

Growing and Changing- Year 1/2

About the Unit

Pupils are led through an exploration of life-cycles to consider the fact that death is also inevitable for humans. They have opportunity to reflect upon what happens when we die and how people remember those they have loved. They are introduced to Christian and Muslim beliefs and ideas about what happens after death without dwelling on practicalities of funerals. This leads into the Christian celebration of Good Friday and Easter exploring a solemn and joyful festival. Finally there is opportunity to respond with their own ideas about what happens after death.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity

Key Processes

2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2d	responses to ethical and philosophical issues	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- d) **Symbols:** how and why symbols express religious meaning and significance
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

Art- To draw what Heaven is like/what happens to people when they die

Music- To make compositions to represent life after death/heaven

History- Remembrance Day, remembering those who have died in wars or significant world events e.g. 9/11, tsunami

Science- To explore life cycles

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils will be able to share some of their ideas about death. They will remember some parts of the Easter story. Working towards Level 1	Pupils will be able to express simply their own ideas about death and what follows. They know that death is final and inevitable. They will simply re-tell the Easter story. They will suggest a way in which someone might be remembered. Level 1
Developed	Pupils will be able to express simply their own ideas about death and what follows. They know that death is final and inevitable. They will simply re-tell the Easter story. They will suggest a way in which someone might be remembered. Level 1	Pupils can express their own ideas about death giving some reasoning. They can accept that others hold different views and describe the beliefs of Christians and Muslims relating them to their own. Level 2
Extended	Pupils can express their own ideas about death giving some reasoning. They can accept that others hold different views and describe the beliefs of Christians and Muslims relating them to their own. Level 2	Pupils are able to make connections between the events of Easter and Christian ideas about death and life after death. They make comparisons between the beliefs of Muslims and their own ideas. Their choice of memorial shows recognition of the value of the individual which they can explain Level 3

Possible assessment tasks:

- Listen to discussions about death and what happens to people when they die
- Look at drawings and listen to musical compositions about heaven
- Own symbols/ideas for remembering someone who has died
- Joyful Easter crosses

Resources

You may find the following resources useful when teaching this unit:

- Life cycle books, pictures, posters
- Pictures of people of different age
- *Pip and the Edge of Heaven*, Elizabeth Liddle and Lara Jones, Lion
- *The Goodbye Boat*, Mary Joslin, Lion
- *Water bugs and Dragonflies*, Doris Stickney, The Pilgrim Press
- *When Goodbye is Forever*, Lois Rock, Good Books
- *Badger's Parting Gifts*, Susan Varley, Collins
- Drawing paper and art materials
- Musical instruments
- Personal pictures and artefacts of those who have died
- Pictures of ways of remembering
- Forget-me-not seeds
- Display for class remembrance museum
- Pictures of churchyard
- Books about the Muslim tradition
- Sweets
- The Easter Story, B Wildsmith
- Something to Share, M.Barratt, Heinemann
- Crucifix and crosses (El Salvadorian crosses are especially joyful)
- Hot cross buns
- Cross templates
- Resources for making an Easter Garden
- Painted eggs
- An Egg for Babcha, M.Barratt, Heinemann or *Sarah and Paul Again: Easter Surprise*, Cross View Audio Visual

Vocabulary

death	remembrance	memory	memorial	heaven
Allah	Easter	Good Friday		

Glossary of Key Terms

None required for teaching this unit

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

There is an inevitability about death which children need to face. They are certain to meet it in their pets or wider family and what is talked about is less the cause of fear than the unknown. There should be sensitive opportunities for children to consider what death is and what they think happens when we die. Some discussion will be public but there should also be time for private reflection. Be aware that the topic may have the poignancy of recent bereavement for some children and they may need support but equally it can be a valuable preparation for what may one day occur.

All traditions have their own ways of understanding death and could be the focus of the unit but a young child might approach re-incarnation or re-birth in a very simplistic way and this needs to be guarded against.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p><i>To be able to discuss the life cycle of a human</i></p>	<p>Why do things keep on changing?</p> <p>How do people change through their lives?</p>	<p>Life cycles</p> <p>The human life cycle</p>	<p>Draw the children attention to examples of life-cycles such as bulbs grown in the classroom, frogs/butterflies in a wild-life area and also sea shells which once held living creatures.</p> <p>Use stories and non-fiction books to emphasise the pattern of life and death. Show pictures of different stages of different life cycles and ask what will happen next.</p> <p>Introduce the human life-cycle. Ask the children to draw pictures to show how they have changed in their lives and what they think they will be like in the future. Discuss what happens to people last of all and mark this on the human life cycle.</p> <p>NB Be sensitive to children who have recently lost loved ones as this subject may cause some distress</p>	<p>Children can explain the life cycles of various living things</p> <p>Children are able to talk about the human life cycle and can acknowledge that human life ends with death</p>	<p>Life cycle books, pictures, posters</p> <p>Pictures of people of different ages</p>

