

Introduction

The nature and purpose of the exemplar schemes of work

'Religious Education in Cambridgeshire: The Agreed Syllabus 2007', defines through its programmes of study what is to be taught at each stage in those schools using the syllabus. It does not prescribe how schools should organise the teaching of the subject matter. Schools are encouraged to integrate the content, questions and themes from the programmes of study to produce creative and flexible schemes of work for the pupils. Schools will need to ensure continuity and progression in learning and link with suggested assessment tasks. The schemes need to build on previous learning and experience, and avoid unnecessary duplication. Each school will find its own distinctive way of doing this.

The schemes of work presented here are revisions of the existing schemes to bring them in line with the requirements of the Agreed Syllabus 2007. In updating the schemes attempts have been made to provide some alternate teaching activities, with additional focus on AT2. Opportunities for assessment have been included as well as topic expectations. There are **examples** of how the statutory material for Key Stages 1 from the Agreed Syllabus could be organised and taught within the time recommendations of the Dearing Review. **They are purely illustrative and their use is not mandatory**; schools are free to plan their own schemes of work from the outset if they wish to do so, or to use the QCA scheme of work units for all or part of their provision, provided always that the requirements of the Agreed Syllabus are met.

The following members of Cambridgeshire SACRE have revised the schemes of work:

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Janet Scott	Homerton College, Cambridge
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SACRE would welcome comments on the material and suggestions for further developments.

Scheme of work units for the Foundation Stage will be added to this site by November 2007.

Notes on the units of work

1. Organisation

The schemes of work provide a balance between units relating to Christianity, to other faiths individually and to the themes drawing on more than one religion. There are a number of ways of sequencing and combining the units. The 'Curriculum plans' show two alternative ways of arranging the units for the key stage, but many others are possible.

Some units are best taught at a particular time of year e.g. 'Birthdays' in the autumn term, and 'Church visit (2b)' in the spring term. Some units are more suitable for the upper end of the age range, e.g. 'Special Books'.

2. Choices

With some units, alternatives are given. For example the 'Family' units include possible studies of Christian, Jewish, Muslim and Hindu families. It is not suggested that schools should include all of these; a choice may be made of those most appropriate to the religious backgrounds of pupils in the class and the school, using the criteria suggested in the agreed syllabus for KS1 'General characteristics'.

3. Key words

In RE, as in many other subjects, there is a body of **specialist vocabulary** that must be taught if pupils are to be able to express religious ideas clearly. A minimum number of these words are given in each study unit. In all cases pupils' ability to understand and deploy the vocabulary can illustrate aspects of progress for the purposes of assessment.

4. Abbreviations

The abbreviations besides the learning objectives refer to the strands identified in the Agreed Syllabus.

These are: PE = people, WO = worship, PL = places, WR = writings, FF = festivals and fasts, RP = rites of passage, SC = self and community, and NW = natural world.

The first initial stands for the religion e.g. C = Christianity, and in the Key Stage 1 units, R = religions other than Christianity.

5. Assessment

Assessment helps improve the planning and delivery of lessons, shares objectives with the pupils, helps diagnose successes and problems of pupils' learning for the teachers and ensures that the schemes of work match the aims and objectives of the Agreed Syllabus 2007. QCA have produced an eight-level scale for Religious Education and teachers should use the end of Key Stage level descriptors in assessment, judging which description best fits the pupil's performance. Further guidance is to be offered in 2007/8.

6. Resources

Resources are described in the units of work in general terms only, as information about specific titles becomes outdated very quickly. Opportunities to examine and evaluate resources are offered through the in-service training programme and network meetings.

Look in the "Home page" on the portal under "RE and ICT" and see some general web-sites which will support all schemes of work.

Curriculum Plan for RE at Key Stage 1: Example A

Year	Autumn Term		Spring Term		Summer term	
Reception	Foundation stage units based on illustrative material in agreed syllabus matrix (new units in November 2007).					
Year 1	Babies	“Light and Dark” or “Birthdays”	“Church Visit”	Christian Family	Weddings	People to Remember
Year 2	Harvest and Thanksgiving	Endings and Beginnings	Jesus: Teacher and Leader (Double unit)		Either:- Muslin Family or Hindu Family or Jewish family	Special Books

Curriculum Plan for RE at Key Stage 1: Example B

Year	Autumn Term		Spring Term		Summer term	
Reception	Foundation stage units based on illustrative material in agreed syllabus matrix (new units in November 2007).					
Year 1	Harvest	Church Visit	Jesus: Teacher and Leader (Double Unit)		Babies	Christian Family
Year 2	Special Books	Birthdays or Light and Dark	People to Remember	Endings and Beginnings	Either:- Muslin Family or Hindu Family or Jewish family	Weddings

Topic/Title	Babies	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Suggested Activities/Learning Experiences		Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2			Suggested Tasks	Resources
<p>Become familiar with a nearby Christian place of worship, discover how it is used for baptisms and understand that a church is a community of people in which everyone, including children, has a role to play.</p> <p>Know about some of the ways in which Christians mark special occasions in the lives of individuals (and if appropriate, other ceremonies within the experience of pupils in the class, e.g. <i>dedication, first communion</i>).</p> <p>Learn about some of the ways in which other religious people mark the birth of children e.g. <i>how the birth of babies is marked in Islam, how the name is chosen in Sikhism..</i></p> <p>Recognise some of the symbolism used in such ceremonies (e.g. <i>water, special clothes and candles</i>).</p> <p>Explore their own feelings and thoughts about the importance of 'belonging', being welcomed, being part of a family, being forgiven for wrong doing, of a name, the 'special ness' of each person and being thankful. Be aware of how these are reflected within birth rituals.</p> <p>Recognise that religious people feel they belong to religious communities and show this in a variety of ways e.g. <i>gathering in families or in special places as communities</i>.</p>	<p>CPL2</p> <p>CRP1</p> <p>CSC3</p> <p>CRP1</p> <p>RRP2</p> <p>CRP2</p> <p>CSC AT2</p> <p>CRP AT2</p> <p>RSC AT2</p>	<ol style="list-style-type: none"> If possible, arrange for a mother to bring in a new baby or look at photos of babies and talk about how babies need to be looked after. Discuss: What have I learned to do since I was a baby? Include family group photos. Make a display of baby photographs brought in by pupils and other pictures of babies. Write or word process labels describing what was happening. Talk about feelings about new babies, introducing concepts of celebration and welcoming. Discuss: How was I welcomed and celebrated when I was born? Develop this into discussion about how some Christians baptise babies. Look at pictures of christening/baptism including children's own if available. (N.B. Not all Christians are baptised as infants). Use video or websites and/or demonstration by member of local clergy, if possible, to learn about infant baptism/dedication. Look at special clothes worn by babies at christening and gifts given at this time e.g. <i>prayer book/Bible</i>. Look at large photograph or picture of baby being christened in church. Talk about baby being welcomed into church family. Discuss: What does my name mean? Why was it chosen for me? Talk about font (remind pupils seen on church visit) and water, (N.B. Not all Christians are baptised as infants) baptismal candle and other artefacts. Add artefacts and christening pictures to display. Use these as focus for written or word-processed work on baptism. Look at and talk about books and pictures showing ceremonies welcoming babies in other religion(s): e.g. <i>(Sikhism): for the naming ceremony a baby is brought by parents to the gurdwara for name to be selected from first initial on randomly selected page of the Guru Granth Sahib. (Islam): call to prayer whispered into baby's ears so that the first thing it hears is the call to come and worship Allah.</i> Discuss: What would I do to let other people know I thought they were special? What would I like other people to do for me? Pupils do an activity that records understanding of how important every member of a family is e.g. <i>filling in a wish for a baby on a candle shape; filling in speech bubbles of 'hopes for the baby' by mother, father, clergy, godparent, sister or brother etc.</i> 	<p>All can name three things that a Christian family might do at a baptism.</p> <p>All can talk about belonging: whom do I belong to and how it makes me feel to know I belong.</p> <p>All can recognise that they are unique and special.</p> <p>Most can use some religious words to re-tell what happens when a baby is baptised.</p> <p>Most can talk about what special symbols are used such as water, cross, and candles and what they might mean for Christians.</p> <p>Most can talk about thoughts and feelings they have when celebrating a special day.</p> <p>Some can ask thoughtful questions about religion and rituals.</p> <p>Some can use a developing religious vocabulary to describe the key features of baptism.</p> <p>Some begin to realise that different faith families have different symbols and rituals to celebrate birth.</p> <p>Some can make links between the way in which participation in a family ritual affects the lives of believers.</p>	<p>Discuss baptism to show knowledge about it as a special occasion for Christians. Be able to use some specialist vocabulary.</p> <p>Have pictures of the artefacts used in a baptism and ask children, 'What is the link between these items?'</p> <p>Talk about what it would be like if we could 'clean up' bad things in the world. Ask children, 'If you could wash away bad things in the world what would they be?' Write these in the water droplets. See in resources unit 1 sheet A – link below http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/re/homepage/Assessment%20Worksheets%20Docs/Support%20Materials%20KS1%20Baptism.doc an example of pupil response sheet.</p> <p>Research the meaning of names, how names have changed from the 20s and 30s to 21st Century being largely religious names from the Christian and Jewish traditions in the past and how they like their own names. Do a graph of the most popular names in the school.</p>	<p>Artefacts such as baptismal candle, cards, invitations, christening robe; large pictures or photographs of infant baptism; photographs of local church (from visit) to remind pupils of features. Story about a christening. Picture of parents with child inside a gurdwara. Books about ceremonies welcoming babies in other religions. Video e.g. <i>BBC 'Christians KS1: Gifts' or BBC 'Places for worship: Christian'</i>. Website: www.request.org.uk/infants/infants.htm - Milestones in Family Life. http://rexs.ucsm.ac.uk/re/passage/birth.htm (birth ceremonies in five religions)</p>	

Key Vocabulary

Christening, church, font, priest, vicar, baptism, water, candle, oil.

