



Religious Education

Teaching of RE



Day 1 – Know About and Understand

Begin with the WOW. Introduce the topic using suggested book (if applicable), children to find information or research or teacher to deliver information via smarts etc. Children may record in this lesson (e.g. Order the story, identify on map, label or captions etc.) This lesson will be the main deliverance of any new information.



Day 2 – Express and Communicate

This is where a lot of questioning and discussion will take place (may be in a circle time situation). Teacher may do this through hot-seating, drama, role-play or debate etc. Teacher may choose to record the discussion for evidence in books or get children to write down their opinion on the topic if this is suitable.

The end of day 2 could also be used to plan the extended writing with the children to prepare for Day 3.

Day 3 – Gain and Deploy



Extended Writing

Day three is where the extended writing should tie together all of the learning from the previous two days. This should evidence each child's new learning.

Example Ideas/Activities

The activities are suggestions to follow for each topic. The teacher can choose to use the suggestions in the column or they can come up with their own activities based around the main theme/question.

Please speak to the subject leader with any changes to the **Extended Writing**.

Teaching of RE

Concepts	BELIEF	TEACHINGS / AUTHORITY	WORSHIP	IMPACT OF FAITH
EYFS Themes	<ul style="list-style-type: none"> Beliefs about God shown in creation stories and special times. 	<ul style="list-style-type: none"> Special Books Special Stories Special People 	<ul style="list-style-type: none"> Special Times Special Places Special Objects Special Music 	<ul style="list-style-type: none"> Belonging Special Objects
KS1 Themes	<ul style="list-style-type: none"> Believing 	<ul style="list-style-type: none"> Story Leaders and teachers 	<ul style="list-style-type: none"> Celebrations Symbols 	<ul style="list-style-type: none"> Belonging Myself
KS2 Themes	<ul style="list-style-type: none"> Beliefs and questions The journey of life and death 	<ul style="list-style-type: none"> Teachings and authority Inspirational people 	<ul style="list-style-type: none"> Worship, pilgrimage and sacred places Symbols and religious expression The journey of life and death 	<ul style="list-style-type: none"> Religion and the individual Religion, family and community Beliefs in action in the world

Termly Assessment – Teachers to complete the assessment sheet. This will outline who is on-track, who is below and who is above.

Expected grades for typical child at end of each term:

Autumn (-)

Spring (=)

Summer (+)



Nursery

Nursery

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>		Why do we celebrate Christmas?		What is the Easter Story?		What is Baptism?
<u>WOW</u>		Read the Christmas story to children and parts out.		Watch the Youtube: Easter story – beginners bible.		Use a doll to have a baptism ceremony.

Nursery : Why do we celebrate Christmas?

EYFS Curriculum Links

People and Communities

Remembers and talks about significant events in their own experience.
Recognises and describes special times or events for family and friends.
Shows interest in different ways of life.

Technology

Knows that information can be retrieved from computers.

Self confidence and Self Awareness

Confident to talk to other children when playing, and will communicate freely about own home and community.

Exploring and using media and materials

Beginning to be interested and describe the texture of things.
Sings a few familiar songs.

Being Imaginative

Engages in imaginative role play based on own first-hand experiences.
Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Listening and attention

Listen to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in stories.

Speaking

Use vocabulary focused on objects and people that are of particular importance to them.

Literacy

Reading

Listen to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in stories.

Writing

Sometimes gives meaning to marks as they draw and paint.

Example Ideas/Activities

Talk to the children about what they know about Christmas. What do we do at Christmas? Watch a video showing how a family can celebrate Christmas. Listen to Christmas music and hymns.
Explore gifts that Jesus received: gold, frankincense and myrrh.
Make Christmas cards.
Circle time: How does it feel to give/ receive gifts?
Make models of characters in the Christmas story e.g. Mary, Joseph, Jesus, angels etc.
Angel Gabriel visits Mary.
Circle time: Who comforts you when you're afraid? Talk about feelings of fear.
Set up Nativity scene in role-play and use to re-tell the story.
Look at objects related to Christmas.
Encourage children to talk about visitors to their home.
Dance to Christmas music.
Sequence pictures and simple sentences of the Christmas story.
Talk about the visitors that Jesus had after his birth.
Talk about King Herod, a bad King and the family escaping to safety.
Talk about the long journey that the Wise Men made to visit Jesus. Children talk about long journeys they have made.
Make a star using reflective materials. Shine torches onto it creating a sense of awe and wonder. Encourage to respond with their thoughts and feelings.
Read the story of the Nativity.
Watch the video of the First Christmas.

Nursery : What is the Easter Story?

EYFS Curriculum Links

People and Communities

Shows interest in different ways of life.

Recognises and describes special times or events for family or friends.

The World

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Developing an understanding of growth, decay and changes over time.

Show care and concern for living things and the environment.

Technology

Knows that information can be retrieved from computers.

Self confidence and Self Awareness

Confident to talk to other children when playing, and will communicate freely about own home and community.

Is more confident in new social situations.

Exploring and using media and materials

Imitates movement in response to music.

Explores colour and how colours can be changed.

Uses various construction materials.

Being Imaginative

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Creates movement in response to music.

Listening and attention

Listen to stories with increasing attention and recall.

Speaking

Begin to use more complex sentences to link thoughts.

Can retell simple past event in the correct order.

Literacy

Reading

Listen to stories with increasing attention and recall.

Shows interest in illustrations and print in books.

Writing

Sometimes gives meanings to marks as they draw and paint.

Example Ideas/Activities

Go on a spring walk and look out for signs of new life in the natural environment. Take photos to view later in the classroom and talk about the visit. Give opportunities for children to respond to the visit through drawing, play-dough, painting.

Make some observational drawings, paintings and collages of spring flowers and plants.

Watch video clips of springtime to see the process speeded up.

Focus on the eggs and baby birds. Imagine what it would be like inside the egg.

Make an Easter garden together or the adult to make one to share with the group.

Act out the process of new life – pretend to grow roots, shoots, leaves and a flower.

Using a simple children's Bible (e.g. The Beginners' Bible), tell the Easter story. Ensure you tell the children the "happy ending" that Jesus came alive again. Include the stone being rolled away and roll an Easter egg to each other in the group. Finish by cracking the egg open to reveal a surprise inside! Talk about the story together.

Act out being inside the egg and then pecking your way out, using a piece of music as a stimulus for the children.

Make Easter cards with the children showing pictures of new life and then children encourage to mark make a message/ copy their name.

Observe how cut daffodils flower and then die. Talk about why this happens.

Nursery : What is Baptism?

EYFS Curriculum Links

Self confidence and Self Awareness

Confident to talk to other children when playing, and will communicate freely about own home and community.

Is more outgoing towards unfamiliar people and more confident in new social situations.

Making Relationships

Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.

People and Communities

Shows interest in different ways of life.

Recognises and describes special times or events for family or friends.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Technology

Knows that information can be retrieved from computers.

Exploring and using media and materials

Sings a few familiar songs

Uses various construction materials

Being Imaginative

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Builds stories around toys.

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Listening and attention

Listen to others in small groups.

Speaking

Begin to use more complex sentences to link thoughts.

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Questions why things happen and gives explanations.

Builds up vocabulary that reflects the breadth of their experiences e.g. belonging, baptism, special, candle, promises

Reading

Shows interest in illustrations and print in books.

Knows information can be relayed in the form of print.

Example Ideas/Activities

Show a christening gown, baptismal candle, baptism certificate, cards.
Listen to a baptism song and join in.
Learn about how some Christian churches have other ways to welcome babies into the church family – talking about the simple comparisons between a baptism , thanksgiving and dedication service.
Role play a baptism.
Talk about own family celebrations e.g. birthday parties, weddings, Christmas etc.
Learn about promises made at a baptism.
Make baptism cards.
Think about what promises they may make.
Invite vicar/minister into school to talk about baptismal ceremony.
Visit a church and see font, listen to vicar/ minister.
Think about why families are important.



Reception

Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	<p>What is Harvest Festival?</p> <p>Who Celebrates Diwali and why?</p>	<p>What do we know about the first ever Christmas?</p>		<p>What is the Easter Story?</p> <p>What is a church?</p>		<p>What is a wedding?</p>
<u>WOW</u>	<p>Create a scarecrow per class for Harvest.</p> <p>Make diva lamps.</p>	<p>Read the Christmas Story</p>		<p>Visit to St Hilda's. 26.3.18</p>		<p>Hold a wedding ceremony in class.</p>

Reception : What is Harvest Festival?

EYFS Curriculum Links

People and Communities

Remembers and talks about significant events in their own experience.
Recognises and describes special times or events for family and friends.
Shows interest in different ways of life.

Technology

Knows that information can be retrieved from computers.

Self confidence and Self Awareness

Confident to talk to other children when playing, and will communicate freely about own home and community.

Listening and attention

Listen to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in harvest stories.

Speaking

Use vocabulary focused on objects and people that are of particular importance to them.

Reading

Listen to stories with increasing attention and recall.
Joins in with repeated refrains and anticipates key events and phrases in harvest stories.
Suggests how the story might end

Writing

Sometimes gives meaning to marks as they draw and paint.

Exploring and using media and materials

Beginning to be interested and describe the texture of things.
Sings a few familiar songs.
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
Explores colour and how colours can be changed.

Being Imaginative

Engages in imaginative role play based on own first-hand experiences.
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Example Ideas/Activities

Read the story 'Can't you sleep Little Bear' by Martin Waddell. Identify the ways in which Big Bear cares for Little Bear. Ask the children who cares for them and what does that person do to look after them. Also ask children who they care for and how do they do that. Create a 'care tree' with hands. Children write on a hand "...cares for me because..." and then display them together as a tree talking about the different suggestions together.

Look at some of the parables or stories which Jesus told in the resources list which shows how people in the Bible care for others. Break at key points to ask children to suggest what happened next. Ask what they think the story means. Talk again about the key values such as love, care and forgiveness and how these are shown in the stories.

Tell the story from the point of view of the different characters focusing on the feelings of the characters. Use role or drama or create a word web around a picture of a character. Identify the key ideas in the story. Link to own experiences. Groups work together on a different story. What do they think Jesus wanted people to learn? Which parts will they illustrate and why?

Look at the lives of a key Christian who followed Jesus' example to help others. Idea shower lots of information about the chosen person and then children can write a description about that person.
Invite a representative from the Salvation Army or a local Church to talk to the children about their work. How do they follow Jesus' example by helping others? Before the representative comes for a visit encourage children to think of questions they could ask to find out more information.
Find out about the work of Christian Aid and/or CAFOD, again looking to see how they follow Jesus' teaching.

Reception : Who Celebrates Diwali and why?

EYFS Curriculum Links

Making Relationships

Initiates conversation, attends to and takes account of what others say.
Explains own knowledge and understanding and asks appropriate questions of others.
ELG: They show sensitivity to others' needs and feelings.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.
ELG: They are confident to speak in a familiar group and will talk about their ideas.

