



Children's Services
Education

Redcar and Cleveland

Agreed

Syllabus

Early Years,

KS1 & KS2

Religious

Education

Section 2

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Foreword

We are pleased to commend the Agreed Syllabus for Religious Education from the 'Agreed Syllabus Conference' (ASC) of the Local Authority (LA) on behalf of the 'Standing Advisory Council for Religious Education' (SACRE) and Redcar and Cleveland Children's Services.

This syllabus has been split into four sections:

- Section 1 covers: Legislation Guidelines, Ofsted guidance, Curriculum Guidance Responsibilities, Alternative Provision and Inclusion.
- Section 2 covers: The Curriculum through Programmes of Study and Assessment to Policies and Planning.
- Section 3 covers: SOW/POS Early Years, KS1 & KS2
- Section 4 covers: SOW/POS KS3, KS4 & KS5

It is the outcome from the five-year statutory review process carried out by the Redcar and Cleveland ASC. The revision of the Agreed Syllabus provides a framework for Redcar and Cleveland schools to take Religious Education forward in the next five years.

We believe this Agreed Syllabus will not only help teachers as they deliver good quality Religious Education in our MATs, standalone Academies and Maintained Schools geographically positioned within the LA, but will also enhance the spiritual, moral, social and cultural development of all pupils.

We are particularly pleased to note the emphasis put on continuity and progression within and between Key Stages, Inclusion, and the vital role Religious Education plays in encouraging race equality and community cohesion. May we take this opportunity to thank all those involved in the process of revision, particularly all the teachers and SACRE members who made such valuable contribution to the review and consultation process.

Kathryn Boulton

Service Director for Children's Services

Councillor Alison Barnes

Portfolio Holder for Children and Young People

Foreword from the Chair of SACRE

We welcome you to the Redcar and Cleveland LA Agreed Syllabus for Religious Education.

The review of this syllabus has taken place over the last academic year and I would like to thank the teachers and members of SACRE, who have been prepared to give their time and to share their expertise and good practice in drafting and reviewing the Redcar & Cleveland LA Agreed Syllabus. I also would like to thank the teachers within the wider LA education providers who have also contributed with their knowledge and practice in teaching RE.

As a community, we are aware of the responsibility we have, to provide the best educational opportunities for our young people to become enthusiastic and responsible members of society, with the ability to contribute economically and socially in the modern world. The key values of religions have contributed to building our inclusive society and this revision of the Agreed Syllabus introduces to young people worldview values and beliefs. The Agreed Syllabus enables teachers, faith communities and others engaged in the education of our young people to identify and access these values and to gain insights into the human condition and what it is like to live in contemporary society.

As the 'Review of Religious Education in England' by the Religious Education Council of England and Wales points out, Religious Education teaching "should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.¹"

Development of Religious Education in Redcar and Cleveland is the responsibility of the Standing Advisory Council on Religious Education (SACRE) and we work in close partnership with the Local Authority. We continue to welcome representatives of religious bodies and teachers to be part of SACRE. If you would like to be considered as a member of SACRE please contact:

EducationBusinessSupport@redcar-cleveland.gov.uk

Bernie Hewison

Chair of Standing Advisory Council for Religious Education

This Document has been compiled by this Local Authorities Agreed Syllabus Conference(ASC). All educational establishments and religious faiths were given the opportunity to join the group.

¹ A Review of Religious Education in England *The Religious Education Council of England and Wales* p.14

B. Early Years Foundation Stage

The Early Years Foundation Stage describes the phase of a child's education from the age of three to the end of reception at the age of five. Religious Education is statutory for all pupils registered on the school roll and is therefore **compulsory for all reception children** unless withdrawn by their parents.

The statutory requirement for Religious Education does not extend to nursery classes in maintained schools. It may, however, form a valuable part of the educational experience of children throughout the key stage.

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Answer 'who', 'how', and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- Talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these questions matter.
- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics:

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Some Points to Note

- Whilst there are clearly strong links between RE and personal, social and emotional development, it must be noted that RE must contain appropriate and explicit references to religions, through the study of religious beliefs and practice.
- Planning in RE at the Early Years Foundation Stage should take account of the relevant EYFS developmental stages. Children should be given opportunities to engage with religious material and reflect on their own experiences and feelings.
- A wide range of experiences and learning activities should be offered that will support the achievement of the EYFS developmental stages, e.g. using pictures, objects, videos, visitors and visits, stories and poems, circle time, role-play, dance, music, art, craft, computing.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe').
- Whilst children will take part in role-play and re-enactments and will learn about religious practices in an interactive way, it must be made clear that they are not 'celebrating' a religious practice at school or taking part in the worship of a faith community whilst at school. Role-play and empathy are not the same as a celebration within a religious community, and RE in school is not about nurturing children into a faith.
- Pages 37 - 47 give some examples of a focus for RE for Nursery and Reception, with suggestions for appropriate activities and links to the EYFS developmental stages. These demonstrate progress by the end of Reception, and teachers should use the stages of learning and development from the Early Years Foundation Stage framework.

Links to Concepts of Religion

The four concepts or strands of religion which underpin this Agreed Syllabus are exemplified in the topics for the Early Years Foundation Stage:

| | |
|---------------------|---|
| Belief | Beliefs about God shown in creation stories and special times |
| Teachings/Authority | Special Books Special Stories Special People |
| Worship | Special Times Special Places Special Objects Special Music |
| Impact of Faith | Belonging Special Objects |

EARLY YEARS FOUNDATION STAGE – EXEMPLAR LONG-TERM PLAN

This plan could work as a rolling programme, if required, for Nursery and Reception. Topics generally are repeated each year to allow for flexibility and continuity with mixed age classes.

| | AUTUMN | SPRING | SUMMER |
|---------------------------|---|--|---|
| Foundation Stage 1 | <p>Special Times</p> <p>Own experiences – birthdays etc</p> <p>Autumn and Harvest festivals in school and church-thanksgiving.</p> <p>Other festivals /special times in other religions (at least one other)</p> <p>Special stories</p> <p>Why do we celebrate Christmas?</p> | <p>Special stories</p> <p>What are our special stories? Why and how are they special?</p> <p>Special People</p> <p>Who is special to us? Jesus is special to Christians – stories about Jesus.</p> <p>Special Times</p> <p>Easter – signs of new life</p> | <p>Special People in the community</p> <p>Who is special to us? Religious leaders e.g. vicar, priest, imam, monk, nun or any appropriate to the local community</p> <p>Belonging/Family</p> <p>Infant Baptism</p> |
| Foundation Stage 2 | <p>Special Times</p> <p>Harvest and Christian beliefs about caring for our world</p> <p>Divali – the festival of light</p> <p>Special stories</p> <p>Why was Jesus' birth seen as special?</p> | <p>Special Books</p> <p>The Bible as a special book for Christians</p> <p>Special Stories</p> <p>Stories Jesus told (e.g. The Lost Coin) Other stories from the Bible</p> <p>Special Times</p> <p>Easter - new life and celebration</p> | <p>Special places</p> <p>Church visit through the senses (ICT virtual visit if actual visit not possible)</p> <p>Belonging/Family</p> <p>Weddings- Christian and Hindu marriage ceremonies</p> |

Foundation Stage 1 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

Self confidence and Self Awareness

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

Provide hand lenses for children to look at the food.

Compare their paintings with reproductions of famous still life works.

Do observational drawings or paint pictures of the fruit/vegetables.

Ask children to name the colours of fruit/vegetables and describe their textures.

Show a selection of harvest fruit and vegetables. Explore using all /the senses.

Create a fruit and vegetable role play stall.

Role play preparing meals in the home corner.

Make up a thank-you prayer to God for our food.

Write fruit and vegetable shopping lists in the kitchen/ role play area.

Sing colour/ harvest related songs, e.g. 'Colours of the Rainbow'.

Talk about saying thank you, e.g. who, when, why.

Watch video clips of harvest festivals.

Participate in a Harvest festival or assembly.

Topic: Special Times

Focus: Harvest

Religion: Christianity

Read stories related to harvest, e.g. The Enormous Turnip.

