**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**SPRING FIRST HALF TERM**

**YEAR 1**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 1.3 Families and Celebrations | **Talk about their feelings and experiences of family life, family celebrations including those in church** | Pupils will meet this expectation when they are given opportunities to engage in work on the first learning objective in the planning and talk about their own feelings and experiences of their own family life. This can be based on the various questions that are asked in the old TB p. 38 and new TP pp. 52-53 and on picture books on family life read to the pupils and displayed.  The teacher could show a photo and talk about their family to encourage children to talk about their families. Explore belonging to a family and the varied ways a family can be. Draw pictures and collect photos for a display “Belonging to a Family”.  Talk about belonging to a family. Draw on pupil’s own experiences to identify what is involved in belonging to a family. Share photographs of a family and pupils can identify member of the family and use related vocabulary.  Children act out each other’s family life. Explore what children do with their family: sports, games, shopping, cleaning, washing, meals together, and events shared. Some may mention events that occur in the family due to their faith.  Ask parents to talk to their child about significant family events, particularly their child’s baptism. Add details to a display.  This expectation also links with the second learning objective in the old TB p. 41 (*Understand what it means to belong to the Church family*) and the final learning objective in the new TB p.67 (*Know that we become a member of the Church by being baptised*). The pandemic means that pupils will not have much memory of going to church. If you are going to reenact a baptism it will most likely be performed in the classroom. To reenact you will need:   * A doll * Parents * God parents * Priest * A baptismal candle (from teacher’s own child’s baptism or one of the class) * White garment (blanket or shawl) * Oil – something with the texture like Vaseline lip balm * A large enough bowl to act as a font * Water (a scallop shell if got one to use to scoop up water and pour over doll’s head )   These props can be used for continuous provision.  If pupils bring a photo of their own baptism in church this could be used as a stimulus to talk about the family going to church to celebrate and say thank you for their birth and bring them into God’s family through baptism. Use these personal photographs in conjunction with the one in resources. | Can you make a family tree?  Who’s who in your family?  Using a photo of their family, in pairs pupils talk about what shows they are a family or what shows they belong together? Physical similarities; that they live together, that they do things together like ….  What sorts of things do you like doing together?  What do you like doing best with your family?  What is your favourite time with your family?  How does water bring new life? Display  At Baptism we thank God for the baby, what do you say thank you for?  Cross – belonging to Jesus  https://www.bbc.co.uk/bitesize/clips/zhq6sbk  This link to the BBC website has a story of a lost baptism shawl. There are two videos of a baptism but they are from the Church of England  Saint Joseph Catholic Church - South Bend, IN > Sacraments > Baptism |
|  | **Suggest an answer to questions like, ‘Why is my family important?’ ‘Why is it good to belong?’** | Pupils will have talked about their family and their family life. Teachers can ask pupils why their family is special to them.  The second question can be linked to work on belonging. Using Shirley Hughes *Dogger* (Pie Corbett’s Year 1 reading spine). Explore who the character Dave belongs to and who belongs to Dave (Dogger as well as family members). Explore how we know that Dogger belongs to Dave. And explore how we know Dave belongs to his family – lives with, in a house, do things together.  Explore with the children the feelings of the characters because they belong together e.g. Bella and Dave are excited/happy to get an ice cream, Dave is sad because he’s lost Dogger. Explore how people who belong together show their love and help each other: everyone looks for Dogger when he is lost. Explore how Bella is really kind to Dave: first by giving him one of her teddies to sleep with and then by giving the little girl her prize so that Dave can have Dogger back. Explore how it’s important to say thank you too!  After this do the following activity: use three speech bubbles ‘I belong to…’, ‘I like belonging to…’ and ‘Belonging together means …’ for the pupils to talk about and complete.  Link the work on *Dogger* by broadening the scope of belonging from the immediate family to the school community: explore with pupils how we know we belong to the school: come here to learn, uniform, school badge on it and on book bags do things together like lessons, play, pray etc.  