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<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>To be able to talk about what they think happens to someone when they die</p> <p>To be able to represent their ideas using art or music</p>	<p>What happens when people die? How do people feel when someone dies?</p>	<p>Death. Bereavement. Memorials of all kinds.</p>	<p>Share a story such as <i>Pip and the Edge of Heaven</i>, <i>The Goodbye Boat</i>, <i>Water bugs and Dragonflies</i>, <i>When Goodbye is Forever</i>, or <i>Badger's Parting Gifts</i> as a stimulus in addition to their experience of pets and people who have died.</p> <p>Talk about how people feel when they know they won't see someone again.</p> <p>What happens to the people who have left us? Answers may turn to 'heaven'. What is heaven like? Ch'n write own answers- try to use descriptive language/metaphors/ similes.</p> <p>Draw a picture of their 'heaven' or use musical instruments to make a composition representing 'heaven'. Focus on happiness of 'heaven'</p>	<p>Children are able to talk about what they think happens to someone when they die</p> <p>Children can represent their ideas using art or music</p>	<p><i>Pip and the Edge of Heaven</i>, Elizabeth Liddle and Lara Jones, Lion</p> <p><i>The Goodbye Boat</i>, Mary Joslin, Lion</p> <p><i>Water bugs and Dragonflies</i>, Doris Stickney, The Pilgrim Press</p> <p><i>When Goodbye is Forever</i>, Lois Rock, Good Books</p> <p><i>Badger's Parting Gifts</i>, Susan Varley, Collins</p> <p>Drawing paper and art materials, musical instruments</p>

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<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To be able to suggest ways of remembering people who have died</i></p>	<p>How can we remember people who have died?</p> <p>What do you think happened to them?</p>	<p>The uniqueness of the individual.</p>	<p>Re-read '<i>Waterbugs and Dragonflies</i>'</p> <p>Discuss what the story is trying to tell us. How does it help us to remember our loved ones?</p> <p>Use an artefact or family picture of your own to show how people are remembered. Discuss different ways in which people can be remembered e.g. benches, trees, statues, street names etc</p> <p>Pupils might like to bring in similar mementoes to show. Discuss why people want to remember. Plant forget-me-nots in KS1 outdoor area giving a reason for each.</p> <p>Make a class remembrance museum of artefacts to remember people by (for display)</p>	<p>Children are able to suggest ways to remember people who have died</p>	<p>Personal pictures and artefacts of those who have died</p> <p>Pictures of ways of remembering</p> <p>Forget-me-not seeds</p> <p>Display for class remembrance museum</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p><i>To know some of the ways Christians and Muslims remember people who have died</i></p>	How do Christians/Muslims show they haven't forgotten the people who have died?	<p>Christian belief in life after death.</p> <p>Muslim belief in life after death.</p>	<p>Christians believe they will be with God after they die and people put their names on stones and crosses so everyone remembers them. They have a special goodbye service called a funeral and people tell the good things about them. Show a large picture of a church yard or visit a churchyard.</p> <p>Using a book such as <i>Something to Share</i> focus on the sharing of sweets eight days after a death to remember the sweetness of the life that is over and the idea that Allah will care for the person.</p> <p>Share some sweets with the children as part of a circle time activity and ask the children to think about their loved one as they eat the sweets.</p>	Children know some of the ways in which Christians and Muslims remember someone who has died	<p>Pictures of churchyard or visit</p> <p>Books about the Muslim tradition</p> <p><i>Something to Share</i>, M.Barratt, Heinemann</p> <p>Sweets</p>

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<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>To begin to understand the significance of the Easter story</p> <p>To begin to understand the cross as a means of celebration</p>	<p>Why do Christians feel sad and thoughtful at the beginning of Easter?</p> <p>What makes Christians happy when Easter comes?</p>	<p>The story of Good Friday.</p> <p>Ways of remembering Good Friday.</p> <p>The celebration of Easter, resurrection, and new life.</p>	<p>Use a simple re-telling of the Easter story such as <i>'The Easter Story'</i>, which distances the child from the events to tell about Good Friday. Show the children a crucifix saying it helps Christians to recall what happened at this sad time. Make or share hot-cross buns and ask why these are special at this time.</p> <p>Show the children a plain cross and tell the story of Easter Sunday and follow this with a cross showing the Risen Lord. Let the children design their own idea of a joyful Easter cross or an Easter Garden that shows the joy of new life.</p> <p>Explore the egg as a symbol of Easter using <i>An Egg for Babcha</i>, M.Barratt, Heinemann or <i>Sarah and Paul Again: Easter Surprise</i>, Cross View Audio Visual</p>	<p>Children can recount some of the Easter Story and say why Good Friday is a sad time but Easter Sunday is a happy time for Christians</p> <p>Children can design their own joyful Easter cross or Easter garden to show the happiness of this Christian festival</p>	<p>The Easter Story</p> <p>Extracts from <i>The Miracle Maker</i> DVD</p> <p>Crucifix and crosses (El Salvadorian crosses are especially joyful)</p> <p>Hot cross buns</p> <p>Cross templates</p> <p>Resources for making an Easter Garden</p>

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<p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p><i>To begin to understand the symbol of the egg as a way of remembering life and death</i></p> <p><i>To choose own symbol for remembering someone</i></p>	<p>Why might an egg be a good way to remember Easter?</p> <p>How would I remember someone special?</p>	<p>Return to life-cycles.</p> <p>Personal reflection.</p>	<p>Remind the children about the work on life-cycles and let them discuss the egg as a symbol of remembering life and death. What would they choose as a way of remembering someone special?</p>	<p>Children can appreciate how the egg is a good symbol for remembering life and death</p> <p>Children can suggest their own symbol for remembering someone</p>	<p>Painted eggs</p>