Create a paper plate collage of children's favourite meal. Talk about where the vegetables come from.

Explore and wash fruit and vegetables with different sized brushes in the water area.

Communication and Language:

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.

Literacy

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.

Expressive Arts and Design:

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.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

Self confidence and Self Awareness

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

Learn some simple Christmas songs.

Look at video clips of families preparing for Christmas in their homes. Talk about their observations and encourage children to talk about their own Christmas preparations at home or preparations for another celebration, as appropriate.

Create a Christmas texture tray for children to explore and use words to describe. Include symbolic ornaments including different sized stars and possibly the nativity figures.

Involve the children in decorating a Christmas tree in the classroom. Include amongst the decorations, symbolic ornaments such as a star and an angel.

Create decorations together for school or home. Include bright, shiny materials and remind children about special aspects of the Christmas story such as the bright star.

Draw or paint pictures from the story and retell part or all of the story in their own words.

Set up a simple nativity scene with the main figures from the Christmas story. Tell the Christmas story using the figures and refer at times to illustrations in a simple children's Bible. Then explain briefly that Christmas is the time when Jesus' birthday is celebrated.

Topic: A Special Story

Focus: Why do we celebrate Christmas?

Religion: Christianity

Plan a Christmas party with the children and remind them that the reason for the party is to remember Jesus' birth.

Make a simple gift for family members such as a cake. Talk about the Christmas story and remind the children that the wise men took three special gifts to Jesus. What would they give to Jesus?

Provide a variety of Christmas cards including ones with religious pictures.

Display the nativity with Christmas story books in a quiet area so that children can reflect on the story independently.

Provide dressing up clothes so that children can act out the story.

Communication and Language:

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.

Expressive Arts and Design:

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.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different ways of life.
- Shows interest in the lives of people who are special to them.
- **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.

Personal, Social and Emotional Development:

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.

Circle time: What people are special to them? Bring in pictures of special people to them and say why they are special.

Circle time: How do children show love to others? How do people show love?

Play some hymns/ songs that Christians sing about Jesus e.g. 'Shine, Jesus Shine'.

Topic: Special People

Focus: Jesus

Religion: Christianity

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

Circle time: How do children show love to others? How do people show love?

Read some stories that Jesus told e.g. **The Good Samaritan** and talk to the children about how He wanted other people to help each other.

Tell a story about Jesus e.g. calming the storm, walking on water, healing the paralysed man, and talk about why Christians see Jesus as special.

Tell children what Jesus preached about - I love.

Ask someone from the Christian Church to come and read a story about Jesus to the children and talk about why Jesus is special to them.

Communication and Language:

Listening and attention

- Listen to stories with increasing attention and recall.
- Listens 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.

Literacy

Reading

- Listen to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.

Expressive Arts and Design:

Exploring and using media and materials

- Sings a few familiar songs.
- 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.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

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.

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.

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

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 to be encouraged to mark make a message/ copy their name.

Topic: Special Times

Focus: Easter- signs of new life

Religion: Christianity

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

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

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.

Communication and Language:

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.

Expressive Arts and Design

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.

Foundation Stage 1 Exemplar Planning

Understanding of the World:

People and Communities

- Shows interest in different occupations and ways of life.
- Shows interest in the lives of people who are familiar to them.
- 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.

Personal, Social and Emotional Development:

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.

Role play various people who help us using dressing up clothes/objects, e.g. lollipop uniform, aprons, dinner trays in kitchen area, laptop/ telephone in play office.

Invite some people to visit in their special uniforms, e.g. school cook, lollipop person, representative from fire and police service, lifeboat person. Talk about their special clothing and how they help us.

Visit school office to find out their special role in school. Link with a listening walk to listen for different things in a school office.

Topic: Special People in the community

Focus: Who is special to us?

Religion: Christianity

Look at non-fiction books about people who help us.

Look at video clips of religious leaders in their role/helping in the community.

Create a picture gallery of the special people who have visited, including photographs, paintings and drawings.

Invite local religious leaders to visit the classroom. Start with familiar people that already visit to take occasional assemblies. Ask them to come in special robes or uniform, if appropriate, and to bring artefacts important to their role in the community, e.g. Bible, cross.

Communication and Language:

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.
- Builds up vocabulary that reflects the breadth of their experiences.

Literacy

Reading

- Shows interest in illustrations and print in books.
- Knows information can be relayed in the form of print.

Expressive Arts and Design

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

Foundation Stage 1 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

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.

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.

Listen to a baptism song and join in.

Show a christening gown, baptismal candle, baptism certificate, cards.

Talk about own family celebrations e.g. birthday parties, weddings, Christmas etc.

Topic: Belonging

Focus: Infant Baptism

Religion: Christianity

Role play a baptism.

Learn about promises made at a baptism.

Make baptism cards.

Invite vicar/minister into school to talk about baptismal ceremony.

Visit a church and see font, listen to vicar/minister.

Think about what promises they may make.

Communication and Language:

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

Literacy

Reading

- Shows interest in illustrations and print in books.
- Knows information can be relayed in the form of print.

Think about why families are important.

Expressive Arts and Design:

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.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

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.

Listen to and sing Divali songs.

Colour in masks of the characters.

Dress up in Hindu clothes

Develop empathy by imagining themselves in the story - talk about the feelings of characters.

Learn new words -
Divali, Rama, Sita,
good, bad, evil,
Hindu, mandir,
celebration.

Sequence
pictures and
simple sentences
of the story.

Look at pictures of video about how Divali is celebrated today.

Make chocolate coconut sweets.

Invite a Hindu visitor to talk about Divali, children

Make Divali cards.

Learn new words -
Divali, Rama, Sita, good,
bad, evil, Hindu, mandir,
celebration.

Dance to Hindu music.

Eat Divali food.

Look at Divali cards.

Light a diva and ask children how they feel.

Make diva lamps.

Talk about how they feel when fireworks are lit

Look and talk about the murtis connected with the story- Rama, Sita, Hanuman, and Lakshmi.

Make rangoli patterns using paint, collage, sand or colouring them in.

Create firework pictures using a computer programme.

Topic: Special Times

Focus: Divali

Religion: Hinduism

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond 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.

Expressive Arts and Design:

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.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

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.

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.

Angel Gabriel visits Mary. Circle time: Who comforts you when you're afraid? Talk about feelings of fear.

Circle time: How does it feel to give/ receive gifts?

Set up Nativity scene in role-play and use to re-tell the story.

Topic: Special Times

Focus: Why was Jesus' birth seen as special?

Religion: Christianity

Make Christmas cards.

Make models of characters in the Christmas story e.g. Mary, Joseph, Jesus, angels etc.

Look at objects related to Christmas.

Encourage children to talk about visitors to their home.

Talk about the visitors that Jesus had after his birth.

Sequence pictures and simple sentences of the Christmas story.

Dance to Christmas music.

Talk about King Herod, a bad King and the family escaping to safety.

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.

Talk about the long journey that the Wise Men made to visit Jesus. Children talk about long journeys they have made.

Read the story of the Nativity. Watch the video of the First Christmas.

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond 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.

Expressive Arts and Design:

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.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

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.

Children to make masks for the sheep- to re-enact the parable of 'The House built on Sand.'(Mt 7: 15-20)

Tell a parable that Jesus told, e.g. The Lost Sheep. Talk about what this means to Christians.

The shepherd cares for his sheep. Who cares for you? How? How do they keep you safe?

Tell the children the story of 'The Friend who called at Midnight' (Lk: 5-8)

Circle time: Who cares for you and helps? (Make links to Home/ School/ Community).

Topic: Special Stories

Focus: Stories Jesus Told

Religion: Christianity

Talk about feelings, e.g. who looks after children when they are hurt? How do friends help you?

Play some hymns/ songs that Christians sing about Jesus, e.g. 'Shine Jesus Shine'.

Sequence pictures and simple sentences of the stories.

Re-enact/ role-play the stories of 'The Lost Sheep' and 'The Good Samaritan'.

Personal, Social and Emotional Development:

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.

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond 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.

Expressive Arts and Design:

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.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

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.

