

## 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 will need to develop schemes of work that reflect the continuity and progression built into the programmes of study, build consistently on pupils' 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 up-dating 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 Stage 2 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:

Dr. Shirley Hall	Ely Diocesan Schools Officer
Janet Scott	Homerton College, Cambridge
Sue Ward	LEA General Adviser for Religious Education

SACRE would welcome comments on the material and suggestions for further developments.

### **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 each key stage, but many others are possible.

All but one of the units are shown as **lasting half a term**, but many of the units, especially at Key Stage 2, are suitable for combining in pairs to provide a term's work. This is the case for the following pairs of units:

*The Church: the people + The Church and Christian Worship*

*'Being a Jew' + 'Judaism – Worship'*

*'Being a Muslim' + 'Islam – Special Places'*

*'Being a Hindu' + 'Hindu Stories and Symbols'*

*'Jesus – his Life and Teachings' + 'Easter'*

*'God and Creation' + 'Responses to the Natural World' (in that order)*

*'The Church – People' + 'People of Faith, Courage and Commitment'*

*'Milestones in Life' + 'Commitment and Belonging'*

*'Times and Seasons' + 'The Christian Calendar'.*

Some units are best taught at a particular time of year e.g. 'Times and Seasons' in the autumn term, and 'Easter' in the spring term. Some units are more suitable for the upper end of the age range; e.g. 'God and Creation' and 'Responses to the Natural World' at Key Stage 2.

**2. 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.

**3. Abbreviations**

The abbreviations used in the statements of 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.

**4. Assessment for and of learning**

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.

**5. 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.

### Curriculum Plan for RE at Key Stage 2: Example A

Year	Autumn Term		Spring Term		Summer term	
3	Times and seasons	The Church: The people	Hinduism Being a Hindu	Hinduism: Stories and symbols	The Church and Christian Worship	Sacred writings
4	Islam: Being a Muslim	Islam: Special Places	Jesus: His life and teachings		The Christian Calendar	Commitment and belonging
5	Buddhism		The Bible accessible for all and The Bible and what it means to Christians	Easter	Being a Sikh And Sikh worship	
6	God and creation	Responses to the natural world	Judaism: Being a Jew	Judaism: Worship	People of Faith, courage, and commitment	Milestones in life

### Curriculum Plan for RE at Key Stage 2: Example B

Year	Autumn Term		Spring Term		Summer term	
3	People of faith, courage and commitment	Sacred writings	Judaism: Being a Jew	Judaism: Worship	The Christian Calendar	The Church and Christian worship
4	Hinduism: Being a Hindu	Hinduism: Stories and symbols	Milestones in life	Easter	Being a Sikh And Sikh Worship	
5	Times and seasons	The Church: The people	Islam: Being a Muslim	Islam: Special Places	Commitment and belonging	The Bible accessible for all and The Bible and what it means to Christians
6	Buddhism		Jesus: His life and teachings		God and creation	Responses to the natural world

<b>Topic/Title</b>	Times and Seasons (Harvest, Rosh Hashanah and Sukkot)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	8 Hours
--------------------	---	------------------------------	-------------	--------------------------------	---------

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 as appropriate of some other special days in the Church year.</p> <p>Know some of the ways in which Christians express and respond to their belief that God is Creator, <i>e.g. exploring thankfulness in prayers and hymns, celebrating Harvest, looking after the environment.</i></p> <p>Learn about some of the major festivals celebrated in the Jewish family and community, including Shabbat and Pesach (Passover), Sukkot and Rosh Hashanah.</p> <p>Find out about the practices, feelings and lessons associated with each of the festivals studied and where appropriate the biblical stories retold.</p> <p>Learn about the lives of Abraham and Moses in order to understand the Jewish belief in one God, <i>e.g. how he intervenes in the history of the Jewish people.</i></p> <p>Know that Jews see God as the Creator and the world as God's gift to humanity.</p> <p>Reflect on the need to be thankful and appreciate what we have.</p> <p>Consider the feelings of people involved in these celebrations and talk about their own feelings.</p> <p>Reflect on their own beliefs.</p> <p>Continued.....</p>	<p>CFF4</p> <p>CNW1</p> <p>JFF1</p> <p>JFF2</p> <p>JPE3</p> <p>JNW1</p> <p>S.C AT2</p> <p>RS.C AT2</p> <p>PE2 AT2</p>	<p><b>Harvest:</b></p> <ol style="list-style-type: none"> <li>Discuss what pupils already know about different kinds of festivals; include aspects of remembering people or stories, how festival is celebrated including symbols, feelings (<i>e.g. Christmas – joy, generosity; Passover – freedom</i>).</li> <li> <ol style="list-style-type: none"> <li>Visit a church to see it decorated for Harvest; ask questions about what will happen in the service <u>or</u> invite visitor from local church to talk about how Harvest is celebrated at their church. Read some Harvest hymns and prayers to understand idea of thankfulness to God.</li> <li>Explore the ideas 'Harvest of the rich/harvest of the poor' <u>or</u> 'Human need/human greed' in relation to Christian Harvest celebration <u>or</u> use appropriate Christian Aid material to explore similar themes.</li> <li>Discuss: How do we behave responsibly towards the earth? What do we feel thankful for? To whom would we like to express our gratitude?</li> </ol> </li> <li>Who are the people we depend on in our lives? How many of these people will we never meet or know? (i.e. the producers of our food etc...)</li> <li>Do we know if people are suffering so that we can enjoy our favourite foods? (Develop Christian Aid link) Do we care?</li> <li>What do we think it means to be responsible? What are we responsible for? If people are hurt so that we can enjoy ourselves – are we responsible? Are we responsible even if we don't know about it? What do you think we should do now we <u>have</u> found out about it? (Fair Trade)</li> </ol>	<p><b>All</b> can retell how Christian and Jews celebrate a key festival.</p> <p><b>All</b> can talk about what it feels like to take part in a celebration.</p> <p><b>All</b> can recognise the significance of a fresh start for people.</p> <p><b>All</b> can express their thoughts and feelings about being thankful.</p> <p><b>All</b> can research the symbolic meaning of artefacts used in Rosh Hashanah and Sukkot.</p> <p><b>All</b> can talk about how Christians demonstrate faith in god.</p> <p><b>All</b> can understand the links with seasons and festivals.</p> <p><b>Most</b> can describe how harvest, Rosh Hashanah or Sukkot affect the actions of the Jewish communities.</p> <p><b>Most</b> can identify the effect Rosh Hashanah has on Jews and compare to how new year is celebrated in their own homes.</p> <p><b>Most</b> can describe some details about all three festivals.</p> <p><b>Most</b> can discuss feelings of thankfulness and the need to care for others.</p> <p><b>Most</b> can describe how Rosh Hashanah and Sukkot contribute to Jewish life.</p> <p><b>Most</b> can describe how Abraham and Moses revealed their strong faith in god.</p> <p><b>Most</b> can reflect upon who or what they have faith in.</p>	<p>Show knowledge of how Harvest festival is celebrated by Christians. Make Jewish New Year card and be able to explain links between symbols and festival, to show understanding of role of symbolism.</p>	<p>Pictures of churches decorated for Harvest; Christian Aid harvest materials; Jewish childrens' resources for Rosh Hashanah and Sukkot; artefacts: Jewish New Year cards, ram's horn.</p> <p>Pathways to Belief: Judasim Video.</p> <p><a href="http://www.bbc.co.uk/religion/religions/judaism/">http://www.bbc.co.uk/religion/religions/judaism/</a></p>

<b>Topic/Title</b>	Times and Seasons (Harvest, Rosh Hashanah and Sukkot)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	8 Hours
--------------------	---	------------------------------	-------------	--------------------------------	---------

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><b>Rosh Hashanah:</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to “make a fresh start?”; When in my life, at home or at school have I needed to make a fresh start? What is hard/easy, about starting again? (Potentially you could just make the same mistakes). Discuss idea of making a fresh start: relate to pupils’ experience of e.g. <i>new calendar year, new school year</i>.</li> <li>2. Divide class into groups to research how and why Rosh Hashanah is celebrated (i) at home (ii) at the synagogue. Use books, pictures, artefacts and the internet to find out about how these days are marked (including that Rosh Hashanah celebrates the birthday of the creation) and about some of the symbols associated with the Jewish New Year e.g. <i>apples and honey, special loaves, ram’s horn</i>. Groups could contribute findings <u>either</u> to a class display <u>or</u> to a presentation. If you really want to make a new beginning what qualities do you need? (e.g. New Year Resolutions – persistence, ‘stickability’, determination to succeed) How do you know you can do it? How does it feel to fail? When you have failed at something, how does it feel to be supported through this?</li> <li>3. Listen to the story of Abraham and Isaac as an example of obedience to God. Is there anything you have that you would never give away? Or anyone who is so important to you that you would never want to let them down? What would you do if your most important person wanted to break your most important object? How would you feel? What would you do? Apply your personal answers to the story of Abraham and Isaac. Why do you think Abraham obeyed God? How might he have felt about God as the story progresses? Create an emotion graph or create storyboard with thought bubbles.</li> <li>4. Make a Jewish New Year card using appropriate symbols and explain choices.</li> </ol>	<p><b>Some</b> can understand how faith in god impacts on peoples’ lives and relate it to people in the past and present.</p> <p><b>Some</b> can relate the importance of thankfulness and a belief in a creator God with their own thoughts and feelings.</p> <p><b>Some</b> can ask questions about thanking a god and whether he/she exists and suggest answers to their questions about god.</p> <p><b>Some</b> can explain how the historical events around Sukkot and Rosh Hashanah affect Jews today.</p> <p><b>Some</b> can explain what is faith and give other examples of faith both religious and non-religious.</p>	<p>Create a way of reminding someone of a promise they have made and might find it difficult to keep (e.g. something to hold/wear/say which reminds you not to swear/hit/shout). Link to Rosh Hashanah practices.</p>	<p><a href="http://www.holidays.net/index.htm">http://www.holidays.net/index.htm</a></p>

Continued.....

<b>Topic/Title</b>	Times and Seasons (Harvest, Rosh Hashanah and Sukkot)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	8 Hours
--------------------	---	----------------------------------	-------------	--------------------------------	---------

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><b>Sukkot:</b></p> <ol style="list-style-type: none"> <li>1. Find out from a variety of sources how and why Sukkot is observed. How would you feel if you had to move home every day? Or live in a tent? Or in a caravan? What would you find exciting? What would you find difficult? What would worry you? Who would look after you?</li> <li>2. Make a sukkah in the corner of the classroom <u>or</u> make small models and explain the symbols involved. Hear the story of the Israelites' wanderings in the wilderness and of how God provided for their needs. Who looks after you? Who do you look after?</li> <li>3. Discuss: Who provides for your needs? How do you help to provide for the needs of other people? Link to Harvest/Christian Air concepts above?</li> </ol>		Create/ develop a mind map, or similar, to demonstrate the important elements of Harvest Festival celebrations for believers (main branches = "What Jews/ Christian people do", "What people believe", "What people think about", "What I think about Harvest Festivals") (Words and Pictures), be able to explain the diagram and comment on it.	

**Key Vocabulary**

Harvest, thankfulness, Rosh Hashanah, atonement, repentance, forgiveness, symbol, sukkot, sukkah.

<b>Topic/Title</b>	The Church – The People	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	6 Hours
--------------------	-------------------------	----------------------------------	-------------	------------------------------------	---------

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>Understand that the church is a community of Christians from all races and nationalities.</p> <p>Discover what leaders of local Christian churches do.</p> <p>Find out about Christians, women and men, now and in the past, whose actions affect or have affected others <i>e.g. people who have helped others, saints and martyrs, people of faith, courage and commitment (including some with a local connection).</i></p> <p>Learn about some of the ways in which people express their Christian belief and values through action in their church, local community and world, and why they do this.</p> <p>Express thoughts and feelings about 'belonging' to a group or having a belief in God.</p>	<p>CPE1</p> <p>CPE4</p> <p>CPE5</p> <p>CSC2</p>	<p>1. Reflect on own experience of belonging and commitment, <i>e.g. through discussion, reflection on a story.</i> What does it mean to be committed to something?</p> <p>2. Prepare questions to ask of Christians. Interview priest/leader/minister of any local church about (a) her/his faith and role as the leader of a Christian community; (b) the life of the Church, its activities and how these reflect Christian faith; (c) special people or anniversaries in history of that church or special stories told. If possible interview other adults with special roles <i>e.g. in leading worship, reading, helping with music, care of building (cleaning, flower arranging), care of outside environment (church grounds), organising study or social groups or events, visiting the sick, housebound, lonely and so on.</i> Focus on meaning of belonging to Church community, and on how belief underpins activities. Make a class book of 'Jobs in the Church' including photographs if people are willing to send them (or could be taken by pupils). Use interview material where possible as well as books, video and internet.</p> <p>Use the church notice board as a starting point for ideas about different kinds of jobs and activities. Find out about any contacts the church has with churches in other countries. Find out what influences and inspires people to do these things. Ask/investigate how people's Christian belief affects what they do in daily life. Discuss: who or what influences pupils' actions or behaviour?</p>	<p><b>All</b> can use a developing religious vocabulary to describe the role of a priest, warden, vicar, churchwarden etc. in a church.</p> <p><b>All</b> can ask thoughtful questions about the minister's belief and religion.</p> <p><b>All</b> can understand there are many roles within the church community and can name some of them.</p> <p><b>All</b> can identify artefacts/symbols religious people may wear, own or carry which relate to their beliefs and commitment.</p> <p><b>All</b> begin to recognise that some people are special to large groups of people and that often they have special rules or codes of conduct that they follow.</p> <p><b>All</b> can describe what a faith leader or member of the church community did or said to affect the lives of others.</p> <p><b>Most</b> can describe how religious beliefs cause religious leaders/members to act in a particular way and how this may affect the lives of others.</p> <p><b>Most</b> can express thoughts, feelings and beliefs about faith leaders and members of a church community in why they do what they do, describing what inspires and influences themselves and others.</p> <p><b>Most</b> can consider their own commitment and that of others to specific causes and/or charities.</p> <p><b>Most</b> can describe influences in their lives, which might affect their actions and sense of right or wrong.</p>	<p>Describe the work of adults in churches. Undertake individual research to find out about the roles of children and young people, to show understanding that religion is an important influence on people. Contribute to class display on Christians worldwide showing knowledge and understanding of Christianity as a world faith.</p> <p>Present a radio programme – reflecting on the life of one of the Church Community e.g. vicar, choirmaster, churchwarden.</p> <p>Or</p> <p>Write a letter from their own perspective that gives their own beliefs and ideas about how people should live today.</p>	<p>Members of local churches; books, pictures and any other sources of information (<i>e.g. Christian Aid newsletter</i>) about young people in churches; selection of books, pictures, videos and other sources (<i>e.g. church magazines and notices</i>) about Christianity worldwide. World map and atlas.</p> <p>'Christians' CD ROM; 'My life as a Christian' book; website <a href="http://ely.anglican.org/education/schools/vellore/wannakam.html">http://ely.anglican.org/education/schools/vellore/wannakam.html</a></p> <p>Art packs reflecting Christian traditions worldwide.</p>
Continued.....					