Listening and Attention

Maintains attention, concentration and sits quietly during appropriate task.
ELG: They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Speaking

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
ELG: They express themselves effectively, showing awareness of listeners' needs.

Reading

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.

Writing

Writes own name and other things such as labels and captions.
Attempts to write short sentences in meaningful contexts.

Exploring and using media and materials

Begins to build a repertoire of songs and dances.
Explores what happens when they mix colours.
Constructs with a purpose in mind, using a variety of resources.
ELG: They sing songs, make music and dance.
ELG: They safely use and explore a variety of materials, tools and techniques.

Being Imaginative

Creates simple representations of events, people and objects.
Introduces a storyline or narrative into their play.
ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

People and Communities

Shows interest in different ways of life.
ELG: They know about similarities and differences among families, communities and traditions.
ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

ELG: They recognise that a range of technology is used in places such as homes and school.
ELG: They select and use technology for particular purposes.

Example Ideas/Activities

Talk about how they feel when fireworks are lit
Invite a Hindu visitor to talk about Diwali, children
Create firework pictures using a computer programme.
Make chocolate coconut sweets.
Look at pictures of video about how Diwali is celebrated today.
Make Diwali cards.
Learn new words – Diwali, Rama, Sita, good, bad, evil, Hindu, mandir, celebration.
Talk about parties and special events they have been to.
Eat Diwali food.
Dance to Hindu music.
Learn new words – Diwali, Rama, Sita, good, bad, evil, Hindu, mandir, celebration.
Sequence pictures and simple sentences of the story.
Develop empathy by imagining themselves in the story – talk about the feelings of characters.
Listen to and sing Diwali songs.
Colour in masks of the characters.
Dress up in Hindu clothes
Make rangoli patterns using paint, collage, sand or colouring them in.
Look and talk about the murtis connected with the story- Rama, Sita, Hanuman, and Lakshmi.
Make diva lamps.
Light a diva and ask children how they feel.
Look at Diwali cards.
Take part in role-play or re-enactment of the story.

Reception : What do we know about the first ever Christmas?

EYFS Curriculum Links

Making Relationships

Initiates conversation, attends to and takes account of what others say.
Explains own knowledge and understanding and asks appropriate questions of others.
ELG: They show sensitivity to others' needs and feelings.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.
ELG: They are confident to speak in a familiar group and will talk about their ideas.

People and Communities

Shows interest in different ways of life.
ELG: They know about similarities and differences among families, communities and traditions.
ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

ELG: They recognise that a range of technology is used in places such as homes and school.
ELG: They select and use technology for particular purposes.

Listening and Attention

Maintains attention, concentration and sits quietly during appropriate task.
ELG: They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Speaking

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
ELG: They express themselves effectively, showing awareness of listeners' needs.

Reading

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.

Writing

Writes own name and other things such as labels and captions.
Attempts to write short sentences in meaningful contexts.

Exploring and using media and materials

Begins to build a repertoire of songs and dances.
Explores what happens when they mix colours.
Constructs with a purpose in mind, using a variety of resources.
ELG: They sing songs, make music and dance.
ELG: They safely use and explore a variety of materials, tools and techniques.

Being Imaginative

Creates simple representations of events, people and objects.
Introduces a storyline or narrative into their play.
ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Example Ideas/Activities

Talk to the children about what they know about Christmas.
What do we do at Christmas? Watch a video showing how a family can celebrate Christmas.
Listen to Christmas music and hymns.
Explore gifts that Jesus received: gold, frankincense and myrrh.
Make Christmas cards.
Circle time: How does it feel to give/ receive gifts?
Make models of characters in the Christmas story e.g. Mary, Joseph, Jesus, angels etc.
Angel Gabriel visits Mary.
Circle time: Who comforts you when you're afraid? Talk about feelings of fear.
Set up Nativity scene in role-play and use to re-tell the story.
Look at objects related to Christmas.
Encourage children to talk about visitors to their home.
Dance to Christmas music.
Sequence pictures and simple sentences of the Christmas story.
Talk about the visitors that Jesus had after his birth.
Talk about King Herod, a bad King and the family escaping to safety.
Talk about the long journey that the Wise Men made to visit Jesus. Children talk about long journeys they have made.
Make a star using reflective materials. Shine torches onto it creating a sense of awe and wonder. Encourage to respond with their thoughts and feelings.
Read the story of the Nativity.
Watch the video of the First Christmas.

Reception : What is the Easter Story?

EYFS Curriculum Links

People and Communities

Shows interest in different ways of life.
Recognises and describes special times or events for family or friends.

The World

Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Developing an understanding of growth, decay and changes over time.
Show care and concern for living things and the environment.

Technology

Knows that information can be retrieved from computers.

Self confidence and Self Awareness

Confident to talk to other children when playing, and will communicate freely about own home and community.

Is more confident in new social situations.

Exploring and using media and materials

Imitates movement in response to music.
Explores colour and how colours can be changed.
Uses various construction materials.

Being Imaginative

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Creates movement in response to music.

Listening and attention

Listen to stories with increasing attention and recall.

Speaking

Begin to use more complex sentences to link thoughts.
Can retell simple past event in the correct order.

Literacy

Reading

Listen to stories with increasing attention and recall.
Shows interest in illustrations and print in books.

Writing

Sometimes gives meanings to marks as they draw and paint.

Example Ideas/Activities

Go on a spring walk and look out for signs of new life in the natural environment. Take photos to view later in the classroom and talk about the visit. Give opportunities for children to respond to the visit through drawing, play-dough, painting.

Make some observational drawings, paintings and collages of spring flowers and plants.

Watch video clips of springtime to see the process speeded up.

Focus on the eggs and baby birds. Imagine what it would be like inside the egg.

Make an Easter garden together or the adult to make one to share with the group.

Act out the process of new life – pretend to grow roots, shoots, leaves and a flower.

Using a simple children's Bible (e.g. The Beginners' Bible), tell the Easter story. Ensure you tell the children the "happy ending" that Jesus came alive again. Include the stone being rolled away and roll an Easter egg to each other in the group. Finish by cracking the egg open to reveal a surprise inside! Talk about the story together.

Act out being inside the egg and then pecking your way out, using a piece of music as a stimulus for the children.

Make Easter cards with the children showing pictures of new life and then children encourage to mark make a message/ copy their name.

Observe how cut daffodils flower and then die. Talk about why this happens.

Reception : What is a Church?

EYFS Curriculum Links

People and Communities

Shows interest in different ways of life.

ELG: They know about similarities and differences among families, communities and traditions.

ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

The World

Looks closely at similarities, differences, patterns and change.

ELG: They know about similarities and differences in relation to places, objects, materials and living things.

Technology

ELG: They recognise that a range of technology is used in places such as homes and school.

ELG: They select and use technology for particular purposes.

Making Relationships

Initiates conversation, attends to and takes account of what others say.

Explains own knowledge and understanding and asks appropriate questions of others.

ELG: They show sensitivity to others' needs and feelings.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.

ELG: They are confident to speak in a familiar group and will talk about their ideas.

Exploring and using media and materials

Constructs with a purpose in mind, using a variety of resources.

ELG: They safely use and explore a variety of materials, tools and techniques.

Being Imaginative

Creates simple representations of events, people and objects.

Introduces a storyline or narrative into their play.

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Listening and Attention

Maintains attention, concentration and sits quietly during appropriate task.

ELG: They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Speaking

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

ELG: They express themselves effectively, showing awareness of listeners' needs.

Reading

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Writing

Writes own name and other things such as labels and captions.

Attempts to write short sentences in meaningful contexts.

Example Ideas/Activities

Look at other rooms in church and how they are used e.g. church hall, Sunday school, meeting rooms, kitchen (community place).

Look at objects found in church e.g. cross, chalice, paten, Bible.

Talk about why people go to church.

Show some pictures, statues, icons of Jesus from around the world. What do children see? What kind of person do they think Jesus was?

Visit local church and ask children to sit quietly in pew or a seat on their own and look around.

Light Christian incense and a votive candle. Have a period for quiet reflection (not prayer). Children talk about how they feel.

Look a variety of artwork found in churches, exploring colour, shape, texture, e.g. stained glass windows, statues, banners, paintings.

Make some models of objects found in a church e.g. cross, chalice, paten, vestments.

Watch video clips of Christians worshipping in church, e.g. singing, praying, taking Communion/ Eucharist.

Talk about what they felt and what they saw.

Show children vestments/ altar cloths in various colours

Make class stained glass window/ banner collage.

Make class model of a church and label.

Write simple sentences about what they saw in church.

Make wall display of key words and features of a church.

Dress up in vestments/ clerical clothes.

Listen to Christian music played in various churches e.g.

organ, choir, Latin, modern music.

Look at church noticeboard and talk about what other

activities take place on church premises.

Reception :What is a wedding?

EYFS Curriculum Links

Example Ideas/Activities

People and Communities

Shows interest in different ways of life.

Enjoys joining in with family customs and routines.

ELG: They know about similarities and differences among families, communities and traditions.

ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

Technology

ELG: They recognise that a range of technology is used in places such as homes and school.

ELG: They select and use technology for particular purposes.

Making Relationships

Initiates conversation, attends to and takes account of what others say.

Explains own knowledge and understanding and asks appropriate questions of others.

ELG: They show sensitivity to others' needs and feelings.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.

ELG: They are confident to speak in a familiar group and will talk about their ideas.

Listening and Attention

Maintains attention, concentration and sits quietly during appropriate task.

ELG: They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Speaking

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

ELG: They express themselves effectively, showing awareness of listeners' needs.

Reading

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Writing

Writes own name and other things such as labels and captions.

Attempts to write short sentences in meaningful contexts.

Exploring and using media and materials

Begins to build a repertoire of songs and dances.

Constructs with a purpose in mind, using a variety of resources.

ELG: They sing songs, make music and dance.

ELG: They safely use and explore a variety of materials, tools and techniques.

Being Imaginative

Creates simple representations of events, people and objects.

Introduces a storyline or narrative into their play.

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Watch video clips of Christians/ Hindu weddings, looking at special clothes.

Make invitations, lists, name cards for the table.

Talk about the symbolism of the rings, veil etc.

Listen/ move to wedding music, e.g. The Wedding March, Hindu music or modern musical choices for weddings.

Make cakes, etc, for celebration.

Learn some special songs to sing.

Look at promises made at a wedding. Compare Christian and Hindu promises.

Compare Christian and Hindu clothing, e.g. white dress v red & gold sari.