Talk about why people go to church.

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

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

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

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

Look at church noticeboard and talk about what other activities take place on church premises.

Talk about what they felt and what they saw.

Listen to Christian music played in various churches e.g. organ, choir, Latin, modern music.

Personal, Social and Emotional Development:

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.

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

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

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

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

Show children vestments/ altar cloths in various colours.

Make class model of a church and label.

Make class stained glass window/ banner collage.

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.

Topic: Special Places

Focus: Church Visit

Religion: Christianity

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond 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.

Expressive Arts and Design:

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.

Foundation Stage 2 Exemplar Planning

Understanding of the World:

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.

Personal, Social and Emotional Development:

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.

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

Make invitations, lists, name cards for the table.

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

Topic: Belonging/Family

Focus: Weddings

Religions: Christianity/Hinduism

Talk about the symbolism of the rings, veil etc.

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

Learn some special songs to sing.

Make cakes, etc, for celebration.

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

Communication and Language:

Listening and Attention

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond 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.

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- Writes own name and other things such as labels and captions.
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Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
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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.

C. Key Stage One

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

- Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- Christianity;
- at least one other principal religion;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

Themes

- believing: what people believe about God, humanity and the natural world;
- story: how and why some stories are sacred and important in religion;
- celebrations: how and why celebrations are important in religion;
- symbols: how and why symbols express religious meaning;
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
- belonging: where and how people belong and why belonging is important;
- myself: who I am and my uniqueness as a person in a family and community.

Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- beginning to use COMPUTING to explore religions and beliefs as practised in the local and wider community.

Planning at Key Stage 1

RE should be taught continuously throughout Key Stage 1 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 36 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to Exemplar Long-Term Plan on page 50). **Key content** from the relevant programme of study should then be identified.

The Levels of Attainment (pages 31-32) should be used at the start of Medium-Term Planning for each unit of work in order to identify the appropriate pitch (what pupils will be expected to know, understand and do). Pupils at KEY STAGE 1 are *generally* working around levels 1-3, with most pupils attaining level 2 at the end of KEY STAGE 1.

Lesson Questions should be devised for each lesson, which help answer the key unit question and take account of skills and attitudes.

The exemplar Long-Term Plan for KEY STAGE 1 on page 50 has a one single religion focus for each unit. This avoids confusion for young pupils and enables them to learn what is distinctive about a religion.

KEY STAGE 1 EXEMPLAR LONG-TERM PLAN

Based on Christianity and Judaism (core)

| | AUTUMN | SPRING | SUMMER |
|-----------------|---|--|---|
| Year One | <p>Who am I and why am I special? <i>(Belief, Impact of Faith, 1-2 weeks)</i></p> <p>How and why do Christians celebrate harvest? <i>(Belief, Worship, 3-4 weeks)</i></p> <p>What does it mean to belong in Christianity? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Why are gifts given at Christmas? <i>(Belief, Worship, Impact of Faith, 3 weeks)</i></p> | <p>Why is Jesus special to Christians? <i>(Belief, Teachings/Authority, 7-8 weeks)</i></p> <p>Why is Easter special for Christians? <i>(Belief, Teachings /Authority, Worship, 3 weeks)</i></p> | <p>How do Jews worship at home? <i>(Belief, Worship, 6-7 weeks)</i></p> <p>How do both Jews and Christians think the world was created? <i>(Beliefs, Teachings/ Authority, 6-7 weeks)</i></p> |
| Year Two | <p>How and why do Christians care for others? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Jews celebrate Sukkot? <i>(Belief, Worship, 4 weeks)</i></p> <p>How and why is Christmas a festival of light? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p> | <p>Why is Moses important to Jews? <i>(Belief, Teachings/Authority, 5 weeks)</i></p> <p>Why is the Bible special for Christians? <i>(Teachings/ Authority, 5 weeks)</i></p> <p>How do Christians celebrate Easter? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p> | <p>What can we learn from visiting a church? <i>(Beliefs, Worship, 5-6 weeks)</i></p> <p>What can we learn from the story of a saint? <i>(Teachings/ Authority, Impact of Faith, 4 weeks)</i></p> |

| Year 1 | Who am I and why am I special? | Autumn | |
|--|--|-----------------------------|---|
| Learning Objectives | Activities | Links to other subjects | Resources |
| <p>To consider the question 'Who am I?' and consider the uniqueness of each person in the community.</p> <div data-bbox="107 1018 607 1222" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Uniqueness, special, differences, Jesus, parables, talents</p> </div> | <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>PHSE</p> <p>Literacy</p> | <p>Cleversticks by Bernard Ashley (Picture Lions) ISBN:0006638554</p> <p>Children's Bible</p> |

| Year 1 | How and why do Christians celebrate Harvest? | Autumn | |
|--|---|---|---|
| Learning Objectives | Activities | Links to other subjects | Resources |
| <p>To respond thoughtfully to basic ideas of God as Creator.</p> <div data-bbox="107 778 609 986" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Harvest, God, thankful, celebrations, festival, prayer, Church</p> </div> | <p>Talk about why and when they might be thankful. Think about Harvest as giving thanks to God for safe gathering of the Harvest.</p> <p>Show a selection of fruit and vegetables. Identify and name. Use feely bag – feeling skins, textures to identify.</p> <p>Discuss what happens in Church – decorated with flowers and harvest produce. Service of Thanksgiving. Look at pictures of a decorated Church at Harvest time.</p> <p>Discuss and plan Harvest service and celebrations in school or possible link with local Church nearby.</p> <p>Introduce a selection of verses from Psalm 104 which are in praise of God. Explain that they are a song saying 'thank you' for food.</p> <p>Talk about giving produce brought into school to others. Who and why?</p> <p>Compose a harvest poem or thank you prayer.</p> | <p>Science – grouping foods. Growing simple foods.</p> <p>Literacy – descriptive words.</p> <p>Literacy – writing a poem/prayer of thanks.</p> <p>Numeracy – Data Handling – Favourite foods.</p> | <p>Woodlands Junior School</p> <p>TES – There is an excellent harvest powerpoint – free to join the website.</p> <p><u>Books:</u> Harvest Festival – Nancy Dickmann ISBN:978-1406219302 We love Festivals: Harvest – Honor Head ISBN:978-0750262088</p> |

Exemplar planning

| Year 1 | | What does it mean to belong in Christianity? | | Autumn | |
|---|--|---|--|-------------------------|-------------|
| Learning Objectives | | Activities | | Links to other subjects | 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>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> | | PHSE | School Logo |
| <p>Key words</p> <p>Belonging, Church, Christening, baptism, family</p> | | <p>Explain how children are welcomed into the Christian Church. Explore how some Churches hold a Baptism (Church of England and Catholic), and some a dedication service (Baptist). 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> | | Drama | |

Exemplar planning

| Year 1 | Why are gifts given at Christmas? | Autumn | |
|--|--|---|--|
| Learning Objectives | Activities | Links to other subjects | 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> <div data-bbox="112 826 611 1034" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Christmas, festival, gift, Jesus, God, celebration, Bible, peace, joy, hope, birth.</p> </div> | <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 like 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>Literacy – stories, sequencing, role-play, drama, speaking and listening</p> | <p>Gifts at Christmas – Start Up Religion ISBN: 9780237527655</p> <p>The Christmas Story Topmarks</p> <p>Espresso- Year 1- Christmas</p> <p>Jesus doll. Bright and Early catalogue 2008. P17. (Tel: 0161763 6232) Code: CHJESUS.</p> |