<b>Topic/Title</b>	The Church – The People	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	6 Hours
--------------------	-------------------------	----------------------------------	-------------	------------------------------------	---------

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>Begin to be aware that Christian behaviour is based on beliefs about God and on the teaching of Jesus.</p> <p>Explore some of the ways Christians respond to suffering and death <i>e.g. support to the bereaved, Christian Aid etc.</i>, and begin to realise that such experiences raise questions for Christians about the love and power of God.</p>	<p>CSC3</p> <p>CNW2</p>	<p>3. Use books, CD-ROMs and internet sites, and information from local churches to find out about the roles of children and young people in a local church(es). Produce individual work on 'Children in churches', including information about responsibilities and service, learning about being a Christian, special ceremonies, groups and activities for young people. Children who belong to a church could write about activities within their own church.</p> <p>4. Find out about people in churches worldwide through looking at and discussing artefacts, pictures and photographs, books and videos and information from the internet which reflect Christianity in different countries. Make a display round a world map with arrows or strings linking places with pictures or information about Christians in those places.</p>	<p><b>Some</b> can compare their own views with those of others to the work of influential people, both religious and secular, and explain how the actions of these people are affected by faith.</p> <p><b>Some</b> can explain the key beliefs/teaching about God and Jesus, which influence the conscience of religious members of the community and inspires a sense of commitment to their cause.</p> <p><b>Some</b> can contrast the ways in which people act differently to beliefs and teachings.</p> <p><b>Some</b> can make links between some of the ways Christian members of the community react to situations and what matter to them.</p>		

### Key Vocabulary

Community, minister, priest, member, mission, belief, faith, saint, pastor, bishop, curate, promise, commitment, motivation, vocation, calling, ceremony, ordination

<b>Topic/Title</b>	Hinduism (a) Being a Hindu	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	-------------------------------	----------------------------------	-------------	------------------------------------	--------------

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 that there are people in Britain who are Hindus.</p> <p>Find out about puja (worship) in the home and in the mandir (temple) especially about arti (offering and receiving light) and about taking prashad (food blessed by having been offered to the gods).</p> <p>Know that Hindus use murtis (images which embody different aspects of God), through which they can show their devotion.</p> <p>Be aware of the use of symbols in Hindu worship and learn about some (e.g. OM, light, fire, water) and their religious significance.</p> <p>Know that a mandir is a place of worship and learning for Hindus and learn something about the key features, especially the shrine.</p> <p>Be aware that Hinduism has its roots in India and that this affects many aspects of Hindu daily life.</p> <p>Learn about some of the main festivals celebrated by Hindus especially in this country and find out about some of the stories, rituals and symbols associated with them e.g. <i>Raksha Bandhan</i>.</p> <p>Continued.....</p>	<p>HPE1</p> <p>HWO1</p> <p>HWO2</p> <p>HWO3</p> <p>HPL1</p> <p>HPL2</p> <p>HFF1</p>	<p>(a) Home and family life:</p> <ol style="list-style-type: none"> <li>Discuss: What kind of things do you surround yourself with? What do they show about who you support / respect/follow? How would you show that a place is special to you? What would you put there? Set up a display of a Hindu family shrine. From books, pictures and video, find out about families worshipping together, worship involving all the senses, making offerings at the shrine, what the different items are used for. Talk about symbolic significance of e.g. <i>OM sign, light, fire</i>. Produce a small handbook for a non-Hindu visitor staying with a Hindu family to help them understand what is happening when the family members worship at their home.</li> <li>Hear story about one deity (linked to shrine) e.g. <i>Ganesha</i>. Discuss idea of one divine power or force with different aspects expressed in Hindu representations of God.</li> <li>Discuss: Are there ways in which other cultures have an influence or effect on your daily life? Who is your family (e.g. <i>extended family, family friends etc</i>)? How do your friends and family show their care / love for each other? If possible arrange visit / visitor / email contact with a Hindu to ask about Hindu perspectives on other elements of home life e.g. <i>food and vegetarianism, fasting before festivals or on a regular basis; the importance of family life</i>. Alternatively, research aspects of home life.</li> <li>Discuss pupils' experiences of siblings, qualities of ideal brother/sister, and idea of brothers and sisters looking after each other. Ask: How would you celebrate and proclaim close family ties and friendships like those between brothers and sisters? Find out about festival of Raksha Bandhan from video, books, artefacts etc (and if possible, a visitor).</li> <li>Learn about some of the rituals performed following the birth of a baby. Discuss: What wishes would you have for a newborn baby?</li> </ol>	<p><b>All</b> can describe ways Hindus worship in their homes and in temples.</p> <p><b>All</b> can understand that Hinduism is a living faith with communities in this country as well as in India.</p> <p><b>All</b> can recognise the importance of family life to Hindus.</p> <p><b>All</b> can re-count what Hindus do at their family shrine.</p> <p><b>All</b> can describe how Hindus show devotion to God.</p> <p><b>All</b> can reflect on the meaning of 'worship' and understand its significance for Hindus.</p> <p><b>All</b> can re-call ceremonies marking the rites of passage.</p> <p><b>All</b> can ask some good questions about why a Hindu would choose to attend a Mandir (temple).</p>	<p>Identify the main features of a mandir, understand some of the symbols to be found in it. Use specialist vocabulary to express what they have learned.</p>	<p>Puja set, murtis, posters of deities, rakhi, books (especially ones which quote Hindus talking about family life), videos showing Hindu temple, wedding; pictures showing family life and worship; <a href="http://www.reonline.org.uk/allre/tt_nframe.php?http://re-xs.ucsm.ac.uk/re/pass age/">http://www.reonline.org.uk/allre/tt_nframe.php?http://re-xs.ucsm.ac.uk/re/pass age/</a> for information on Hindu rites of passage.</p> <p><a href="http://www.hindunet.org">www.hindunet.org</a></p> <p><a href="http://www.santansociety.org">www.santansociety.org</a></p> <p><a href="http://www.bitinternet.com/vivekananda">www.bitinternet.com/vivekananda</a></p> <p><a href="http://www.hindu.org">www.hindu.org</a></p>

<b>Topic/Title</b>	Hinduism (a) Being a Hindu	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	-------------------------------	----------------------------------	-------------	------------------------------------	--------------

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 about some of the ceremonies with which Hindus mark significant events in the lives of individuals and their communities <i>e.g. those associated with birth, weddings and funerals.</i></p> <p>Discover the importance of the family for Hindus, including the extended family.</p> <p>Realise that Hindus feel a connection with all life and hence a respect for all life, which can be expressed in various ways including as examples vegetarianism and respect for the cow.</p>	<p>HRP1</p> <p>HSC2</p> <p>HNW2</p>	<p>(b) The mandir</p> <ol style="list-style-type: none"> <li>Find out about the key features of a mandir (shrines, offerings as main form of worship, how respect is shown to the gods, differences between mandirs in Britain and India) through video and pictures (if possible, visit/interview visitor).</li> <li>Discuss: What do you think will be the special milestones in your own life? Which are you most looking forward to? Look at pictures and photographs of a Hindu wedding. Read about some of the statements and promises made, and the symbols for these <i>e.g. the seven steps round the sacred fire.</i></li> <li>Write about different aspects of worship in a mandir, and the way all the senses are involved, giving a range of examples.</li> <li>Find out about links between mandirs in Britain and their roots in India <i>e.g. murtis sent from India, special teachers visiting.</i></li> </ol>	<p><b>Most</b> can describe the different characteristics of Hindu Gods and Goddesses.</p> <p><b>Most</b> can make links between shrine figures and the beliefs, which underlie them.</p> <p><b>Most</b> can describe how a shrine is cared for in a Hindu home.</p> <p><b>Most</b> can reflect on their own experiences of special places and relate them to the importance of a shrine in a Hindu home.</p> <p><b>Most</b> can describe their own experiences of family love and care and relate to Hindu families.</p> <p><b>Most</b> can use correct technical terminology relating to Hindu worship.</p> <p><b>Most</b> can suggest some reasons why a particular god/goddess is special or inspirational for a Hindu.</p> <p><b>Some</b> can explain the meaning and practice of puja for Hindus.</p> <p><b>Some</b> can explain how Hindu life and practice makes a difference to the lives of individuals and communities.</p> <p><b>Some</b> can ask questions and respond to questions about the teachings and beliefs of Hindus.</p>		

#### Key Vocabulary

Puja, murti, mandir, arti, pujari, deity, Raksha Bandhan, rakhi, prashad, vegetarian.

<b>Topic/Title</b>	Hinduism (b) Stories and Symbols	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	-------------------------------------	----------------------------------	-------------	------------------------------------	--------------

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>Begin to explore some of the beliefs that Hindus have about Rama and Krishna and how they provide examples for Hindus of how to live.</p> <p>Be aware that Hindus have a number of sacred texts, and become familiar with some of the stories from these which are associated with festivals or the gods <i>e.g. Rama and Sita (from the Ramayana), Krishna (from the Bhagavad Gita).</i></p> <p>Learn about some of the main festivals celebrated by Hindus especially in this country and find out about some of the stories, rituals and symbols associated with them <i>e.g. Diwali, Ramnavami (Rama's birthday), Janamashtami (Krishna's birthday), Shivaratri (festival in honour of Shiva), Raksha Bandhan.</i></p>	<p>HPE2</p> <p>HWR1</p> <p>HFF1</p>	<p><u>Krishna</u></p> <ul style="list-style-type: none"> <li>Stories <ul style="list-style-type: none"> <li>- birth story</li> <li>- Krishna and the butter</li> <li>- Krishna and the demon</li> <li>- Krishna and the gopis</li> </ul> </li> </ul> <p>(For older pupils)</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>- Krishna and Arjuna (from The Gita)</li> </ul> </li> </ul> <p>Symbols</p> <ul style="list-style-type: none"> <li>- gold flute, cow, peacock's feather</li> </ul> <p>Worship</p> <ul style="list-style-type: none"> <li>- festival of Janamashtami or Holi (Depending on term taught)</li> </ul> <p>Belief</p> <ul style="list-style-type: none"> <li>- link with love and devotion; Respect for a cow</li> </ul>	<p>Starting from a mandir display in the classroom, find out about the main deity, including several stories, symbols, how they are worshipped at home and temple, and the ideal qualities or beliefs they represent and the example they offer to human beings. Activities for both examples should include the following.</p> <ol style="list-style-type: none"> <li>Discuss: What stories or special books do you like to revisit? Are there any characters in them you particularly identify with? Hear several stories and learn that they come from a variety of books of sacred writings</li> <li>Retell some stories in a variety of forms <i>e.g. drama, storyboarding, class book, telling from one character's point of view.</i> Learn how stories are retold in Indian dance (as examples of the place of dance in worship, and of symbolism). Discuss: Which character from a festival story appeals to you most?</li> </ol>	<p><b>All</b> can re-tell some of the stories connected with the Murtis.</p> <p><b>All</b> can re-count some details about one Hindu festival.</p> <p><b>All</b> can re-call a number of Hindu duties and reflect on how they are carried out. They relate Hindu duties to duties in their lives.</p> <p><b>All</b> can re-call the names of the Sacred Hindu texts.</p> <p><b>Most</b> can identify from the stories and symbols studied some of the beliefs, which underlie the Hindu concept of God.</p> <p><b>Most</b> can show an understanding of the idea the Brahman has many characteristics.</p> <p><b>Most</b> can explain the symbolism connected with the murtis.</p> <p><b>Most</b> can understand some of the key features of selected Hindu festivals.</p> <p><b>Most</b> can re-call some of the stories from the Hindu Sacred Hindu texts.</p>	<p>Make individual or group retellings, dramatisations or visual versions of several Hindu stories to show ability to express learning in a variety of ways. Identify some gods from their symbols, talking about aspects of the deities and their qualities and how they reflect Hindu beliefs about God.</p>	<p>Collection of stories; artefacts including diwa lamp, puja set, murtis of deities; videos; website: <a href="http://www.sln.org.uk/storyboard/">www.sln.org.uk/storyboard/</a>; pictures and notes on deities: <a href="http://www.allre.org.uk/shells/strath_hindudeities.html">www.allre.org.uk/shells/strath_hindudeities.html</a></p>

<b>Topic/Title</b>	Hinduism (b) Stories and Symbols	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	-------------------------------------	----------------------------------	-------------	------------------------------------	--------------

Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Explore their own experience of love, loyalty and respect for other, especially in the family, and discover, in particular through stories such as those relating to Rama, how these are key values in Hinduism.	HSC1 AT2	<p>3. Discuss: What qualities do you admire in other people? Do you actively try to emulate them? See pictures of the deities and find out about some of the ways their qualities and attributes are represented (<i>e.g. all powerful = many arms</i>), and the symbols or objects, which help to identify them, and talk about how for Hindus they represent aspects of God. Explore how somebody can be one person yet play many different roles <i>e.g. a woman can be a mother, daughter, sister, friend, teacher, musician, etc.</i> Devise symbols to represent different qualities <i>e.g. strength, intelligence etc.</i></p> <p>4. Discuss: How important is it to have times of fun and enjoyment in your life? Is everyone's idea of fun the same? Find out about how festivals in A or B are celebrated with reference to both Britain and India.</p>	<p><b>Some</b> can explain the themes in the stories studied from the sacred text.</p> <p><b>Some</b> can explain what they understand what a passage/story from the Sacred Text means.</p>		

#### Key Vocabulary

Puja, mandir, murti, Rama, Sita, Hanuman, Lakshmi, Krishna, Diwali, Holi

<b>Topic/Title</b>	The Church and Christian Worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	6 Hours
--------------------	----------------------------------	----------------------------------	-------------	------------------------------------	---------

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 how Christians worship God (<i>e.g. in prayer, silence, singing, reading the Bible</i>) both in places of worship and at home, and why they do it.</p> <p>Know about the central act of worship in many Christian traditions which is based on the last supper Jesus had with his disciples and is known by various names <i>e.g. Eucharist, Holy Communion, Lord's Supper, Mass.</i></p> <p>Explore the many symbols and objects, which Christians may use to help them worship.</p> <p>Know that all Christians use the Lord's Prayer and become familiar with some of its meaning for them.</p> <p>Continued.....</p>	<p>CWO1</p> <p>CWO2</p> <p>CWO3</p> <p>WO4</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Identify events that we celebrate or mark. Explore what different celebrations involve</li> <li>Watch a video of extracts from a World Cup final/FA Cup Final/pop concert/last Night at the Proms. Discuss ritual actions and the ways these may be symbolic.</li> <li>Discuss the word 'ritual' make a list of rituals in school and at home.</li> <li>Recall a visit to a special place, how did people behave and why?</li> </ul> <p>Discuss: What are the special places you would like to visit (either in this country or abroad)? Why do you think of these as special? How do the atmosphere and fabric of Christian places of worship make you feel? What do you think is the right way to behave in a place of worship?</p> <ol style="list-style-type: none"> <li>Visit a local church (normally Anglican or R.C.). Sit quietly and reflect on things pupils see, hear, feel, then brainstorm as many words and phrases as possible. Either (a) Pupils individually write haiku (17 syllable poem divided into lines of 5 – 7 – 5 syllables) to crystallise the atmosphere and feeling of the place. Group pupils into fours; ask them to put their haiku into preferred order; each group in turn recites them from chancel steps or other suitable place. (b) Alternatively, collect words relating to impressions for writing poetry back in school.</li> <li>Look at internal features including altar, lectern, pulpit, font and <i>e.g. pews, organ, hymn boards, notice board, bells, windows, etc.</i> Consider how beliefs are reflected through them. If possible teacher could make photo-pack / slides beforehand so that pupils can talk about them in school, then see them on visit.</li> <li>Make notes about different parts / features of the church, how they are used and what they express about Christian belief. Take photographs (including digital ones) to use in a presentation.</li> <li>Look in prayer books / Bible and find Lord's Prayer.</li> <li>Look at notice-board / ask questions to discover range of ways the church building is used.</li> </ol>	<p><b>All</b> can re-call some of the actions and gestures used in worship and say what they think they might mean.</p> <p><b>All</b> can re-tell some things people do during worship to show how they feel about God.</p> <p><b>All</b> can talk about how music reflects feelings of happiness and sadness and why worshipping together is important to Christians.</p> <p><b>All</b> can reflect on their feelings before and after seeing/experiencing acts of worship.</p> <p><b>Most</b> can identify several ways of worship, which show how religious people think God is very important.</p> <p><b>Most</b> can describe and explain some acts of worship by Christians.</p> <p><b>Most</b> can express their own thoughts and feelings about worship and praying.</p> <p><b>Most</b> can suggest answers to questions about why there are different styles of worship.</p> <p><b>Most</b> can connect the Eucharist/Holy Communion to the story of the Last Supper.</p>	<p>Express what they have learned creatively. Contribute to group guidebook about church showing how far they can use specialist vocabulary and describe Christian beliefs as expressed through the church buildings. Show knowledge and understanding of Christian beliefs as expressed in the Lord's Prayer.</p>	<p>Pictures of church interiors; artefacts; copies of Lord's Prayer; story of Last Supper; tapes/videos of music; (examples of haiku if necessary).</p> <p><a href="http://www.cleo.net.uk">www.cleo.net.uk</a></p>