Using the focus on the school badge or uniform, link it to *special objects used at special times*. The teacher could bring in some special object that reminds them of a special time they had and tell the story of the special time using the object. This could be repeated by the pupils for themselves.  Next focusing on becoming a member of the Church at Baptism, the teacher could have an artefact session in the classroom on special objects for special times. Place photos of the objects (see ‘Signs of Baptism’ sheet) used for pupils to look at. Ask some questions of the artefacts by putting on cards and place on the table next to the artefact:   * What do you think this is a photo of *OR* ‘What do you think this is?’ * What is it used for? * How is it used? * Where is it used? * Who uses it?  |  | | --- | |  | |  |
|  | **Recognise a story from Jesus’ early life, and some of its details, and that it is from the Bible** | Recognition of stories can be visual – from being shown a picture – but is principally from hearing stories read and working with a story. In order to recognise the story of the Presentation of Jesus in the Temple (Luke **2**:22-38) pupils will have heard the story during the lessons and be able to identify it. Pupils are not required to retell the story, but are required to go beyond knowing that it is ‘Jesus is presented in the Temple’ and are able to give *a* *detail* from the story. This can be from questions to pupils about what a character did in the story etc. Answers to questions can be recorded. |  |
|  | **Begin to retell (sequence), in any form, the story of the Presentation of Jesus in the Temple** | To sequence the story of the Presentation, in any form, means that pupils could use different media to create the story – this could be individually or in pairs to bring together a sequence. To meet this expectation pupils will be able to use their sequence to tell the teacher what happens in a simple way. |  |
|  | **Ask and respond to questions about the feelings of Anna, Simeon, Mary and Joseph** | Tell the story of the Presentation in the Temple and focus on the feelings of the characters in the story. The pupils are able to both respond to questions and ask questions of the characters. Perhaps to ensure pupils ask questions, give pupils in pairs an ask card with a symbol of a question mark with a question starter word: how, when, why, which, who, what. | Why did Mary and Joseph take Jesus to Jerusalem?  Where did they go in Jerusalem?  Who was Simeon?  What did he do when he saw the baby Jesus?  Why was Simeon so happy?  What did he say about Jesus?  What did Mary and Joseph think about this?  Who was Anna?  Where did she spend all of her time?  What did she tell everyone about Jesus?  How did Mary and Joseph feel when they heard what Simeon said? |
|  | **Say what the story of the Presentation tells us about Jesus** | Using the text from the old TB p. 48 and the new TB p. 56 as well as the questions, pupils will meet this expectation by saying that Jesus is the light of the world. Some may say he is a king, but it is ‘light of the world’ that is required.  Link this work to the importance of light to give pupils some sense for why Christians call Jesus the Light of the World. There are various activities in the old TB pp. 48-49 and new TB pp. 57-58.  Display different kinds of light source and picture e.g. torches, bike light, fairy lights, light sabre, Jesus is the light of the world, birthday cake and candles etc. in random places around the room. Pupils try and spot the new things that have appeared in the room.  Teacher scribes the list of things that they have spotted on the board and asks if they can think what links these objects together? E.g. they are all something to do with light.  Sit quietly in darkened room with just a candle alight in the room.  Pupils in pairs talk about how light makes them feel. Talk about the power of a little light to overcome all of darkness. How can light help us? Lighthouses, traffic lights, growth of plants, headlights, sun, moon, stars etc.  Whole class feedback, either verbal or written.  Link to worship on ‘Jesus, the Light of the World’.  Show picture of Jesus as the light of the world and ask pupils what they think the picture shows? Talk about how Jesus is called ‘the light of the world’. What do the pupils think this means? Just like light, Jesus can help us – how does Jesus help us live our lives?  This lends itself to an opportunity to bring to prayer anything that pupils want to ask the Light of the World for his help with. You could use tea lights in the shape of a candle as a focus for this prayer. Pupils could then repeat a phrase like ‘Jesus, Light of the World help me to be … and pupils suggest a virtue or action e.g. kind, forgiving, caring, loving etc. This can then be a litany (a repeated phrase almost like a list) that pupils recite one after another in a circle prayer time. | Elizabeth Wang Even in the darkness of out sufferings Jesus is close to us  painting - Even in the darkness of out sufferings Jesus is close to us  print for sale  This painting of Elizabeth Wang can be used as a ‘Jesus the light of the world’ image because Jesus is a light to guide us |