Exemplar planning

| Year 1 | Why is Jesus special to Christians? | | Spring |
|---|--|---------------------------------------|--|
| Learning Objectives | Activities | Links to other subjects | Resources |
| <p>To show some understanding that for Christians Jesus is special.</p> <div data-bbox="112 1050 611 1257" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p><i>Special, Jesus, Christians, caring, friendship, healing, God, power, Bible, teacher, parable.</i></p> </div> | <p>Discuss with children the special people in their own lives - parents, teachers, friends etc. Invite children to a draw gallery of special people. Ask why these people are special to them. Are there some comments which can apply to all the children's special people?</p> <p>Talk about Jesus helping and caring for others. Think about ways in which Jesus was a special friend to others. Discuss his friendships and relationships with others. Christians believe that Jesus' power also includes the ability to heal people. Share with children the story of the blind beggar (Luke 18:35-43). Stress to the children that the blind beggar wanted to see.</p> <p>Talk about the friends and followers of Jesus. Establish that for most Christians, Jesus is more than a special person. He is God. Explore Christian beliefs about the nature of God. Most Christians believe that God has power over nature. Look at Bible stories where Jesus displays this power. Share with children the story of Jesus calming the storm (Mark 4:35-41) where Jesus displayed his power over nature.</p> <p>Create or listen to some storm music - talk about a time when they were frightened by the weather.</p> <p>Inform children that Christians believe that Jesus was a special teacher. Contrast the circumstances of your teaching with those of Jesus. Jesus taught people of all ages, either individually, in smallish groups or large crowds. Usually he taught outside, or in people's houses or in the Temple. He taught people about God by telling them stories. Share with children the parable of the Lost Coin (Luke 15:8-11). Talk about what makes a good teacher.</p> | <p>Drama – role play</p> <p>Music</p> | <p>Christians in School Trust – Primary Vision – Key Stage Map – KEY STAGE 1 – Jesus A Special Person.</p> |

Exemplar planning

| Year 1 | Why is Easter special for Christians? | | Spring |
|--|---|---------------------------------------|---|
| Learning Objectives | Activities | Links to other subjects | 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> <div data-bbox="112 874 613 1182" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Easter, Palm Sunday, Good Friday, Easter Day, Cross, Lent, crucifixion, traditions, tomb, Shrove Tuesday, Church, palm cross, Jesus, Last Supper, disciple, risen, resurrection</p> </div> | <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>Drama – role play</p> <p>Music</p> | <p>Espresso – Year 1 – Easter</p> <p>Christians in School Trust – Primary Vision – Key Stage Map – KS1 – Easter</p> |

Exemplar planning

| Year 1 How do both Jews and Christians think the world was created? Summer | | | |
|--|--|--|---|
| Learning Objectives | Activities | Links to other subjects | Resources |
| <p>To respond thoughtfully to basic ideas about God as Creator.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p><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> </div> | <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 pictures of the Torah. Why is it treated in such a special way? 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>Drama – role-play</p> <p>Literacy</p> | <p>Christians In School Trust – Judaism</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p> |

Exemplar planning

| Year 1 | How do Jews worship at home? | Summer | |
|--|---|---|--|
| Learning Objectives | Activities | Links to other subjects | 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> <div data-bbox="120 724 622 995" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Prayer, kippah, tallit, kosher, home, family, mezuzah, special, celebrations, customs, Shabbat, symbol</p> </div> | <p>Talk about who belongs to a Jewish family.</p> <p>Talk about what family members do together: prayer at home – wearing a kippah, tallit and how they eat at home – special food – kosher.</p> <p>Discuss what can be seen at home – mezuzah (touching on 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>Drama – role-play.</p> <p>Literacy</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> |

Exemplar planning

| Year 2 | How and why do Christians care for others? | Autumn | |
|---|--|--------------------------|---|
| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To identify how people care for each other 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> <div data-bbox="107 1157 607 1334" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Jesus, parable, caring, love, forgiveness, help, Church</p> </div> | <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 play 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>Literacy PHSE</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 2 | How and why do Jews celebrate Sukkot? | Autumn | |
|--|---|-----------------------------------|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 951 607 1158" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Sukkot, celebration, festival, Sukkah, Kosher, Moses, fruit, Israel, sea, parting, desert</p> </div> | <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>DT Art</p> <p>Literacy</p> | <p>Espresso Y2.</p> <p>The Jewish Way of Life DVD</p> <p>Artefacts from Teesside One World Centre, Southlands Centre, Middlesbrough (01642 322216)</p> <p>Children's Bible</p> |

| Year 2 | How and why is Christmas a Festival of Light? | Autumn | |
|--|--|---|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 1141 600 1388" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Festival, light, Christmas, candle, decorations, star, angel, symbol, Christingle, service, 'Light of the World', seasons.</p> </div> | <p>Light at Christmas 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>Christingle 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>Literacy Speaking and Listening</p> <p>Art Science</p> <p>Literacy Art</p> <p>Art/ DT Literacy</p> | <p>www.reonline.org.uk for light symbolism</p> <p>Festivals</p> <p>Reflective materials</p> <p>Books linked to Christmas story</p> <p>www.reonline.org.uk Festivals</p> <p>* NB Health and safety: Check safety policy if using candles in the classroom and ensure the children know the dangers of candles and that they are warned not to light candles themselves.</p> |

| Year 2 | Why is Moses important for Jews? | | Spring |
|--|---|---|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="114 997 611 1206" style="border: 1px solid black; padding: 5px;"> <p>Key words Moses, birth, leader, Burning Bush, baskets, river, God, afraid, 10 Commandments, rules, Torah, Holy Book</p> </div> | <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 Computing to create a poster to display.</p> <p>Show the children a Torah. Explain and show how it is treated and used.</p> | <p>Art/ DT</p> <p>PHSE</p> <p>Computing</p> | <p>www.topmarks.co.uk/Judaism/Moses</p> <p>Children's Bible</p> <p>Artefacts – Torah</p> <p>Christians in School Trust: Judaism, The Torah</p> |

| Year 2 | How do Christians celebrate Easter? | Spring | | | |
|---|---|---------------------------|--|--|--|
| Learning Outcomes | Activities | Links to other subjects | Resources | | |
| <p>To know the Easter story and begin to realise its significance for Christians.</p> <p>To begin to identify and understand the symbolism of particular items.</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 describe how a paschal candle is used in the Easter vigil.</p> <p>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</p> | <p>Tell the story of Easter in simplified version. Tell children that for Christians, Easter is the most important time of the year when they celebrate the resurrection of Jesus.</p> <p><u>Shrove Tuesday, Lent and Palm Sunday</u> Talk about the reasons behind pancake day and make some pancakes. Explain that some people give up things during Lent and try to become a better person. Think about what you could do to make things better. Get children to write their promises on a leaf shape and create a promises tree.</p> <p>Tell the story of Palm Sunday and show a palm cross. Talk about how some Churches give out palm crosses.</p> <p><u>Good Friday</u> Recount the happenings of Good Friday. Describe or look at pictures of a church on Good Friday. Explain the significance of eating hot cross buns on Good Friday. Make or taste some hot cross buns.</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.</p> <p><u>Easter Sunday</u> Look at pictures of a Church on Easter Sunday and compare with the Church on Good Friday. Discuss traditions on Easter Sunday – giving cards, Easter eggs, celebrating new life.</p> <p>Talk about why some Christians make Easter Gardens, and the symbolism. Plan and make an Easter Garden to show the symbolism of new life.</p> | <p>Literacy</p> <p>DT</p> | <p>Childs Eye –Festivals video Espresso – RE- Y2- Easter Topmarks Easter story</p> <p>Palm cross</p> <p>Hot cross buns</p> <p>Paschal candle</p> | | |
| <table border="1"> <tr> <td data-bbox="91 1134 591 1318"> <p>Key words Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark, Easter Sunday, resurrection, symbol, festival.</p> </td> </tr> </table> | <p>Key words Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark, Easter Sunday, resurrection, symbol, festival.</p> | | <p>DT</p> | <p>Easter cards, pictures of a Church on Easter Sunday.</p> <p>Woodlands Junior School</p> | |
| <p>Key words Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark, Easter Sunday, resurrection, symbol, festival.</p> | | | | | |

