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RE Unit EYFS – F6	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
F6 – What stories are important in our school community /local area and why?	**Stories** **Asking questions** **interviews**		In this unit we are finding out about the importance of story for people in our community. This includes how stories linked to some organised worldviews might teach people about important beliefs, or how act. We will explore at least two stories linked to organised worldviews in depth, finding out their plots and what they mean for followers. To do this, we are going to have to meet some people (from the local community if possible!) from organised worldviews to hear their important stories and find out ways in which those stories are so important to them. We will also share and consider special stories of our own, including whether there are similarities and differences between how stories matter to us and to our visitors.	**Year 1:** 1.9 How do stories and art express worldviews? **Year 2**: 1.10 How can someone's worldview be seen in the choices they make? **Year 3:** L2.11 What is the 'golden rule' and how might it be put into practice by people from different religions and non-religious world views? **Year 4**: L2.12 What brings people meaning and purpose in life? **Year 5:** U2.10 How do organised and individual worldviews help people when times get hard? **Year 6 :** U2.211 How might someone's worldview affect how they view and treat the natural world?	A:nature/formation/expression: D: meaning and purpose E – Values, commitments and morality: G: ways of knowing H: Lived experience J: personal Worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lessons 1 What stories are special to us? What are holy stories for religious people?	Lots of people have stories which are special to them. Some of these stories may have special meanings. Religious people often have important stories from books which are considered holy or sacred. Four religious stories and the religions to which they belong.	**[Looking at stories]** Pupils and staff bring in a story special to them (in tangible form e.g. story books). Share, discussing what makes these special. Recap school values – share a story that has a moral. Discuss whether pupils think this should be a special story for class members. Explain importance of sacred/ holy stories for many religious people. Go through those known from earlier units, discussing why each is important to followers (e.g. Christians: Creation, Easter, Nativity. Hindus: Holi). Match cards showing pictures from known religious stories with relevant religious symbols. Carefully look at stories brought in from home. Read/ listen to/ act/ small world play the story showing school value.	**Stories** **Religious** **Holy** **Sacred** **religions**
Lesson 2 and 3 What story might be important to a Christian and why?	People often have stories which are important to them due to their religious or non-religious worldview. Stories that are important to people due to their worldviews often teach those people something. The plot of a story that is important within a religious/non-religious worldview (e.g. Jesus and the Calming of the Storm, found in Mark 4:35-41). At least one concrete example of what a follower has learnt from the focus story. (E.g. use a visitor or film of a Christian talking to find out what the	**[interviews/people, stories]** Explore an artwork showing the Calming of the Storm. Explain it is linked to a story which is sacred for many Christians. Use dramatic methods to direct a reenactment of the story (pupils can all have parts – some can be waves etc!). Class to act it out a second time with as little teacher direction as possible. Together, create story map. Locate the story in a child friendly Bible. Return to the artwork – pupils talk about how it shows the story. Think about what Jesus did in the story that most humans cannot – recap learning in F2 that Christians see Jesus as G-d, therefore able to do	**Non-religious** **teach**

	story means to them personally). Key teachings of the focus story. (e.g. for many Christians, the Calming of the Storm teaches that Jesus is G-d who came to earth to help people and that he can be trusted).	things most humans cannot, introduce some meanings of the story for Christians. Hear from a Christian what the story teaches them. Talk about whether pupils had already learnt this to be a meaning for many Christians or whether it was brand new information. Use the story map and props to reenact the story. Finger puppet theatre/small world play of the story. Look at books containing the story. Create own paintings of the story inspired by those seen at the start. Photo of the Christian 'visitor' (might have been a person on film etc), pupils to say/write in speech bubble what story teaches the visitor. Draw picture of visitor carrying out a behaviour/practice linked to the story. Consider whether any of our special stories from L1 contained teachings or inspired actions.	
Lesson 4 and 5 What story might be important to a Jewish person and why?	People around us may have different religions and non-religious worldviews. This means that many of their special stories might be different. The plot of a story that is important within a religious/non-religious worldview (e.g. story of Ruth for Jewish people). This should be based on a different worldview background from the story in Lesson 2. At least one concrete example of what a follower has learnt from the focus story. (E.g. use a visitor or f ilm of	**[Interviews/people, stories]** Discuss with pupils how our community includes people from a range of worldviews, and that fairly often stories linked to one worldview, and that are important to its followers, are often linked to another (but this is not always the case). Learn the story of Ruth from Jewish scriptures – using a short film or picture book will be fine, ensure the retelling is age appropriate. Focus on ways in which kindness is shown in the story, for example, crops being left in the fields for those who had very little and Ruth's kindness to Naomi, discussing what this might mean for Jewish people. You might also	Thank God Saying grace