|  | **Recognise that Baptism shows you a belong to God’s family** | Pupils are expected to know that Baptism makes a person a member of God’s family.  Could play a game by showing the pupils a box that you have found and ask the pupils to see if they can work out what sort of person / who it might belong to.  Inside the box the teacher has already put some Christian objects. Pupils, in small groups, take them out one by one and lay them out or make a display with them. Encourage the pupils to talk about the objects and what they tell them about the child/doll.  Ask the pupils questions about the family of the baby and ask what other family the baby and his family belong to (the Church)  Pictures of   * Keepsakes: * Rosary beads (with a cross or crucifix) * Christening book /photo album * Baptismal candle * Copy of a Baptismal certificate * Photo of baptism * Photo of a cake to celebrate Baptism * Small bible * Photo of Church |  |
|  | **Name at least two signs used in Baptism** | Pupils will be able to name at least two signs used in Baptism. This can be recognising them, labelling, circling colouring in, playing ‘odd one out’ etc. No description of how each sign is used is required.  The signs used in baptism are:   * **The Sign of the Cross** – placed on the baby’s forehead at the beginning of Baptism (the baby now belongs to Christ) * **Oil** – there are two oils used in the sacrament: 1. the oil of Catechumen (baby is anointed as a sign of strength against temptation) is used before the baptising with water 2. The oil of Chrism (the baby is anointed as a sign they have been chosen by God to live as a Christian) after the baptising with water***. Usually, in Year 1 teachers would focus on the anointing with Chrism oil*** (a mixture of olive oil and a perfume called balsam). * **Water** – (the baby is baptised with water poured over the baby’s head 3 times, once for each person of the Trinity “[Name] I baptise you, in the name of the Father [pour] and of the Son [pour] and of the Holy Spirit [pour].) * **Clothing in White Garment** - (the baby is clothed in a white shawl or blanket to show they are now ready to live the Christian life with the help of their parents and godparents.) * **Lighted Candle** – (the parents and god parents hold the baptismal candle that has been lit from the Easter (Paschal) candle as a sign that the light of Christ – the Light of the World – will live in the child grow strong as they grow older ‘this little light of mine..’) | <https://parish.rcdow.org.uk/hitchin/wp-content/uploads/sites/60/2014/06/Baptism-book.pdf>  See ‘The Rite of Baptism for One Child (outside of Mass)’ for the best summary of the Sacrament of Baptism |
|  | **Say how, at least, two signs of Baptism are used** | It will be important for pupils to have enacted a baptism more than once and in different ways before they are able to meet this expectation. Pupils will be able to describe how, at least, two signs of baptism are used. They do not have to say what the sign means. It is expected that in teaching the signs, the teacher will offer a meaning and pupils will often ask why something is done, but the meaning of a sign is not expected.  **Sign of the Cross** – at the beginning of Baptism the priest, parents and godparents in turn make the Sign of the Cross on the baby’s forehead.  *Anointing with the Oil of Catechumen* – the baby is anointed [tracing a cross] with the oil of catechumen on the chest [as a sign giving strength to live the Christian life]  **Baptism with water** – The priest takes some water from the Baptismal Font with a shell shape and says “*NAME of CHILD I baptise you in the name of the Father, and of the Son, and of the Holy Spirit*” pouring the water over the baby’s head three times – one for each person of the Trinity.  **Anointing with Chrism Oil** – after the baptism with water the priest anoints the baby on the crown of the head (forehead) with chrism oil [a sign that the baby has been chosen by God to live as a Christian]  **Clothing in White Garment** – the parents and the priest clothe the baby in a white shawl or blanket [the baby has been readied to live the Christian life so as a sign they are clothed in white – they are “putting on Christ”].  **Baptismal Candle** – the priest says to the parents and godparents and the baby “Receive the light of Christ” as a parent or godparent lights the baby’s baptismal candle from the Paschal (Easter) candle [the Paschal candle is a sign of Christ, his victory over sin and death – represented as darkness - at Easter. Christ is the Light because he overcame the darkness and that same light is offered to the baby so they can walk in the light of faith by keeping close to Jesus throughout their life]. | <https://parish.rcdow.org.uk/hitchin/wp-content/uploads/sites/60/2014/06/Baptism-book.pdf>  See ‘The Rite of Baptism for One Child (outside of Mass)’ for the best summary of the Sacrament of Baptism |