| Year 2 | What can we learn from visiting a church? | Summer | |
|--|--|---|--|
| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To identify the main features of a church.</p> <p>To understand the need to show respect for other people and places of worship. To experience and describe the atmosphere of a church.</p> <p>To identify some of the artefacts in a church. Make connections between the features of a church and artefacts and the way they are used by Christians. To identify the parts of a church they think are important and begin to consider why.</p> <p>To give simple explanations about why and how the building is special to Christians. To begin to consider how and why people pray.</p> <div data-bbox="96 1185 595 1369" style="border: 1px solid black; padding: 5px;"> <p>Key words Church, altar, pulpit, font, pews, hymn books, hassocks, Bible, lectern, flags, banner, instruments, organ.</p> </div> | <p><u>What is a Church? What is it for?</u> Ask the children to name different buildings, e.g. hospital, school and say what each is used for. Explain that all these buildings have a purpose. Ask the children what the purpose of a Church is? Show pictures of different churches and ask what they know. Ask them to describe the shapes of the windows, porch, door. What do they think is in the tower? What do they think they might find inside the church?</p> <p>Talk about question sentences. List words that a question sentence might begin with. What...Why...When...Can...Ask children to use some of the words to write questions about a church, e.g. Why does a church have a bell?</p> <p><u>Visit a Church</u> Before the visit talk to the children about the way to behave in a church-together make a 'code of behaviour'. On arriving get the children to sit silently in the pews for a short while. What can they see, hear, smell? How does being inside the church make them feel?</p> <p>Show children the main features and artefacts in the church and explain what they are used for. Take photographs and draw pictures. Make rubbings (if permitted) of patterns or textures. Talk about what happens in a church and show where the people sit, pray, sing. Explain that some people kneel or bow their heads to pray and point out the hassocks.</p> <p><u>What makes a church special?</u> Talk about the significant parts of the church and link them to Christian beliefs and actions. Work in groups to plan and make a model of a church and label using words from a word bank. Add a simple explanation of how the building is special to Christians.</p> <p><u>How and when do people pray?</u> Remind children of hassocks, prayer books (use photos) and how people might sit or bow their heads to pray. Do the children know any prayers? When do we say prayers? Ask the children to make up and write their own prayer.</p> | <p>Maths</p> <p>Literacy</p> <p>PHSE</p> <p>Art</p> <p>DT</p> <p>Literacy</p> | <p>ICT - Pictures Big Book Digital camera</p> <p>Paper Pencils Notebooks Wax crayons Book Pictures</p> <p>www.educhurch.org.uk This website is particularly good at showing through photographs the comparisons between different Churches.</p> <p>Artefacts</p> |

| Year 2 | What can we learn from the story of a saint? | Summer | |
|--|--|-------------------------------|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 994 604 1177" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Saint, faith, stained glass window, symbol</p> </div> | <p>Choose a saint or saints – possibly linked to the local area. 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>PHSE</p> <p>DT Art</p> | <p>Books related to chosen saints</p> <p>Websites related to stories of the saints</p> |

D. Key Stage Two

Throughout Key Stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasonings to support their ideas and views.

More specifically pupils should be taught to:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religions, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs

- Christianity
- at least two other principal religions
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

Themes

- beliefs and questions: how people's beliefs about God, the world and others impact on their lives;
- teachings and authority: what sacred texts and other sources say about God, the world and human life;
- worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;
- the journey of life and death: why some occasions are sacred to believers, and what people think about life after death;
- symbols and religious expression: how religious and spiritual ideas are expressed;
- inspirational people: figures from whom believers find inspiration;
- religion and the individual: what is expected of a person in following a religion or belief;
- religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life;
- beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Experiences and opportunities

- encountering religion through visitors and visits to places of worship, and;
- focusing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through art and design, music, dance, drama and Computing;
- developing the use of Computing, particularly in enhancing pupils' awareness of religions and beliefs globally.

Planning at KS2

RE should be taught continuously throughout KS2 and with **sufficient curriculum time** allocated to cover the programme of study, assumed to be no less than 5% (minimum 45 hours per year).

When planning a Scheme of Work, teachers should devise an overall **key question for each unit** (refer to Exemplar Long-Term Plan on page 69). **Key content** from the relevant KS2 programme of study should then be identified.

The Levels of Attainment should be used at the start of Medium-Term Planning for each unit of work in order to identify the appropriate pitch (what pupils will be expected to know, understand and do). Pupils at KS2 are *generally* working around levels 2-5, with most pupils attaining level 4 at the end of KS2.

Lesson Questions should be devised for each lesson, which help answer the key unit question and take account of skills and attitudes.

The exemplar Long-Term Plan for KS2 on page 69 and 70 has some single religion focus units, enabling the continuation of pupils' understanding of the distinctive beliefs and features of the religions studied. In other units, content can be drawn from more than one religion, in order to illustrate common themes and practices, enabling pupils to consider similarities and differences.

KS2 EXEMPLAR LONG-TERM PLAN

Based on Christianity, Buddhism and Hinduism/ Sikhism (core) and Islam (supplementary)

| | AUTUMN | SPRING | SUMMER |
|-------------------|--|--|---|
| Year Three | <p>What do Hindus believe about God? <i>(Belief, 8 weeks)</i></p> <p>How and why do Hindus worship at home and in the Mandir? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Christmas Why is Advent important to Christians? <i>(Worship, Teachings/ Authority, Belief, 3 weeks)</i></p> | <p>What do miracles tell us about who Jesus was? <i>(Belief, Teachings/ Authority, 7-8 weeks)</i></p> <p>Easter What do Christians remember on Palm Sunday? <i>(Belief, Teachings/ Authority, Worship, 3 weeks)</i></p> | <p>Why are holy books important? <i>(Belief, Teachings/ Authority, Worship, 6 weeks)</i></p> <p>How do Jesus' parables help Christians live their lives? <i>(Teachings/ Authority, Impact of Faith, 6 weeks)</i></p> |
| Year Four | <p>Why do religions have rules? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Hindus (or Sikhs) celebrate Divali? <i>(Teachings/ Authority, Worship, 5-6 weeks)</i></p> <p>Christmas How do Christians celebrate Christmas today? <i>(Worship, Belief, 3 weeks)</i></p> | <p>How and why do religious people pray? <i>(Worship, Belief, 6 weeks)</i></p> <p>Easter Why is Lent such an important time for Christians? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p> | <p>What can we learn about symbols and beliefs from visiting religious buildings? <i>(Belief, Worship, 6 weeks)</i></p> <p>What do religions say about the environment? <i>(Belief, Teachings/ Authority, Impact of faith, 5-6 weeks)</i></p> |

| | AUTUMN | SPRING | SUMMER |
|------------------|---|---|---|
| Year Five | <p>Why is Muhammad important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>What is the Qur'an and why is it important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas Why is the birth of Jesus important to Christians? <i>(Belief, Worship, Teachings/Authority, 3 weeks)</i></p> | <p>Why do people travel to sacred places? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> <p>Easter What happened at the Last Supper? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p> | <p>What do Christians believe about God? <i>(Belief, 4 weeks)</i></p> <p>Why and how do Christians celebrate Pentecost? <i>(Belief, Worship, 4 weeks)</i></p> <p>How do Christian groups differ in their expression of faith? <i>(Belief, Worship, 4 weeks)</i></p> |
| Year Six | <p>Why is the Buddha important for Buddhists? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How do Buddhist beliefs affect the way Buddhists live their lives? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas What do the gospels tell us about the birth of Jesus? <i>(Teachings/Authority, 3 weeks)</i></p> | <p>How do religions respond to prejudice and discrimination? <i>(Belief, Impact of Faith, 7-8 weeks)</i></p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? <i>(Belief, 3 weeks)</i></p> | <p>How and why do some religious people inspire others? <i>(Teachings/ Authority, Impact of faith, 5-6 weeks)</i></p> <p>What do religions believe about life after death? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> |