Year 1

Year 1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	Who am I and why am I special?	Why are gifts given at Christmas?	What does it mean to belong, in Christianity?	Why is Easter and Jesus so special for Christians?	How do both Jews and Christians think the world was created?	How do Jews worship at home?
<u>WOW</u>	Read suggested story. Make a list of all the things the children have achieved.	Have a birthday party (with gifts) for the class teddy or staff member.	Watch a video of a baptism.	'Beginners Bible : Easter Story' on YouTube	'Beginners Bible : The Creation' on YouTube	Show children Jewish Artefacts.

Year 1 - Autumn 1: Who am I and why am I special?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To consider the question 'Who am I?' and consider the uniqueness of each person in the community.</p> <p>Key Words: Uniqueness, special, differences, Jesus, parables, talents</p>	<p>Circle time activity : Talk about how we are all special and we each have something we are good at. Sometimes we have to work at other things especially when we find them difficult. Pick a child to go into the middle of the circle and then invite the other children in the circle to suggest things they think the person in the middle is good at.</p> <p>Explain 'uniqueness' and being 'special'. Talk about how we are all equal. Read 'Cleversticks' by Bernard Ashley and talk about the character's special talent. Ask children to decide on something they think are good at. Discuss with a talking partner. Then ask children to draw this idea and write a sentence. Compare preferences and highlight the differences between people, all the time making the point everyone is good at something.</p> <p>Discuss how Jesus is special, e.g. as a storyteller/healer. Read the parable of the talents (Matt 25:14-30). What is a talent? Why do people need to use the different talents they have?</p> <p>Work together to make a list of your talents. How do you help people?</p> <ul style="list-style-type: none"> - At home - At school 	<p>Children to write 2 sentences about why they are special and why Jesus is special. (i.e I am special because.... Jesus is special because.....)</p>	<p>Cleversticks by Bernard Ashley (Picture Lions) ISBN:0006638554</p> <p>Children's Bible</p>

Year 1 – Autumn 2: Why are gifts given at Christmas?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To know that Christmas is one of the most important festivals in the Christian year.</p> <p>To demonstrate familiarity with some aspects of the life of Jesus.</p> <p>Realise that Christians remember the birth of Jesus through Christian celebrations.</p> <p>To respond to the Christmas story, making connections with religious values.</p> <p>Key Words: Christmas, festival, gift, Jesus, God, celebration, Bible, peace, joy, hope, birth.</p>	<p>Christmas is the celebration of the birth of Jesus. Listen to the story of Jesus' birth. (The birth of Jesus is told in the Bible in Luke 2: 47; the visit of the wise men is in Matthew 2: 1-11.) There are also some very good interactive stories online. Children could then sequence pictures of the Christmas story.</p> <p>Circle activity – What do we do at Christmas? Talk about the birth of Jesus, relating aspects of the stories to the ideas of giving and receiving. Reflect on the children's own feelings about giving and receiving - When do we do it? Who do we give presents to? Who gives us presents? What does it feel when you give and receive?</p> <p>Christians believe that Jesus is God's son and that God gave him as a gift to the world. Discuss what the children think this might mean, and write down their responses.</p> <p>Introduce some of the qualities that Christians believe Jesus brought to the world, e.g. <i>hope, happiness, joy, peace</i>. Ask the children to choose a word from their list: decorate the words and display them around a large picture of Jesus in the manger. Ask them to explain why they chose that word. - give reasons for their choice.</p>	<p>Describe the setting of where Jesus was born.</p>	<p>Gifts at Christmas – Start Up Religion ISBN: 9780237527655</p> <p>The Christmas Story Topmarks</p>

Year 1 – Spring 2: What does it mean to belong in Christianity?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To begin to understand that people belong to the Church and are welcomed through special ceremonies.</p> <p>To begin to explore other secular world views and how children are welcomed into the family.</p> <p>Key Words: Belonging, Church, Christening, baptism, family</p>	<p>Talk about belonging to the class, school, clubs and their families to unpack the word 'belonging'. Ask the children to discuss how they show that they belong to these different groups.</p> <p>Ask the children to identify a badge or uniform they wear which shows that they belong.</p> <p>Ask the children to complete a worksheet saying what groups they belong to. The children could illustrate one example of the groups they belong to, <i>eg by drawing a badge</i>.</p> <p>Talk about belonging to a family in more detail. Ask the children to complete a pre-drawn family tree. They could add on other people who are important to them in their lives. Talk again about what they do to be part of their family.</p> <p>Introduce the idea that people who believe in God belong to a family too - a religious family. Explain that they do things together to show that they belong. Suggest ways in which members of a religious family might show they belong together.</p> <p>Explain how children are welcomed into the Christian Church. Explore how some Churches hold a Baptism (Church of England and Catholic). Explore the Humanist tradition of a naming ceremony to welcome the baby into the family and circle of friends.</p> <p>Plan a christening of a doll in school. Invite a local vicar to visit school and carry out the christening. Wear special clothes, bake a cake and make cards to celebrate.</p>	<p>Outline the Baptism ceremony.</p>	<p>School Logo</p> <p>The Moose Belongs to Me – Oliver Jeffers</p>

Year 1 – Spring 1: Why is Easter and Jesus so special for Christians?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To retell some aspects of the Easter Story.</p> <p>To recognise some religious symbols and words.</p> <p>To identify aspects of their own experience</p> <p>Key Words: Easter, Palm Sunday, Good Friday, Easter Day, Cross, Lent, crucifixion, traditions, tomb, Shrove Tuesday, Church, palm cross, Jesus, Last Supper, disciple, risen, resurrection</p>	<p>Tell story of Palm Sunday, Good Friday and Easter Day. Look at Palm cross – what does it represent/remind you of? Link to Palm Sunday. Children could make a Palm Cross/Easter cards.</p> <p>Talk about the significance/tradition of hot cross buns – eaten on Good Friday, cross symbolises crucifixion, spices symbolise spices taken to the tomb.</p> <p>Discuss how Easter is such an important time for Christians that they spend a whole month getting themselves ready for it - this month is called Lent. Read the story of Jesus' forty days in the desert (Luke 4:1-13).</p> <p>Following discussion with the children, decide upon something to give up in order to support a charity. Talk / write about a time when they denied themselves something.</p> <p>Find out about Shrove Tuesday.</p> <p>Show the children a palm leaf. Inform them that on the Sunday before Easter, palm leaves are given out at church. The leaves remind Christians of the last time Jesus visited the city of Jerusalem before his death. Share the story (Mark 11:1-11).</p> <p>Talk about how some of Jesus' friends could not believe that he had risen from the dead. Share with children the story of Thomas (John 21:19-29). Talk about their experiences of doubt.</p>	<p>Order the Easter story and write a sentence for each picture.</p>	<p>Bible: Easter Story</p>

Year 1 – Summer 1: How do both Jews and Christians think the world was created?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To respond thoughtfully to basic ideas about God as Creator.</p> <p>Key Words: <u>Christianity</u> – God, Creator, Christians, Bible, Genesis, 7th Day, resting, 10 commandments. <u>Judaism</u> – God, Creator, Jews, Torah, Shabbat, God's rules</p>	<p>Talk about, and look at, things the children have created. Talk about the experience of creating – produce creative work and talk about how they felt when they were doing it.</p> <p>Talk about the beauty of the natural world – reflect on feelings of awe, wonder and mystery in relation to the natural world.</p> <p>Read the Creation story in Genesis 1.</p> <p>Look at the Torah.</p> <p>Make comparisons such as resting on the 7th day (Christianity) and Shabbat (Judaism).</p> <p>Discuss the Ten Commandments and compare with God's rules for Jewish people in the Torah.</p>	<p>Description: What planet would you create?</p> <p><u>Or</u></p> <p>Outline what happened on each day of the creation story.</p>	<p>Christians In School Trust – Judaism</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p>

Year 1 – Summer 2: How do Jews worship at home?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To demonstrate some understanding of the special place of the home in Jewish family life.</p> <p>To recognise some of the marks of the Jewish family home.</p> <p>To describe and respond thoughtfully to some aspects of special celebrations.</p> <p>Key Words: Prayer, kippah, tallit, kosher, home, family, mezuzah, special, celebrations, customs, Shabbat, symbol</p>	<p>Talk about who belongs to a Jewish family.</p> <p>Talk about what family members do together: prayer at home – wearing a kippah and tallit and how they eat at home – special food – kosher.</p> <p>Discuss what can be seen at home – mezuzah (touching or entering the home) and special utensils for kosher food.</p> <p>Set up a role play area.</p> <p>Handle then make artefacts (e.g. a kippah, set up a Shabbat table). Discuss preparing for Shabbat - symbolism of bread and candles.</p>	<p>Write sentences describing the Jewish worship rituals.</p>	<p>Christians In School Trust – Judaism</p> <p>Artefacts</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p>



Year 2

Year 2

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	How and why do Jews celebrate Sukkot?	How and why is Christmas a festival of light?	Why is Moses important to Jews?	Why is the Bible special for Christians?	What can we learn from the story of a saint?	How and why do Christians care for others?
<u>WOW</u>	Watch a video on the meaning of Sukkot.	Show children images of different Christmas lights. Visit to church for Christingle service. 18.12.17	https://www.youtube.com/watch?v=65KgsHvFKd4	Put bible in a special box and explain how special it is.	Story of Saint George – Celebration of St. George's day.	'Can't you sleep Little Bear' – Book

Year 2 – Autumn 1: How and why do Jews celebrate Sukkot?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To describe and respond thoughtfully to some aspects of special celebrations.</p> <p>To recognise the way some key events in Jewish history are commemorated through festivals.</p> <p>To be familiar with some key events in Jewish history.</p> <p>Key Words: Sukkot, celebration, festival, Sukkah, Kosher, Moses, fruit, Israel, sea, parting, desert</p>	<p>Explain that Sukkot is celebrated in Autumn to say thank you to God. Show pictures of the Sukkot shelter and talk about how it is made, decorated and used. Draw parallels with Christian Harvest festival.</p> <p>Make a Sukkot shelter in large or small scale. Turn a corner of the classroom into a Sukkot and decorate with fruit, lights, paper chains, etc. or using shoe boxes create one on a much smaller scale in pairs or groups.</p> <p>Talk about special foods we have for particular celebrations. Find out about kosher food and write a shopping list for a meal in the Sukkot shelter.</p> <p>Tell the story of Moses leading the Jewish people out of Israel and the parting of the sea. Make a collage picture of the sea. Talk about the Jewish people living in the desert and building their shelters or huts from the materials to hand.</p>	<p>Retell the story of the parting of the sea.</p>	<p>Children's Bible</p>