<b>Topic/Title</b>	The Church and Christian Worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	6 Hours
--------------------	----------------------------------	----------------------------------	-------------	------------------------------------	---------

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 the main internal and external features of some Christian places of worship and the purpose they serve.</p> <p>Realise that these features vary across Christian traditions and denominations because they express different emphases in belief and practice.</p> <p>Know about the various uses made of places of worship by Christians and the wider community.</p> <p>Explore how Christians express their faith through other forms of writing <i>e.g. hymns, stories and plays, different types of prayers.</i></p>	<p>CPL1</p> <p>CPL2</p> <p>CPL3</p> <p>CWR4</p>	<p><b>Back in school:</b></p> <ol style="list-style-type: none"> <li>Pupils in groups make a guide book to the church explaining the different parts/features and saying how they are used (their brief needs to be in terms of explaining to an overseas visitor who may know nothing about Christianity)</li> <li>Look at artefacts and symbolic objects (owned, borrowed or in photos): chalice and paten, vestments (for colours of church year), crosses, statues or paintings or carvings, pictures of stained glass. In class make a display and write about what they are used for, how they might help Christians worship. Discuss differences and similarities between ways Christians worship in churches and at home.</li> <li>Using a range of sources, put together a list of elements / forms of worship. Find out about Communion service, including story of Last Supper/ remembering Jesus.</li> <li>Read Lord's Prayer and discuss meanings of different sections. Produce illustrated version for younger children (maybe in simplified language, or with explanation of text by more able pupils).</li> <li>Explore church music, including hymns, choruses, organ, guitar and drums and Salvation Army bands, through tapes, videos or pictures. If possible have visitors demonstrating or talking about music at their place of worship.</li> <li>Design a church building (interior) for a new estate where there is no older church. The building needs to be used by different denominations at different times on Sundays and weekdays for worship, for baptisms, weddings and funerals on a regular basis, and it will also be used for study groups, community groups of all kinds and for all ages. The estate residents' committee would like a centre which can be given a special atmosphere for services but is flexible enough to use for music, dancing, children's groups and so on. In pairs, design the layout inside. Describe any furniture, furnishings, decoration and symbols you would use and explain why.</li> </ol>	<p><b>Most</b> can understand why some people feel the need to worship together as part of a community.</p> <p><b>Most</b> can express and share personal responses to the spiritual nature of worship in various churches.</p> <p><b>Some</b> can use correct religious vocabulary to discuss the similarities and differences between church worship.</p> <p><b>Some</b> can explain the diversity of belief within and between traditions in relation to worship.</p> <p><b>Some</b> can suggest possible effects that different styles of worship may have on a believer.</p> <p><b>Some</b> can suggest how the building, artefacts, music and words might make a Christian feel during an act of worship or how they felt about it.</p>		

### Key Vocabulary

Church, chapel, altar, pew, font, lectern, vestments, chalice, paten, prayer, communion, worship, vicar, priest. Baptistery, chapel, minister, pastor, preaching, Baptist, Methodist, United Reformed, evangelical.

<b>Topic/Title</b>	Sacred Writings: the Qur'an and the Guru Granth Sahib	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	----------------------------------	-------------	------------------------------------	--------------

Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Understand the centrality of the Qur'an for Muslims and hear in English some of its contents including the first surah (chapter).	IWR1	1. Discuss ways in which people can show respect (to other people, in special places etc) and why they do it.	<b>All</b> can know, which books are special to Sikhs and Muslims.	See in support material tasks on the Qur'an – revelation, authority and influence.  Or task on sacred words from the Guru Granth Sahib. See support material "Hakamnama – sacred words of inspiration and guidance.	Artefacts such as Qur'an stand, Arabic primer, examples of calligraphy, chauri and rumalas; photographs/videos of sacred texts in use; texts; book of hadith; Muslim visitor if possible. <a href="http://www.sikhs.org/hukam0.htm">www.sikhs.org/hukam0.htm</a> for daily hukamnama/text from Guru Granth Sahib.  <a href="http://www.sikhs.org/granth.htm">http://www.sikhs.org/granth.htm</a>  <a href="http://www.sikhkids.com">www.sikhkids.com</a>  <a href="http://www.theresite.org.uk">www.theresite.org.uk</a>  <a href="http://www.islam.org">www.islam.org</a>  <a href="http://www.al-islam.org">www.al-islam.org</a>  <a href="http://www.sikhs.org/hukam-listen.htm">www.sikhs.org/hukam-listen.htm</a>
Learn how and why Muslims show special respect for the Qur'an.	IWR2	2. Discuss: Who or what is the most important person or thing in your life? How do you show that? Study picture of Guru Granth Sahib in gurdwara. List all the things done to show how it is respected and honoured. Look at some associated artefacts (e.g. chauri, rumala) and find out how they are used. Hear story of how the Guru Granth came to replace human Gurus as source of teaching for Sikhs. Research in groups and report back to class e.g. how its importance is reflected in ceremonies for naming babies, weddings, taking amrit, in Sikh festivals as well as daily worship, and through children learning to read Gurmukhi script. Make poster to show findings.	<b>All</b> can recognise why people need special books and how they may be treated differently in different religions.  <b>All</b> can describe how Muslims and Sikhs show respect for their religious books in their homes.  <b>All</b> can describe their thoughts and feelings when observing how religious books are handled.  <b>All</b> know that the Quran and Guru Granth Sahib teach about god and can reflect upon their views on god.		
Know that the Qur'an is written in Arabic which Muslim children learn in order to read it in the original words.	IWR3		<b>Most</b> can explain the importance of the Qur'an for Muslims and/or the Guru Granth Sahib to Sikhs.		
Read in English the Shahadah (the declaration of faith) and understand its significance for Muslims as the expression of Tawhid (the oneness of God) and the prophethood of Muhammad.	IWO3		<b>Most</b> can describe how Muslims or Sikhs show respect for their sacred writings both in place of worship and home.		
Know how and understand why Sikhs show special respect for the Guru Granth Sahib and recognise its centrality to all Sikh worship, festivals and ceremonies.	SWR1	3. Discuss: What books are special to you? Does what you read affect your beliefs and behaviour? What text would you choose because of something it teaches you? What kind of things can you recite by heart? Did you choose to learn them or were you made to learn them? Read or hear some writings from the Guru Granth Sahib, including the Mool Mantra. Look at website (see below) to find out the verse for the day. Talk about its significance for Sikhs. Pupils make up their own thought or prayer or 'words of wisdom' for the day, and put these into a book, which the class can open each day to find a saying to reflect on. Make a canopy or cushions to display the class book.	<b>Most</b> can make links with guides for living to those of religious believers.  <b>Most</b> should be able to reflect on and express thoughtful ideas about how texts and words influence them.		
Know that the Mool Mantra is a part of daily worship and discover how it expresses the basic belief of Sikhs about God.	SWR2		<b>Most</b> can reflect upon the values and beliefs which influence their own lives.		
Know that the Sikh scriptures are written in Gurmukhi script which Sikh children learn.	SWR3	4. Look at artefacts associated with the Qur'an (e.g. Qur'an stand, Arabic primer for children learning the language, examples of calligraphy). Talk about ways Muslims show their respect for the Qur'an and their belief that it contains the actual words of God and so learn it in Arabic rather than in translation.	<b>Most</b> can talk about a belief expressed in a non-narrative religious writing.		
Continued.....					

<b>Topic/Title</b>	Sacred Writings: the Qur'an and the Guru Granth Sahib	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	----------------------------------	-------------	--------------------------------	--------------

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 the most important festivals for Sikhs are the anniversaries of the birth or death of individual Gurus and find out how they are celebrated.</p> <p>Know that worship may include readings from the Guru Granth Sahib.</p>	<p>SFF1</p> <p>SWO2</p>	<p>5. Hear the account of the revelation of the Qur'an to Muhammad. Hear or read the first surah (in English) and discuss the importance of the Qur'an for Muslims.</p> <p>6. Invite a Muslim visitor in to talk about the importance of the Qur'an as a guide to life.</p> <p>7. Find out about the 99 names by which Muslims describe the attributes of God. Children choose one name to use calligraphically in English (<i>e.g. take one name to use as basis for artwork, filling page with name written in different sizes and colours or in shape to reflect attribute – for instance 'The All Seeing' written in the shape of an eye. Remember not to represent God in human form though</i>).</p> <p>8. Drawing on what pupils have read or heard <i>e.g. Mool Mantra, Shahadah, first surah, other appropriate texts</i>, talk about Sikh and Muslim ideas about God.</p>	<p><b>Some</b> can give reasons as to why Muslims and Sikhs treat their holy writings with such respect.</p> <p><b>Some</b> can explain how and why the Qu'ran/Guru Granth Sahib is used as a guide for daily living.</p> <p><b>Some</b> can ask questions and develop answers about why some people believe holy books are special.</p>		

<p><b>Key Vocabulary</b></p> <p>Guru Granth Sahib, Qur'an, revelation, Mool Mantra, hadith, rumala, chauri, Gurmukhi.</p>
---

<b>Topic/Title</b>	Islam (a) – Being a Muslim	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	----------------------------	----------------------------------	-------------	------------------------------------	--------------

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>Be aware that there are people in Britain who are Muslims.</p> <p>Know that Muslims have a duty to pray at regular times wherever they are and to prepare themselves properly for this</p> <p>Be aware that Muslims use hadith (sayings and actions of the Prophet) to help them in their daily lives e.g. <i>about what they eat, how they behave.</i></p> <p>Understand how and why Muslims fast through the lunar month of Ramadan and learn about the significance of Id ul-Fitr.</p> <p>Know about naming and blessing of a new baby and understand how Islamic beliefs are reflected in this ceremony.</p> <p>Know that payment of zakah is an important duty for Muslims as a means of sharing wealth throughout the community of Muslims.</p> <p>Continued.....</p>	<p>IPE1</p> <p>IWO1</p> <p>IWR4</p> <p>IFF1</p> <p>IRP1</p> <p>ISC2</p>	<ol style="list-style-type: none"> <li>Look at some artefacts which might be found in a Muslim home – a prayer mat and compass, a prayer hat or girl's headscarf. Find out how they are used in prayer. Find out about the importance of regular prayer and the way Muslims prepare for it. Discuss reasons why people do these things. Compare with own daily timetable. Discuss: What are the most important moments of your day and why are they important? Talk about the value of doing a special activity on a regular basis.</li> <li>Find out the meaning of the word 'Islam'. Hear stories about Muhammad and his teachings and example, which Muslim children learn about through hadith.</li> <li>Discuss: If you had to shout something from the highest rooftops – something important – what would it be? Look at words of call to prayer. If appropriate, recall the story of Bilal. Using books and video, find out how a new baby is welcomed into the family of Muslims. Discuss: What special message would you want to give a new baby, that you'd want them to remember every day for the rest of their lives?</li> <li>Discuss: What kinds of responsibilities do you think different family members should have towards each other? What does, 'respect for elders' mean to you? Is it important to show this? Find out, through video or through inviting a Muslim visitor into school what Ramadan and Id are like in a Muslim family, and about the importance of the family and the distinctive roles within it, and what it is like to be a Muslim in Britain. Alternatively, write speech bubble questions round a picture of some Muslims to show what questions pupils would like to ask them if they had the chance. Set up an e-mail link to a school with a lot of Muslim pupils if possible.</li> </ol>	<p><b>All</b> understand that Islam is a living faith with communities in this country.</p> <p><b>All</b> know a faith family has special rituals, duties and ceremonies and describe one.</p> <p><b>All</b> recognise the importance of family life to Muslims.</p> <p><b>All</b> can talk about what it would feel like to be a Muslim taking part in a naming ceremony or fasting during Ramadan.</p> <p><b>All</b> can express their thoughts about the ways Muslims live their daily lives in a respectful and sensitive manner.</p> <p><b>All</b> can reflect upon duties they have in their own lives.</p> <p><b>All</b> can know how important the Qu'ran is to Muslims.</p> <p><b>Most</b> can describe how Muslims show devotion to Allah referring to examples studied in the term.</p> <p><b>Most</b> can describe their own experiences of giving as an act of showing love.</p> <p><b>Most</b> can explain their ideas about what matters most to young Muslims.</p> <p><b>Most</b> can make links between what matters most to themselves, comparing them to young Muslims, and explain their ideas thoughtfully.</p> <p><b>Most</b> can ask questions about beliefs and actions and develop their own answers as to why their beliefs are expressed in certain ways.</p> <p><b>Most</b> can discuss what it must be like to be a young Muslim in Britain today.</p> <p><b>Most</b> can make links between Islamic traditions and traditions in their own families.</p>	<p>Prepare a menu for a Muslim visitor, to show knowledge and understanding of influence of Islamic dietary laws on behaviour. Write and talk about some important aspects of Muslim daily life.</p> <p><a href="http://re-xs.ucsm.ac.uk/">http://re-xs.ucsm.ac.uk/</a></p> <p><a href="http://www.holidays.net/ramadan">www.holidays.net/ramadan</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/islam">www.bbc.co.uk/religion/religions/islam</a></p> <p>Video "Pathways to Belief: Islam". BBC Publication.</p> <p><a href="http://www.cleo.net.uk">www.cleo.net.uk</a></p> <p><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p>	<p>Books, photos, artefacts, calendars, visitors, video</p>

<b>Topic/Title</b>	Islam (a) – Being a Muslim	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	----------------------------	----------------------------------	-------------	------------------------------------	--------------

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>Understand the importance of the family in Islam and learn about distinctive roles and responsibilities within the family, and respect for all people <i>e.g. elders, teachers.</i></p> <p>Understand that each individual Muslim is considered to be responsible for his or her own actions.</p> <p>Be aware of some of the main aspects of dietary laws in Islam and of the reasons for them.</p>	<p>ISC3</p> <p>ISC4</p> <p>ISC5</p>	<p>5. Find out about the link between Ramadan and the Islamic lunar calendar. Find out from internet Muslim site dates of Ramadan and Id ul-Fitr/Id ul Adha for current year. Read account of fasting during Ramadan, and preparations for Id, from the point of view of a Muslim child. Clarify meaning of fasting. Discuss reasons, especially awareness of those who are always hungry or poor. Discuss: What kind of things would you be prepared to give up for a month and what would persuade you to give them up? Read about zakah (both during Ramadan and round the year). Discuss: How should people decide how much money to give to charity? What kind of charity would you prefer to support?</p> <p>6. Talk about things people eat/drink for religious reasons; talk about Islamic dietary laws (halal meat, no pork, no alcohol) and know where they come from. Pupils list what they have eaten in past 48 hours; how much of it would be suitable to offer to a Muslim visitor? In pairs, pupils list things which could be offered instead. Discuss: How do your beliefs affect what you eat or drink?</p> <p>7. Through video, books or interviewing Muslims in the community, find out about some ways Id is celebrated. Choose appropriate pictures/texts (i.e. not God or Muhammad, whom pupils should never be asked to draw, but maybe flowers, texts, pictures of Ka'aba in Makkah, pictures of crescent moon, mosques etc.) for a greeting card for Muslim friends for Id, and make the card, and be able to explain their choice of illustrations.</p>	<p><b>Some</b> can explain the 5 Pillars of Islam and how they make a difference to the lives of individuals and communities.</p> <p><b>Some</b> can compare and contrast a Muslim birth ritual with a Christian birth ritual.</p> <p><b>Some</b> can make informed responses about how the Islamic religion inspires and influences the way people live their lives.</p>		

#### Key Vocabulary

Muslim, Islam, Muhammad, Ramadan, Id ul Fitr, halal, hadith, zakah, belonging, commitment, care, protection, self-discipline, codes of conduct, sharing, donations, charity, zakat.