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| <p>To understand the basic facts of the Hindu religion.</p> <p>To understand what Hindus believe about God.</p> <div data-bbox="107 1013 609 1292" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Brahman, Hindu, Divali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir</p> </div> <p>Exemplar planning</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 Computing/ 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>Once children are equipped with some basic information, write up in a chosen form e.g. fact sheet.</p> <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>Literacy</p> <p>Literacy Speaking & Listening</p> | <p>Espresso resources on the basics of Hinduism</p> <p>BBC website</p> <p>http://www.hinduacademy.org/schools/ks1-3.htm</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/index.shtml (Mainly teacher information)</p> <p>Artefacts</p> |
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| Year 3 | How and why do Hindus worship at home and in the Mandir? | Autumn | |
|--|--|---|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 667 609 943" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Key words</p> <p>Brahman, Hindu, Diwali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir</p> </div> <p><u>Exemplar planning</u></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>Literacy D and T</p> <p>Computing</p> <p>Drama</p> | <p>Woodlands Junior website Espresso Artefacts</p> <p>http://resources.hwb.wales.gov.uk/VTC/ngfl/re/bdag/ngfl-container/re-unit3-en.html</p> <p>http://www.britishcouncil.org/kids-stories-favourite-day-diwali-popup.htm</p> |

| Year 3 | Christmas: Why is Advent important to Christians? | Autumn | |
|--|---|-------------------------|---|
| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To recognise Advent as a time to prepare for the arrival of Jesus as a special baby.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Advent, Jesus, special baby, celebration, Christians, Christmas, wreaths, candles, birth, symbolise, eternal God, Advent calendar</p> </div> | <p>Talk about what is a 'special occasion'. Thought shower different ideas.</p> <p>Discuss personal experience of celebrations. How do we prepare for them? Using an example of Christmas or a birthday party, discuss together and suggest ways in which we get ready for special occasions e.g. buying special food/ sending invitations / putting up decorations.</p> <p>Explain that Christians also get ready for Christmas in a period of time called Advent ('coming') and that is a time when they prepare for the birth of Jesus.</p> <p>Look at Advent wreaths- evergreen leaves symbolise the eternal nature of God. Discover how there are 5 candles on an Advent wreath to symbolise the four Sundays before Christmas and Christmas day itself. If possible, ask a representative from the Church to show and discuss the wreath, saying a prayer that accompanies the lighting of the candles.</p> <p>Look at different Advent calendars both more commercial and ones with Christian pictures and phrases. Make an Advent calendar using pictures that are symbolic to Christians and reminders of the Christmas stories.</p> <p>Talk about feelings leading up to Christmas day- excitement, wonder. Encourage the children to sit quietly and have some time just to sit and think whilst looking at the candle burning- How do you feel?</p> | <p>PSE</p> <p>Art</p> | <p>www.topmarks.co.uk</p> <p>Advent</p> <p>RE Quest</p> <p>Woodlands Junior website</p> <p>Advent candles and wreaths</p> <p>Advent calendars</p> |

| Year 3 | What do miracles tell us about who Jesus was? | Spring | |
|--|--|--|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 683 607 963" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Miracles, Christian, power, Jesus, paralysed, authority, sickness, belief, heal</p> </div> <p><u>Exemplar planning</u></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 (or you) were frightened? Who would you turn to if you were scared? Who are the people you trust? Who would you trust?, 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 on time, a number of miracles could be explored over a few weeks, by focusing on 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 • Write a newspaper article from a particular viewpoint to describe a miracle. | <p>Literacy</p> <p>Speaking and listening</p> <p>PSE</p> <p>Art</p> <p>Drama</p> | <p>Children's Bible</p> <p>Espresso resources on storms, etc.</p> <p>www.reonline.org.uk Jesus the healer</p> <p>RE websites</p> |

| Year 3 | What do Christians remember on Palm Sunday? | Spring | | |
|--|---|--|--|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 1018 607 1281" style="border: 1px solid black; padding: 5px;"> <p>Key words Jerusalem, Palm Sunday, disciples, palm leaves, king, royalty, kingship. Power, crow, donkey, leader, palm crosses, procession, Hosanna, Christians</p> </div> | <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><u>Assessment</u> Write an acrostic poem 'PALM SUNDAY' to show understanding.</p> | <p>Literacy</p> <p>Speaking and listening</p> <p>Drama</p> <p>DT</p> <p>Literacy</p> | <p>Children's Bible</p> <p>Espresso resources</p> <p>RE websites</p> <p>http://www.bbc.co.uk/schools/religion/christianity/aster.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 | Why are holy books important? | Summer | |
|---|---|-------------------------|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="103 820 607 1150" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>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> </div> <p>Exemplar planning</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 how he or she uses it 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 favourite 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>Literacy</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 | How do Jesus' parables help Christians live their lives? | Summer | Learning Outcomes | Activities | Links to other subjects | Resources |
|--|--|---|--|------------|-------------------------|-----------|
| <p>To be able to re-tell some stories Jesus told and explain what they mean to Christians</p> <div data-bbox="112 997 616 1276" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Parables, message, teaching, neighbour</p> </div> <p>Exemplar planning</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. The children could write an alternative version of the parable.</p> | <p>Speaking and Listening</p> <p>Science</p> <p>PSHE</p> <p>Drama</p> <p>Literacy</p> | <p>http://www.dltk-bible.com/cv/jesus_tells_stories.htm Espresso</p> <p>http://gardenofpraise.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 | What do religions say about the environment? | Autumn | |
|---|---|--|--|
| Learning Outcomes | Activities | Links to other subjects | 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 fair trade food.</p> <div data-bbox="112 896 611 1174" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Bible, Christianity, Harvest Festival, Hinduism, Buddhism, ahimsa, environment, 1st precept, fair trade</p> </div> <p><u>Exemplar planning</u></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.</p> <p>e.g Islam – The Qur’an says that Allah (God) is the Creator of the world. Human beings are on the world as trustees or ‘viceregents’ - they are told to look after the world for Allah and for the future</p> <p>. 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.</p> <p>Hinduism – ahimsa (non-harming)/ancient precept of caring for environment and taught by parents to children</p> <p>Buddhism- 1st precept – avoiding injury to any sentient creature.</p> <p>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.</p> <p>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></p> <p>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 of fair trade food – complete a taste test. Is there any difference in taste between fair and non-fairly traded food?</p> <p>Invite a member of a local religious community 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>PSHE</p> <p>Science</p> <p>Environmental issues</p> <p>Conservation</p> <p>‘Going Green’</p> <p>Sustainable development</p> <p>Computing</p> <p>Literacy</p> <p>Speaking & Listening</p> <p>Computing</p> | <p>http://www.religioustolerance.org/tomek20.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 4 | How and why do religious people pray? | | Spring |
|---|--|---|--|
| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To understand what prayer is.</p> <p>To understand why people pray.</p> <p>To understand how people pray.</p> <div data-bbox="100 861 604 1141" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Prayer, relationship, pray, Thanksgiving, blessing</p> </div> | <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 a religious community 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 be invited to write their own prayer. If they choose not to write a prayer then invite children to write about what concerns them or their wishes at the moment.</p> | <p>Art Literacy Speaking and Listening</p> <p>Drama</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 | Why is Lent such an important time for Christians? | | Spring |
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| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To understand why Lent is important to Christians.</p> <div data-bbox="103 786 604 1145" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words</p> <p>Shrove Tuesday, pancakes, Lent, devil, Ash Wednesday, dust, Roman Catholic, desert, ashes, sin, Gospel, faithful, temptation, Easter, prepare, Jesus, sacrifice, redemption, fast.</p> </div> | <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>DT</p> | <p>Flour, eggs, milk</p> <p>Woodlands Junior school website</p> <p>Bible/ stories of Jesus' temptations</p> |

| Year 4 | What can we learn about symbols and beliefs from visiting religious buildings? | Summer | |
|---|---|-------------------------------|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 994 609 1273" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Value, symbol, belief, precious, concrete, intangible, Church, mosque, temple, synagogue, mystery, awe, worship, respect</p> </div> | <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 the religious buildings show about what the religious community value?</u> Show children pictures of some religious building 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 religious buildings? 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 building. Children sort the objects into groups for each of the two buildings and give reasons for their decisions, e.g. things that are friendly/intimate, mysterious/awesome. Are the groups the same for the two buildings? Explore the reasons for their answers.</p> <p><u>What can we learn from a visit to a religious building?</u> Arrange a visit to two religious buildings. This may be two Christian buildings e.g. Catholic/Orthodox/ High Church Anglican and non-conformist, e.g. Baptist/Methodist/Quaker meeting house. It may be e.g. a mosque, gurdwara, Sikh temple, synagogue, Buddhist temple. 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 religious building 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 religious building organised for people to listen, to kneel, etc? How does the layout relate to the beliefs of the people who worship there?</p> | <p>Speaking and Listening</p> | <p>Precious objects</p> <p>http://www.woodlands-junior.kent.sch.uk/Home work/religion/church/</p> <p>Photographs of different denomination churches and other religious buildings</p> <p>Virtual tours of religious buildings</p> |