Year 2 – Autumn 2: How and why is Christmas a festival of light?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To identify different kinds of lights</p> <p>To reflect on why Christmas is a special time</p> <p>To identify symbols of light in the Christmas story</p> <p>To retell what happens at a religious service and begin to think about some of the symbolism.</p> <p>To begin to explain meanings of some religious symbols and services.</p> <p>To suggest meanings in religious symbols.</p> <p>Key words: Festival, light, Christmas, candle, decorations, star, angel, symbol, Christingle, service, 'Light of the World', seasons.</p>	<p><u>Light at Christmas</u> Group activity How many different ways can you think of that light is used at Christmas? E.g. candles, tree lights, decorations, reflective decorations like baubles. Draw or make a list.</p> <p>Explore why light is an important part of Christmas. Talk about the idea of light brightening the dark days of winter and the anticipation of the Christmas celebrations.</p> <p>Identify symbols of light in the Christmas story – star, angels. Design and make a star pattern on dark paper. Decorate with sequins, foil glitter.</p> <p>Think of words that describe light, e.g. sparkling, glittering, glowing and explore their meanings. Write words onto paper cut in the shape of a flame and stick around the shape of a candle. (Could be used for a Christmas card.)</p> <p><u>Christingle</u> Watch a clip of Christingle service. Discuss the Christmas service and the Christingle service. When does it take place? How is light used in the ceremony? Talk about the symbolism of candles and light and the idea of Jesus as the light of the world. Light a candle and sit in silence for a short time. Children may want to share their thoughts and feelings about how they felt if they wish.</p> <p>Show the children a Christingle and explain what it is made up from and what each part means. Make a Christingle using collage materials and label the parts. Talk about the links between the Christingle and symbols of light in the Christmas story.</p>	<p>Write the meanings of each of the items involved in making a Christingle.</p>	<p>www.reonline.org.uk for light symbolism</p> <p>Reflective materials</p> <p>Books linked to Christmas story</p>

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To develop knowledge of Moses as one of the key figures in Judaism.</p> <p>To learn how Moses was chosen to be a leader of the Jews.</p> <p>To talk about the feelings and emotions experienced by Moses when he was called by God to be a leader.</p> <p>To become familiar with aspects and events of Moses' life.</p> <p>To recognise the Torah as a Holy book for Jews.</p> <p>To understand that the Torah teaches Jews how God wants them to live.</p> <p>Key Words: Moses, birth, leader, Burning Bush, baskets, river, God, afraid, 10 Commandments, rules, Torah, Holy Book</p>	<p>Tell the Birth story of Moses. Respond by creating a collage picture or try weaving a small basket with paper or straw.</p> <p>Tell the story of the Burning Bush. How did Moses feel? What does the story say about what God is like?</p> <p>Talk about times when you may have been afraid to do something because you thought you couldn't. What can other people say or do to help?</p> <p>Tell the story of Moses receiving the 10 commandments. Select some to discuss. Talk about their meanings.</p> <p>Talk about school / class rules. Why do we have them? What are they for? Which are the most important? Work as a group to create own rules for life. Use ICT to create a poster to display.</p>	<p>Write the 10 commandments</p> <p>Or</p> <p>Write out the school rules on a scroll.</p>	<p>www.topmarks.co.uk/Judaism/Moses</p> <p>Children's Bible</p> <p>Artefacts – Torah</p> <p>https://www.youtube.com/watch?v=65KgsHvFKd4</p>

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To talk about own ideas of what 'special' means.</p> <p>To be aware of the Bible as a special book for Christians.</p> <p>To understand the Bible is a sacred/holy book which forms the basis of the Christian Faith.</p> <p>To identify that the Bible is used by Christians in their life and worship.</p> <p>To understand that religious ideas, beliefs and feelings can be expressed through the Bible.</p> <p>To identify the significance of special texts both to themselves and to Christians.</p> <p>Key Words: Special, Bible, Christian, sacred, holy book, faith, Church, worship, beliefs, Old/New Testament, parables</p>	<p>Show to the children some special books of yours and explain why they are special. Have the children got any special books? Ask them to bring them in and say why they are special to them.</p> <p>Show the children a selection of Bibles. Read stories from the Bibles. Encourage children touch and to look at the Bibles.</p> <p>Ask a visitor from a local Church to talk to the children about the role and use of the Bible in the life of Christians.</p> <p>Read stories from the Bible and talk about the ideas in the story, feelings, the children's understanding of the story.</p> <p>After the children have heard a number of stories ask them to choose their favourite story to illustrate and talk about their choice.</p> <p>Make a display of Bibles and pictures.</p> <p>Reflect on the ways in which the stories they have heard relate to their own feelings and experiences.</p>	<p>Write the Christmas Story.</p>	<p>Special books (find their special books – in storage from when they were in Reception ... why were they special to them?)</p> <p>Selection of Bibles</p> <p>www.reonline.org.uk The Bible</p> <p>New Testament stories, eg the Lost Sheep, Good Samaritan, healing the blind man, etc.</p>

Year 2 – Summer 1: What can we learn from the story of a saint?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the impact of religious faith on a person.</p> <p>To explore how the way he/she lived showed faith in God.</p> <p>To understand how the faith of the person affected / still affects the lives of other people.</p> <p>To respond to stories of faith.</p> <p>Key Words: Saint, faith, stained glass window, symbol</p>	<p>Choose a saint or saints – possibly linked to the local area.</p> <p>Saint George’s Day – 23rd April 2018</p> <p>Tell the story of a saint. Make a list of events. What was it that made the difference?</p> <p>Did the life of the saint change significantly at any point? Draw ‘before and after’ pictures to show differences. What does this show about the person and how he/she felt?</p> <p>Identify the difference that the saint made to the lives of others.</p> <p>Talk about things that may or may not have happened if it had not been for the faith of the person.</p> <p>Design a stained glass window (collage/ paint/ draw) to show the saint and include symbols or a pictorial representation of important events.</p>	<p>Write a short biography of Saint George's life.</p>	<p>Books related to chosen saints</p> <p>Websites related to stories of the saints</p>

Year 2 – Summer 2: How and why do Christians care for others?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To identify how people care for each and suggest people who care for us.</p> <p>To demonstrate familiarity with some key value such as love, care and forgiveness which influence how Christians live their lives.</p> <p>To explain the religious meaning of a story.</p> <p>To work with others to produce own version of a parable or story which shows understanding of its content and meaning.</p> <p>To recognise that Christians try to follow Jesus' example.</p> <p>To understand how Christians apply the teachings of Jesus in practical situations.</p> <p>To give examples of ways in which Christians help others.</p> <p>Key Words: Jesus, parable, caring, love, forgiveness, help, Church</p>	<p>Read the story 'Can't you sleep Little Bear' by Martin Waddell. Identify the ways in which Big Bear cares for Little Bear. Ask the children who cares for them and what does that person do to look after them. Also ask children who they care for and how do they do that. Create a 'care tree' with hands. Children write on a hand "...cares for me because..." and then display them together as a tree talking about the different suggestions together.</p> <p>Look at some of the parables or stories which Jesus told in the resources list which shows how people in the Bible care for others. Break at key points to ask children to suggest what happened next. Ask what they think the story means. Talk again about the key values such as love, care and forgiveness and how these are shown in the stories.</p> <p>Tell the story from the point of view of the different characters focusing on the feelings of the characters. Use role or drama or create a word web around a picture of a character. Identify the key ideas in the story. Link to own experiences.</p> <p>Groups work together on a different story. What do they think Jesus wanted people to learn? Which parts will they illustrate and why?</p> <p>Look at the lives of a key Christian who followed Jesus' example to help others. Idea shower lots of information about the chosen person and then children can write a description about that person.</p> <p>Invite a representative from the Salvation Army or a local Church to talk to the children about their work. How do they follow Jesus' example by helping others? Before the representative comes for a visit encourage children to think of questions they could ask to find out more information.</p> <p>Find out about the work of Christian Aid and/or CAFOD, again looking to see how they follow Jesus' teaching.</p>	<p>Re-write a story from the bible.</p>	<p>'Can't you sleep, Little Bear' by Martin Waddell ISBN: 9781844284917</p> <p>Children's Bible: The Good Samaritan, The Lost Sheep, The Lost Son.</p> <p>The Sermon on the Mount</p> <p>Mother Teresa Dr Barnardo Local people in the community</p> <p>www.christianaid.org.uk www.cafod.org.uk</p>



Year 3

Year 3

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	What do Hindus believe about God?	How and why do Hindus worship at home and in the Mandir?	What do miracles tell us about who Jesus was?	What do Christians remember on Palm Sunday?	Why are holy books important?	How do Jesus' parables help Christians live their lives?
<u>WOW</u>	Video on Diwali (Hindu festival of light). Middlesbrough Thiru Murugan Temple 22.9.17	http://www.britishcouncil.org/kids-stories-favourite-day-diwali-popup.htm	Read – Feeding the 5,000	Youtube – The Beginners Bible – Easter Story	Show the children a book that is special to you and why?	Read a parable to the class

Year 3 – Autumn 1: What do Hindus believe about God?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the basic facts of the Hindu religion.</p> <p>To understand what Hindus believe about God.</p> <p>Key Words: Brahmam, Hindu, Divali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir</p>	<p>Explain to the children that we are looking at a new religion called Hinduism. If children are familiar with KWL grids, complete one on own otherwise model together and then children have an attempt at one. Children complete a K (what do I know now), L (what do I want to learn), W (what have I learnt) grid. Give children a few photographs of different aspects of the religion as a starting point. (Brahma / Divali scene / wedding). Without explaining the photographs, encourage children to discuss in pairs what they think the pictures show? Discuss together.</p> <p>Using ICT / books look at the basics of the religion to the children:</p> <ul style="list-style-type: none"> • Where did it start? • When did it start? • Where in the world are there believers now? • How many now? <p>Get children to think of an ice lolly. Discuss that it is made of water and things are added to it. It would all look the same if they were just plain water, but because things are added they are shown differently e.g. add orange colour and flavouring to water and the lolly looks orange / add strawberry colour and flavouring to water and the lolly looks pink. This is similar to the way Hindus believe about God. They believe that there is 1 God (Brahman) but he is shown in different ways. There are three main deities (Brahma, Vishnu and Shiva).</p> <p>Look in depth at each of the three deities. Look at artefacts showing these deities and talk about the characteristics of each one.</p> <p>Children make a fact sheet split into three parts. Children use books / internet to research more about the deities and then present their information found in a written form. This activity will probably need to be done over a few sessions to enable children to research / plan and write their final copy.</p>	<p>Fact sheet about Hinduism.</p>	<p>Espresso resources on the basics of Hinduism</p> <p>BBC website</p> <p>http://www.hinducademy.org/schools/ks1-3.htm</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/index.shtml (Mainly teacher information)</p> <p>Artefacts</p>