<b>Topic/Title</b>	Islam (b) – Special Places	<b>Year Group/Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	----------------------------	-----------------------------	-------------	--------------------------------	--------------

Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/Learning Experiences		Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2			Suggested Tasks	Resources
Learn about the life of Muhammad in his historical context and understand that Muslims believe him to be the final prophet sent by God.	IPE2	1.	Discuss: What makes a place special? How do you show you respect other people's special places? Look at pictures / video of a mosque and make virtual visit to Internet site e.g.	<b>All</b> can describe what are the main features of a Mosque.	Share the story of a significant religious journey, e.g. simple version of <i>Pilgrims Progress</i> Hajj.	<a href="http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm">http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm</a>
Understand that Muslims try to follow the example of Muhammad in everything they do.	IPE3	2.	Pupils work in groups to find out about main features and their significance – mihrab, minbar, washing area, decoration and calligraphy. Groups contribute writing/drawing to display <u>or</u> presentation or write a guide to a mosque for younger pupils.	<b>All</b> can talk about what Muslims do inside the Mosque.  <b>All</b> can reflect upon the importance of “worship” of Muslims and for themselves.	Make up a storyboard about a person's journey. Use this for acting/miming the story in person or with puppets, or consider presenting it as a series of cartoons for a given audience, or a painted wall frieze or as a powerpoint.	
Learn about the role of the imam as a religious and community leader.	IPE4	3.	Talk about what a child would do when they go to a mosque with their parents. Include putting on headscarf / prayer hat, arriving at mosque, greeting friends – “Salaam aleikum”, going to wash, leaving shoes in shoe rack, going into prayer hall / women's gallery, saying prayers, putting some money in charity box or going to children's Qur'an class. In pairs, role-play and interview each other about going to the mosque.	<b>All</b> can describe a special place of their own and explain why.  <b>All</b> can re-call a story about Muhammad (pbuh) and identify the key beliefs by which he lived.		
Learn about the importance of Friday prayer for Muslim communities.	IWO2			<b>Most</b> can use correct technical terminology relating to Muslim worship.  <b>Most</b> can describe the key features of The Hajj.	Make a 'pilgrimage' to a 'special' place locally if at all possible, learning of its significance, how it has become respected and how it is looked after.	
Know the main features of a mosque and understand their use and significance e.g. <i>mihrab and qiblah, minbar, use of calligraphy and pattern for decoration, washing area.</i>	IPL1	4.	If possible, visit a mosque. Alternatively, find out about the work of an imam e.g. <i>invite imam or set up email link to talk/ interview or write letters to ask questions or put up a picture and brainstorm questions you would like to ask if you could, followed by research to find out answers.</i>	<b>Most</b> can show an understanding of the significance of Muhammad (pbuh) to Muslims.	Write a letter to a friend from your place of pilgrimage telling them what you have done and experienced.	
Understand the significance of Makkah for Muslims as the most important place of pilgrimage, and the birthplace of Muhammad.	IPL2	5.	Discuss again significance of mihrab in mosque and discuss why Muslims face the Ka'aba in Makkah.			
		6.	Hear story of main events of the life of Muhammad in Makkah and Medina. Read hadith that illustrates his teaching and example. Discuss: Whose example or lifestyle do you admire or try to follow? Are you a leader or a follower?			
Continued.....						

<b>Topic/Title</b>	Islam (b) – Special Places	<b>Year Group/Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	----------------------------	-----------------------------	-------------	--------------------------------	--------------

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>Be aware of other places which are significant to Muslims e.g. <i>Madinah and Jerusalem</i>.</p> <p>Understand the significance for Muslims of The Hajj and of Id ul-Adha.</p> <p>Be aware that Muslims feel that they are part of a worldwide Islamic community.</p>	<p>IPL3</p> <p>IFF2</p> <p>ISC1</p>	<p>7. Recap on what pupils already know about pilgrimage. Talk about the importance of pilgrimage in Islam. Find Saudi Arabia and Makkah on a map and think about how people would travel there if they were British Muslims, and learn how they would prepare for hajj. Visit website with pictures of last year's Hajj and download pictures. Reflect on feelings we get when we visit a place, which is special to us – write a poem or a prayer about such a place and share it with others.</p> <p>8. Read a story of the hajj from a child's point of view, giving the main events. Talk about experience of being with Muslims from all over the world. Discuss: Do you ever feel a sense of unity with people in other parts of the world? When and why? In groups – prepare picture and a piece of writing about one stage of the pilgrimage to create class book or display of whole story. Alternatively, write a postcard as if from Makkah describing what you have done and what it feels like to have made this journey of a lifetime. Discuss: Are there any special places you've heard about you'd specially like to go and see? Why have you chosen this place?</p> <p>9. Id ul-Adha – hear the story of Ibrahim and his son. Discuss what Muslims learn from the story and why it is important to them. Learn how and why Muslims celebrate the festival, and what is important about it to them.</p>	<p><b>Most</b> can contrast Muslim worship in the Mosques with that in their homes.</p> <p><b>Most</b> can identify the roles of religious community leader's and describe their purpose.</p> <p><b>Most</b> can appreciate how Muslims feel they are part of a worldwide Islamic community.</p> <p><b>Some</b> can suggest reasons why pilgrimage to holy places is so important to Muslims.</p> <p><b>Some</b> can explain what Muslim daily lives and worship say about Islamic beliefs about Allah.</p>	<p>Show knowledge and understanding of the events of the hajj and its importance in Islam through written work and discussion.</p>	<p>Photos/video of mosque; books for research; account of child's visit; person to interview if possible; imam of picture of one; stories and writings about Muhammad; atlas and map of world; child's account of hajj; pictures of Prophet's mosque in Madinah and Dome of the Rock in Jerusalem.</p>

#### Key Vocabulary

Muhammad, mosque, mihrab, minbar, imam, Makkah, hajj, Id ul-Adha, hadith, Ka'aba, Madinah, prophet.



<b>Topic/Title</b>	Jesus: His Life and Teachings	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	10 to 12 Hours
--------------------	-------------------------------	----------------------------------	-------------	------------------------------------	----------------

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 the life and teaching of Jesus in his historical context using the Bible and other appropriate resources. Recognise the influence of Jesus' upbringing and background on him and how others perceived Jesus.</p> <p>Recap on the Bible being a collection of books, which contains many different kinds of literature and is a translated text divided into two Testaments. Understand that the Bible is an important book for Christians.</p> <p>Examine and reflect the relevance of some of Jesus' teachings in the light of modern times.</p> <p>Explore their own experience of concepts and values such as love, justice, peace, forgiveness and self-sacrifice, and begin to discover how these are central Christian ideals.</p> <p>Reflect upon how Christians use the sacred texts to find out about God and Jesus.</p> <p>Continued.....</p>	<p>CPE 3</p> <p>CWR 1 AT2</p> <p>CPE3 AT2</p> <p>CSC 1</p> <p>CWR AT2</p>	<ol style="list-style-type: none"> <li>Discuss as a class all that pupils remember about Jesus (including festivals, links to Christmas etc) and any questions they have. Make list of questions.</li> <li>Find Israel on globe and look at map of 1<sup>st</sup> Century Palestine. Find Galilee, Jerusalem, Bethlehem, Jordan, Nazareth, Capernaum, Samaria. Pupils learn about Jesus as a Jew in 1<sup>st</sup> Century and add information to frieze e.g. <i>about religious life, Pharisees and scribes, festivals in Jerusalem; Roman occupation and different reactions to it; add tax collectors and soldiers.</i> Look at slides, pictures or historically accurate film to learn about houses, clothes, agriculture, travel etc. The research can be done as a whole class, and then followed in a variety of ways e.g. <i>whole class/group research and report, individual research and recording etc.</i> Talk about what political, historical, social, religious, geographical context would reflect life in the 21<sup>st</sup> Century for the pupils in school.</li> <li>Show a Bible and explain what it is and why it is important to Christians. What books or stories have you read, or heard, which helped you, or made you think? How do you know what is right or wrong? Who do you believe/listen to when they tell you about right and wrong? Explore why the Bible is still a best seller.</li> <li>Find out and think about Jesus' teaching on:- <ul style="list-style-type: none"> <li>That religion is for everyone: using a Bible, see Mark 1, 16-20, call of disciples; Mark 2, 13-17: call of Levi and eating with sinners; Mark 10, 13-16: The children; Mark 12, 41-44: the widow.</li> <li>How Jesus surprised people and questioned their values: Luke 18, 9-14, story of Pharisee and tax collector; Luke 19, 1-10, Zacchaeus; Luke 18, 18-27: the rich young ruler; Luke 12, 13-21: The rich fool; Luke 10,25-34: The good enemy.</li> <li>What Jesus taught about love and forgiveness: Mark 12, 28-34: the two commandments; Matt 5, 38-48: Love your enemies; Matt 18, 12-14: Lost sheep; Matt 6, 9-14: Lord's prayer</li> </ul> </li> </ol> <p>(Extend frieze as time progresses, adding appropriate pictures, sayings etc.)</p>	<p><b>All</b> can re-tell some historical and geographical contexts about Jesus in the 1<sup>st</sup> Century AD.</p> <p><b>All</b> can give an example of Jesus' teaching, describing it in simple terms.</p> <p><b>All</b> can express their own ideas about Jesus' life and teachings.</p> <p><b>All</b> can identify a special book and person in their lives.</p> <p><b>All</b> can tell which book is important to Christians and that it is believed to be the word of God.</p> <p><b>All</b> can order a simple series of events in the life of Jesus.</p> <p><b>Most</b> can say what difference following Jesus' teachings makes to Christians' lives and themselves.</p> <p><b>Most</b> can suggest some answers about what makes a leader worth following.</p> <p><b>Most</b> can make a link between what Jesus said and did and how Christians today live and what they believe.</p> <p><b>Most</b> will be able to explain why a book or person is special to them.</p>	<p>Demonstrate knowledge of Jesus' background, life and teachings. Explore and discuss questions about teachings and actions of Jesus, relating these to their own experience</p> <ul style="list-style-type: none"> <li>Group work on the frieze, accumulated over the scheme of work</li> <li>Thinking skills activity about the importance of the Bible and why it's a best seller. <b>See support material for The Agreed Syllabus</b></li> <li>Create a poem based around the Teachings of Jesus. The world says... but I say...</li> <li>Create a list of questions, which you would like to ask Jesus if he came into your classroom today. Teacher will make a judgment about the depth of understanding of Jesus and his teachings based upon the particular quality of questions</li> </ul>	<p>Atlas; books about life in 1<sup>st</sup> Century Palestine; Bibles; suitable historically accurate film, e.g. <i>Zefirelli's 'Jesus of Nazareth', 'The Miracle Maker'.</i></p> <p>Thinking skills activity on why is the bible a best seller" from R.E today " Words of Wisdom" 2004, Edited by Joyce Mackley. ISBN no = 1-904024-45-9 Page 5/6</p> <p><a href="http://www.request.org.uk">www.request.org.uk</a> - (a useful Christian website)</p> <p>Go to the 'Do what?' section and look at a video clip of a Christian talking.</p>

<b>Topic/Title</b>	Jesus: His Life and Teachings	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	10 to 12 Hours
--------------------	-------------------------------	----------------------------------	-------------	------------------------------------	----------------

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>Consider what qualities are needed to be a good leader and why so many followed Jesus.</p> <p>Ask some thoughtful questions and suggest answers about the relevance of Jesus' teachings to pupils' and to other peoples' lives.</p> <p>Think about how Christians see Jesus as their saviour and what they feel about him. Talk about pupils' own feelings and ideas.</p> <p>Develop empathy skills.</p>	<p>CPE AT2</p> <p>CPE5 AT1/2</p> <p>CPE AT2</p>	<ol style="list-style-type: none"> <li>5. Discuss: 'Is there a special person/special people who you look up to, or whose example you follow?'</li> <li>6. Collect a series of sayings of Jesus to add to the frieze. Discuss the values they exemplify.</li> <li>7. Pupils asked to think about Jesus' teachings and consider which direction they want their lives to go in? Write up their ideas in the form of signpost (e.g. being kind, generous, helpful etc) and add them to the frieze.</li> <li>8. Interview a Christian parent or teacher and ask them how easy or difficult it is for them to follow Jesus' teaching.</li> <li>9. In pairs do a card sort into a list of priorities about the qualities needed to be a good leader?</li> <li>10. Ask pupils to imagine they are one of Jesus' disciples and, using the qualities of a good leader, they are to write a post card home saying why they left home to follow Jesus. Begin the card with "I followed Jesus because..."</li> <li>11. Pupils to write their own sayings/teachings to add to the frieze about how we should live and behave towards one another. Some pupils could role-play scenes to demonstrate teachings from Jesus and their own.</li> </ol>	<p><b>Most</b> can recognised the wide range of people guiding them in right and wrong and how you have to make decisions who you are going to follow e.g. friends, parents, religious leaders, teachers.</p> <p><b>Most</b> can describe several religious teachings from Jesus.</p> <p><b>Most</b> can give reasons why Jesus is special (or is not special) to themselves and others.</p> <p><b>Some</b> can apply Jesus' teachings to modern life and say whether they could follow the teachings or not.</p> <p><b>Some</b> can recognise the importance of culture to be our upbringing and influence on our personality.</p> <p><b>Some</b> can research and find out detailed answers from the Internet / Library about life in the 1<sup>st</sup> Century Palestine.</p>	<p>Use the postcard activity to assess AT1 and empathy/imaginative skills. <b><u>See support materials for The Agreed Syllabus</u></b></p> <p>Use interactive whiteboard to record pupil voice and discussions, debates etc.</p> <p>Use a TA to rotate over term and record some oral work as evidence of AT2 objectives</p>	

#### Key Vocabulary

Gospel, synagogue, Palestine, Galilee, Jerusalem, Pharisee, commandment, disciple, forgiveness, prayer, Middle East, River Jordan, Roman Occupation, Inspirational, visionary.