| Year 4 | Why do religions have rules? | Summer | |
|--|---|-------------------------|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="103 943 607 1222" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Rules, societies, guidelines, faiths, commandments, Dharma</p> </div> | <p>Complete an 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>PSHE</p> | <p>Ten Commandments animated 2007</p> <p>www.ainglkiss.com/10commandments/</p> <p>www.hindukids.org/learn/hindu_dharma/niyam.html</p> |

| Year 5 | | Why is Muhammad (PBUH) important to Muslims? | | Autumn | | | |
|--|--|---|--|---|--|--|--|
| Learning Outcomes | | Activities | | Links to other subjects | | 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' <ul style="list-style-type: none"> that a Mosque is a special place for Muslims that Muslims do not focus on statues or pictures when they pray | | <p>AT1 Learning about Hear/read the story of Muhammad (PBUH) Discuss with partner the 'Night of Power' - what was revealed to him?</p> <p>AT2 Learning from 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(PBUH) life Children suggest questions which can be asked when hot seating Muhammad.</p> <p>Write a biography of Muhammad's life asking the children to include responses elicited during hot seating (or any other dialogue).</p> <p>AT1 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>Literacy</p> <p>shared/guided reading activities</p> <p>numeracy/DT measuring, scale, Art symmetry</p> | | <p>Muhammad (PBUH) the Beloved Prophet: A Great Story Simply Told by Iqbal Ahmad Azami</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> | |
| <p>Key words Muhammad, PBUH, Night of Power, revealed, beloved, prophet, messenger, God, revelation, Allah, faith, Mosque, faith, leader</p> <p>Exemplar planning</p> | | | | | | | |

| Year 5 | What is the Qur'an and why is it important to Muslims? | Autumn | |
|---|--|--|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="100 890 600 1109" style="border: 1px solid black; padding: 5px;"> <p>Key words Qur'an, special book, Muhammad, PBUH, Allah, sacred power, prayer, inspired, Arabic, guidance, behaviour indicators</p> </div> | <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, because Arabic is written left to right) incorporating, e.g. Islamic patterns, flowers, trees.</p> | <p>Literacy Speaking and Listening</p> <p>PSE</p> <p>Art</p> | <p>Qur'an and stand</p> <p>'Islam for Children' by Ahmad Von Denffer. ISBN: 9780860370857</p> |

Exemplar planning

| Year 5 | Why is the birth of Jesus important to Christians? | Autumn | |
|---|---|-------------------------|---|
| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To understand that:</p> <ul style="list-style-type: none"> Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah) that Jesus is the incarnation of God-that God became man that God gave a great gift to the world in his son Jesus <p>To understand that Jesus came to earth for all people-rich and poor alike, good and bad.</p> <div data-bbox="103 938 604 1158" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words Prophecy, gift, love, joy, peace, shepherds, Magi, faith</p> </div> | <p>Read extracts from Old Testament –the Prophets –what kind of person were they predicting would come to free the Jews?</p> <p>What kind of people did God choose to prepare his son for his ministry? (Mary, Joseph)</p> <p>What attributes do the children think parents should have? Children could design a ‘wanted poster’ for a great Mum or Dad (or both or another carer’ depending on individual circumstances in the class.</p> <p>Talk to the children that the events surrounding Jesus’ birth encompassed rich and poor alike.</p> <p>Talk about the different type of gifts –what is gift? Love, joy, peace. Can these be bought, or only given? Children think of a gift they could give mum (or someone) that didn’t involve retail outlets of any kind.</p> <p>Compare the different visitors who came to see Jesus: the shepherds and the Magi (kings) Who were the shepherds? Poor, uneducated, distanced from the goings on beyond their village. The Magi –the other extreme, wealthy, educated, articulate. This birth had already drawn people together - a leveller. What does this tell Christians about Jesus and the relationship they can have with Jesus? Look at the carol ‘In the Bleak Midwinter’ which describes this.</p> <p>Children could maybe write a personal diary account from the perspective of one of the visitors e.g. a shepherd describing what it was like to be visited by an angel and leave their sheep – most precious possession and visit the baby.</p> | <p>Literacy</p> | <p>Children’s Bible</p> <p>Images of the visitors ‘In the Bleak Midwinter’ carol.</p> |

| Year 5 | Why do people travel to sacred places? | Spring | |
|---|--|--|---|
| Learning Outcomes | Activities | Links to other subjects | 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. 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 To make a presentation describing another type of pilgrimage which people make.</p> <div data-bbox="107 1029 607 1246" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Sacred, pilgrimage, holy, Hajj, symbolic, healing, spirituality, blessings, journey, forgiveness</p> </div> <p>Exemplar planning</p> | <p>AT2 Learning from 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>AT1 Learning about 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.)</p> <p>AT2 Learning from 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.</p> <p>Possible choices 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). Santiago de Compostela - north western Spain –St James the Apostle's resting place Bathing in the Ganges, India Children do research on internet about other selected places of pilgrimage – building up resources to deliver a presentation (PP, Notebook etc)</p> | <p>Literacy</p> <p>Computing – text/images</p> <p>Speaking and Listening</p> | <p>Channel 4 'The Virtual Hajj'</p> <p>Espresso</p> <p>berkshirehistory.com/kids/pilgrims</p> |

| Year 5 | What happened at the Last Supper? | | Spring |
|--|---|--|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="107 874 604 1137" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Key words Jesus, disciples, Passover, Jerusalem, exodus, meal, body, blood, communion, symbol, Last Supper, washing, serving, death, friend</p> </div> | <p><u>AT 1 Learning about</u> 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><u>AT2 Learning from</u> 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 of one of the disciples describing what happened at the Last Supper.</p> | <p>Literacy-reading/ speaking/ listening</p> | <p>Seder plate – info from www.chabad.org/</p> <p>selected paintings from internet or posters</p> |

Exemplar planning

| Year 5 | What do Christians believe about God? | Summer | |
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| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="114 1007 613 1225" style="border: 1px solid black; padding: 5px;"> <p>Key words <i>Creator, live, Creation, God, image, belief, evolution, Stewardship, conservation, preservation, protect, world, nature</i></p> </div> | <p><u>AT1 Learning about</u> 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><u>AT2 learning from</u> 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). This provides a really good opportunity to debate - Creation versus the theory of Evolution Prior to this children need to have the opportunity to research evolution and be given points to consider before putting their arguments.</p> <p><u>AT2 learning from</u> ‘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>Literacy shared /guided reading public speaking</p> <p>Science Geography global warming</p> | <p>Bibles – creation story</p> <p>www.request.org.uk/main/basics/god/god01</p> |

| Year 5 | How do Christian groups differ in their expression of faith? | Summer | |
|---|---|---|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="96 805 595 1082" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words</p> <p>Worship, faith, celebration, belong, celebrate, prayer, pray, verse, Church</p> </div> | <p><u>AT1 Learning about</u> For many Christians, the word church has two meanings: 1) the building in which they meet to worship 2) but more importantly, the word church means the community of believers. A Christian Church can exist without a traditional church building. Many Christian Churches meet, for example, in school buildings.</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><u>AT2 Learning from</u> Why do they celebrate their faith in the way they do? Does it have an impact on their daily lives?</p> <p>What do Christians communities share in common with each other?</p> <p>Listen to different types of music used in worship, e.g. Taizé style hymns, gospel choirs, Gregorian chant, traditional English hymns etc. What do the children feel when listening to different kinds of music? What does the music tell us about the way people worship or their beliefs?</p> | <p>Computing - research</p> <p>write a prayer/ verse for a hymn/ a painting /backcloth something that fits in with the beliefs of the church</p> <p>Music</p> | <p>Computing resources</p> <p>CDs of religious music</p> |

| Year 6 | Why is the Buddha important for Buddhists? | Autumn | |
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| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="91 975 591 1238" style="border: 1px solid black; padding: 5px;"> <p>Key words Buddhism, Buddha, The Four Noble Truths, Five Moral precepts, Noble Eightfold Path, enlightened, meditation, Nirvana, wheel of life</p> </div> | <p>Play 'Guess the post it person' game. Write a famous person on a post-it 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. 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>Literacy</p> <p>Literacy Art</p> <p>Art</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> |