Topic/Title	Light and Dark	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Explore some of the ways in which Christmas is celebrated in a church and learn about how the symbol of light is used.</p> <p>Understand the references to light in the Christmas Story.</p> <p>Explore some other religious festivals centred around the theme of light e.g. Diwali or Hanukah.</p> <p>Appreciate the value of celebrations to families and faith communities.</p> <p>Reflect how religious festivals express beliefs, feeling and emotions and communicate their own responses to the various festivals studied.</p> <p>Recognise experiences similar to their own from the celebrations studied.</p>	<p>CFF2</p> <p>CFF2</p> <p>RFF2</p> <p>CPE2 RPE2</p> <p>RFF AT2</p> <p>RFF AT2</p>	<ol style="list-style-type: none"> Tell stories of light other than the Christmas story and explore their meanings e.g. Rama and Sita. Using artefacts, discuss the types of lights used in religious celebrations and their symbolism, e.g. puja tray, Diva, Hanukiah, Advent ring, votive light stand, Christingle, Havdallah candle. Ask the question: What did God promise about Jesus? Use the Old Testament prophecy from Isaiah to explain that the Messiah was expected to come and be 'like a light', (Handel's <i>Messiah</i>, Prepare Ye the Way from Godspell). Tell the Christmas story and identify when light is used. Look at a variety of Christmas carols and songs where light is mentioned. Have a Christingle celebration or formal class celebration including lights, readings, music and carols and a time for reflection. In groups make a Christingle or a stained-glass effect candle or decorate candles (with sequins, mapping pins). Reflect on the use of artefacts related to light in festivals from different faiths and why light is important in everyday life? Contrast light and darkness (include positives and negatives of both e.g. in bed in the dark can make you feel safe, too much light can blind). Discuss the importance of light in the past when light became a religious symbol. Remind the children about the lights that lit the way for Rama and Sita – celebrated at Diwali. Darken a room and sit in silence, then play some 'dark' music. In silence, light a candle and from this light others. Play 'light' music. Discuss how the class felt during each experience. Paint pictures/patterns, using colours representing light then another with colours representing dark. Briefly tell the story of Judas Maccabeus. Show a hannukiah. Explain how Jews light each candle over 8 days, exchange gifts and cards, play games and eat food containing oil. Make Latkes. 	<p>All can talk about how their family celebrates Christmas using lights.</p> <p>All can ask questions about why people use lights in celebrations.</p> <p>All recognise that light is a religious symbol.</p> <p>Most can retell what connections there are between 1st Christmas and lights.</p> <p>Most can talk about what it feels like to take part in a celebration in which lights are used.</p> <p>Most can show they know that different people in different faiths celebrate festivals in different ways.</p> <p>Some can make links between different celebrations where lights are used.</p> <p>Some can think about the feelings of people involved in a festival of light and to think about the significance of the "light".</p>	<p>Prepare a home corner Divali.</p> <p>Tidy and clean it, add flowers and lots of candles made from sweet tubes and orange tissue paper for flames.</p> <p>Find (draw a picture of Lakshmi) talk about being generous and kind to one another.</p> <p>Make links with Christmas and giving. Make and decorate own Diva and talk about how and when it is used in Divali.</p>	<p>Candles and holders, Diva Puja set, Hanukiah, Havdallah, Advent candle, rings, carols.</p> <p>Story of Rama and Sita.</p> <p>The Hanukah story.</p> <p>The Christmas Story with reference to light.</p> <p>O.T. references to Messiah, Christingle, order of service.</p> <p>"The Tallest Candle" big book, the story of St.Lucia.</p>

Key Vocabulary

Advent, Christmas, Celebrate, promises, symbol, Messiah, Christingle, Diwali, Diva, Puja, Havdallah, Hanukiah, light, Lakshmi

Topic/Title	Birthdays	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Recognise that most Christians celebrate special occasions during the year.	CFF1	1. Discuss: What special times do we celebrate and how? Who do we celebrate with? Why do we celebrate times like birthdays? What things do we do together with our families and friends and other people in our school and where we live? Talk about feelings, preparations and customs of pupils' birthdays: special activities, special foods, special symbols (candles). Talk about choosing a suitable present for a friend. Using Internet sites which offer greeting cards; send an e card to a friend.	All can talk about a family birthday and know this includes giving special gifts to a special person.	Listen carefully to stories and ask appropriate questions. Decide what to put on a Christmas card for a Christian friend and explain reasons for the choice.	Christmas cards with religious pictures; Video about Christmas e.g. <i>BBC Watch 'Christmas KS1: 'Gifts'</i> ; Advent wreath or examples of Advent calendars.
Explore some of the ways in which Christmas is celebrated by Christians and learn about how some of the symbols are used.	CFF2	2. Talk about preparation for Christmas: Advent customs e.g. <i>calendar, wreath, candles, and feelings: anticipation, excitement</i> . Make Advent calendars telling the story of Jesus' birth or sort cards into Christian and seasonal. Discuss: How and why do Christians celebrate Christmas as the birthday of Jesus? Look at aspects of the Nativity story on Christmas cards. Sequence a series of cards to show different elements of the story. Make a card suitable to send to a Christian friend. Sing carols. Explain to pupils that these are special songs that Christians sing at Christmas. Look at words of a carol to see how Christians tell the story in song. Encourage children to ask questions about this. Discuss: Who is important to me? Talk about the birth of Jesus.	All can talk about what it feels like to give and receive gifts.	Pupils suggest some questions to ask Mary and think about what she would say when the Angel Gabriel visited her. Mary had a hard choice; what questions do you think Mary would ask God? Have you ever been asked to do something really difficult? Explore feelings.	Stories of Guru Nanak; Large picture of Guru Granth Sahib being read; video about Guru Nanak (e.g. <i>BBC 'Faith Stories'</i>). <i>The story of Guru Nanak</i> .
Understand that Christmas is associated with Jesus and is a time when Christians retell stories about him from the Bible of his birth.	CFF3	If possible, watch video showing Christian children preparing to celebrate Christmas.	Most can re-tell what happened at Christmas and why this celebration occurs.		For e-cards: www.amazon.com
Explore in various contexts their own feelings (e.g. <i>joy, hope, wonder, sadness, loneliness, being sorry</i>) and begin to be aware of how these are reflected in Christianity e.g. <i>in festivals, stories, worship and daily living</i> .	CSC1 AT2	3. <i>(If unit is not done in autumn term, birthdays of other religious figures could be selected e.g. Krishna)</i> Discuss: Why are some people remembered? Hear about Sikhs celebrating Guru Nanak's birthday. Look at a picture and talk about how it shows he is special to Sikhs. Hear some stories about Guru Nanak and why Sikhs remember him. Sequence pictures of events in a story and match with text or write their own. See pictures of Sikhs at a gurdwara, reading Guru Granth Sahib. Draw picture of one of the stories or make a garland in Sikh style out of tinsel and photocopied picture of Guru Nanak or make a card to send to a Sikh friend.	Most can use religious phrases and words correctly connected to the Christmas story.		Bible, mystery parcel(s), gold, frankincense and myrrh; stories of Papa Panov; food and music for celebration, candles; audio-visual variety of artistic impressions of the Magi (e.g. National Gallery), CEM Unit: <i>Gifts and Gift Bringers; Christmas Tinderbox</i> (A. & C. Black); <i>A Gift to the Child</i> (Articles of Faith), www.christingle.org
Continued			Most can discuss what makes this a religious ceremony and talk about the symbolism.		