	a Jewish person talking to find out what they learn from the story of Ruth). Key teachings of the focus story (e.g. for many Jewish people, the story of Ruth has messages about kindness and looking after those in need).	want to extend to the story's link with the Jewish festival of Shavuot. Hear from a Jewish person about what the story teaches them and discuss whether pupils had already explored that meaning for Jewish people, or if it was a new idea. Try to carry out acts of kindness. Give awards to others seen being kind. Story sack. Use short films from Jewish sources to find out more. If you have extended to Shavuot, pupils can try dairy foods, make tissue paper flowers to decorate the sides of a 2D or 3D mountain, or carry out observational drawings of a Sefer Torah. With pupils, consider whether any of our special stories from L1 had similar teachings or inspired similar actions to those of our visitors throughout the unit.	
Lesson 6 What stories are important in our school community/local area and why?	Summing up the learning including showing knowledge of stories studied and their meanings for contributors. Considering similarities to and differences from own important stories and ways in which these stories inspire pupils.	**[looking at stories]** Recap Ways of Knowing used throughout unit. Matching game – matching images from all stories looked at in this unit (including L1) with images of any relevant religious/Humanist symbols and where possible images of visitors to whom they are important. Create thank you sentences for visitors giving facts about the story they brought and what it teaches. Use photos of visitors to talk to; say own thank you sentences including information about their stories. Match stories with symbols, make storybooks of the stories with importance to follower at the end. Reflect upon similarities to own important stories and ways they inspire pupils.	

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Learning Outcomes (what pupils know)	Links and Resources
Understanding how worldviews influence people's lives: Pupils will know that: • Lots of people have special stories, and many people have important stories connected to their religion/non religious worldview. • Not everybody in our community has the same religious or non-religious worldview. • Religious people often have important stories which are considered holy/sacred. • Different religious/non-religious worldviews often have different important stories (pupils should be able to talk about plots of at least two stories relating to two different organised worldviews). This often affects which stories followers hold as sacred or important. • People belonging to particular religious/non-religious worldviews often learn from the stories related to their worldview. • There are ways in which stories linked to their worldview have an impact on people; talk about some of these. **Engaging with religious worldviews: Pupils will:** • Hear from people from at least two different organised worldviews to find out which stories are important to them and why. • Explore stories from religious and maybe non-religious worldviews to find out about their plots and meanings within them for followers.	The term 'organised worldview' is being used synonymously with religion or non-religious tradition here. It connects with the idea that people have personal worldviews, and for some their personal worldview is significantly shaped by the organised worldview/tradition to which they belong. For example, Christians, Jews and Humanists are influenced (to a greater or lesser extent) by organised Christian, Jewish and Humanist traditions/worldviews. See syllabus pages 8-9, 13-15. Involving members of the local community is advised for this unit. The double page plan says: **Please note, lessons 2-5 focus on the Calming of the Storm and the story of Ruth. However, if possible, please invite visitors into these lessons to tell important stories from their worldviews and explain the impact these stories have on them. If you are able to do this, it may well be more appropriate to focus on the visitors' selected stories rather than the Calming of the Storm and Ruth. Key questions for lessons 2-5 should be altered in accordance with the worldviews of visitors.** You may wish to find members of the community whose organised worldviews lead them to have different sacred/important stories if this will help pupils' understanding (some stories, eg the story of Jonah, span several religions and are therefore less easy to link with one organised worldview alone). If you are unable to involve members of the local community, then please try to find films showing people talking about a story that is important to them due to their worldview, and also including information about why that story is important to them. There are some lovely films at https://natre.org.uk/free-themed-resource/real-people-real-faith-ks1/ (please look at the *What stories are important to you?* Section). L2 and L3 Translations available here: *https://biblehub.com/childrens/Jesus_Calms_the_Storm.htm* Find a good children's Bible, e.g. Lion Storyteller Bible Art: *Jesus Calms the Storm* by Laura James: https://shop.laurajamesart.com/product/jesus-calms-the-storm-matte-print/ *The Storm on the Sea of Galilee* by Rembrandt: https://en.wikipedia.org/wiki/The_Storm_on_the_Sea_of_Galilee If an appropriate visitor cannot attend, you might like to use https://www.youtube.com/watch?v=Ex9Ca1aX6fU&list=PLC7KZodmZ0SqBqwwpv4bfTL3EN3j8TLTR&index=36 from 57 seconds in until the end. In this film, an Anglican Christian explains the Calming of the Storm and what it means to her.

Understanding themselves: Pupils will • Make frequent comparisons between their own important stories alongside the effect those stories have on them, and important stories within organised worldviews alongside the impact of these on members of those worldviews.	L4 and L5 If an appropriate visitor cannot attend, you might like to use https://www.youtube.com/watch?v=cC3zQcpVLWw from 5 mins 1 second until the end. In this film, a Jewish person explains what the story of Ruth teaches her. Shalom Sesame has plenty of films about Shavuot, here is a link to the YouTube channel: https://www.youtube.com/user/shalomsesame . Ruth is important to more than one religious tradition. It may be helpful to have a Jewish retelling of her story, as in this unit the story is told through a Jewish lens [EYFS Activities highlighted could be used as High-level outcomes inspiration for continuous provision.]