<b>Topic/Title</b>	The Christian Calendar	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------------	----------------------------------	-------------	------------------------------------	--------------

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>Understand that the structure of the church year reflects key events in the life of Jesus and the Church.</p> <p>Become familiar with the biblical stories retold during Advent, Christmas, Lent, Holy Week, Easter and Pentecost, and through them become aware of Christian beliefs about God the Father, Son and Holy Spirit.</p> <p>Find out how Christians celebrate major festivals and seasons and how these may be marked through music, art and story.</p> <p>Explore their own experience of concepts and values such as love, justice, peace, forgiveness and self-sacrifice, and begin to discover how these are central Christian ideals.</p> <p>Learn about some of the ways in which people express their Christian belief and values through action in their church, local community and world, and why they do this.</p> <p>Begin to be aware that Christian behaviour is based on beliefs about God and on the teaching of Jesus.</p> <p>Continued.....</p>	<p>CFF 1</p> <p>CFF 2</p> <p>CFF 3</p> <p>CSC 1</p> <p>CSC 2</p> <p>CSC 3</p>	<p><b>(Unit should be taught near Pentecost or another Christian festival; activities 4 and 5 should be adjusted accordingly)</b></p> <ol style="list-style-type: none"> <li>1. Re-interview or interview a minister about: (a) the Church Year – calendar; (b) major Christian festivals and other important days in his/her church <i>e.g. saints' or founders' days, anniversaries</i>. Ask the minister and/or any other Christians to tell pupils which festival is their favourite one, and why. Find out more about such festivals through research using CD-ROMs or the internet. Pupils discuss or produce a calendar showing the important times and events in their own annual cycle.</li> <li>2. Investigate symbols of different times of the church year, including symbolic use of colour to express concepts <i>e.g. purple – solemnity, time of preparation</i>. Revise (or find out) in outline what each festival commemorates and how it is celebrated. Note the difference in the Orthodox calendar.</li> <li>3. Make a calendar showing sequence of festivals in the Christian year, what they remember/celebrate and the beliefs about God they express, including the concept of the Trinity.</li> <li>4. Visit a local church to find out about any preparations they are making for Pentecost (or Christmas), including any services, processions or decorations such as banners, or other special events. Write and draw about this on the theme of 'Getting ready'. Include as much information as possible about why the festival is important to Christians, <i>e.g. by finding out about hymns sung at this time</i>.</li> </ol>	<p><b>All</b> understand the link between the yearly calendar and the Christian religion.</p> <p><b>All</b> can reflect upon and talk about beliefs they have about God.</p> <p><b>All</b> can re-tell the story of Pentecost showing an understanding of the symbols.</p> <p><b>All</b> can identify colours with feelings and emotions.</p> <p><b>All</b> can know what are symbols and give examples of how Christians use different symbols to portray God and Jesus.</p> <p><b>All</b> can discuss sensitively why certain symbols are special in worship.</p> <p><b>All</b> can talk about the different feelings one gets at different times of year connected to festivals.</p>	<p>Produce (individually or as a group) a Christian calendar or time line of the Christian year showing what is remembered/celebrated and the beliefs expressed. Create a design for a processional banner for one major festival and talk about how the symbols chosen relate to the festival.</p>	<p>Bibles, books/CD ROMs with information about festivals, events and symbols in the cycle of the Christian year; art and poetry interpreting events of Pentecost and/or Christmas; collection of religious Christmas cards</p>

<b>Topic/Title</b>	The Christian Calendar	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------------	----------------------------------	-------------	------------------------------------	--------------

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>Reflect upon their ideas of God.</p> <p>Raise questions about the nature and existence of God.</p> <p>Investigate the symbolism connected with key events in the calendar.</p> <p>Interpret the meaning of the symbols used in Pentecost and for the Trinity.</p> <p>Reflect upon the use of colours to portray feeling and emotions.</p> <p>Understand the link between holidays/school/work with Christian festivals, linked to key beliefs about God and Jesus.</p> <p>Identify symbols in buildings and used by people for the Trinity.</p>		<p>5. <i>Either</i> (relating to Pentecost) look at account in Acts 2 which will be read at Pentecost and think about why the symbols of the Holy Spirit include fire, a dove descending, and the colour red. Look at/discuss use of such symbols and concepts in art and poetry. Design a banner or a kneeler using appropriate symbols; do some creative writing exploring the symbols and the feelings associated with them.</p> <p>Or (relating to Christmas) sequence religious Christmas cards to identify different parts of the narrative (i.e. sort them into groups relating to Annunciation, Nativity, visit of shepherds, visit of wise men). Find Christmas carols whose words tell one of these parts of the story. Read the gospel accounts to find out what is in each one.</p> <p>6. Discuss questions: What are the special times of year for you and your family? How do you celebrate them, and how do you feel about them? Do you think you have to be a believer to take part in a religious festival?</p> <p><i>Points 4 &amp; 5 are alternatives depending on which festival is covered; stories relating to the festivals not covered in this unit should be read with pupils at the appropriate time during the year.</i></p>	<p><b>Most</b> can reflect and respond to Christian beliefs expressed about God and the Trinity.</p> <p><b>Most</b> can identify the effect Pentecost had on the early disciples and describe their feelings.</p> <p><b>Most</b> can make links between a multi-sensory experience of earth, water and fire in the environment and a religious story.</p> <p><b>Most</b> can describe how Christians celebrate Pentecost involving symbols representing earth, water and fire.</p> <p><b>Most</b> can discuss why it is important to remember key historical and personal events in people's lives.</p> <p><b>Some</b> can explain why beliefs portrayed in symbols of earth; fire and water are different in different faiths.</p> <p><b>Some</b> can raise questions and suggest answers about the existence of God and his nature.</p> <p><b>Some</b> can describe in detail the Christian calendar, making clear links with holidays we have such as Christmas, Easter, Whitsun.</p>		

**Key Vocabulary**

Advent, Nativity, Christmas, Epiphany, Lent, Palm Sunday, Good Friday, Easter, Pentecost, Whitsuntide, Holy Spirit, Trinity, Orthodox

<b>Topic/Title</b>	<b>Commitment and Belonging</b>	<b>Year Group/ Key Stage</b>	<b>Key Stage 2</b>	<b>Length of topic/timings</b>	<b>7 to 8 Hours</b>
--------------------	---------------------------------	----------------------------------	--------------------	------------------------------------	---------------------

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 about some of the ceremonies which mark significant stages in life <i>e.g. naming ceremonies, Bar and Bat Mitzvah, weddings, funerals.</i></p> <p>Know that the Jewish scriptures are written in Hebrew, which Jewish children learn in order to be able to take part in worship and understand their religious literature</p> <p>Explore their own experience of sensitivity to and respect for others, justice in society, and working for a better world and understand that these are key values in Judaism.</p> <p>Understand that Judaism places great importance on the role of the individual and the significant responsibilities which result from this <i>e.g. to the family, the community and particularly to the disadvantaged.</i></p> <p>Learn about the roles of men, women and children in Judaism and the way that these are expressed in rituals and ceremonies in the home and in the wider community.</p> <p>Continued.....</p>	<p>JRP1</p> <p>JWR3</p> <p>JSC1</p> <p>JSC2</p> <p>JSC3</p>	<p>1. Discuss: joining clubs/organisations. What marks occasion? Clothes worn? Ceremony involved? Additional responsibilities expected? Talk about the idea of making a commitment and draw on examples from pupils' own experience. Discuss idea of adulthood, including how a person comes to be seen as an adult <i>e.g. appearance, achievements and capabilities, age</i>. Discuss: What have been/will be important changes in your life? How will you know when you are grown up? What do you see as your responsibilities in life? Do you think your responsibilities will change, as you grow older? What sort of grown-up do you want to be?</p> <p>2. Explore Bar/Bat Mitzvah as examples of moving into adulthood. Activities could include:</p> <p>(a) Look at examples of Hebrew writing, if possible in children's study books. Discuss: How long would it take them to learn the alphabet? To read a few easy words? To read a passage from the Bible in front of a big audience with no mistakes? Talk about this as the goal for Jewish young people at Bar/Bat Mitzvah. Try to write some Hebrew letters or words (NB written right to left).</p> <p>(b) Use books, Jewish sources and artefacts (<i>e.g. mini Torah scroll, yad, tallit, kippah, Bar/Bat Mitzvah cards</i>) to develop knowledge of what happens at the Bar/Bat Mitzvah, how young people prepare for it, what it might feel like to them.</p> <p>(c) Pupils make a list of questions they would ask a Jewish boy or girl about Bar/Bat Mitzvah (<i>e.g. about additional responsibilities for men and women</i>); if possible send them by e-mail to a Jewish school. Alternatively display questions round picture of Jewish boy or girl. Discuss: Should men and women / boys and girls do the same things or different things? How can you tell which should be the same and which should be different?</p>	<p><b>All</b> can reflect of their own understanding of belonging and commitment.</p> <p><b>All</b> can describe one ceremony which demonstrates commitment to a religion.</p> <p><b>All</b> can talk about what it means to belong to a 'family', organisation, religion etc.</p> <p><b>All</b> know how important it is for faith believers to study sacred writings.</p> <p><b>All</b> can appreciate that committing oneself to something means taking responsibility for themselves and others.</p> <p><b>Most</b> consider their own commitment and that of others to specific cases and or charities.</p> <p><b>Most</b> can ask questions about ceremonies and their significance for themselves and others.</p> <p><b>Most</b> can suggest reasons why people go through ceremonies to show commitment to a religion.</p> <p><b>Most</b> can talk about the roles of their family members and compare and contrast with members from faith families.</p> <p><b>Most</b> can re count several examples of ceremonies from different religions, which demonstrate commitment to a religion.</p> <p><b>Most</b> can suggest ways in which they show they belong to a family group or school or organisation.</p> <p><b>Most</b> can appreciate how important it is for human beings to "belong" to a group and suggest why.</p> <p><b>Most</b> can recognise how commitment to a faith strengthens the community of believers.</p>	<p>Carry out Task 5 to show ability to recognise unique features of individual religions as well as shared characteristics.</p>	<p>Badges and insignia from clubs etc; Bar/Bat Mitzvah cards, mini Torah scroll, yad, Hebrew script examples; Sikh 5 K's, teacher and pupil information books, pictures of Jewish and Sikh people taking part in ceremonies described.</p>

<b>Topic/Title</b>	<b>Commitment and Belonging</b>	<b>Year Group/ Key Stage</b>	<b>Key Stage 2</b>	<b>Length of topic/timings</b>	<b>7 to 8 Hours</b>
--------------------	---------------------------------	----------------------------------	--------------------	------------------------------------	---------------------

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 about how Baisakhi is celebrated as the birthday of the Khalsa (the Sikh community) and for the introduction of the five Ks.</p> <p>Learn about some of the ceremonies which mark significant stages in life e.g. <i>naming, amrit ceremony, marriage, funerals</i>, and recognise the centrality of the Guru Granth Sahib in all of them.</p> <p>Learn about the turban tying ceremony and the 5 Ks as symbols.</p>	<p>SFF2</p> <p>SRP1</p> <p>SRP2</p>	<p>(d) Discuss/brainstorm words and phrases for events and feelings a young person might have at their Bar/Bat Mitzvah. Write a short poem (e.g. a <i>cinquain</i> – 5 lines of 1, 2, 3, 4 and 1 words) to crystallise the feelings and events of the occasion <u>or</u> write an invitation to a non-Jewish friend, explaining what will happen.</p> <p>3. Discuss advantages/disadvantages of having ceremonies of commitment at a fixed age (Bar/Bat Mitzvah: 13/12) compared with any age when people feel ready (Sikh turban tying and amrit ceremonies). Using books, pictures, videos and ICT, find out what happens at a Sikh amrit ceremony, how Sikhs prepare for it, and what their new responsibilities are. Discuss: Who decides when you are ready to commit to a certain lifestyle (e.g. <i>children deciding to become vegetarian</i>)? Do your beliefs affect your lifestyle?</p> <p>4. Discuss: Are there any causes or people which mean so much to you that you think you could risk everything for them? Hear the story of the birth of the Khalsa and the introduction of the five Ks and the names of Singh (for Sikh men) and Kaur (for Sikh women). Find out how these events are celebrated at Baisakhi and investigate other aspects of the festival. Work in groups on a collection of paintings illustrating different aspects of Baisakhi (e.g. <i>pictures of Guru Gobind Singh, of the story of the Panj Piare (5 Beloved Ones), of a Baisakhi procession now, of Sikh men, women and children wearing the five K's if appropriate and with Sikh names underneath</i>) <u>or</u> make a presentation on Baisakhi. Discuss: What badges or labels do you wear which make you stand out from the crowd? Why do you like to wear them?</p> <p>5. Contribute to display on subject of joining which includes information about promises, preparation, responsibilities, ceremonies, taken from Judaism, Sikhism and pupils' own experiences.</p>	<p><b>Some</b> can explain the symbolism involved in a ceremony which marks a significant stage in life.</p> <p><b>Some</b> can explain why sacred writings and the study of them are important to people of faith.</p> <p><b>Some</b> can ask and suggest answers to questions about commitment leading to taking responsibility for their own and others' lives.</p> <p><b>Some</b> can express views on their own and others' challenges of belonging to a religion.</p> <p><b>Some</b> can give reasons for their actions relating to beliefs and rules of a group they belong to.</p>		

### Key Vocabulary

Bar/Bat Mitzvah, Torah, yad, tallith, Baisakhi, Guru Gobind Singh, amrit, 5 K's, Khalsa

<b>Topic/Title</b>	Buddhism	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	16 Hours (double unit)
--------------------	----------	----------------------------------	-------------	------------------------------------	------------------------