Topic/Title	Birthdays	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Learn how some festivals are celebrated and about some of the symbols used, and where appropriate the stories retold.</p> <p>Recognise that most religious people celebrate special occasions during the year, which have a religious meaning for them <i>e.g. Guru Nanak's birthday, the Buddha's birthday.</i></p> <p>Relate their own feelings and experiences to appropriate aspects of the religions they are encountering.</p>	<p>RFF2</p> <p>RFF1</p> <p>RSC4</p>	<p>4. Consider and Respond</p> <ul style="list-style-type: none"> Draw/invent a precious gift that doesn't cost money. Make a gift tree. Draw a gift inside an empty presentation box - a gift for the world? Talk about the Bible used in worship as a special book – a gift in sense of passing on precious stories – a gift from God. Read a simple version of Christmas story, concentrate on order of events and the belief of Christians that Jesus was the Messiah. Focus on the story of the Magi and the meaning of their gifts - meaning of Epiphany - Mary showing Jesus as a precious gift. <p>4. Review</p> <p>Choose one gift that you think everyone in the world should have. Say why.</p>	<p>Most can reflect on Jesus – a special person, a gift to the world.</p> <p>Some can ask thoughtful questions about the religious meaning of Christmas.</p> <p>Some can consider the significance of the gifts given by the Magi.</p>	<p>Explore how art portrays angels or the magi. What words describe them?</p> <p>Imagine you have a guardian angel watching over you. Write or tell a story about how this might help you face up to a difficult or challenging situation.</p>	

Key Vocabulary

Advent, magi, gifts (gold, frankincense and myrrh), Bible, Christingle, Epiphany, celebration, precious, mystery, Christmas, Jesus, nativity scene, birth, Christians, church, Sikh, Guru Nanak

Topic/Title	Church Visit	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Meet and talk to some people, both men and women, who are active in a Christian church.</p> <p>Know that Christians worship God and that they may do this both together and individually.</p> <p>Recognise Christian places of worship in the locality.</p> <p>Become familiar with a nearby Christian place of worship and discover how it is used.</p> <p>Recognise the cross as the main Christian symbol that reminds Christians of Jesus.</p> <p>Consider the respect shown to symbols and artefacts in church buildings</p>	<p>CPE1</p> <p>CWO1</p> <p>CPL1</p> <p>CPL2</p> <p>CPL3</p> <p>CPL AT2</p>	<ol style="list-style-type: none"> Discuss: What places are special to me? How do I show they are special? Look at pictures of interior of a church (if possible the one which will be visited) to talk about things to look for and how they are used. Draw on pupils' own experience of visits to churches where possible. Include idea that it is a special place for people who go there and pupils need to behave with respect. Watch video of Christian worship, if possible in a similar church (e.g. BBC 'Christians, KS1', 2. 'Friends'). Consolidate understanding by exploring website on churches and worship (www.request.org.uk/infants/infants.htm - link to 'Going to Church', 'Worship', 'Church Buildings'.) Prepare questions to ask during a visit to a place of worship. Visit a church. Meet minister. Explore church. Find and name features pupils saw in photos, including examples of crosses. If possible, hear organ. Hear minister or teacher read a story about Jesus from church Bible and say some words from the pulpit as one example of how Christians learn about Jesus and his teachings. Be shown some artefacts e.g. <i>chalice and paten, candles, kneelers</i> and talk about their use. Hear about elements of worship – hymns, prayers, reading Bible, learning about God, sharing bread and wine. Find out how else the building is used e.g. meetings youth groups. Come together and talk about what church feels like, compiling a list of sounds, feelings, colours, things to touch. Stilling exercise (in order to carry activity (5) when back in school): pupils close eyes, listen, smell, feel. Then open eyes to see what they notice. Each pupil chooses an artefact used in a place of worship that they like and shares their thoughts with a partner. Collect pictures of special people associated with the place of worship showing the role they play there. Create a montage. 	<p>All must show respect for people's faith and their place of worship</p> <p>All can talk about a place of worship they have visited and say what happens there.</p> <p>All can talk about their feelings going inside a church and/or walking around a graveyard.</p> <p>All can begin to understand that churches are not all the same.</p> <p>All can name the building and the group of people who worship there.</p> <p>All can talk about special place to them.</p> <p>All can give an example of a role of a religious leader.</p> <p>Most can describe some features in a place of worship.</p> <p>Most can reflect their feelings before and after the visit and compare.</p> <p>Most can suggest why a church is a special place for Christians.</p> <p>Most can express their feeling about the role of a religious leader.</p> <p>Some can make links between different churches in their local community and know some of the artefacts they would find there.</p> <p>Some can reflect upon why singing together is important for Christians.</p>	<p>Draw, write and talk about a favourite memory of the place of worship.</p> <p>Talk about own visit using photos.</p> <p>Draw pictures of things seen with explanatory writing if possible to make class book of "Our visit to the church".</p> <p>Write poems or speech bubbles of "What the church feels like to me", drawing on teacher's notes.</p> <p>Write thank you letter to minister, including details about thing they learnt and found interesting.</p>	<p>Blown up and laminated pictures of local church; video of people worshipping in a church; some artefacts used in a church; books with pictures of churches.</p> <p>Website -</p> <p>www.cleo.net.uk</p> <p>www.educhurch.org.uk</p> <p>http://www.reonline.org.uk/</p>

Key Vocabulary

Church, Jesus, pray / prayer, altar, font, hymns, bells, candle, worship, Bible, cross, organ, pulpit, pews.

Topic/Title	Christian Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Meet and talk to a Christian and understand how their faith impacts upon their daily life.</p> <p>Know that Christians worship God and that they may do this both together and individually.</p> <p>Know that Sunday is a special day for most Christians, when they meet as communities for worship (<i>e.g. which may include saying prayers, singing, reading the Bible, and being silent</i>).</p> <p>Know that the Bible is a special book for Christians and that they use it for worship and personal guidance both in churches and at home.</p> <p>Recognise that most Christians celebrate special occasions during the year.</p> <p>Understand that a church is a community of people in which everyone, including children, has a role to play.</p> <p>Understand how Christian families practice their faith at home and in places of worship.</p> <p>Recognise that different denominators of Christianity practice their faith in different ways.</p> <p>Continued.....</p>	<p>CPE1</p> <p>CWO1</p> <p>CWO2</p> <p>CWR1</p> <p>CFF1</p> <p>CSC3</p> <p>CW02</p> <p>CPL2</p>	<ol style="list-style-type: none"> Discuss: Who cares about me? What do we do at weekends? What special things do we do with our families? Talk about own families and things they do together especially on Sundays. Commence display on special things families do – ensure that all pupils' backgrounds are represented in this. Discuss: How do I help people to know they matter? Invite adult Christian visitor to talk about things their family do because they are Christian including worshipping God, pray, reading Bible, as in the learning objectives. Find out examples of how different denominations express their faith in the home e.g. Roman Catholics and Orthodox Christians. Find examples from Sorcerer 'Family Faiths' web pages and/or www.request.org.uk/infants/faithhome/home03.htm. Show artefacts and photographs – encourage pupils to ask questions. Explore how Christian families use prayers and Bible stories at home and at church. Make appropriate display. Listen to some Bible stories that would be familiar to children in Christian families <i>e.g. David and Goliath, Samuel, the house on the rock, the lost coin, precious pearls, the rich farmer</i>. Hear or read one or two prayers. Learn some children's Christian songs. Research special objects and symbols which would be an outward clue that the home is one of a Christian family e.g. cross, fish sign, rosary, palm cross. 	<p>All can talk about what it feels to belong to a family.</p> <p>All can describe what they do as a family (or not) on Sunday.</p> <p>All can talk about their own family life.</p> <p>All know that we all belong to different family groups.</p> <p>Most can express their feelings taking part in a family ritual/ceremony.</p> <p>Most will be able to make comparisons between their home life with a Christian family.</p> <p>Most can describe at least one faith family's special ritual or ceremony.</p> <p>Most can talk about why it's important to have repeated rituals and ceremonies in their daily lives.</p> <p>Some can realise that families from the same religion can have different symbols, rituals and ceremonies in their homes.</p> <p>Some can recognise how family rituals/ceremonies reinforce key beliefs in Christianity.</p> <p>Some can compare with others their thoughts and feelings about the impact of religious rituals/ceremonies in family life.</p>	<p>Contribute appropriately as individuals to progressive display (or class book) showing knowledge and understanding of Christian family life and worship.</p>	<p>Member of local Christian community; photographs/artefacts; books, pictures, video showing Christian family at a church.</p>

Topic/Title	Christian Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Know that practising a faith as a family reinforces the feeling of belonging to a nuclear and extended worldwide family.</p> <p>Examine why is "the home" so important to so many people.</p> <p>Reflect upon the significance of rituals/ceremonies in their own homes, whether religious or non-religious.</p>	<p>PE AT2</p> <p>SC AT2</p> <p>WO AT2</p>	<p>6. Using books, pictures or video especially 'BBC Christianity KS1', find out about what some Christian children do when they go to church, including ways of worshipping, special things children do <i>e.g. sing in choir</i>. Discussion and possibly further additions to display or class book. Discuss: How/when do I say 'Sorry'? 'Thank you'? 'Please'? When do we have times to be quiet?</p> <p>7. Discuss how Christianity influences behaviour and relationships within the home as well as involving rituals and ceremonies. Look at a modern version of the Beatitudes as the basis for understanding what Jesus taught was the basis for family life. (See Matthew Ch.5 v3-12. Think about what Jesus teaches about relationships and apply these to their own life.</p> <p>8. Find out about a special day at the local church. Explore an appropriate festival that Christian families celebrate (<i>e.g. Mothering Sunday</i>), finding out what is done at home and at church and if appropriate, the story told. Write about chosen festival.</p>			

Key Vocabulary

God, Christian, church, Bible, worship, prayer / pray, festival, religious ornaments, rosary, icons, statues, photographs, special foods, music, shrine.