Year 3 – Autumn 2: How and why do Hindus worship at home and in the Mandir?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To learn how Hindus worship at home and in the Mandir.</p> <p>To understand why worship at home and in the Mandir is important.</p> <p>Key Words:</p> <p>Brahmam, Hindu, Divali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir</p>	<p>Through video and discussion using artefacts show how Hindus worship at home (puja). Explain where the shrine would be kept in the house and how it is respected. Go through each item and say why it is significant. In pairs, children create a small scale shrine using a shoe box, showing the significant features.</p> <p>If possible arrange a trip to a Mandir (temple) and explore how Hindus worship together. If it is not possible to visit, use the available computing resources to look at a 'virtual Mandir'. Explore and look at the features of the Mandir. Look at what happens during the worship and why it is important Hindus worship together in the Mandir. Begin to encourage some simple comparisons between Hinduism and other religions looked at.</p> <p>Children make a presentation, possibly using Computing, to explain the importance of worship, both at home and in the Mandir.</p> <p>At the end of the topic, complete the KWL grid made at the beginning.</p>	<p>Write a recount of your trip to the temple.</p>	<p>Woodlands Junior Website</p> <p>Expresso</p> <p>Artefacts</p> <p>http://resources.hwb.wales.gov.uk/VTC/ngfl/re/b-dag/ngfl-container/re-unit3-en.html</p> <p>http://www.britishcouncil.org/kids-stories-favourite-day-divali-popup.htm</p>

Year 3 – Spring 1: What do miracles tell us about who Jesus was?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand why Christians believe that Jesus is God's Son.</p> <p>To understand that Christians believe Jesus had power over nature, sickness and sin.</p> <p>Key Words: Miracles, Christian, power, Jesus, paralysed, authority, sickness, belief, heal</p>	<p>Explain to the children that Christians believe that Jesus is the Son of God, and Jesus performed different miracles as recorded in the Bible. Miracles are special stories where Jesus did something extraordinary. Discuss what the miracles tell us about what Jesus was like as a person, helper, healer, someone to turn to in danger, etc.</p> <p>Talk about how the miracles show Jesus' authority and power over nature, sickness, sin. Explore feelings. How would you feel if they were frightened? Who would you turn if you were scared? Who are the people you trust? Who would you, e.g. in the community? (Fire fighter, police, etc.</p> <p>Tell children about/ read different types of miracles, e.g. Calming the storm, Jairus's daughter, Paralysed man.</p> <p>Using a variety of ways, explore different miracles. Depending in time, a number of miracles could be explored over a few weeks, by focusing one per session. Example activities could be:</p> <ul style="list-style-type: none"> • Create art to show a miracle e.g. painting the stormy sea and calm sea. • Drama to role play a miracle 	<p>Write a newspaper article from a particular viewpoint to describe a miracle.</p>	<p>Children's Bible</p> <p>Espresso resources on storms, etc.</p> <p>www.reonline.org.uk</p> <p>Jesus the healer</p> <p>RE websites</p>

Year 3 – Spring 2: What do Christians remember on Palm Sunday?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the story of what happened on Palm Sunday.</p> <p>To understand how different people in the story felt and reacted.</p> <p>To understand the difference between a royal king and Jesus as a king.</p> <p>To understand how and why Christians celebrate Palm Sunday.</p> <p>Key Words: Jerusalem, Palm Sunday, disciples, palm leaves, king, royalty, kingship. Power, crow, donkey, leader, palm crosses, procession, Hosanna, Christians</p>	<p><u>What happened when Jesus entered Jerusalem?</u></p> <p>Read/watch/tell the children the story of Palm Sunday. Identify people involved in the story and their roles. Think about feelings and reactions. What was it like for the crowd/ disciples/ enemies of Jesus. Collect ideas through a spider diagram.</p> <p>Divide children into small groups. Freeze frame different moments of the story expressing feelings.</p> <p><u>What is a king?</u></p> <p>What is a king? How do we think about royalty? Is Jesus a king? How is his kingship different?</p> <p>After modelling, children produce a spider diagram to show what a king is and how Jesus is a king. Compare and contrast. E.g. King= castle; power; crown Jesus= donkey; leader; ordinary clothing. Discuss children's ideas together.</p> <p><u>Palm Sunday</u></p> <p>Look at pictures/ artefacts/ talk to local churches. Make palm crosses and re-enact.</p>	<p>Write an acrostic poem 'PALM SUNDAY' to show understanding</p>	<p>Children's Bible</p> <p>Espresso resources</p> <p>RE websites</p> <p>http://www.bbc.co.uk/schools/religion/christianity/easter.shtml</p> <p>www.teachingideas.co.uk</p> <p>www.woodlands-junior.kent.sch.uk</p> <p>http://www.clcoc.org/games/storyking.htm</p> <p>Palm crosses</p>

Year 3 – Summer 1: Why are holy books important?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To demonstrate awareness that the Bible is a special book for Christians.</p> <p>To understand that the Bible teaches Christians how to live.</p> <p>To understand that all religions have holy books.</p> <p>Key Words: Bible, special book, collective worship, Vicar, Minister, Priest, gospel, sermon, Old Testament, New Testament, prayer, pray, worship, Lords Prayer, verse, chapter, God, Jesus, Guidance</p>	<p>Ask children about their special/ favourite book and why they think it is special, e.g. interests/ hobbies (story/ non-fiction). Share books/ talk about them/ swap books in circle time.</p> <p>Talk about how they treat their special books. Where do they keep it?</p> <p>Make a display of different Bibles: school Bible, gift, family, etc.</p> <p>Talk about how the Bible is used in school, in collective worship, in church or at home. Invite a local vicar/ minister to bring a Bible to show that he or she uses in services, or personally.</p> <p>Children tell their favourite Bible story and tell why it is their favourite. Vicar/ minister to tell children their Bible story.</p> <p>Why do Christians use the Bible? Explain that it is a book about God and Jesus, so Christians use it so they can follow God, just as someone who is interested in football would have a football book. Guidance- similar to a map, guide book. Make maps; do orienteering, following a map.</p> <p>Bible is special as it is used across the world by all Christians.</p> <p>Investigate holy books in another/ other religions, e.g. Qur'an (Islam), Guru Granth Sahib (Sikhism), Torah (Judaism), Vedas (Hinduism), Tipitaka/ Tripitaka (Buddhism).</p>	<p>Non-chronological report about which religions read which book and why.</p> <p>i.e. Christianity – Bible The bible is a special book to Christians. The bible tells stories about Jesus and spreads the word of God. Etc. etc.</p> <p>Islam – Qu'ran</p>	<p>Children's Bible</p> <p>Selection of Bibles</p> <p>Maps</p> <p>Outside visitor- vicar/ priest/ minister</p> <p>Bible on Espresso</p> <p>Online resources</p>

Year 3 – Summer 2: How do Jesus' parables help Christians live their lives?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To be able to re-tell some stories Jesus told and explain what they mean to Christians</p> <p>Key Words: Parables, message, teaching, neighbour</p>	<p><u>What is a parable?</u> Children bring a special book from home. Why is it special? Parables are special stories that Jesus told to teach people an important message. Teachers could present each parable in a special gold box with simple props to show how special it is. Idea shower any parables the children know already and what they mean.</p> <p>Read various parables to children/watch video clip, in each case deciding what Jesus was trying to teach through the story, e.g. Good Samaritan, Sower, Lost Sheep, Rich Fool.</p> <p><u>The Good Samaritan</u> Re-enact the story in small groups, stopping to discuss feelings/actions of different characters. Why did they act in that way? Have children ignored someone who needs help? How could we have made a better choice? On a cut out hand, write 5 things that we are going to do to help someone this week.</p> <p><u>The Sower</u> Plant seeds discussing what plants need to grow best. Put one pot of seeds in the dark, one without water and give last one light and water. Which pot do you think will grow best? Watch and observe, explaining that plants need love and goodness to grow: just like Christians need love and goodness from God.</p> <p><u>Lost Sheep</u> Hide a sheep with each child's name on it. Children search for a sheep and give it to the person named. How did it feel when you were 'found'? Play the memory game in groups with 10 objects, removing one object after children have looked at it. Children guess the missing object. Explain that God thinks everyone is special regardless of who we are. Children write down 1 way they are special on a sheep and discuss.</p> <p><u>Rich Fool</u> Teacher assumes role of rich fool; the children are servants. At their master's command, the servants harvest crops, demolish and construct barns. Upon completion, they make an inventory of and store their master's other possessions. Discuss with the children what the farmer could have done with his crop instead of putting it in storage. Christians believe that being greedy is wrong. Unlike the farmer, Christians should think about the needs of other people and remember always to thank God for what they have got.</p>	<p>Retell one of the Example stories.</p>	<p>http://www.dltk-bible.com/cv/jesus_tells_stories.htm Espresso</p> <p>http://gardenofraise.com/bibl255.htm</p> <p>www.request.org.uk</p> <p>3D Parables of Jesus, by Hudson and Kennedy (Authentic Lifestyle, ISBN 9781860245053)</p> <p>Plants pots, seeds, soil, water.</p> <p>Sheep, memory game objects, blank sheep</p>



Year 4

Year 4

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	Why do religions have rules?	How and why do Hindus (or Sikhs) celebrate Divali?	How and why do religious people pray?	Why is Lent such an important time for Christians?	What can we learn about symbols and beliefs from visiting religious buildings?	What do religions say about the environment?
<u>WOW</u>	Play a game with the class. Introduce obviously unfair rules and discuss how the children respond.	Make a Divali Diva lamp (pinterest)	Explore and experience different ways of praying. Discuss how they make you feel.	Make pancakes to symbolise the beginning of Lent.	Visit a religious building. Stockton Mosque.	Eat some Fairtrade food.