Exemplar planning

| Year 6 | How do Buddhist beliefs affect the way Buddhists live their lives? | Autumn | |
|---|--|---|---|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="100 1029 600 1289" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Buddhism, Buddha, temple, shrine, monks, candles, incense burner, statues, puja, Theravasin tradition, alms bowl, robe.</p> </div> | <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>Speaking and Listening</p> <p>DT</p> | <p>Espresso video of worship</p> <p>Photographs</p> <p>Items used in puja</p> <p>Photographs of Buddhist traditions</p> |

| Year 6 | What do the gospels tell us about the birth of Jesus? | Autumn | |
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| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To have a clear understanding of the story of Christmas and understand why it is significant to Christians.</p> <p>To compare and contrast the Gospel stories of Christmas from Matthew and Luke.</p> <p>To begin to understand why there are differences and the implications of this for Christians.</p> <div data-bbox="107 1077 604 1308" style="border: 1px solid black; padding: 5px;"> <p>Key words Gospels, Christmas Story, Mary, Joseph, angels, Jesus, shepherds, Kings, Egypt, Nazareth</p> </div> | <p>Find out what the children know about the story of Christmas already. In groups, create a story map to show the sequence of events.</p> <p>Compare the story of Christmas according to the Gospels of Luke and Matthew. Read the accounts and summarize the main points of each.</p> <p><u>Luke</u> The story begins in Nazareth, where Mary and Joseph live. Mary, not Joseph, is visited by an angel. They go to Bethlehem for a census, and because there is no room at the inn, Mary lays the child in a manger. Angels announce his birth to local shepherds, and tell them where to find Jesus. There is no mention of a star, wise men, the slaughter of the innocents, or fleeing to Egypt or Nazareth.</p> <p><u>Matthew</u> Joseph is considering divorcing Mary after finding out she is pregnant. An angel appears to him, telling him what the child is and commanding him not to divorce her. Jesus is born in Joseph's home in Bethlehem ("When Joseph woke up, he did what the angel of the Lord had commanded him and took Mary home [...] she gave birth to a son," NIV). The wise men come looking for Jesus, following the star, and "on coming to the house, they saw the child with his mother Mary" and present their gifts. Soon an angel warns Joseph in a dream of the coming slaughter, and they flee first to Egypt and then to Nazareth.</p> <p>How are they different? Which one do you think is more accurate / believable? Why do you think there are differences? What implications does this have for Christians?</p> <p>Children could create a drama, cartoon sequence or produce a story book to show both or one of the accounts to show their understanding of the story and what it means to Christians.</p> <p>Look at art work showing the story of Christmas. Which gospel do they refer to? Which one do you think is the most preferred version?</p> | <p>Literacy Speaking & Listening</p> <p>Drama Literacy D & T</p> <p>Art</p> | <p>Bibles with the Christmas story from Matthew and Luke.</p> <p>Art showing images from the Christmas story.</p> |

| Year 6 | What do religions believe about life after death? | Spring | |
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| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To understand:</p> <ul style="list-style-type: none"> what Christians believe happens when you die what Christians mean by spirit or soul what practical aspects follow a death that saying goodbye is part of the grieving process what Hindus/ Sikhs believe happens when they die that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life how karma influences a Hindu's/Sikh's life <div data-bbox="129 1086 629 1270" style="border: 1px solid black; padding: 5px;"> <p>Key words</p> <p>Death, spirit, soul, funeral, heaven, afterlife, karma, ceremony, cremation, burial</p> </div> <p>Exemplar planning</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. 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. 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. 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? What do Hindus believe happens to them after they have died? Why is water important? Research River Ganges. 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 "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." Together look through what might happen at a typical Humanist funeral.</p> | <p>PSE/ SEAL</p> <p>Literacy</p> <p>Speaking and Listening</p> <p>Computing</p> <p>Geography</p> | <p>Stories for each religion covering various aspects of faith</p> <p>www.sln.org.uk/storyboard</p> <p>https://humanism.org.uk/wp-content/uploads/Funeral-s-Leaflet.pdf</p> <p>http://www.humanismforschools.org.uk/pdfs/death%20and%20other%20big%20questions.pdf</p> |

| Year 6 | Why are Good Friday and Easter Day the most important days for Christians? | Spring | |
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| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="100 975 600 1182" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words Stations of the Cross, Good Friday, Easter Vigil, Pascal Candle, service, Jesus, Light of the World, Easter Sunday</p> </div> <p><u>Exemplar planning</u></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 importance 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. 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>Literacy</p> <p>DT</p> <p>Art</p> <p>Computing</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 | How do religions respond to prejudice and discrimination? | Summer | | |
|---|---|--|--|--|
| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="129 970 627 1139" style="border: 1px solid black; padding: 5px;"> <p>Key words Prejudice, discrimination, misconception,</p> </div> <p>Exemplar planning</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 with a particular 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. <u>The Samaritan Woman at the Well</u> (John 1-42) 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. <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? The Buddha rejected the caste system in India. Discuss the caste system. Is there a social pecking order in school? Should there be? What would a Buddhist think/ do about this?</p> | <p>Art</p> <p>Literacy</p> <p>Speaking & Listening</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 | How and why do some religious people inspire others? | Summer | |
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| Learning Outcomes | Activities | Links to other subjects | 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> <div data-bbox="100 1054 602 1262" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words <i>Jesus, Gandhi, Martin Luther King, belief, inspire, inspirational</i></p> </div> <p>Exemplar planning</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>Jesus 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>Gandhi 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>Martin Luther King 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>If you made an inspirational speech what would you say?</p> | <p>Speaking & Listening</p> <p>Literacy</p> <p>Art</p> <p>Literacy</p> <p>Art</p> <p>Literacy</p> <p>Drama</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 | What do the Major Religions share in common? | Summer | |
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| Learning Outcomes | Activities | Links to other subjects | Resources |
| <p>To understand that the major religions believe there is only one God and that we exist because of Him. To understand that the major religions all teach that we should do unto others what we would want to be done to us. (This principle applies not just to family and friends but to all. It is the basis of peace and social justice.) To understand that all Humanity is united. To understand that the major religions teach that we have a duty to work for peace and justice in our world.</p> <p>To understand that as human beings, the world religions teach that we have a responsibility for helping those in need.</p> <div data-bbox="114 1038 613 1257" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key words God, Allah, The Golden Rule, Ethics, Reciprocal, Reciprocity, politics</p> </div> | <p><u>AT1 Learning about</u> Read/ listen to/ watch the creation stories from different religions Children could make a cartoon strip, create a piece of drama or art to show a story.</p> <p><u>AT2 learning from</u> The world religions all teach that we should treat others the way we would be expected to be treated – ‘The Ethics of Reciprocity.’ What does that say about how religious people should live their lives? What does it tell us about how we should treat fellow pupils? Should we care about what is happening in our world? Why? Should religious people be interested in politics? Why? Set up a debate on this issue, giving the children time to prepare.</p> <p><u>AT2 learning from</u> As school children we can campaign to change the lives for children in our world. Explore how we can do this. One way is to become involved in “Send My Friend to School.”</p> <p>We could also organise a school campaign to support a local charity, producing fact sheets and advertising posters.</p> | <p>Literacy shared /guided reading, public speaking,</p> <p>reasoned argument,</p> <p>Citizenship PHSE</p> <p>Computing Science Geography</p> | <p>Creation Stories</p> <p>http://www.teachingvalues.com/goldenrule.html</p> <p>www.sendmyfriend.org</p> |