Topic/Title	Weddings	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Become familiar with a nearby Christian place of worship and discover how it is used (<i>e.g. for, weddings</i>).</p> <p>Learn about some of the ways in which Christians mark special occasions in the lives of individuals and, in particular, learn how some Christians celebrate weddings.</p> <p>Recognise some of the symbolism used in such ceremonies (<i>e.g. special clothes, rings, flowers, hearts, veils, horse-shoes and candles</i>).</p> <p>Explore in various contexts their own feelings (<i>e.g. joy, hope</i>) and begin to be aware of how these are reflected in Christian weddings.</p> <p>Continued.....</p>	<p>CPL2</p> <p>CRP1</p> <p>CRP2</p> <p>CSC1</p>	<p>1. Reflection Using pictures, photographs etc. children identify a wedding and talk about any experience they have had of going to weddings. Talk about the feelings shown in the pictures – excitement, happiness etc. How can we tell this is a special occasion? (Clothes, place, rituals etc.) (Begin display of pictures and artefacts). Discuss: How do we mark special times? What special ceremonies have we taken part in – how did we feel? Thinking skills – What do we want to find out about weddings/how can we find out? What questions would we ask? List the questions.</p> <p>2. Watch home video of a Christian wedding <u>or</u> visit website e.g. http://www.request.org.uk/infants/milestones/wedding/wedding00.htm - focus on promises. Watch a Video of part of a Christian wedding (the vows, exchange of rings). Draw attention to promises.</p> <p>3. Discussion: Why do people make promises? What kinds of promises help people to become a family? Think about promises I have made: promises I would like to make: promises I would like to make to me, promises we can make to each other, promise we can make to each other in class. Look at wedding ring – as a reminder of promise made. How will we remember our promises? Make a book or display a list of promises. (Be aware of the possibility that children will have families, which include divorce, remarriage, etc. If children raise it be prepared to discuss hopes and disappointments: sadness when it is not possible to keep promises).</p>	<p>All can talk about Christian wedding using some key vocabulary such as bride, groom, minister (or priest or vicar etc) church, ring and promises.</p> <p>All can talk about their own experiences and feelings relating to weddings they have attended or seen on TV.</p> <p>All can think about what is important for happy family life and talk about it.</p> <p>All can recall and communicate what they have learnt about Christian weddings.</p> <p>All can understand what is a promise and talk about examples of promises.</p> <p>Most can identify symbols, such as wedding ring and be able to suggest a meaning for them.</p> <p>Most can have some understanding as to why weddings are important.</p>	<p>Show knowledge through discussion, drawings and writing that people in different religious traditions may mark special occasions with religious ceremonies.</p> <p>Make copies of the promises made in a wedding and make up their own promises to keep.</p> <p>Children “play” weddings, photos taken at key moments and children annotate and sequence them. Choose what they think is the most important thing happening and say why it is important.</p> <p>Could prepare some questions for an interview with a married couple and interview them.</p>	<p>Wedding photographs; videos; clothes and fabrics for dressing up; art materials; materials to make either a Granth-like book, or a huppah (Jewish wedding canopy); book/stories about Christian and other weddings; posters/pictures.</p> <p>www.cleo.net.uk www.reonline.org.uk</p>

Topic/Title	Weddings	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Find out about some of the things that happen in a place of worship weddings.</p> <p>Learn about some of the ways in which religious people mark special times of change in the lives of individuals e.g. <i>weddings</i>.</p> <p>Recognise that religious people feel they belong to religious communities at weddings and show this in a variety of ways e.g. gathering in families or in special places as communities.</p>	<p>RPL2</p> <p>RRP1</p> <p>RSC1</p>	<p>4. A visitor e.g. – minister, someone about to get married or recently married. Visitor brings something special related to wedding to show and talk about. Teacher ensures that questions include reference to feelings, promises. After visitor, children think about what they have learned.</p> <p>Evaluate – what are the most important things we have learned? (e.g. display, PowerPoint presentation for another class role-play). Children in groups working on presentations. Make thank you card or letter for visitor. Alternative - Class visits Church taking dressing-up clothes. Minister answers questions and talks children through a role-play wedding. (Take lots of photographs) (Same follow-up)</p> <p>5. Using the categories of special clothes, ceremony, promises and symbols explore a wedding from another faith or from other Christian tradition e.g. Christianity in India or Britain using books, pictures, videos or where possible a Sikh or Jewish pupil or visitor or any faith represented in the class.</p> <p>Follow up with display. Discuss presence of community members, of witness and support. Reflect and discuss their display and why weddings are important to individuals and their community. Children look for similarities and differences and identify aspects which are exciting or puzzling. Make cards for people about to be married or make an invitation to a wedding.</p>	<p>Some can talk about the similarities and differences between weddings of two traditions using appropriate vocabulary.</p> <p>Some can explore their feelings about marriage.</p> <p>Some can ask questions which begin to seek for reasons about the importance of marriage or different traditions.</p>		

Key Vocabulary

Wedding, promise, bride, groom, ring, church (for Christian wedding); Sikh, Guru Granth Sahib, granthi, chauri (for Sikh wedding); huppah, Jew, rabbi (for Jewish wedding).

Topic/Title	People to Remember	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Become aware through stories and festivals of the importance of key figures in at least one religion e.g. <i>The Buddha, Krishna, Muhammad, Moses, Guru Nanak.</i></p> <p>Hear stories about both men and women in religious traditions.</p> <p>Through their learning about people to remember, begin to understand how people follow their example and how they behave towards others.</p> <p>Know some examples of how religious leaders teach and express the value of all human beings.</p> <p>Explore the roles of special people in their lives and the lives of others.</p>	<p>RPE2</p> <p>RPE3</p> <p>RSC2</p> <p>RSC3</p> <p>PE AT2</p>	<ol style="list-style-type: none"> Discuss: Why are some people remembered? What are people remembered for? Whichever examples are chosen, consider: Why is this person remembered? What is the main story told about them? What example do they set to people today? What caused them to behave in they way they did? Same task can be used in respect of each person chosen: make a class big book about the person. Examples of possible people to study: <ol style="list-style-type: none"> Bilal - Read/hear the story of Bilal, the first Muslim caller to prayer (muezzin). Talk about fear and courage. Hear tape recording of Muslim call to prayer. Think about other calling sounds (e.g. <i>doorbell, telephone</i>). Look at pictures of a mosque and pictures of Muslims coming to pray. The Buddha - Read stories from Buddhist tradition to hear simple version of the Buddha's life and the stories he told to help people. Discuss the message in each story. Mary - Visit a local church to see pictures and statues of Mary and/or look at examples from Christian art. Explore the idea of mothers as special. Discuss: Why is Mary an especially important person in some Christian churches? Why is she looked up to and treated with reverence? An additional written task: Why are mothers special? 	<p>All can talk about an event in the life of a faith leader.</p> <p>All can consider what is needed (i.e. qualities) for being a leader.</p> <p>All reflect upon their own uniqueness.</p> <p>All can talk about a special person in their life.</p> <p>Most can talk about what a special person did or said during their lifetime that has led to them being regarded as special.</p> <p>Most can identify some differences between the people studied.</p> <p>Most can suggest reasons why a key figure may be special.</p> <p>Most can identify beliefs/values of their own which are similar to the faith leader or special person.</p> <p>Some can describe what some faith leaders did to affect the lives of others.</p> <p>Some can describe how the life and actions of a "special person" influences the lives of the followers.</p> <p>Some can talk about links between their own values/beliefs and the values/beliefs of faith believers they have studied.</p>	<p>Retell one or more of the stories, being able to say why the key figure in the story is remembered and showing understanding that religious belief affects people's actions.</p> <p>Task to test the skill of interpretation. See sheet 'What mattered most to Bilal?' in the support materials provided. Compare with others in the class.</p>	<p>Story of Bilal, the Buddha. Many other examples available.</p> <p>Materials needed will depend on people chosen for study.</p> <p>Big books or videos which tell story of key religious figures e.g. <i>BBC 'Faith Stories'</i>.</p>