Year 4 – Autumn 1: Why do religions have rules?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand why societies have to have rules</p> <p>To know that religious groups have specific rules or guidelines to live by</p> <p>To understand why rules are important to religions</p> <p>Key Words: Rules, societies, guidelines, faiths, commandments, Dharma</p>	<p>Complete a unfamiliar circle time or PE game which requires the children to follow instructions. Why do we need the rules to enable us to play the game? What would happen if we didn't have rules? Look at Class Charter –why do we need to follow these rules? What would happen if lots of people chose not to follow them?</p> <p>Encourage children to think back to the religions studied and think about the rules in the religions. Christianity & Judaism: Ten Commandments. Show snippets from DVD</p> <p>How does Hinduism differ from these faiths? It is not a rule based faith but the Dharma does give guidance for living a good life. Either do a compare and contrast activity in pairs/ small groups or split the class into groups to do research and present findings on Hindu guidance for living.</p> <p>In the light of their recent experiences and learning create a list of modern ten commandments.</p>	<p>Write out some agreed rules for school/class.</p>	<p>Ten Commandments animated 2007</p> <p>www.ainglkiss.com/10com/</p> <p>www.hindukids.org/learn/hindu_dharma/niyam.html</p>

Year 4 – Autumn 2: How and why do Hindus (or Sikhs) celebrate Divali?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the basic facts of the Hindu religion.</p> <p>To understand the key events of the story of Rama and Sita.</p> <p>To understand the characters' feelings in the story.</p> <p>To understand the key events of the story of Rama and Sita.</p> <p>To understand the characters' feelings in the story.</p> <p>To understand what Divali means to Hindus</p> <p>To understand how Hindus celebrate Divali</p> <p>Key Words: Rama, Sita, Lakshmi Divali, celebration, festivals, rangoli, saris, diva lamp, light, incense, Goddess, wealth</p>	<p>What do you know about Hinduism? Produce an idea shower to collect all the children's responses.</p> <p>Explore where Hinduism started and when, and recap over the basic beliefs.</p> <p>Children create a mind map to show all of their understanding at this point.</p> <p>Put on a piece of Indian music quietly in the background and light a candle for the children to focus on.</p> <p>Read through the story of Rama and Sita. Who are the main characters? What did they feel at different points? What is the main idea of the story?</p> <p>Watch the story of Rama and Sita on video/DVD. As a class make a list of the main points.</p> <p>Spilt the children into groups and invite them to make a drama to show the key ideas of the story. Allow time to watch their performances.</p> <p>Provide a range of art materials. Ask the children to respond to the story by creating something which shows an aspect of the story. When completed, bring the children back together and invite children to explain their choices of what they have done.</p> <p>Using photographs and videos explain to the children that Divali (Festival of Light) is a special time for Hindus as they remember the Rama and Sita story and how good overcame evil. Explain traditions to the children (spring cleaning / lighting lamps / cooking special meals / exchanging presents).</p> <p>Allow children the opportunity to:</p> <ul style="list-style-type: none"> • Make a diva lamp out of clay and experience the wonder of turning all lights off and lighting candles (Health & Safety implication). Children could then respond by writing a poem. • Try on a sari/ Indian clothing • Making a Divali card with rangoli patterns • Light an incense stick 	<p>Instructions on how to make a diva lamp.</p>	<p>Espresso resources on the basics of Hinduism</p> <p>Indian music</p> <p>Candle</p> <p>Rama and Sita story</p> <p>Rama and Sita story on video</p> <p>Masks of the key characters</p> <p>Range of art materials</p> <p>Clay</p> <p>Rangoli patterns</p> <p>Candles</p> <p>Incense sticks</p> <p>Cards</p> <p>Saris</p>

Year 4 – Spring 1: How and why do religious people pray?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand what prayer is.</p> <p>To understand why people pray.</p> <p>To understand how people pray.</p> <p>Key Words: Prayer, relationship, pray, Thanksgiving, blessing</p>	<p>What is prayer? (Talking to/ listening to God, being in relationship with God.) Draw a picture of someone praying. Discuss the stereotypical views of this. When can prayer actually take place? Do you have to be kneeling down / in a quiet place / focusing completely on praying? This is another good opportunity to ask someone from the Christian Church to come and talk to the children about prayer.</p> <p>Why do people pray? Role play, e.g. saying sorry to a friend, to think about different types of prayer: Thanksgiving for blessings, saying sorry, asking for something for self or others, praise.</p> <p>How do people pray? Explore different ways of praying: public and private prayer, Christian monks/nuns etc.</p> <p>Explore ways in which religions other than Christianity pray, e.g. Hindu puja/ Muslim prayer including wudu (washing)/ Sikh daily prayer/ Jewish prayer, eg mezuzah, prayers in Western Wall etc/ Buddhist meditation/puja.</p>	<p>Children to write their own prayer.</p>	<p>Various “prayer beads” e.g. rosary</p> <p>A Mezuzah</p> <p>Pictures of the Western Wall</p> <p>Pictures of people praying in the Ganges</p> <p>A Prayer Mat</p>

Year 4 – Spring 2: Why is Lent such an important time for Christians?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand why Lent is important to Christians.</p> <p>Key Words: Shrove Tuesday, pancakes, Lent, devil, Ash Wednesday, dust, Roman Catholic, desert, ashes, sin, Gospel, faithful, temptation, Easter, prepare, Jesus, sacrifice, redemption, fast.</p>	<p>What is Shrove Tuesday? What was it traditionally for? Make pancakes and enjoy them. Explore the meaning of the name 'Shrove Tuesday'. Explore different customs around the world, e.g. Mardi Gras.</p> <p>What is Ash Wednesday? What do Christians do on Ash Wednesday? Why is the day important? Some Christians receive ashes on their foreheads. 'Remember you are dust and unto dust you will return.' / 'Turn away from sin and be faithful to the Gospel.' Look at some photos or videos about what happens in this service. You could also invite someone in from a local Church to talk about this service.</p> <p>Explore the 40 days of Lent and how Christians prepare for Easter. Using a video/ DVD/ photographs, discuss what happened to Jesus in the desert. Why did he spend 40 days there? From looking at a Bible and from a Christian perspective think about these questions: What did Jesus find hard? Why did God ask Jesus to go to the desert? What does this teach Christians?</p> <p>Discuss how Christians prepare for Easter, e.g. giving up something, Lent course, doing something positive, giving to charity, fasting. In churches- no flowers, colours – purple.</p> <p>Information learnt about Lent could be recorded in a variety of ways, to link in with other subjects e.g. powerpoint / poster/ fact sheet</p>	<p>Write about Jesus' time in the desert and how he was tempted by the Devil.</p>	<p>Flour, eggs, milk</p> <p>Woodlands Junior school website</p> <p>Bible/ stories of Jesus' temptations</p>

Year 4 – Summer 1: What can we learn about symbols and beliefs from visiting religious buildings?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives.</p> <p>To be able to classify different types of religious buildings and objects .</p> <p>To understand that beliefs, ideas and feelings can be expressed in a variety of ways.</p> <p>To be able to describe what sorts of things are found in religious buildings.</p> <p>To understand the significance of religious buildings and objects for believers</p> <p>Key Words: Value, symbol, belief, precious, concrete, intangible, Church,</p>	<p><u>What do we value?</u> Children identify things that are precious, both concrete (jewels, gold) and intangible (happiness, joy). Group suggestions into categories, eg things which are worth a lot of money, things money cannot buy, things made from valuable materials, things to do with families. Show children a 'box of treasures' with personal meanings, eg photographs, wedding rings, old toys. Children list 10 things they would put in their spiritual treasure box with reasons for choice. Share list with partner who uses it to work out what the person values. Explore how objects have a value because of the links they have to personal experience.</p> <p><u>What do churches show about what Christians value?</u> Show children pictures of some church exteriors. Children choose one elaborate and one simple building, suggest words to describe each picture. What do the words show about the differences between the two churches? Do you think different things are of value, e.g. simplicity, grandeur, display? Show pictures of things they will find in the two different types of church. Children sort the objects into groups for each of the two churches and give reasons for their decisions, e.g. things that are friendly/intimate, mysterious/awesome. Are the groups the same for the two churches? Explore the reasons for their answers.</p> <p><u>What can we learn from a visit to a Christian building?</u> Arrange a visit to two contrasting churches, e.g. Catholic/Orthodox/ High Church Anglican and non-conformist, e.g. Baptist/Methodist/Quaker meeting house. Discuss how children should behave and what they will do on the visit. During the visit, children to select/draw 6 to 10 things that they think are the most important things in the building, e.g. altar, windows, a cross, and note why they think they are important, e.g. size, position in the building. Talk about what makes things friendly/intimate, and what makes them mysterious/ awesome. What is the overall impression of the building? Is it mysterious? Is it light? Does it make people feel part of a group? Explain, or ask a member of the church to explain, the significance of the different objects, and why they are in particular places. Children to record their findings. Talk about things that enable members to worship as a group and those which enable them to worship individually. Is the church organised for people to listen, to kneel, etc? Are they close to the altar, far away, etc? How does the layout relate to the beliefs of the people who worship there?</p>	<p>Write a recount of your visit to the mosque.</p>	<p>Precious objects</p> <p>http://www.wooldlands-junior.kent.sch.uk/Homework/religion/church/</p> <p>Photographs of different denomination churches</p>

Year 4 – Summer 2: What do religions say about the environment?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To know and understand the views taken by different religions about the environment.</p> <p>To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development.</p> <p>To understand why people choose to buy Fairtrade food.</p> <p>Key Words: Bible, Christianity, Harvest Festival, Hinduism, Buddhism, ahimsa, environment, 1st precept, fair trade</p>	<p>Do you help to look after anything e.g. pets, younger siblings, buddies, gardens etc?</p> <p>Discuss together about different religions viewpoints on helping others and caring for the environment. e.g. Christianity –looking at the Bible (Genesis 1: 26 and 28 which describe how people have to look after the world which has been created by God. Also discuss Harvest festivals which are held every year, giving thanks to God for the fruitful harvest. Hinduism – ahimsa (non-harming)/ancient precept of caring for environment and taught by parents to children Buddhism- 1st precept – avoiding injury to any sentient creature. Humanism – Believe that humans have the power to look after our world as there is no God or supernatural force to look after it. It is important to look after our world as we rely on our world to help sustain us. After looking at each different religion, children write up a short piece to be able to compare the different religions / world views.</p> <p><u>Fair Trade</u> Use Espresso – PSHE – Think and discuss – fair trade to introduce topic. Includes opening thoughts, videos, discussion points and a group activity which involves the children debating.</p> <p>Provide a variety fair trade food – complete a taste test. Is there any difference in taste between fair and non-fairly traded food?</p> <p>Invite someone from local church to explain why they decided to use only fair trade coffee, etc and ask whether their faith prompted them to make this decision.</p> <p>Investigate how a charity like Oxfam supports fair trade and why. Children could produce a presentation using the computer to explain the work it does and its impact on creating a fairer world.</p>	<p>Write a detailed campaign poster for FairTrade.</p>	<p>http://www.religioustolerance.org/t/omek20.htm</p> <p>Espresso-stories, web links and images.</p> <p>Espresso sequence of work on fair trade.</p> <p>Fair trade food.</p> <p>http://www.oxfam.org.uk/coolplanet/kidsweb/</p>



Year 5

Year 5

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	Why is Muhammad important to Muslims?	What is the Qur'an and why is it important to Muslims?	Why do people travel to sacred places?	What happened at the Last Supper?	What do Christians believe about God?	How do Christian groups differ in their expression of faith?
<u>WOW</u>	Watch a video about the Muslim faith. Visit to a Middlesbrough Mosque. 20.9.17	Read - Goodnight Stories from the Prophet Muhammad'.	Watch a video of pilgrims at Mecca.	Have a last supper in class (bread and juice).	Ask a priest to come in and discuss Christian faith.	Listen to religious music.

