makes people special?

Sequence of Learning

Lesson 1

LI: To know what makes our families special.

***Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. ***



- Introduce Bertie Owl as our special ‘wise’ friend who will help us learn in RE. Bertie will ask you lots of questions and you can ask him anything you like. Clarify the term special. Place some pictures of activities children might do with their families into a small box or bag so the children cannot see them. Ask one child at a time to come and select a picture from the box/bag. Invite them to act out what is on the card without

Lesson 2

LI: To know what makes our friends special.

***Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. ***

- Recall previous RE learning.
- Recall the key question for this unit.
- Show a teddy, puppet or Jigsaw Jenie and introduce them to the class. Explain to the children that the puppet has a very special friend in the class, (perhaps describe another adult in the class or Bertie Owl). Help the puppet to say why this friend is special e.g. we play Lego together, we play football together, they help me with my writing.

Lesson 3

LI: To know why role models are special.

***Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. ***

- Recall previous RE learning.
- Recall the key question for this unit.
- Show children pictures of different people from around the world doing different things e.g. cooking, playing, building. Look at the photographs and talk about what is happening in each photograph. Bertie Owl could be a role model because he is wise and he can help us answer questions.
- Explain to children that people who can teach others how to do things, or show us how we should behave and treat others, and keep on trying when things are tricky, can be called role models.

the world using their imaginations.

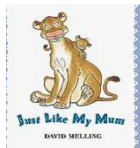
- Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

RE at Bland's Infant School:

- It is vital for all our children to learn from and about religion, so that they can understand the world around them.
- RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection.
- We encourage children to ask questions to promote enquiry-based learning.

making a sound. Can the rest of the children guess what the activity is? (Bertie can invite them to do this).

- Ask the children who they might do all these things with. Can they think of an activity that they love to do with their family that is special? Put children into pairs or small groups and ask them to tell each other what it is they like doing with their family. The children feed back to the class. Teacher to write all the different ideas on the board. Questions for discussion: Who is special to you at home? What things do you do with your family that are special to you?
- Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our families. Finish by reading one of the suggested texts or one with the similar theme of a family's love. Is there anything children would like to ask Bertie?
- Finish by reading 'Just like my mum' by David Melling.
[Just Like My Mum with Mrs Cran - YouTube](#)



- Sit the children in a circle and show them a special box/bag. Explain to children that in this bag are the names of every member of the class, including the teacher and the TA. Teacher takes a name from the box/bag and says something special about the person whose name they pulled out. Include Bertie Owl. Questions: What makes us special? Is it OK to all be special for different reasons?
- Help the children to understand that we all have special friends and that everyone is special for different reasons. Explain how we all have a special friend and that each special friend is different to others' special friends and that this is OK. Do the children have any questions for Bertie Owl?
- Ask children to draw a picture of a good friend.

Add some to the Class Book of Learning.

Ask the children to talk to their friends about who could be their role model and why? Questions: Who could be your role model and why?

- As a class, create a role model poster. Draw a picture of someone from within the school who is a role model to the children. Around the outside write labels/sentences about why they are a role model e.g. kind, helpful, hard-working and doesn't give up.

Add a poster to the Class Book of Learning.

	<p>Lesson 4 LI: To understand why Jesus is special.</p> <ul style="list-style-type: none"> • Recall previous RE learning. • Recall the key question for this unit. • Show the children a picture of Jesus. Who is this person? What do the children know about Him? Why do Christians believe He is special? Ask children to talk to their friends/talking partner. Bring their ideas together. Explain that Christians believe in God and that Jesus is God's son. • Explain to the children that Jesus is seen as the role model for Christians. Quick recap about role models. Read the suggested story - Jesus heals the paralysed man ((Mark 2:1-12) or another familiar story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may think about the miracle, how they might have been feeling, how they might have felt if they had been there etc. Bertie Owl could ask the questions. • Do you think Jesus is special and why/why not? Why do you think Christians believe Jesus is God's son? 	<p>Lesson 5 LI: To understand why Jesus is special.</p> <ul style="list-style-type: none"> • Recall previous RE learning. • Recall the key question for this unit and what they have learnt so far. • Bertie Owl wears a blindfold. How does it feel not being able to see? How does he feel when the blindfold comes off? Show the children pictures of Jesus. Who is this person, and why do Christians believe He is special? Ask children to talk to their friends/talking partner. Remind the children that Christians believe Jesus is God's son. Does Jesus look the same in all the pictures? Why/why not? Where did he live when he was on earth? What do we know about Him? • Explain to the children that Jesus is seen as the role model for Christians. Read the suggested story, Jesus heals Bartimaeus ((Mark 10: 46-52), or another story of Jesus performing a miracle. As you read the story pause at different points and ask the children to discuss what the people in the story may be thinking/feeling and why. How might you have felt if you were there that day? What would you 	<p>Lesson 6 LI: To understand why Moses was special.</p> <ul style="list-style-type: none"> • Recall previous RE learning. • Recall the key question for this unit. • Bertie asks the children to explain to him the 'rules' of F2 (Reception). Discuss rules that the children know at school and at home. Which rules do they think are most important? Why? Why do we have rules at school? Show the children a picture of Moses with the Ten Commandments. Do you know who this is? Explain that it is Moses, a role model for Jews who they believe was given 10 rules from God to show them how to live their lives well. • Share the story of Moses receiving the Ten Commandments (Exodus: 20). Adult to give a brief overview of the main themes as appropriate for the class. Questions: What rules do we follow? What would happen if we had no rules? How do rules help us live together? • Jews use the Ten Commandments as their rules for living. Do you think that Jews find it easy to follow the Ten Commandments all of the time? What do you think Jews believe God wants them to do when it is hard to follow His Ten Commandments? Discuss how they believe God wants them to keep trying to keep the rules and promises to help them. Jews believe they are God's
--	--	--	--

		<p>think of Jesus? Bertie Owl could ask the questions.</p> <ul style="list-style-type: none">• What would you feel if you saw Jesus perform a miracle? How does it feel when you help somebody? Christians believe God wants people to help everybody, not just their friends and family. Would that be possible/easy/difficult? Christians believe Jesus was able to help everybody because they believe He is God's son.	<p>special people so they want to keep God's rules to show they respect Him</p>
--	--	--	---