Key Vocabulary

Saint, prayer, Ten Commandments, muezzin (or others depending on chosen content)

Topic/Title	Harvest and Thanksgiving	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Recognise that most Christians celebrate special occasions during the year <i>e.g. Harvest.</i>	CFF1	1. Discuss: What special times do we celebrate? Who do we celebrate with? Talk about the things people need for life: food and water, shelter, people to care for them. Talk about interdependence between people and other people and people and the natural world <i>e.g. talk about all the processes and people that contribute to the making of a loaf of bread.</i> Discuss: Why should we care for the world?	All can discuss their own experience of food, of the natural world and of thankfulness.	Explain that Christians say 'grace' before/after their meals.	Pictures of food and natural beauty; words of appropriate hymns; verses from psalms <i>e.g. Ps 136 vv. 1-9, 25-26; Ps104 vv. 10-18</i> Video showing Harvest celebrations (<i>e.g. BBC 'Christians' KS1, programme 3</i>) <u>or</u> pictures of church decorated for Harvest. Sukkot: video C4 'Water, moon, candle, tree, sword'.
Explore why people keep special days in the year.	CSC1	2. Discuss ways of expressing thanks for these things to the providers – parents, teachers, friends, and for some people, God. Discuss: What is the most special thing I have ever been given? How did I show my thanks for it?	All can recognise that harvest is a thanksgiving festival and can talk how it is celebrated in school or a church.	Explore some prayers. Write a prayer a Christian might like to say.	
Identify that festivals are ways of passing on beliefs and values that matter to a community.	CFF1	3. Make a class 'thank you' book related to food, natural world.	All can talk about the interdependence between people.	Explain Christian harvest festival.	
Recognise that all religions teach that people have a responsibility to respect and care for the world and all living things.	CSC2 AT2	4. Watch video showing harvest celebration <u>or</u> visit website to gain information about Harvest (<i>e.g. www.request.org.uk/infants/festivals/harvest/harvest01.htm</i>). Look at pictures of church decorated for harvest festival (or visit one) and watch video; talk about idea of thanking God. Talk about Christian ideas about sharing resources more equally <i>e.g. through work of Christian Aid.</i>	All can think about things they are grateful for and say why. All can raise some concerns they may have about our world <i>e.g. cutting down the trees or extinct animals.</i>	Explore the words in the harvest hymn 'We Plough the Fields and Scatter...' Make a class frieze to include the foods to be thankful for.	
Know that Christians believe that God created the world and cares for it, and wants people to care for it too.	CNW1	5. Learn about a harvest or thanksgiving celebration from another part of the world or another religion (<i>e.g. Sukkot</i>).	All can raise some concerns they may have about our world <i>e.g. cutting down the trees or extinct animals.</i> Most can recount how Christians (or another faith) celebrate harvest. Most can talk about why it is important to say thank you for our food, clothing etc. Most can ask questions about what religious people mean when they call God the Creator and, at a simple level, to understand the answers. Most can recognise how one feels when someone thanks you for something.	Consider how Christians present food in church during the harvest festival. It is often given to the elderly; discuss why they think this happens.	
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Topic/Title	Harvest and Thanksgiving	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Recognise and express feelings associated with their response to the natural world and discover how Christian responses to it are reflected in worship and writings (<i>e.g. in prayers, hymns and psalms</i>).</p> <p>Become aware that people of many religions believe God is the Creator.</p> <p>Consider some of the concerns the pupils or the school community might have about their local environment.</p> <p>Reflect upon the importance to be grateful and thankful.</p>	<p>CNW2 AT2</p> <p>RNW1</p> <p>NW AT2</p> <p>SC AT2</p>	<p>6. Talk about how Jesus taught that everyone is important and of equal value in the sight of God and that people should love God and love their neighbour and so we should take responsibility for our planet</p> <p>7. Look at some verses of hymns and psalms that express the idea that, for Christians, God is the Creator of the Universe. Talk about what the words mean. Discuss: How can we and why should we care for people around us? How can we and why should we care for things around us? What picture do you have in your mind when people talk about God?</p> <p>8. Look at pictures of beautiful parts of the natural world and respond to them through words, pictures and dance.</p> <p>Talk about the idea of the world as a gift from God and that Christians, in common with most other religious people, believe this means they should care for it responsibly.</p>	<p>Some might raise questions about God and why we thank someone/something we can't see, hear etc.</p> <p>Some can make links with responsibility for the planet to raising money for charities e.g. Comic Relief. Some can make links between Sukkot (Jewish harvest festival) and a Christian Harvest Festival.</p>	<p>Explain Sukkoth. Make the role play area into a sukkah. Point out that there should be gaps in the roof to see the stars through. Imagine how this would feel to sleep there looking at the stars. List some of the words/sentences used to describe this. The class could take it in turns to have snacks/milk/packed lunch in the Sukkah.</p>	

Key Vocabulary

God, Creator, prayer, Creation, thankful, harvest festival. Sukkot

Topic/Title	Endings and Beginnings	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	(b) Resources
<p>Recognise that most Christians celebrate special occasions during the year.</p> <p>Meet and talk to some people who are active in a Christian church during Easter. Ask about what they do in Holy Week.</p> <p>Become familiar with a nearby Christian place of worship and discover how it is used for Easter.</p> <p>Become aware that Jesus is special for Christians, who remember his life and try to follow his teaching and who believe that the risen Jesus is with them now.</p> <p>Explore why Easter is so important to Christians. Reinforce the significance of new life and link it with the word 'resurrection'.</p> <p>Recognise that this event raises difficult questions about life after death.</p> <p>Explore some of the ways in which Easter is celebrated by Christians and learn about some of the symbols used.</p> <p>Understand that Easter is associated with Jesus and are times when Christians retell stories about him from the Bible.</p> <p>Understand that a church is a community of people in which everyone, including children, has a role to play.</p>	<p>CPE1</p> <p>CPE2</p> <p>CPL2</p> <p>CFF1</p> <p>CFF2</p> <p>CFF AT2</p> <p>CFF AT2</p> <p>CFF3</p> <p>CSC3</p>	<ol style="list-style-type: none"> Pupils talk about preparations for Easter; palm crosses, gardens, eggs, hot cross buns. Through discussion draw out distinction between preparations for Easter as a Christian festival and spring. Read a simple and appropriate version of the Easter story. Recap on previous church visit and review appropriate behaviour. Visit church. Pupils ask questions of minister and others about what they need to get ready for Easter and about the changes in the church from Lent to Easter Day. Include: colour of hangings, Paschal candle, no flowers/flowers. Carry out 'cross hunt' round church and/or look for pictures and images relating to Easter story. Make Good Friday/Easter gardens. Talk about their meaning for Christians, focussing on Good Friday as a day when Christians remember that Jesus died, which makes them sad and Easter Sunday when Christians believe that Jesus is alive in a new and special way and still with them, which makes them glad. If possible invite member of local Christian community to talk about this. Discuss: When am I happy? When have I been sad? Pupils make an Easter card (perhaps to send to people at the church), choosing appropriate symbols and saying why they are important to Christians. 	<p>All can talk about beginnings and endings in their own lives e.g. new school, death of a pet.</p> <p>All can talk about their feelings when something new happens.</p> <p>All know some symbols, which remind Christians about what happened at Easter.</p> <p>All know that the story of what happened to Jesus during the Holy week is important to Christians.</p> <p>All can talk about what they find interesting or puzzling about this event.</p> <p>Most can retell the story of the crucifixion and resurrection.</p> <p>Most can make the link between the significance of artefacts related to Easter e.g. cross, crucifix, hot cross buns.</p> <p>Most can talk about what it would have felt like if you had been someone who saw Jesus die and then be alive again e.g. Mary Magdalene.</p> <p>Most can talk about their experiences of being part of a crowd joining in a celebration.</p> <p>Most can ask questions to a vicar about his beliefs about life after death.</p> <p>Some can respond sensitively to stories about events in the lives of key figures e.g. death and resurrection of Jesus.</p> <p>Some can identify and suggest meanings for some symbols that are important to Christians at Easter.</p> <p>Some can recognise that what Christians believe about Easter raises questions that are difficult to answer.</p> <p>Some can raise questions about life after death and make links with their own beliefs.</p>	<p>Write about how the Church gets ready for Easter.</p> <p>Make an appropriate card to send to Christians at Easter.</p> <p>See activity sheet on 'New Life' in doc.1</p> <p>See activity sheet on 'The Easter Garden' in Doc.2 and Doc.3</p>	<p>Materials for Easter gardens; artefacts e.g. <i>palm cross, Easter cards, hot cross buns</i>; materials for cards.</p> <p>Version of Easter story appropriate for KS1.</p> <p>Video: C4 'Animated Bible Stories' 5. Easter.</p> <p>'Tattybogle' by Sandra Horn and Ken Brown (ISBN 0-340-65677-8): a scarecrow is transformed into a beautiful tree – paralleling the Easter message of new life.</p> <p>'Rechenka's Eggs' by Patricia Polacco (Publisher Philomel Books 1988): a story about Babouskhka's painted eggs – a story about new life.</p>

Key Vocabulary

Jesus, Bible, Good Friday, Easter, vestments.