Year 5 – Autumn 1: Why is Muhammad important to Muslims?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To know</p> <ul style="list-style-type: none"> • who Muhammad was (PBUH) • what happened on the 'Night of Power'. <p>To understand:</p> <ul style="list-style-type: none"> • the meaning of 'revelation' • that a Mosque is a special place for Muslims • that Muslims do not focus on statues or pictures when they pray <p>Key Words: Muhammad, PBUH, Night of Power, revealed, beloved, phropet, messenger, God, revelation, Allah, faith, Mosque, faith, leader</p>	<p>Hear/read the story of Muhammad (PBUH) Discuss with partner the 'Night of Power' - what was revealed to him?</p> <p>How difficult must it have been to go out and persuade people God was using him as a messenger? Ask children what they think revelation means. Can they think of anyone else who had a revelation?</p> <p>Make a timeline of the main events of Muhammad's life Children suggest questions which can be asked when hot seating Muhammad.</p> <p>Look at a virtual mosque – there are many to choose from and sites differ mainly by presentation. Children make notes on the things they see; for children who have a faith background, or have visited a church, comparisons could be made key questions – What is the focal point for the faithful? Why? Is there a leader? What is <i>his</i> role? Children can put together a plan of a mosque (bearing in mind not all mosques are purpose built and are often adapted from other buildings) or make a shoe box style model. Make a traditional (2d) mosque outline and fill with Islamic art.</p>	<p>Write a biography of Muhammad's life.</p>	<p>'Goodnight Stories from the Prophet Muhammad' ISBN: 8178985330</p> <p>Folens – RE in Action Yr5</p> <p>Sir Robert Hitchams' school website http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm</p> <p>prayer mat compass</p>

Year 5 – Autumn 2: What is the Qur'an and why is it important to Muslims?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To know:</p> <ul style="list-style-type: none"> • how to treat the Qur'an -and why • what the Qur'an represents • how the Qur'an affects the lives of Muslims. <p>Begin to understand the meaning of 'sacred'.</p> <p>Begin to reflect on what influences them and their behaviour/actions.</p> <p>Key Words: Qur'an, special book, Muhammad, PBUH, Allah, sacred power, prayer, inspired, Arabic, guidance, behaviour indicators</p>	<p>Talk to children about a special book they have at home – maybe a photograph album, or a book their mum has made about them as a baby...something that everybody looks after and wants to keep looking at. If not appropriate maybe a treasured, well used class book.</p> <p>Make a big thing about having clean hands. Bring the Qur'an down from where you had stood it-treat it with great respect (especially important if you have any Muslim children in class).</p> <p>Refer back to 'Night of Power' and what was revealed to Muhammad. Explore what the book holds.</p> <p>What rules do the children abide by? Who initiated them and why? Create a class book of –sayings, proverbs, quotes, fables etc - anything which gives guidance, behaviour indicators.</p> <p>Design a cover for a Qur'an (the back to non-Muslims) incorporating, e.g. Islamic patterns, flowers, trees.</p>	<p>Write a recount of the trip to Middlesbrough Mosque.</p>	<p>Qur'an and stand</p> <p>'Islam for Children' by Ahmad Von Denffer. ISBN: 9780860370857</p>

Year 5 – Spring 1: Why do people travel to sacred places?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand that people travel to certain places on a pilgrimage for different reasons.</p> <p>To understand that Mecca is an especially sacred place for Muslims.</p> <p>To understand that the Qur'an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go.</p> <p>To understand that there are many different places of pilgrimage</p> <p>Key Words: Sacred, pilgrimage, holy, Hajj, symbolic, healing, spirituality, blessings, journey, forgiveness</p>	<p>Why do people go on journeys? Do a survey of the journeys people have made in the last year. Refer back to the sacred book for Muslims-what does 'sacred' mean?</p> <p>What is a pilgrimage? Why do people go on pilgrimages? It may be for healing, spirituality, to feel closer to their God, to ask for forgiveness or blessings. Do they know anybody who has been on a pilgrimage? If possible invite a speaker who has been on a pilgrimage.</p> <p>Consider the Hajj – where & when does it take place? Who would go? What is the Ka'aba and how did it originate. (To experience the day by day events, use virtual Hajj.) Why is the Hajj pilgrimage especially important to Muslims? Symbolic clothes and actions, links to pre- Islamic happenings, eg remind children who Abraham was and his connections to the Ka'aba and Islam. Produce a leaflet promoting a trip of a lifetime to Mecca – providing a map, accommodation details, an itinerary and a mini guide.</p> <p>Talk about other types of pilgrimage that people make to sacred places. Give some examples, possibly using the list below and give children a search list for them to be able to do their own in-depth research about their chosen pilgrimage. Examples:</p> <ul style="list-style-type: none"> • Jerusalem – pilgrims of different faiths; different sites within/around the city • Visions of Mary, mother of Jesus, at Walsingham, Norfolk (Anglican & Roman Catholic shrines within the site); Lourdes, France; Fatima, Portugal; Knock, western Ireland; Medjugorje – Bosnia and Herzegovina (witnesses still living). • Bathing in the Ganges, India 	<p>Write a diary entry of a trip to one of the sacred places (bottom of example ideas).</p>	<p>Channel 4 – The virtual Hajj</p> <p>Espresso</p> <p>berkshirehistory.com/kids/pilgrims</p>

Year 5 – Spring 2: What happened at the Last Supper?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand what happened at the Last Supper.</p> <p>To understand how Jesus prepared his friends for his death and showed them how they could think about him frequently.</p> <p>To understand how Jesus showed his friends he was there to serve by washing their feet.</p> <p>Key Words: Jesus, disciples, Passover, Jerusalem, exodus, meal, body, blood, communion, symbol, Last Supper, washing, serving, death, friend</p>	<p>A retelling of the Exodus to remind children of why so many people were in Jerusalem. Highlight the symbolic aspects of the meal –What did Jesus use as a focus in the meal? Make connections with communion.</p> <p>Why are symbols used so much as reminders?</p> <p>Look at a selection of paintings depicting the Last Supper; children will be able to see differences of style, period etc but they will see the disciples surrounding Jesus with bread and wine on the table. Talk about what these paintings show and what they mean to Christians/</p> <p>Read two different versions of story –John 13: 1-17 and Mark 14: 12-26–discuss the focus of each text.</p> <p>Role play –washing Disciples feet –use John's gospel to find out why. How could you show your friends that you care about them, want to help look after them not just boss them about?</p>	<p>Children could write a letter from the perspective from one of the disciples describing what happened at the Last Supper.</p>	<p>Seder plate – info from www.chabad.org/</p> <p>selected paintings from internet or posters</p>

Year 5 – Summer 1: What do Christians believe about God?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand that Christians believe there is only one God and that he made us in his image</p> <p>To understand that Christians believe God created the world in 6 days and on the 7th day he rested</p> <p>To understand that there are different viewpoints to how the world was created and it is important to respect each others views.</p> <p>To understand that Christians believe that God left the world in people's care – Stewardship.</p> <p>Key Words: Creator, live, Creation, God, image, belief, evolution, Stewardship, conservation, preservation, protect, world, nature</p>	<p>Read/ listen to/ watch the Christian creation story. Children could make a cartoon strip, create a piece of drama or art to show the story.</p> <p>Christians believe the creation story is how the world was made. What do other people believe? At this point discuss the views of Evolution, making a clear link with Humanism ("Humanists think the best way to find answers is to ask questions and look for clues, using science to study nature, rocks and the universe" Taken from a document of the Scottish Humanism website).</p> <p>This provides a really good opportunity to debate - Creation versus the theory of Evolution</p> <p>Prior to this children need to have the opportunity to research evolution and be given points to consider before putting their arguments.</p> <p>'We have a responsibility to care for the world.' Do you have to believe in God to follow this? Children consider people who create things (it may be personal, a parent/relative who creates something) there are many things which are created some are practical others purely for pleasure. How did God feel when he had finished creating the earth? How do they feel when they have created something? How would they feel if it wasn't treated well? Children can work in groups to research into conservation charities to find ways to protect our world. As a group then children can present their findings to the rest of the class.</p>	<p>Outline the different creation beliefs.</p>	<p>Bibles – creation story</p> <p>www.request.org.uk/main/basics/god/god01</p>

Year 5 – Summer 2: How do Christian groups differ in their expression of faith?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To know that not all Christians worship in the same way.</p> <p>To understand that singing can be a powerful form of worship</p> <p>To know that for some people contemplation is an integral part of their church.</p> <p>Key Words: Worship, faith, celebration, belong, celebrate, prayer, pray, verse, Church</p>	<p>Find out which churches are in the area. Find out which faith group they belong to. If possible arrange a visit.</p> <p>How do they celebrate their beliefs? Are there any specific pieces of church furniture, artefacts etc. that symbolise their beliefs?</p> <p>If there is nothing conveniently local select from any Christian group e.g. Pentecostal, Society of Friends, Baptist, etc and use the internet to research.</p> <p>Why do they celebrate their faith in the way they do? Does it have an impact on their daily lives?</p> <p>Are there any links with the ways of the Anglican/ Roman Catholic churches?</p>	<p>Write a fact file outlining the different religious artefacts.</p>	<p>Computing resources</p> <p>CDs of religious music</p>



Year 6

Year 6

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	Why is the Buddha important for Buddhists?	How do Buddhist beliefs affect the way Buddhists live their lives?	How do religions respond to prejudice and discrimination?	Why are Good Friday and Easter Day the most important days for Christians?	How and why do some religious people inspire others?	What do religions believe about life after death?
<u>WOW</u>	Meditation Session	Buddhist Artefacts	Tell the girls or boys that they are not allowed to 'have a drink today' or something similar. Debate.	Youtube - Beginners Bible – The Easter Story	You Tube – "I have a dream"	Use literature to read examples of how authors describe what happens after death.