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>Be aware that there are people in Britain practising Buddhism.</p> <p>Know about the key events in the life of the Buddha and become familiar with some stories which illustrate why he chose renunciation and decided to follow 'the middle way'.</p> <p>Understand that Buddhists venerate the Buddha for his unique qualities as a historical, enlightened person, but not as a god or idol.</p> <p>Be aware of meditation as one aspect of Buddhist practice.</p> <p>Be aware of some principles Buddhists may use as guides to life e.g. <i>The Three Refuges, the Noble Eightfold Path.</i></p> <p>Know that aspects of Buddhist practice take place in the home and that Buddhists may also visit their local temple, monastery or retreat centre.</p> <p>Understand that Buddhists are helped in their training by reading and hearing the Dharma (the expression of truth in the teachings of the Buddha and other enlightened men and women).</p> <p>Be aware of some Buddhist writings e.g. <i>the Sermon at Benares and the Jataka tales.</i></p> <p>Continued.....</p>	<p>BPE1</p> <p>BPE2</p> <p>BWO1</p> <p>BWO2</p> <p>BWO3</p> <p>BPL1</p> <p>BWR1</p> <p>BWR2</p>	<ol style="list-style-type: none"> <li>Discuss: How can we be helped to see things in a new light? Who do you particularly admire, and why? Hear the story of the Buddha's life and enlightenment. Make a collage or painting (either traditional or modern setting) of the Four Sights (old age, sickness, death, a holy man) which made Siddhartha Gautama begin his search for enlightenment.</li> <li>Discuss: How can we know ourselves better? What, and how much, should we give away in order to be good people? What can we offer to other people? Hear some stories of the Buddha's teaching, retell in a variety of forms and consider meanings (e.g. <i>story of Siddhartha and The Swan</i>). Discuss: What have the Buddhist stories you have heard made you think about? Who do you think is a truly good person?</li> <li>Look at images of the Buddha. Use clay or other materials to make faces which express qualities admired by pupils (e.g. <i>kindness, strength, gentleness</i>). Talk about the fact that the Buddha is venerated but not worshipped as a god.</li> <li>Discuss: For you, what is the most important/favourite day of the year? Why are you celebrating and why is it important? Is it something you celebrate alone or with others? Learn about what is celebrated at Wesak, and how this is done.</li> <li>Discuss: Do you think it is really necessary to have God in order to worship? Do you have somewhere you like to go to think? Do you prefer to do this by yourself or share with others? Watch video showing Buddhists in Britain at temples/monasteries to see links between lay Buddhists and monks/nuns, and to see how these places are used for worship. Learn that Buddhists also worship and meditate at home.</li> <li>Discuss: What might you train yourself for? Can you train to be a better person? How? Try some stilling exercises in order to begin to develop understanding of meditation as a form of worship.</li> </ol>	<p><b>All</b> can understand the importance of the life of Buddha for Buddhists today.</p> <p><b>All</b> can re-tell the life changing events of the Buddha's life which influenced his beliefs.</p> <p><b>All</b> can reflect upon what they would be prepared to "give up" or "sacrifice" for others.</p> <p><b>All</b> can talk about the qualities of the Buddha which makes him special.</p> <p><b>All</b> can re-count some ways Buddhists practice their faith.</p> <p><b>All</b> can think about experiences of suffering and talk about how it feels.</p> <p><b>All</b> understand that Buddhists do not worship a god or gods.</p> <p><b>All</b> can talk about a special person in their lives and explain why they are.</p> <p><b>All</b> can recognise different statues of the Buddha and identify different symbolic hand gestures.</p> <p><b>Most</b> can describe what is meditation and explain why they meditate.</p> <p><b>Most</b> can talk about the commitment of Buddhist monks and talk about what commitment means to them.</p> <p><b>Most</b> can understand that Buddhism aims to enable people to overcome the unsatisfactory nature of life and become permanently happy.</p> <p><b>Most</b> can describe the Noble Eightfold Path and how they influence moral behaviour.</p> <p><b>Most</b> can describe the most significant events in the story of Siddhartha Gotama and explain why he is special but not a god.</p> <p><b>Most</b> can reflect on the reliance by some humans on material possessions,</p> <p><b>Most</b> can give examples of how Buddhists will be guided by principles and relate them to their own moral code,</p> <p><b>Most</b> can describe and explain the meaning of the lotus and hand gestures of the Buddha,</p>	<p>Explain idea of the Three Jewels. Compare own list of eight ideas to make people happy with those in Noble Eightfold Path, to show ability to explore questions about Buddhist teachings and to relate them to their own experience. Write about how Buddhists may practise their faith in the home and the community, and compare this with another religion they have learned about.</p> <p>Use books and posters to illustrate a Buddhist shrine. Explain the symbolism of the objects that may be found in a shrine.</p> <p>Pupils could design a shrine containing symbolic objects and reflecting their own feelings about life and perhaps death.</p>	<p>Buddhist visitors if possible; video of Buddhists in Britain; story of the Buddha; pupil books explaining key Buddhist teachings; pictures/artefacts e.g. <i>prayer wheels and flags</i>; stories illustrating Buddhist teachings e.g. <i>Jataka tales</i>.</p> <p>A range of tests on Buddhism. A collection of Buddhist stories and myths. A video of the life of Siddhartha Gotama (Siddhartha Gautama). A tape of Buddhist chanting.</p> <p><a href="http://www.buddhanet.net">www.buddhanet.net</a> <a href="http://www.buddhanet.net/wheel2.htm">www.buddhanet.net/wheel2.htm</a></p>

<b>Topic/Title</b>	Buddhism	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	16 Hours (double unit)
--------------------	----------	----------------------------------	-------------	------------------------------------	------------------------

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 Buddhists celebrate key aspects of the Buddha's life and teaching in festivals, e.g. <i>Wesak (Buddha Day), Kathina and other Days of Observance.</i></p> <p>Know that Buddhists try to follow the example of the Buddha's life, in particular by developing awareness and compassion, and put his teachings into practice to help themselves and others.</p> <p>Be aware that an important aspect of following the Buddhist path is 'seeking refuge' in the Sangha, the community of those who follow the Buddha's teachings, amongst whom the ordained are particularly respected.</p> <p>Explore their own experience of giving and understand that giving is significant in the lives of Buddhists, whether through making offerings, giving to charity or helping others.</p>	<p>BFF1</p> <p>BSC1</p> <p>BSC2</p> <p>BSC3</p>	<p>7. Discuss: Who or what do we turn to for help or refuge? Is it important to have someone whose example we follow? Discuss pupils' ideas of turning to people/places/books/objects/ideas for support. Link these to Buddhist idea of "taking refuge" in the Buddha, his teachings and the Buddhist community, and see how this is symbolised in the Three Jewels. Pupils draw and explain this.</p> <p>8. Discuss what pupils wanted a year ago for their birthdays and consider whether it would still make them happy, in order to explore Buddhist idea of unsatisfactoriness (dukkha). Pupils write examples from their own experience to exemplify each of the 4 noble truths and the idea that wanting prevents happiness.</p> <p>9. Discuss: How can we help ourselves to focus on the right things? What are the good qualities in ourselves we can be proud of? Ask pupils to list eight different ways of thinking, doing things, feeling and behaving which would help them and others to lead a happier life. Compare them with the Eightfold Path.</p> <p>10. Look at pictures/artefacts such as prayer flags/wheels and read some Buddhist prayers, which might be on them. Make own messages for peace and understanding for the world today and display them in school.</p>	<p><b>Some</b> can explain what Siddharta meant by "The Middle Way".</p> <p><b>Some</b> can relate the experiences of Siddharta Gotama to their own lives.</p> <p><b>Some</b> can explain the commitment required of Buddhist monks and nuns, with examples, and relate it to their own commitments.</p>		

<p><b>Key Vocabulary</b></p> <p>Buddha, enlightenment, dharma, meditation, sangha, Wesak, dukkha, veneration</p>
--

<b>Topic/Title</b>	The Bible accessible for all	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	4 Hours
--------------------	------------------------------	----------------------------------	-------------	------------------------------------	---------

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>Be aware that the Bible is a collection of books, which contains many different kinds of literature (e.g. <i>gospel, history, laws, poetry, sayings, letters, prophecy</i>), and is a translated text divided into two Testaments.</p> <p>Recap how to use the Bible to look up reference, reminding the pupils the make-up of the Bible.</p> <p>Find out about Christians, women and men, now and in the past, have made the Bible accessible for ordinary men and women. E.g. Mary Jones, the Bible Society, Tyndale and Wycliffe whose actions affect or have affected others e.g. <i>people who have helped others, saints and martyrs, people of faith, courage and commitment (including some with a local connection)</i>.</p>	<p>CWR1</p> <p>CWR2</p> <p>CPE5</p>	<p>During the course of the unit</p> <ul style="list-style-type: none"> <li>Teachers should make available Bible stories in a variety of versions for pupils' private reading and/or for teachers to read in story time, and if possible give opportunity to watch good video versions of some stories to increase pupils' familiarity with them.</li> <li>Class should assemble a collection of different types of Bible: children's, Gideon's, Old Testament alone, New Testament alone, gospels, psalms, children's individual stories, old family Bible, variety of translations, one or two in other languages if possible. Look at indexes, divisions.</li> </ul> <ol style="list-style-type: none"> <li>Recall everything pupils know about Bibles. Include: Who's seen one, used one, got one, and heard anything from one? Identify basic categories i.e. Old Testament (before Jesus and shared Jewish texts) and New Testament (Jesus and the Early Church).</li> <li>Revise awareness of different kinds of books for different kinds of needs/information (e.g. <i>with reference to school library</i>). Introduce idea of Bible being similar to a library; ask pupils to record this in diagram or model form. Explore and engage with at least three of the different kinds of literature, e.g. <i>proverbs, poems, letters, laws</i>.</li> <li>Hear or recall story of Mary Jones and become aware of work of Bible Society.</li> <li>Find out about translation of Bible through teacher information and input about Hebrew, Greek and translation. Discuss: Why do Christians want to have access to the Bible in their own language? Look at different versions of the same story to understand different interpretations, e.g. <i>a version for children and one written for adults</i>.</li> <li>What parts of the Bible do pupils know / like? Learn to use references in order to look up their chosen stories or extracts.</li> </ol>	<p><b>All</b> begin to know why the Bible is important to Christians and how it is treated in a special way. <b>All</b> can describe their thoughts and feelings when observing how religious books are handled. <b>All</b> can use a Bible to look up references. <b>All</b> can identify some ways that Christians show the importance of the Bible in their life and practice. <b>All</b> can describe the life and work of Mary Jones or the Bible Society. <b>All</b> can identify some experiences that cause people to wonder about what is important to them. <b>All</b> can recognise that the Bible is a source of guidance about questions that are difficult to answer. <b>All</b> know that the Bible is like a library – a collection of books written over a long period of time.</p> <p><b>Most</b> can recognise why people need the Bible and how it has been made accessible for all people. <b>Most</b> people have high regard for the Bible and others do not. <b>Most</b> can understand why people have risked their lives to translate the Bible. <b>Most</b> can say where they find guidance about questions that are difficult to answer. <b>Most</b> can explain what is important to them and what they would be willing to strive for. <b>Most</b> can recount the significant experiences of key figures in story of the development of the Bible.</p> <p><b>Some</b> can research how the Bible came to be spread around the world in different languages. <b>Some</b> can raise appropriate questions about Christianity and the Bible and the puzzling aspects of interpretation and use of the Bible by Christians. <b>Some</b> can explain what is of value in their own lives.</p>	<p>Show extent of knowledge and understanding about the nature and contents of the Bible.</p> <p>Use the relevant specialist vocabulary appropriately.</p> <p>Look up Bible references.</p>	<p>Collection of Bibles of different kinds, story of Mary Jones, Bible stories in a variety of versions, information books about the Bible and how it was put together, translated etc., videos of Bible stories</p> <p>The Lion Graphic Bible ISBN 0-7459-4598-8</p> <p>Teaching RE 5-11: Bible (RE Today Services)</p> <p>Belief File video 'Pathways of belief-Christianity' BBC <a href="http://www.request.org.uk">www.request.org.uk</a></p> <p>RMEP's series from the <b>Biblos project</b></p> <ul style="list-style-type: none"> <li>Statistical Information about the Bible can be obtained from the Bible Society</li> <li>CD ROMs</li> <li>Hebrew and Greek biblical texts</li> <li>Different translations of the Bible</li> <li>Taped examples of the Bible being read in Hebrew and Greek</li> <li>Pictures or slides of early biblical manuscripts, e.g. the Book of Kells.</li> </ul>

**Key Vocabulary**

Bible, Old Testament, New Testament, gospel, psalm, Hebrew, Greek, scroll, verse, chapter, prophecy, proverbs, scripture, manuscript.

<b>Topic/Title</b>	The Bible and what it means to Christians	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of t opic/timings</b>	<b>4 Hours</b>
--------------------	---	----------------------------------	-------------	-------------------------------------	----------------

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 how Christians worship God (<i>e.g. in prayer, silence, singing, reading the Bible</i>) both in places of worship and at home, and why they do it.</p> <p>Explore how the Bible can be used in different ways by Christians, and know about how it's used to help shape Christian life and belief, including belief about God.</p> <p>Explore how Christians express their faith through other forms of writing <i>e.g. hymns, stories and plays, different types of prayers.</i></p> <p>Begin to be aware that Christian behaviour is based on beliefs about God and on the teaching of Jesus.</p>	<p>CWO1</p> <p>CWR3</p> <p>CWR4</p> <p>CSC3</p>	<ol style="list-style-type: none"> <li>Recall church visits and Bible on lectern and significance of this. Watch video of Gospel reading in <i>e.g. Roman Catholic or Anglican service.</i></li> <li>Talk about the Bible as the holy book of Christians, relating this to relevant previous work on Christianity. Ask pupils in pairs to prepare five questions about how the Bible is used by Christians in worship in churches and at home. One pair of pupils then joins with three other pairs and they reduce their twenty questions to the best five.</li> <li>Invite a visitor to bring own Bible(s) and talk about using it, and read a favourite passage, and answer pupils' questions.</li> <li>Using appropriate books and video material, find out how young people in churches learn about the Bible and how to understand its teachings (<i>e.g. about what God is like, how God wants people to live, and how people respond to God</i>). Carry out a survey in the school and if possible the local church, asking people to identify their favourite Bible passage and to say why they chose it.</li> <li>Consider / discuss the questions: What books or stories have you read, or heard, which helped you, or made you think? How did they do this? If you could write one message to the world, what would it be? How do you know what is right or wrong? Who do you believe / listen to when they tell you about right and wrong?</li> <li>Explore how the Bible is used for teaching in worship, <i>e.g. through video, or visit from minister.</i> Use a virtual visit, <i>e.g. to <a href="http://www.educhurch.org.uk">www.educhurch.org.uk</a></i> / type in 'Bible' as key word, or to Sourcerer pages – 'Family Faiths'.</li> <li>Look at one or two examples showing how words from the Bible are used by writers of hymns, <i>e.g. Psalm 23 – 'The Lord's my shepherd' or 'Daniel was a man of prayer'.</i> Symbols for God: Rock, Parent, Shepherd, Light. Listen to some modern music / songs and locate the words in the Bible. Explore different musical traditions, <i>e.g. church choir, Gregorian chant, gospel, Salvation Army, pop, etc.</i></li> <li>Pupils summarise findings in a piece of written work: "My discoveries about what the Bible means to Christians".</li> </ol>	<p><b>All</b> can talk about how the Bible is used in worship.</p> <p><b>All</b> can make the links between the Bible, God and Jesus.</p> <p><b>All</b> can identify a favourite biblical story and say why it is their favourite story.</p> <p><b>Most</b> can explain what is meant by 'sacred'.</p> <p><b>Most</b> can describe the way the Bible is treated and the significance of this.</p> <p><b>Most</b> can identify and express their views on secular sources of guidance and reassurance.</p> <p><b>Some</b> can give reasons for the particular treatment of texts <i>e.g. Genesis account – fact or allegory.</i></p>	<p>Talk about and express in writing knowledge and understanding of part played by the Bible in Christian life and worship.</p>	<p>Bibles, Children's Bible Reading Fellowship notes or similar, videos, pictures of people reading the Bible, both in churches and at home; Bible dictionary or</p> <p>Concordance. Books of hymns including those written for children. QCA unit, 'What is the Bible and why is it important to Christians?'</p>

#### Key Vocabulary

Sermon, Testament, gospel, psalm.