Topic/Title	Jesus, Teacher and Leader (Double unit)	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	12 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Meet and talk to some people, both men and women, who are active in a Christian church.</p> <p>Become aware that Jesus is special for Christians, who remember his life and try to follow his teaching and who believe the risen Jesus is with them now.</p> <p>Know that Jesus was a real person and learn something about his life and the key features of his teaching (e.g. <i>the lost sheep, children being brought to Jesus, Zacchaeus</i>).</p> <p>Know that the Bible contains material about Jesus.</p> <p>Learn that Jesus taught that everyone is important and of equal value in the sight of God and that people should love God and love their neighbour.</p> <p>Examine words and actions at Jesus showing how Jesus sets a good example for people to follow.</p> <p>Think about people who are special to us, whom live admire and why.</p> <p>Relate the ideas from the stones of Jesus to their own lives.</p> <p>Understand why Jesus is such a special leader.</p>	<p>CPE1</p> <p>CPE2</p> <p>CPE3</p> <p>CWR3</p> <p>CSC2</p> <p>CPE2</p> <p>PE AT2</p> <p>SC AT2</p> <p>CPE3</p>	<p>1. Discuss: Why are some people remembered? Recall what the class knows about Jesus (e.g. <i>linked with Christmas/Easter and any visit they may have made to churches</i>) and why he is important to Christians today.</p> <p>2. Understand that Jesus was a real person in history. Compare his life as a child with that of the pupils now e.g. <i>homes, work – carpenters, shepherds, fisherman and farmers – clothes, food</i>. Make class grid with facing pages showing Jesus' times/My times.</p> <p><i>The purpose of the following section is for pupils to find out about Jesus as a person who by his stories, work and example tried to show people how to live in God's way.</i></p> <p>3. Discuss: What can we learn from parables what Jesus is saying about the nature of God and the nature of people? Which stories are important (to us and to other people)? Why are they important? Hear some examples of stories Jesus used to teach people (including parables). These should include:</p> <ul style="list-style-type: none"> • the lost sheep • the prodigal son • the good Samaritan ('the kind enemy') <p>Talk about being sorry and making amend. Children could write down things they are sorry for and they could be shredded as a symbol of being forgiven and having a new start. Link with the parables of the Lost Son and the lost sheep.</p> <p>4. Discuss: Why are rules important? What rules are important for us to follow in school? Talk about how people might put these into practice. Learn about the rules Jesus said people should live by: The two great commandments, i.e. 'Love God' and 'Love your neighbour'. Think about the significance of these rules for people today.</p>	<p>All know that Jesus told stories.</p> <p>All can retell some well-known parable.</p> <p>All can identify a quality that makes Jesus special.</p> <p>All can ask a thoughtful question connected with Jesus' life and teaching.</p> <p>All can say what makes a good leader.</p> <p>Most know that Jesus told stories as a way of teaching people about God.</p> <p>Most know and retell some well-known parables of Jesus and explain their meaning.</p> <p>Most can explain why characters in the stories might respond or behave in different ways to Jesus.</p> <p>Most can raise questions about belief in Jesus and God.</p> <p>Most can identify various qualities in Jesus which one associated with a good leader.</p> <p>Most can express thoughts/feeling as to why Jesus is or is not special to them.</p> <p>Most can talk about the relevance of Jesus teaching for people nowadays in relation to their school and family life.</p>	<p>Contribute to discussion on what life was like for Jesus as a child.</p> <p>Demonstrate knowledge of Jesus as a teacher, of some of his teachings and awareness of how Christians try to follow them.</p> <p>Be aware that Christians are taught that every person is of equal value to God.</p> <p>Think about the qualities of a leader and relate these to faith leaders.</p> <p>Talk to a leader in school and ask them about their job. Record/write about a leader the pupils know personally.</p> <p>Look at the support material entitled Leaders and Followers for tasks</p>	<p>Bible; Website: http://www.request.org.uk/infants/jesus/stories.htm</p> <p>Video material e.g. <i>BBC Faith Stories – Christianity 'Jesus chooses his followers' and 'Jesus blesses the children', C4 Animated Bible Stories</i></p>
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Topic/Title	Jesus, Teacher and Leader (Double unit)	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	12 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Explore what it means to follow Jesus.</p> <p>Think about the reference of Jesus' teachings to us in the 21st century.</p> <p>Explore the importance of rules to live by.</p>	<p>PE AT2</p> <p>PE AT2</p> <p>SC AT2</p>	<p>5. Find out about the example Jesus' own life set for people, through the following stories:</p> <ul style="list-style-type: none"> • Zacchaeus • The children coming to him • Jesus' choice of ordinary people as followers <p>What do these stories tell us about Christian belief in Jesus? What do these stories tell us about our nature as human beings? Discuss: Do I deliberately copy the behaviour of people in my favourite stories or TV programmes? Which stories are these?</p> <p>6. Make a collage of stories and sayings of Jesus from the Bible and ask class to think about how they would have felt if they lived when Jesus lived and what they would have thought about Jesus.</p> <p>7. Invite someone from the church to share a favourite story by or about Jesus and say what it means to them. Discuss: Would I choose any of the stories of Jesus to be amongst my favourite stories? Or does Jesus mean anything to me?</p>	<p>Some show a greater understanding of how the feelings in the stories relate to Christian beliefs about God.</p> <p>Some understand that stories studied of Jesus and by Jesus teach moral and spiritual values.</p> <p>Some can apply Jesus' teaching to situations nowadays.</p>		

Key Vocabulary

Jesus, disciple, commandments, parable, Christianity, Bible. God, shepherd, Pharisee, tax collector, forgiveness, reconciliation, jealousy, repentance, humility, caring, loving, believe.

Topic/Title	Muslim Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Develop awareness some people in Britain belong to religions other than Christianity e.g. through meeting people, seeing videos, pictures, books, artefacts.</p> <p>Know that religious people worship and that they may do this individually or together e.g. Muslims praying to Allah at home and at the mosque.</p> <p>Know some examples of what people do when they worship at home or the mosque.</p> <p>Recognise any places of worship of major religions in the local environment and learn their names e.g. mosque.</p> <p>Find out about some of the things that happen in a place of worship e.g. worship, teaching, weddings, celebrating festivals.</p> <p>Recognise that most religious people celebrate special occasions during the year which have a religious meaning for them e.g. Ramadan and Id ul-Fitr.</p> <p>Relate their own feelings and experiences to appropriate aspects of the religions they are encountering.</p>	<p>RPE1</p> <p>RWO1</p> <p>RWO2</p> <p>RPL1</p> <p>RPL2</p> <p>RFF1 AT2</p> <p>RSC4 AT2</p>	<p>1. Talk about special things in pupils' own homes (e.g. photos of people they love or of special places) to introduce idea of some objects having special significance for people.</p> <p>2. Through looking at artefacts, learn about special things you might see in the home of a Muslim family e.g. copy of the Qur'an, prayer mat, picture of Makkah, copy of Shahadah as card or plaque. Display them and produce labels explaining them (some examples are on Sorcerer 'Family Faiths' web pages).</p> <p>3. Through example of a Muslim child in Britain, learn about some ways Id ul-Fitr is celebrated – sighting new moon, gathering as families, exchanging cards and gifts, wearing new clothes, eating special foods, going to worship Allah at the mosque. Learn that Id comes at the end of a testing time of fasting during Ramadan and that it is a special time, which brings a sense of achievement and sharing. Discuss: How do we feel when we celebrate (e.g. happiness and togetherness)?</p> <p>4. Talk about pupils' experience of celebration of various kinds. Discuss: What special things do I do together with others (e.g. celebrate special events)? What do I think Muslims feel during Ramadan? What do I think Muslims feel like during Id?</p> <p>5. Make an Id card (with border, picture of new moon or flowers etc) to reinforce learning about ways some special occasions are celebrated.</p> <p>6. Look at pictures or video of mosque. Use writing frame to record new learning. Find out about Muslim children going to the mosque to worship Allah and to learn about their special book, the Qur'an. Make virtual visit to mosque (KS1 version) on website. Discuss: What places are special to me? How does it feel to be in a special place? How do I respond to the atmosphere?</p>	<p>All can talk about what it feels to belong to a family. All can describe what they do as a family (or not) on Sunday/weekend. All can talk about their own family life. All can talk about some ways that Muslim families live their lives. All know that we all belong to different family groups.</p> <p>Most can express their feeling taking part in a family ritual/ceremony. Most will be able to make comparisons between their home life with a Muslim family. Most can describe at least one faith family's special ritual or ceremony. Most can talk about why it's important to have repeated rituals and ceremonies in their daily lives.</p> <p>Some can realise that families from the same religion can have different symbols, rituals and ceremonies in their homes. Some can recognise how family rituals/ceremonies reinforce key beliefs in Islam. Some can compare with others their thoughts and feelings about the impact of religious rituals/ ceremonies in family life. Some can use the right words for special objects use in Islamic families e.g. showing understanding of their meaning.</p>	<p>Evaluate their Id card: write about what they have put on their Id card and why. Show through discussion and/or writing what they might see in the home of a practising Muslim family.</p> <p>http://www.hitchams.suffolk.sch.uk/mosque/default.htm</p>	<p>Card of Shahadah; Id cards; story about a Muslim child; teacher's book about Id; prayer mat; picture of Makkah. Video e.g. BBC 'Places for Worship'; C4 'Water, Moon, Candle, Tree, Sword' 2. Moon.</p>