Year 6 – Autumn 1: Why is the Buddha important for Buddhists?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To think about different famous people and why they are famous</p> <p>To find out the basic facts of the Buddhist religion.</p> <p>To identify key events in the life of the Buddha.</p> <p>To understand why the life of the Buddha is important for Buddhists.</p> <p>Key Words: Buddhism, Buddha, The Four Noble Truths, Five Moral precepts, Noble Eightfold Path, enlightened, meditation, Nirvana, wheel of life</p>	<p>Play 'Guess the post it person' game. Write a famous person on a post stick and child puts it on their forehead. They then have to ask the other children questions to gain clues of who their famous person is. Then children make a list of famous people. Get children to discuss why these people are famous and whether they were famous from birth or whether they found their fame later in life.</p> <p>Introduce the religion Buddhism. Using a mixture of different research sources (books / internet/ whole class teaching) , children find out the basics of the Buddhist religion. This can be adapted in a way to suit the class but could involve dividing the children into groups and giving them a particular topic to research and then presenting back to the rest of the class.</p> <p>Read the story of the events surrounding the life of Buddha. Children to read and illustrate the story of the life of Buddha, perhaps through a cartoon strip.</p> <p>How do we try to live our lives in a good way? Where do we get guidance from? (e.g. school rules / laws of the land, etc) Explain and discuss with the children the teaching of the Buddha. How did he teach others to live a good life? Look closely at The Four Noble Truths and the Noble Eightfold Path. Which parts do you think are the most important? Complete a poster or a collage to explain the five guidelines for living, explaining the reasoning behind each one.</p>	<p>Write about the basics of Buddhism.</p>	<p>http://www.bbc.co.uk/schools/religion/buddhism/index.shtml</p> <p>http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm</p> <p>Espresso version of the story of the Buddha OR http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm</p>

Year 6 – Autumn 2: How do Buddhist beliefs affect the way Buddhists live their lives?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the significance of the Buddhist shrine and how Buddhists can worship at home.</p> <p>To explore how Theravadin Buddhists express their faith.</p> <p>To explore the concept of community in the Buddhist tradition and beyond.</p> <p>Key Words: Buddhism, Buddha, temple, shrine, monks, candles, incense burner, statues, puja, Theravasin tradition, alms bowl, robe.</p>	<p>Make a thought shower of places where quiet, respectable behaviour is necessary, e.g. library, church, mosque, etc. Talk to the children and show a video / photographs of Buddhist worship. Look at the items used in worship and discuss their purpose and significance. How is this similar and different to other religions?</p> <p>If possible, arrange a visit to a Buddhist temple or invite a Buddhist to come in and speak about their shrine at home and puja (worship where Buddhists chant to show their love for the Buddha. They also make offerings of flowers, candles, incense and pure water). Children could create a Buddhist shrine in a shoe box to show understanding.</p> <p>There are many different types of Buddhism, because the emphasis changes from country to country due to customs and culture. What does not vary is the essence of the teaching — the Dhamma or truth. Theravadin tradition has monks and nuns that abandon or give up worldly goods. They are established in Thailand and Sri Lanka. They have two robes, sandals, an alms bowl for gifts of food from people and a razor for shaving their heads. Show children a list of monks' possessions. Discuss why they think the Buddhist monks need these things and what they are used for. Ask children to make a list of their favourite possessions. Discuss differences between their possessions and those of a monk. Discuss with children the different aspects of a monk's daily life. Children could make a circular wheel showing what happens at different times of the day.</p> <p>Introduce the word 'Sangha' and what it means. Buddhist monks and nuns rely on the generosity of people who gift food and supplies. In return the people believe they are doing good by helping and supporting the monks and nuns. Ask children to make a list of any groups or clubs they belong to. How can they identify some of these groups or clubs? Do any of these groups or clubs have special clothing? Discuss the use of clothing to identify people in different groups, e.g. school uniform, policemen, fire fighters, etc. Recap that Buddhist monks wear robes. Children to draw a monk wearing a robe, identifying & labelling different parts of the robes. Get children to discuss and think about how they can help their community.</p>	<p>Write a persuasive letter to the 'Grangetown' asking them to do something to help someone/ people in need.</p>	<p>Espresso video of worship Photographs Items used in puja</p> <p>Photographs of Buddhist traditions</p>

Year 6 – Spring 1: How do religions respond to prejudice and discrimination?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To begin to understand what a stereotypical view is and how we can all have them.</p> <p>To understand what prejudice and discrimination is.</p> <p>To understand how Christians deal with prejudice and discrimination.</p> <p>To understand how Buddhists deal with prejudice and discrimination.</p> <p>Key Words: Prejudice, discrimination, misconception.</p>	<p>What is the stereotypical view of members of different religions / jobs/ ways of life? Split children into groups to complete a drawing of someone a religion / job/ way of life. Discuss the pictures looking at misconceptions.</p> <p>What is prejudice and discrimination? Look through this website and explore each type. How does it make people feel? What can we do about it? Is there a wrong way to deal with it? Children independently research different types of discrimination, e.g. gender, race, age, etc individually, in pairs, or in groups.</p> <p><u>Christianity</u> Various stories in the Bible relate to this, e.g. Centurion's servant, Good Samaritan, etc.</p> <p><u>Good Samaritan</u> Tell the story to the children. What is the message in this story? What is Jesus telling Christians to do? Explore the role, aims and purposes of 'The Samaritans' charity and how it helps people deal with discrimination.</p> <p><u>"Turn the other cheek"</u> (Sermon on the Mount, Matthew 5:39) Christians are taught when someone says or does something hurtful to them, they should not retaliate but take the punishment. Explore this with the children and think about various types of discrimination that Christians may have to deal with.</p> <p><u>Buddhism</u> Explore equality in Buddhism. The things which divide and separate people like race, religion, gender, social position are all 'illusory' (Dhammapada 6). The Buddha taught that men and women are equally able to achieve enlightenment and gave full ordination to women (as nuns). What impact does this have for Buddhists? How does it compare with what we believe about gender equality?</p>	<p>Write a story that ends with the same message as the good Samaritan.</p>	<p>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2348</p> <p>Chicago Children's Museum (good activity ideas).</p> <p>www.request.org.uk</p>

Year 6 – Spring 2: Why are Good Friday and Easter Day the most important days for Christians?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand the Easter story and realise its significance for Christians.</p> <p>To identify ways in which Christians celebrate Easter.</p> <p>To know that Good Friday is the anniversary of the Crucifixion.</p> <p>To understand why Christians believe Jesus is the Light of the World.</p> <p>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</p> <p>Key Words: Stations of the Cross, Good Friday, Easter Vigil, Pascal Candle, service, Jesus, Light of the World, Easter Sunday</p>	<p>What do children know already about Easter? Tell children that for Christians, Easter is the most important time of the year when they celebrate the resurrection of Jesus.</p> <p><u>Good Friday</u> Recount the happenings of Good Friday. Describe or look at pictures of a church on Good Friday. Look at the pictures of the Stations of the Cross. What do they show? Read the story according to the Gospels as you do this. Why did Jesus go through such suffering? What impact did his suffering and death have for Christians? Children to write from the perspective of either Mary or one of the disciples to show what happened on Good Friday to show their understanding of the story. Explain the significance of eating hot cross buns on Good Friday. Make or taste some hot cross buns. . Children could also create a picture to show what happened on Good Friday to show their understanding of the important of this day, taken from inspiration from the Stations of the Cross pictures.</p> <p><u>Easter Vigil and Paschal Candle</u> Light a candle. Think about different kinds of lights and how they make you feel. Make links to the significance of light in the darkness. Discuss why Christians believe Jesus is the Light of the World. How does this link to Easter and the joy it brings to Christians?</p> <p><u>Easter Sunday</u> Look at pictures of a church on Easter Sunday and compare with the church on Good Friday.</p> <p>Bring in some religious Easter cards and discuss the messages inside. How do they show the significance of Easter Sunday? Children can then make their own Easter card, with a message, by hand or using ICT to demonstrate their understanding of why this day is important.</p>	<p>Make a detailed timeline of Lent and the Easter Story (According to the Bible).</p>	<p>Woodlands Junior website</p> <p>TES website (lots of good Easter activities but especially nice Easter booklet which could be used).</p> <p>Stations of the Cross pictures</p> <p>Hot cross buns</p> <p>Paschal candle</p> <p>Easter cards</p>

Year 6 – Summer 1: How and why do some religious people inspire others?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>To understand what an inspirational person is and what makes them one.</p> <p>To understand how people have inspired others by actions and words.</p> <p>To compare these inspirational people and the techniques they have used.</p> <p>Key Words: Jesus, Gandhi, Martin Luther King, belief, inspire, inspirational</p>	<p>Any inspirational person can be used. These are just examples.</p> <p>What is an inspirational person? Who can you name? What makes them one?</p> <p><u>Jesus</u> Look at pictures of Jesus which could inspire Christians (calming the storm / caring for children / as a shepherd / baptism / healing). Why does Jesus inspire Christians?</p> <p>Using a Bible, children could find quotes (perhaps guided) to back up these pictures. As a group they could annotate them to explain how they could inspire Christians and why people chose to follow Jesus then and now.</p> <p>Children could produce their own piece of art to show an image of how Jesus could inspire Christians.</p> <p><u>Gandhi</u> Using photographs, tell the children the story of Gandhi and discuss how he has inspired people. How did Gandhi stand up for his beliefs? Discuss the impact he had by standing up for his beliefs without resorting to violence. What can we learn from this?</p> <p>Create a poster to show how and why Gandhi was inspirational.</p> <p><u>Martin Luther King</u> Explain the history of America with the north and south. How does this make them feel? Read/listen to the "I have a dream" speech. Why was this so inspirational? Make the link between this and President Barack Obama's election win. How does this President show that Luther King had such an impact on America?</p>	<p>Write an inspirational speech</p>	<p>Art showing images of Jesus</p> <p>Extracts from the Bible which back this up</p> <p>Story of Gandhi and photographs to accompany this</p> <p>"I have a dream speech" by Martin Luther King</p>

Year 6 – Summer 2: What do religions believe about life after death?

Learning Objectives	Example Ideas/Activities	Extended Write	Resources
<p>what Christians believe happens when you die</p> <p>what Christians mean by spirit or soul</p> <p>what practical aspects follow a death</p> <p>that saying goodbye is part of the grieving process</p> <p>what Hindus/ Sikhs believe happens when they die</p> <p>that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life</p> <p>How karma influences a Hindu or Sikh's life</p> <p>What a humanist funeral service involves</p>	<p>Ask children what they think happens when we die. Depending on answers, allow children to discuss each other's suggestions. If they mention heaven, explore what they think it means.</p> <p>Discuss what the children think the spirit or soul is. Children consider what is special about someone they know/a friend, e.g. talents, qualities, sayings, basically, what they would remember about that person if they were to leave.</p> <p>Christians believe Jesus was God's son who died to save humans, so those who believe in Jesus will go to heaven when they die.</p> <p>Christians select cremation or burial, usually the service is led by a church leader; some people plan their own funeral; or family/friends choose music/ hymns, readings/poems/prayers.</p> <p>Discuss why a Christian might choose Bible readings, prayers and hymns.</p> <p>Children research funeral rites for a Hindu or Sikh. Why do things happen that way?</p> <p>What do Hindus believe happens to them after they have died?</p> <p>Why is water important? Research River Ganges.</p> <p>Ask children to thought shower ideas of things that might go against them, day by day, that might affect their karma. Actions have consequences.</p> <p>Remind children on the principles of Humanist views. Discuss that Humanists believe that believes that "in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same". Explain that Humanists can choose to have their own funeral which "offer an appropriate and fitting way to honour a life with warmth, sensitivity and meaning."</p> <p>Together look through what might happen at a typical Humanist funeral.</p>	<p>-</p>	<p>https://humanism.org.uk/wp-content/uploads/Funerals-Leaflet.pdf</p> <p>http://www.humanismforschools.org.uk/pdfs/death%20and%20other%20big%20questions.pdf</p> <p>Stories for each religion covering various aspects of faith</p> <p>www.sln.org.uk/storyboard</p>