<b>Topic/Title</b>	Easter	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 Hours
--------------------	--------	----------------------------------	-------------	------------------------------------	---------

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>Investigate some of the beliefs Christians have about Jesus.</p> <p>Explore the biblical stories retold during ... Lent, Holy Week and Easter... and through them become aware of Christian beliefs about God the Father, Son and Holy Spirit.</p> <p>Describe and show an understanding of how Christians celebrate Easter and how these may be marked through music, art and story.</p> <p>Identify and reflect upon special events in my life and family, how that are celebrated and why are they are important to me.</p> <p>Raise questions and suggest answers about beliefs about life, death and beyond.</p> <p>Express in words or pictures their own beliefs about God and their understanding of the Trinity.</p> <p>Continued.....</p>	<p>CPE 2</p> <p>CFF 2</p> <p>CFF 3</p> <p>CFF</p> <p>CFF &amp; CSC</p> <p>CP, CFF AT2</p>	<p><b>1.</b> During the course of the unit, the teacher will cover the following biblical narratives with pupils. They can be asked to respond to the stories in a variety of ways. <i>E.g. writing a diary entry in role as an onlooker, retelling the story in words or pictures individually or contributing to a class frieze or book etc.</i></p> <p>Entry into Jerusalem (Mark 11, 1-11). Discuss, what sort of king was expected? Who did Jesus think he was?</p> <p>Cleansing of temple (Mark 11, 15-19) and teaching in temple (Mark 11, 27-33). Discuss why the religious and political establishments were hostile to Jesus.</p> <p>The woman anoints Jesus – how Jesus interprets this: contrast with Judas (Mark 14, 3-9). The Last Supper.</p> <p>Gethsemane and arrest. Consider Jesus' prayer and courage. Contrast disciples' flight and fear, Peter's denial.</p> <p>Trial (summary) and crucifixion. Consider how disciples and friends felt.</p> <p>Women going to tomb.</p> <p>Appearances of Jesus to some of his followers</p> <p><b>2.</b> Discuss/role play varied responses to Easter story. Clarify distinction between history and faith. Discuss questions: What are the special times of year for you and your family? How do you celebrate them, and how do you feel about them? Do you think you have to be a believer to take part in a religious festival?</p> <p><b>3(a). Interpretations</b> Introduce a selection of the following interpretations of the Easter events today in art and music, and encourage pupils to reflect on and discuss them in the context of 'Christians remembering Jesus at Easter': Artistic representations <i>e.g. Dali, Da Vinci, works from Christian traditions worldwide.</i> Musical ones <i>e.g. extracts from 'Jesus Christ, Superstar', Easter hymns, Hallelujah chorus from 'The Messiah'.</i> Dramatic ones <i>e.g. Oberammergau Passion Play and/or mystery plays.</i></p>	<p><b>All</b> can identify the key events of the Easter story.</p> <p><b>All</b> can make a link between the significance of the resurrection and belief in life after death.</p> <p><b>All</b> can reflect and express what they believe about life after death in simple terms.</p> <p><b>All</b> should respond sensitively to religious art, music and literature.</p> <p><b>Most</b> can ask some questions and suggest answers about why Jesus had to die.</p> <p><b>Most</b> can ask some questions and suggest answers about beliefs about life, death and beyond.</p> <p><b>Most</b> should be able to express their ideas of God, Trinity or heaven in words/pictures or music.</p> <p><b>Most</b> can make links with their view about life after death with other young people's views.</p>	<p>Show through written work in various forms the extent of their knowledge of some of the biblical narratives and of the part played by symbolism in Christian worship at Easter time.</p> <p>Plan and write questions to ask different people at the time of Jesus' crucifixion and resurrection as part of a T.V. report</p> <p>Poem/music or story response to what is heaven like?</p> <p>Using a collection of 24 statement about life and death from young people ages 7 – 15 years, read the statements on the cards and decide in pairs which ones they agree with and which ones they disagree with. <b>(Worksheet link)</b></p> <p>Share with the class what it says about their beliefs and encourage them to give reasons for their views</p>	<p>Bibles; Da Vinci's "Last Supper"; packs of paintings <i>e.g. 'Jesus through Art', 'Jesus Worldwide', National Society poster pack;</i> paintings of all/any parts of the Easter story; recordings of 'Jesus Christ, Superstar', Easter hymns, Hallelujah chorus; teachers' resource material on Easter, artefacts associated with Easter; Easter cards.</p> <p>Video: "The Miracle Maker"</p> <p>See how St. Augustine's C of E Primary School, Peterborough taught these topics on a whole school basis. <a href="#">See Portal</a></p> <p>RE today services "Exploring The Journey of Life and Death" edited by Joyce Mackley page 27/28 ISBN = 978-1-904024-93-4</p>

<b>Topic/Title</b>	Easter	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 Hours
--------------------	--------	----------------------------------	-------------	------------------------------------	---------

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>Express feelings and emotions to religious music, art and story.</p> <p>Recognise the effect of Christian beliefs on believer's actions.</p>	<p>CFF</p> <p>CSC2</p>	<p><b>3b. Symbols</b> Find out how the Easter stories are remembered today in artefacts and symbols such as Stations of the Cross, Paschal candle, rosary, different kinds of cross (crucifix, empty cross, Christ in Majesty cross), e.g. <i>on a visit to an Anglican, Roman Catholic or Orthodox church.</i></p> <p><b>4.</b> Explore how Christians remember and interpret these events. Make e-mail links with e.g. <i>an RC VA School</i> to find out about how they worship at Easter.</p> <p><b>5.</b> Invite a Christian visitor to come and answer pupils' questions about how Christians interpret the significance of death and resurrection. Research other young peoples thoughts about death and life after death through the database "Listening to Children Talking" and then compare with own ideas</p> <p><b>6.</b> Use stories/poems/art to get children thinking and talking about heaven. See Nicholas Allen's book 'Heaven' or the poem "Heaven" by Steve Turner Create own response through art, music or poetry to "Heaven is like..."</p> <p><b>7.</b> Role-play the key events of the last week of Jesus' life, including death and resurrection. Create a T.V. report with interviews where children have to imagine being there at the time and say how they would feel about the event.</p> <p><b>8.</b> In circle time talk about how Easter is celebrated in their own homes. If it is just a time for eggs only should they still celebrate the festival? Discuss.</p> <p><b>9.</b> Think and create metaphors for God the Father, God the Son and God the Holy Spirit or analogies to help children understand the mystery of "Three and I"</p> <p><b>10.</b> Encourage pupils to create own images/stories or music to express what they believe about the journey of life and death.</p>	<p><b>Most</b> can apply their beliefs and their families about Easter to how they celebrate the festival.</p> <p><b>Some</b> can explain how Easter affects the lives' of Christians both in the 1<sup>st</sup> Century and today.</p> <p><b>Some</b> can use religious vocabulary to explain why Jesus died e.g. Salvation, atonement.</p> <p><b>Some</b> can explain the impact of Easter to Christians then and now.</p> <p><b>Some</b> can express the challenges of the Christian beliefs to themselves and those belonging to the Christian faith.</p>		<p>Nicolas Allen 'Heaven' – The story of Lily and Her dog Dill and their ideas of heaven. Red Fox Pub. ISBN = 978-0-099-488149 "Badgers Parting Gifts" by Susan Varly (Pub Picture Lions ISBN = 0006643175)</p> <p>*Website for Poem RE Jesus <a href="http://rejesus.co.uk/expressions">http://rejesus.co.uk/expressions</a></p> <p>Poem Hunter <a href="http://www.poemhunter.com">www.poemhunter.com</a></p> <p>"Steve Turner Poems" selected by Rebecca Winter (Lion Publications ISBN 0-7-59-4802-2)</p> <p><a href="http://www.pcfre.org.uk/db">www.pcfre.org.uk/db</a></p>

<p><b>Key Vocabulary</b></p> <p>Crucifixion, resurrection, betrayal, denial, temple, Mount of Olives, Gethsemane.</p>
---

<b>Topic/Title</b>	Being a Sikh and Sikh worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	12 Hours
--------------------	-------------------------------	----------------------------------	-------------	--------------------------------	----------

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>Be aware that there are people in Britain who are Sikhs.</p> <p>Learn about significant aspects of the lives and teachings of some of the ten Gurus, including Guru Nanak and Guru Gobind Singh.</p> <p>Find out how Sikhs worship God both in the gurdwara and at home.</p> <p>Know that worship may include readings from the Guru Granth Sahib, singing hymns, ardas (prayer), meditation, and sharing kara parshad (sanctified food).</p> <p>Understand that the purpose of Sikh worship is to venerate God, whom Sikhs describe as Supreme Truth and Ultimate Reality.</p> <p>Know about the main internal and external features of a gurdwara and understand their significance, in particular the central importance of the Guru Granth Sahib and the langar (communal dining room), and the Khanda as the main symbol for Sikhs.</p> <p>Recognise the importance of the gurdwara as the heart of the Sikh community for worship and communal life.</p> <p>Be aware of the significance of the Golden Temple at Amritsar and some of its symbolism e.g. <i>the four doors symbolising that people of all races, religions and beliefs are welcome.</i></p> <p>Continued.....</p>	<p>SPE1</p> <p>SPE2</p> <p>SWO1</p> <p>SWO2</p> <p>SWO3</p> <p>SPL1</p> <p>SPL2</p> <p>SPL3</p>	<p>1. Discuss pupils' own experiences of identification e.g. <i>clubs, uniforms, badges</i>. Look at and discuss Sikh symbols – 5 Ks + turban / dupatta (make out of card models of Sikhs and 5 Ks). Read some books about Sikh children and their families to learn about first turban tying ceremony.</p> <p>2. Use pictures of gurdwaras to discuss features and symbols e.g. <i>the flag, the prayer hall, place of Guru Granth Sahib, symbols such as the Khanda and the Ek Onkar, pictures of the human Gurus, the langar, and symbolic significance of features where appropriate.</i></p> <p>3. Discuss: Which public places are important to you and your family? Why do you go there? Who do you meet with? Do you ever help to make food and eat with groups of other people outside your own family? Use books, pictures, artefacts and virtual visit to research what a gurdwara is like and what happens there. In pairs, groups or individually <u>either</u> produce a piece of structured writing by word processing under title <u>What is a gurdwara?</u> and subheadings, <i>How should visitors behave in a gurdwara? What can you see in the prayer hall? What is Sikh worship like? What is a langar?, and What do all these things say about Sikh beliefs? (e.g. about God, about equality of all people) or</i> prepare a multimedia presentation (cut/paste pictures into document and research commentary to accompany pictures based on questions given. Prepare as presentation and add own pictures of artefacts, text etc e.g. <i>using web-cam or digital camera</i>. Add sound files including downloaded and edited audio material (e.g. <i>Sikh religious music</i> and own recorded commentary).</p>	<p><b>All</b> can re count what are the 5K's and describe them.</p> <p><b>All</b> can recognise the significance of Guru, Nanak and his teaching.</p> <p><b>All</b> can recognise Sikhs worship one God.</p> <p><b>All</b> can reflect on ways in which they help others making links with Sikh practices e.g. langar.</p> <p><b>All</b> know that the Guru Granth Sahib is the Sikh holy book.</p> <p><b>All</b> can describe ways in which respect/reverence for the Sikh holy book are demonstrated.</p> <p><b>All</b> know what happens in Gurdwara and what is a gurdwara .</p> <p><b>All</b> can name some festivals special to Sikhism.</p> <p><b>All</b> can talk about how being a Sikh affects their lives and describe some of the ways faith makes them feel.</p> <p><b>All</b> can make links between what they celebrate and what Sikhs celebrate.</p> <p><b>All</b> can talk about attitudes "to giving things up".</p> <p><b>Most</b> can show what Baisakhi, Amrit and the 5k's have to do with commitment.</p> <p><b>Most</b> can talk about the importance of the langar to Sikhs.</p> <p><b>Most</b> can recognise the significance of the gurus and their influence.</p> <p><b>Most</b> can understand the significance of the teaching on equality is to Sikhs.</p> <p><b>Most</b> can talk about and explain the significance of the Guru Granth Sahib for Sikhs.</p> <p><b>Most</b> can make links between the Sikh symbols and their key beliefs.</p> <p><b>Most</b> can compare aspects of their own and Sikh's experiences of using symbols.</p> <p><b>Most</b> can describe what or who inspires/influences me and say why.</p> <p><b>Most</b> can recognise the importance of family life to Sikhs.</p>	<p>Contribute to structured narrative writing or multimedia presentation on the gurdwara to show knowledge and understanding of Sikhism. Retell a Sikh story, saying what it shows about Sikh beliefs, to show ability to recognise unique features of Sikhism.</p> <p>"Reflections on Amrit" See task sheet in the support material to test AT1 and AT2</p>	<p>Atlas, globe, artefacts and symbols, pictures of temples / gurdwaras: inside and outside, videos, story books about Sikh families, stories about and by Guru Nanak.</p> <p>Virtual visit ogurdwara: website address as below:</p> <p>Sikh stories:</p> <p><a href="http://www.sln.org.uk/s_toryboard/">http://www.sln.org.uk/s_toryboard/</a></p> <p><a href="http://www.thegrid.org.uk/learning/re/virtual/sikh/index.shtml">http://www.thegrid.org.uk/learning/re/virtual/sikh/index.shtml</a></p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a></p> <p><a href="http://www.sikhs.org">www.sikhs.org</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/sikhism">www.bbc.co.uk/religion/religions/sikhism</a></p>

<b>Topic/Title</b>	Being a Sikh and Sikh worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	12 Hours
--------------------	-------------------------------	----------------------------------	-------------	------------------------------------	----------

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>Be aware that like Hindus, Sikhs celebrate Diwali, when they retell stories about the sixth Guru</p> <p>Learn about the turban tying ceremony and the 5 Ks as symbols</p> <p>Explore their own experience of honesty, sharing, respect for and service to others, and discover how these are key values in Sikhism</p> <p>Understand that Sikhism places great emphasis upon social equality between men and women, adults and children, and different races, classes and religions and find out about some of the ways this is expressed <i>e.g. in eating together</i></p>	<p>SFF3</p> <p>SRP2</p> <p>SSC1</p> <p>SSC2</p>	<p>4. Discuss: Do you value all people as of equal worth? Why/Why not? How do you respond to people whom you perceive as different from yourself? Make kara parshad and talk about this as a symbolic sharing exercise showing equality <u>or</u> set up hall as langar kitchen and invite people in to be served food by the children.</p> <p>5. Look at pictures of Golden Temple and explore its symbolism. Use map/atlas to talk about where Sikhism comes from (the Punjab).</p> <p>6. Discuss: Whose teaching and example do you follow? Why? What example would you like to set for others? Listen to stories about the life and teachings of Guru Nanak and other Sikh gurus. Retell some of them (including ones which illustrate key values) in a class Sikh storytelling session.</p> <p>7. Recall or learn about celebration of Guru Nanak's birthday, and find out about how and why Sikhs celebrate Diwali. Discuss: How would you like your life to be celebrated and remembered by your friends?</p>	<p><b>Some</b> can explain how and why Sikhs celebrate Baisakhi, take Amrit and wear the 5k's.</p> <p><b>Some</b> can describe how religious beliefs, ideas and feelings are expressed through the use of symbols.</p> <p><b>Some</b> can explain the meaning of equality and its affects on Sikh life.</p> <p><b>Some</b> can compare the similarities an differences between Sikh worship/daily life with their own lives.</p>			

<p><b>Key Vocabulary</b></p> <p>Five Ks, gurus, gurdwara, langar, Khalsa, Baisakhi, Guru Granth Sahib, Ek Onkar, kara parshad, Khanda, ardas.</p>
---

<b>Topic/Title</b>	God and Creation	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------	----------------------------------	-------------	------------------------------------	--------------