Key Vocabulary

Allah, Qur'an, mosque, Ramadan, Id, Makkah, Shahadah, fasting, prayer, worship, Arabic. Prayer mat, minaret.

Topic/Title	Hindu Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Develop awareness that some people in Britain belong to religions other than Christianity <i>e.g. through meeting people, seeing videos, pictures, books, artefacts.</i></p> <p>Hear stories about both men and women in religious traditions.</p> <p>Know that religious people worship and that they may do this individually or together.</p> <p>Know some examples of what people do when they worship <i>e.g. Hindu puja.</i></p> <p>Recognise any places of worship of major religions in the local environment and learn their names <i>e.g. mandir.</i> Know through books, pictures or video about at least one place of worship.</p> <p>Find out about some of the things that happen in a place of worship <i>e.g. worship, teaching, weddings and celebrating festivals.</i></p> <p>Recognise that most religious people celebrate special occasions during the year, which have a religious meaning for them <i>e.g. Krishna's birthday, Diwali, Raksha Bandhan.</i></p> <p>Continued.....</p>	<p>RPE1</p> <p>RPE3</p> <p>RWO1</p> <p>RWO2</p> <p>RPL1</p> <p>RPL2</p> <p>RFF1</p>	<ol style="list-style-type: none"> Discuss: Who do we matter to and why? Who matters to us and why? Where do I belong? What things do we do together with our families and friends and other people in our school and where we live? Show pictures, photos and talk about how children in a Hindu family worship. Relate to own experiences of family life/ worship. Make display of shrine in classroom with murti (image of a deity) and talk about saying prayers. Look at one or two examples of Hindu prayers. Read some stories about deities <i>e.g. Ganesha, Lakshmi.</i> Retell in own words. Talk about pupils' experience of getting ready to celebrate festivals. Discuss: What do I do in my family that is important to me? How do we prepare for this? Pupils hear about the traditions relating to Rakshan Bandham or Divali (if you have not covered this in the unit 'Light and Dark'). Learn about how brothers and sisters demonstrate love and commitment within a Hindu family or talk about preparations to welcome Lakshmi through cleaning house and lighting rows of lamps. Listen to stories about both men and women in religious traditions. Research and examine through books, pictures or video about at least one place of worship. Find out about some of the things that happen in a place of worship <i>e.g. worship, teaching, weddings and celebrating festivals.</i> 	<p>All can talk about what it feels to belong to a family.</p> <p>All can describe what they do as a family (or not) on Sunday.</p> <p>All can talk about their own family life.</p> <p>All can talk about some ways that Hindu families live their lives.</p> <p>All know that we all belong to different family groups.</p> <p>Most can express their feeling taking part in a family ritual/ceremony.</p> <p>Most will be able to make comparisons between their home life with a Hindu family.</p> <p>Most can describe at least one faith family's special ritual or ceremony.</p> <p>Most can talk about why it's important to have repeated rituals and ceremonies in their daily lives.</p> <p>Some can realise that families from the same religion can have different symbols, rituals and ceremonies in their homes.</p> <p>Some can recognise how family rituals/ceremonies reinforce key beliefs in Hinduism.</p> <p>Some can compare with others their thoughts and feelings about the impact of religious rituals/ceremonies in family life.</p>	<p>Talk with knowledge and respect about Hindu families and how they celebrate Divali and worship at home.</p> <p>Suggest activity on comparison between their own family and a Hindu family.</p> <p>Complete tasks entitled "Reflections on my family and a Hindu family" in the support file.</p> <p>Look at a poster or a <i>puja</i> tray and think about what the different elements might mean <i>eg aarti</i> and Hindus holding their hands over the flame and then passing their hands over their head.</p> <p>Draw some of the objects used in <i>puja.</i></p> <p>Devise a special welcoming ceremony to show the class's devotion to someone special in the school. The ceremony could include all the five senses - taste, sight, touch, hearing and smell.</p>	<p>Pictures and posters of Lakshmi; Hindu families worshipping at home and at temple; story of Lakshmi; book about Hindu child in Britain; diva lamp; examples of rangoli patterns.</p> <p>Video about Hindu family and festivals.</p> <p>www.hindunet.org</p> <p>www.hindukids.org/p ray.shtml</p> <p>Vivekananda centre –</p> <p>http://www.btinternet.com/~vivekananda/</p> <p>http://atschool.edweb.co.uk/manorlh/hinduism/hindui.html</p> <p>www.cleo.net.uk</p>

Topic/Title	Hindu Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Learn how some festivals are celebrated and about some of the symbols used and where appropriate the stories retold.</p> <p>Recognise that religious people feel they belong to religious communities and show this in a variety of ways <i>e.g. gathering in families or in special places as communities.</i></p> <p>Relate their own feelings and experiences to appropriate aspects of the religions they are encountering.</p>	<p>RFF2</p> <p>RSC1</p> <p>RSC4 AT2</p>	<p>5. Using grid, compare Diwali with Christmas or other festival pupils celebrate <i>e.g. story told, giving gifts, cards, special clothes, getting together with relatives, decorating home, decorating place of worship.</i> Use a variety of resources to find out how members of a Hindu family celebrate festivals together – at home, at the temple. Focus on special clothes and decoration (<i>e.g. sari designs with Hindu symbols or bag to carry your prayer beads in</i>) and images/artefacts used. Discuss: How can we find out about the people around us – friends, family, community?</p>	<p>Some can use the right words for special objects used in Hindu worship <i>e.g. puja tray, divas, rangoli patterns, shrines</i> showing understanding of their meaning..</p>		

Key Vocabulary

Hindu, god, goddess, festival, diva, worship, rangoli, Lakshmi. Shrine.

Topic/Title	Jewish Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Develop awareness that some people in Britain belong to religions other than Christianity <i>e.g. through meeting people, seeing videos, pictures, books, artefacts.</i></p> <p>Know that religious people worship and that they may do this individually or together.</p> <p>Know some examples of what people do when they worship at home <i>e.g. Jewish families celebrating Shabbat.</i></p> <p>Recognise any places of worship of major religions in the local environment and learn their names <i>e.g. synagogue.</i> Know through books, pictures or video about at least one place of worship.</p> <p>Find out about some of the things that happen in a place of worship <i>e.g. worship, teaching, weddings, celebrating festivals.</i></p> <p>Recognise that most religious people celebrate special occasions during the year which have a religious meaning for them <i>e.g. Hanukkah.</i></p> <p>Relate their own feelings and experiences to appropriate aspects of the religions they are encountering.</p> <p>Learn how some Shabbat (and or Purim) is celebrated and about some of the symbols used and where appropriate the story about the origins retold.</p> <p>Continued.....</p>	<p>RPE1</p> <p>RWO1</p> <p>RWO2</p> <p>RPL1</p> <p>RPL2</p> <p>RFF1</p> <p>RSC4 AT2</p> <p>RFF2</p>	<ol style="list-style-type: none"> 1. Talk about special things families do together at weekends, which are different from those they do on weekdays. Write about whether they ever have times of rest, peace and quiet. Discuss: Who do we know? What do they do that is the same or different from us and our families? 2. Look at books, pictures, video <u>or</u> meet person to find out how a Jewish family celebrates Shabbat both at home and in the synagogue (including use of loaves, blessings, candles and the Havdalah ceremony to say goodbye to the Sabbath). Make virtual visit to a synagogue at. 3. Make and taste challah bread. Learn a Shabbat song or hear story reflecting the specialness of Shabbat (<i>e.g. The Sabbath Lion</i>). Note that the home is the centre of Judaism's most sacred institutions. 4. Look at some things that would be special about a Jewish home - <i>e.g. a seder plate, Shabbat candles, tzedaka, special clothing, layout of the kitchen, challah covers</i> and help pupils to understand that Judaism is a religion of the family, learning to speak and write in Hebrew. 5. Learn about the mezuzah to be found on the doorpost of an orthodox Jewish home. See copy of the text kept inside it – the Shema – and talk about how the Shema reminds Jews about god. The Shema is a prayer that makes an important statement about what Jews believe about God. Is there a special prayer saying that is important to you? Perhaps share with class if people from different faiths. Discuss: 'What words would we want to be reminded of constantly?' 	<p>All can talk about what it feels to belong to a family.</p> <p>All can describe what they do as a family (or not) on Sunday.</p> <p>All can talk about their own family life.</p> <p>All can talk about some ways that Jewish families live their lives.</p> <p>All know that we all belong to different family groups.</p> <p>Most can express their feeling taking part in a family ritual/ceremony.</p> <p>Most will be able to make comparisons between their home life with a Jewish family.</p> <p>Most can describe at least one faith family's special ritual or ceremony.</p> <p>Most can talk about why it's important to have repeated rituals and ceremonies in their daily lives.</p>	<p>Talk about how Shabbat and Hanukkah/Purim are celebrated using appropriate vocabulary.</p> <p>Show extent of understanding that for Jewish people who observe Shabbat, religion is important in their lives.</p> <p>Paint/draw/collage a picture of their own family meeting together at a special time.</p> <p>Discuss children's pictures. Share times when their family gets together and discuss what makes this time special <i>eg</i> wearing special clothes, eating special food, lighting candles and blowing them out.</p> <p>Key questions: <i>What days are special in your house? How are they different from other days?</i></p> <p>Use puppet/picture of a child – explain that the puppet/picture is a Jewish child. Ask if it is important for him to be with his family on Shabbat and why.</p>	<p>Latkes recipe; candles; art materials, books, pictures, video, artefacts.</p> <p>Video: BBC Places for worship – Judaism</p> <p>BBC Faith stories – Judah the Maccabee.</p> <p>www.hitchams.suffolk.sch.uk/synagogue/index.htm</p>

Topic/Title	Jewish Family	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Recognise that religious people feel they belong to religious communities and show this in a variety of ways e.g. gathering in families or in special places as communities.	RSC1	<p>6. <i>(If this unit is taught in the spring term, the festival studied could be Purim instead of Hanukkah).</i> Talk about ways in which a Jewish family celebrates Purim. Look at greggar. Learn a Purim song. Tell the story of Esther in a simple form. Learn about the special foods Jewish people have for Purim. Make hamantaschen. Make Purim mask. Make baskets of food to take as gifts to other classes. Retell story with masks, greggars, 'Haman' chalked on soles of shoes and make some Purim foods.</p> <p>7. Explore how important it is for Jews to give to charity. Explore how Jews use their tzedaka box and compare with other religions about giving to the poor e.g. Sewa in the Sikh religion and Zakat in Islam. Help pupils to think about how important it is to give of ones time, money and practical help to those less fortunate than themselves.</p>	<p>Some can realise that families from the same religion can have different symbols, rituals and ceremonies in their homes.</p> <p>Some can recognise how family rituals/ ceremonies reinforce key beliefs in Judaism.</p> <p>Some can compare with others their thoughts and feelings about the impact of religious rituals/ ceremonies in family life.</p> <p>Some can use the right words for special objects used in Jewish families e.g. seder plate, Shabbat candles, tzedaka, special clothing, layout of the kitchen, challah covers showing understanding of their meaning.</p>		

Key Vocabulary

Jew / Jewish, Hanukkah, temple, idol, miracle, mezuzah, synagogue, Shabbat. Tzedaka box. Purim, havdalah candles, challah cover, God, Seder plate, kitchen

Topic/Title	Special Books (more suitable for Y2)	Year Group/ Key Stage	Key Stage 1	Length of topic/timings	6 Hours
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Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/ Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
<p>Identify that the Bible is a special book for Christians and how they use it for worship and personal guidance everyday.</p> <p>Show an awareness that the Bible contains many different kinds of literature (e.g. stories, poetry and sayings).</p> <p>Know that the Bible contains material about Jesus.</p> <p>Identify other major religions sacred writings; find out what some of these are and how they are used for personal worship and teaching.</p> <p>Respond sensitively to and ask questions about religious stories in holy writings.</p> <p>Identify the impact of holy books on believers' lives.</p> <p>Talk about a favourite storybook and say why it is a favourite book.</p> <p>Recognise how important and influential books are in our lives.</p> <p>Talk about feelings concerning inconsiderate treatment of special writings.</p>	<p>CWR1</p> <p>CWR2</p> <p>CWR3</p> <p>RWR1</p> <p>RWR /CWR AT2</p> <p>RWR1</p> <p>WR AT2</p> <p>WR AT2</p> <p>WR AT2</p>	<ol style="list-style-type: none"> Discuss: How do books help us (different books in different ways)? How do we look after books? Learn that many people and faith communities have books special to them – start display. Look at pictures to see lectern and Bible. Recall seeing these on church visit. Discuss: What books are special to us? How do we show they are special? Find out about looking after special books e.g. <i>showing respect for the Qur'an, treating Guru Granth Sahib as a person</i>. Include Torah scrolls to show not all are 'books'. Find out about use in worship and about artefacts associated with them. Pupils do individual writing and drawing to show learning about special books and how and why they are treated with respect and/or writing about something at home, explaining why it is special and how they look after it. Discuss: What can we learn from stories? Which stories are important (to us and to other people)? Why are they important? Hear a selection of well-known stories and writings from the Bible, learning that they are part of the range of writings to be found in the Bible (i.e. that they are not just individual stories). These may be retold through storybooks, songs, drama and painting. Examples might include: <i>David and Goliath, How Miriam saved baby Moses, Psalm 150, Daniel and the lions' den</i>. Hear in English short extracts from special writings of faiths other than Christianity (e.g. <i>the Shema (Deut. 6:4-5), the Shahadah, the Mool Mantra</i>). Discuss: What are these texts saying about God? Compare this with children's own ideas about God? Compare this with children's own ideas about God. Learn that these texts may be used in worship in languages/scripts other than English – see examples of these. Find out that children may learn a different language to read their scriptures. 	<p>All know religions have special books.</p> <p>All can identify the Bible as a holy book to Christians and name one other book belonging to another religion.</p> <p>All can remember one religious story and recount.</p> <p>All can talk about a favourite book.</p> <p>All can identify whose guidance they follow.</p> <p>Most begin to know why some books are special and how they may be treated.</p> <p>Most can understand that holy books are 'special' in a different way to a pupil's favourite storybook.</p> <p>Most can talk about some things in books/stories that make them ask questions.</p> <p>Most can respect others feelings about the importance of books.</p> <p>Some recognise why people need special books.</p> <p>Some can use religious words to identify religious holy books.</p> <p>Some can make links with the way believers live and the guidance from a holy book.</p> <p>Some can describe similarities and differences between how religious people treat their holy books.</p>	<p>Show extent of knowledge about how people treat their holy books with respect and understanding of why they do so through writing and drawing.</p> <p>Do a simple knowledge test. The Qur'an – a special book for Muslims. http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/re/homepage/Assessment%20Worksheets%20Docs/Quran%20KS1.doc</p> <p>Children make own 'special books', making decisions about what should go in them e.g. <i>rules for living, ideas about God, favourite poems of stories with a message, people and places who were important or special to them and why</i>.</p>	<p>Selection of Bibles including Bible story books; copy of Qur'an and stand; Torah scrolls (miniature); posters showing use of sacred books; examples of script of different holy books; pictures/video or visits/visitors; cassette tape e.g. <i>Shema</i>.</p> <p>Websites: For Bible - www.request.org.uk/infants/infants.htm link to The Bible For Torah - www.hitchams.suffolk.sch.uk/synagogue/index.htm (select 'synagogue - starter' then 'synagogue inside' to click on 'Ark' and 'reading platform') For teacher information about special books see www.theresite.org.uk and follow links.</p>

Key Vocabulary

God Allah, Bible, Qur'an, Torah, scrolls, Guru Granth Sahib, lectern, Jesus, psalms, parable.