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 some of the ways in which Christians express and respond to their belief that God is Creator e.g. <i>exploring thankfulness in prayers and hymns, celebrating Harvest, looking after the environment.</i></p> <p>Explore, in particular through story, of Hindu ideas about the cycle of time in the creation, preservation and destruction of the universe and about the cycle of birth and death for all life.</p> <p>Understand that Hindus feel a connection with all life and hence a respect for all life, which can be expressed in various ways, including as examples <i>vegetarianism and respect for the cow.</i></p> <p>Know that Muslims believe that God is the Creator and look at some passages from the Qur'an or some traditional stories which illustrate Islamic beliefs about and attitudes to the natural world.</p> <p>Explore their own experience of sensitivity to and respect for others, justice in society, and working for a better world and understand that these are key values in Judaism.</p> <p>Continued.....</p>	<p>CNW1</p> <p>HNW1</p> <p>HNW2</p> <p>INW1</p> <p>JSC1</p>	<ol style="list-style-type: none"> <li>Discuss: Are we responsible for our environment? What are you doing/can you do about it? Explore creation myths from Christianity, Judaism, Islam and Hinduism and understand that these are stories with a meaning. The key question for each story is "What truth is this story conveying?" Another important point is that there will be a variety of possible interpretations ranging from the literal to the metaphorical and symbolic.</li> <li>Creation story from Christianity/Judaism: hear the story, reflect on "What truths does this story convey?" <u>Either</u> compose a musical interpretation of each "day" of creation <u>or</u> use art activities <u>or</u> write poetry to reflect the wonder of creation.</li> <li>Discuss: What is the best gift you have ever been given? What do you think could be the greatest gift of all? Collect some prayers, blessing and psalms from Judaism to use in a display e.g. <i>'Blessed art Thou, O King of the Universe, who gave us the fruits of the vine'</i>. Link to celebration of Shabbat (God resting on the 7<sup>th</sup> day) and to Rosh Hashanah (the birthday of Creation). Begin to explore the origin of the idea of the religious duty to care for the world, through finding out about the Jewish tree planting festival of Tu B'Shevat.</li> <li>Discuss: How far do you feel you are part of the natural world? Does this have any effect on the way you behave? If you were to create the world, what would you put in and what would you leave out? Discuss some examples from Christianity of writings which reflect belief in God as the Creator e.g. <i>opening of Nicene Creed, Celtic prayers</i>. Pupils apply their own ideas about god being a Creator God. Explore the philosophical question about whether it matters how we behave towards the natural worlds.</li> <li>Find out from a local church about any examples of Christian work related to the environment. Explore idea of stewardship in Judaism and Christianity.</li> </ol>	<p><b>All</b> can identify and describe a myth.</p> <p><b>All</b> can use some key religious words in the correct context e.g. myth, God, stewardship.</p> <p><b>All</b> can identify that some people's religious beliefs, as expressed in scriptures, leads them to be responsible for the environment.</p> <p><b>All</b> can describe their views on the Christian concept of God in simple terms.</p> <p><b>All</b> can identify that religious beliefs have a significant impact on believers' lives.</p> <p><b>All</b> can ask questions about God and compare their ideas with others.</p> <p><b>All</b> can make links between looking after the planet and future survival.</p> <p><b>All</b> can provide examples of how to help the environment individually, as a family or country.</p> <p><b>Most</b> can show a sound understanding about the Christian concept of God and the truth behind the creation stories.</p> <p><b>Most</b> can describe some similarities and differences between Christian, Jewish, Muslim or Sikh beliefs about God and the created world.</p> <p><b>Most</b> can provide various examples of how people's beliefs are expressed in actions.</p> <p><b>Most</b> can recognise that to look after the planet is for the benefit of everyone.</p> <p><b>Most</b> can suggest reasons why we should care for our planet.</p>	<p>Show some understanding of the nature of myth. Be able to explore questions about religious issues relating these to their own experience. Explain some things Christians, Jews, Muslims or Sikhs do which reflect belief that world is created by God, to show understanding that religion is an important influence on people. Through contributions to discussions, show awareness of some passages from scriptures expressing beliefs about creation and human responsibility for the environment.</p> <p>Write a report about the environment and suggest what might happen if different moral choices were made</p> <p>Or write an article to the local newspaper explaining various views about God, creation and man's responsibility to look after the planet. Give your own view as well</p> <p>Create own creation myth explaining origins of planet and humans</p>	<p>Creation stories from Christianity and Judaism, Islam and Hinduism; appropriate passages from Qur'an, Guru Granth, Hebrew Bible, New Testament.</p>

<b>Topic/Title</b>	God and Creation	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------	----------------------------------	-------------	------------------------------------	--------------

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 that Jews see God as the Creator and the world as God's gift to humanity</p> <p>Understand how this belief causes Jews to feel a sense of responsibility for and wonder at the natural world and its creatures, and a duty to enjoy its pleasures, and thank God for them</p> <p>Be familiar with some expressions of these beliefs as found in the Hebrew Bible <i>e.g. Psalms</i></p> <p>Know that Sikhs believe in God as Creator and that this causes them to respect their environment and take responsibility for it</p>	<p>JNW1</p> <p>JNW2</p> <p>JNW3</p> <p>SNW1</p>	<p>6. Look at some passages from the Qur'an and hadith to begin to understand Islamic beliefs about God, creation and human responsibility for the world.</p> <p>7. Ask pupils to write about examples the class has found of things Christians, Jews, Muslims and Sikhs do which reflect their beliefs that God is the Creator. Pupils raise questions and suggest answers to the question of stewardship – whose moral responsibility?</p> <p>8. Discuss: What do <u>you</u> think is going to happen to the world in the long term? Explore Hindu beliefs about the cycle of time: creation, preservation, destruction, and the links with belief in reincarnation. Find out about the symbolism of Shiva Nataraj (Lord of the Dance). Explore ways in which these beliefs affect Hindu behaviour <i>e.g. respect for the cow; vegetarianism</i>. Discuss: How do you think animals should be treated? Is your answer different depending on what kind of animal it is? Why?</p> <p>9. Pupils consider whether any religious view about God and man's responsibility is applicable to them</p> <p>10. Pupils empathise with being a 'creator' and identify emotions if someone destroys your creation by 'Creating your own creature' activity: reflecting how you would feel if it was destroyed</p> <p>11. Examine the theories about the origins of the world and describe how important it is to know where we have come from</p>	<p><b>Most</b> can suggest what might happen if mankind didn't look after the planet.</p> <p><b>Some</b> can explain accurately the Christian beliefs about God and stewardship.</p> <p><b>Some</b> can explain how people follow different beliefs of God as conveyed in different religions.</p> <p><b>Some</b> can show an understanding of the distinct beliefs between religions and man's responsibility.</p> <p><b>Some</b> can recognise the metaphorical nature of myths to express fundamental truths.</p> <p><b>Some</b> can ask and provide answers to the question of man's responsibility to the planet.</p> <p><b>Some</b> can explain what/who has influenced their views of looking after planet.</p>		

### Key Vocabulary

Myth, interpretation, God, Creation, reincarnation, psalm, stewardship.

<b>Topic/Title</b>	<b>Responses to the Natural World (following "God and Creation")</b>	<b>Year Group/ Key Stage</b>	<b>Key Stage 2</b>	<b>Length of topic/timings</b>	<b>7 to 8 Hours</b>
--------------------	--	------------------------------	--------------------	--------------------------------	---------------------

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 Christians respond to suffering and death <i>e.g. support to the bereaved, Christian Aid etc.</i> and begin to realise that such experiences raise questions for Christians about the love and power of God.</p> <p>Be aware that because of their belief in the continuous cycle of life and death, Buddhists stress a positive attitude to dying as an important transition.</p> <p>Recognise from their own experience that actions have effects and be aware that this leads Buddhists to take responsibility for themselves, others and the natural world.</p> <p>Be aware that Buddhists recognise the inter-relatedness of all things and so practise kindness to living things and respect the natural world.</p>	<p>CNW2</p> <p>BRP1</p> <p>BNW1</p> <p>BNW2</p>	<ol style="list-style-type: none"> <li>Discuss: Are there any difficult questions about life that you would like to find the answer to? How far do you feel you are part of the natural world? Through further discussion and questioning, identify with pupil's aspects of the natural world, which make them happy and aspects of the natural world, which cause suffering <i>e.g. death, natural disasters, illness</i>. Collect pictures and articles from newspapers and magazines to illustrate this. Pupils to consider their own responses. Discuss: Why is there suffering and how can we avoid it? How can we respond to sadness, suffering, natural disasters?</li> <li>If possible invite a member of the clergy to discuss with pupils the kinds of questions this raises (the objective here is to recognise and face up to the questions, and not to imply that there are universally right or wrong answers).</li> <li>Explore the range of Christian responses to a variety of situations in which people suffer (<i>e.g. natural disasters, illness, bereavement</i>) by looking at church notice boards and information tables, magazines, information about Christian charities and support organisations and/or biographies of individuals etc. Examine why there is suffering and how we can avoid it.</li> <li>These responses may be individual and/or collective. Find out about why people respond in these ways, and contribute to a display on 'Christian responses to suffering'.</li> <li>Discuss: Why might people feel sad when somebody dies? What do you think happens after we die? What would you like to happen? Use an appropriate story (<i>e.g. Kisa and the mustard grains</i>) to develop awareness of the Buddhist view of suffering and death. Paint a picture illustrating an aspect of the story and explain how the Buddha's teaching helped Kisa to accept the death of her child.</li> <li>If possible, invite a Buddhist visitor to talk about how Buddhists respond to suffering (<i>e.g. by cultivating compassion and developing detachment</i>). Explore why people might be sad when someone dies.</li> </ol>	<p><b>All</b> can suggest several ways Christians can help those who suffer.</p> <p><b>All</b> can describe in simple terms the Buddhist cycle of life and death.</p> <p><b>All</b> can state the Christian belief that death is not the end but a step towards eternal life.</p> <p><b>All</b> can reflect upon their dilemma about how a loving God allows suffering.</p> <p><b>All</b> can ask important questions about life after death.</p> <p><b>All</b> can make links with Christian and Buddhist teachings and their own lives affecting how they behave.</p> <p><b>All</b> can identify some ways Christianity and Buddhism impacts on individual lives.</p> <p><b>Most</b> can raise questions about how a loving God allows suffering.</p> <p><b>Most</b> can understand Buddhist beliefs means man takes responsibility for themselves and cause suffering by their actions.</p>	<p>Pupils look back at their own responses at beginning of unit and reflect orally or in writing on how their thinking has developed or changed.</p> <p>Task sheet: What do religions say about life and death? Link – <a href="http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/re/homepage/Assessment%20Worksheet%20Docs/Support%20Material%20KS2%20Responses%20to%20the%20natural%20world.pdf">http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/re/homepage/Assessment%20Worksheet%20Docs/Support%20Material%20KS2%20Responses%20to%20the%20natural%20world.pdf</a></p>	<p>Materials from Christian charities; collection of stories exemplifying Buddhist values relating to right living and responsibility (<a href="http://www.sln.org.uk/storyboard/">www.sln.org.uk/storyboard/</a> for Buddhist stories)</p>
Continued.....					

<b>Topic/Title</b>	Responses to the Natural World (following "God and Creation")	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	------------------------------	-------------	--------------------------------	--------------

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>7. Use stories to explore Buddhist beliefs about right living and responsibility and find out how these are reflected in the everyday life of Buddhists <i>e.g. The Monkey King, The King's Elephant, The Power of a Promise, The Lion and the Jackal</i>. Apply Christian and Buddhist teachings to suffering. Analyse the teaching as a way to help and support one another.</p> <p>8. Examine beliefs about what you think happens when someone dies. Consider how we should treat one another.</p> <p>9. Research types of suffering through media (research children's' news -sites on the internet).</p> <p>10. Reflective Story Telling "How To Put John Together Again."</p>	<p><b>Most</b> can raise questions about life after death and provide answers, which refer to resurrection and incarnation.</p> <p><b>Most</b> can recognise the importance of being kind to one another.</p> <p><b>Most</b> can describe and explain how Christians respond through charities to suffering.</p> <p><b>Some</b> can explain the importance of resurrection to Christians and reincarnation to Buddhists.</p> <p><b>Some</b> can explain the differences between resurrection and reincarnation.</p> <p><b>Some</b> can explain their beliefs about life after death making links with religious concepts.</p> <p><b>Some</b> can recognise that human free will accounts for much of the suffering.</p> <p><b>Some</b> can demonstrate how Christian and Buddhist beliefs are expressed at funerals.</p> <p><b>Some</b> can understand the positive attitude Buddhists have towards dying.</p>		

<p><b>Key Vocabulary</b> Responsibility, detachment, suffering.</p>
---

<b>Topic/Title</b>	Judaism (a) Being a Jew (Teachers may need to adapt this unit if 'Jewish Family' was studied in KS1)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	----------------------------------	-------------	------------------------------------	--------------

Learning Objectives AT1 and AT2	Links With Agreed Syllabus	Activities/Learning Experiences	Learning Outcomes AT1 and AT2	Assessment	Support
		AT1/AT2		Suggested Tasks	Resources
Be aware that there are people in Britain who are practising Jews.	JPE1	<p>1. Discuss: What times are special to your family? What does your family do that others might not? Read about <u>or</u> research and discuss preparations a Jewish family would make for Shabbat e.g. <i>doing all cooking and shopping in advance, cleaning house, making challot (loaves of bread), laying table for Friday evening meal</i> (include information that in Jewish religious terms a day starts at sundown). Watch video showing Shabbat meal with roles of men and women in saying blessings over wine and bread, and over candles. Learn a Shabbat song <u>or</u> learn a story Jewish children would be told on Shabbat. On a Friday afternoon, prepare classroom in same way as though for Shabbat – clear everything away, clean up and lay table as for Shabbat meal. If possible, taste some challah bread (made or bought) and discuss: What are the kinds of things you like to do as a family at home? Use artefacts, pictures, books and video to find out about the havdalah ceremony. Draw and write about some symbols and rituals of Shabbat.</p> <p>2. Look at a matzah packet or other food with kosher seal of approval on. Discuss idea of things people feel it is right/not right to eat (e.g. <i>Muslims and Sikhs not drinking alcohol; many Hindus not eating beef; many people being vegetarians for religious or humanitarian reasons</i>). Pupils use a simplified explanation of the laws of kashrut, to enable them to plan a meal for some orthodox Jewish visitors.</p> <p>3. Discuss: What things do you wear or have around your home that show what is important to you? What does your home say about your family and what you like doing? Look at examples (artefacts and pictures) of outward expressions of Jewish identity – tallit, kippah – and how they are used (maybe also include tefillin). Find out what a mezuzah is, and <u>either</u> make a model of one, decorating it with Jewish symbols, <u>or</u> discuss: What would you like to be reminded of as you come into and go out of the classroom? Mount an agreed laminated text inside and outside the classroom door. Talk about why Jewish families may have a mezuzah on their doorpost, and find out about the Shema as the most important Jewish daily prayer.</p>	<p><b>All</b> can describe some features of Jewish religious life e.g. main features at Passover.</p> <p><b>All</b> can recognise the significance and importance of family life.</p> <p><b>All</b> can make links with their own values and commitments.</p> <p><b>All</b> can respond sensitively to the feelings, values and commitments of Jews.</p> <p><b>Most</b> can recognise how festivals contribute to the Jewish pattern of life.</p> <p><b>Most</b> can ask appropriate questions about Jewish people's beliefs and practices.</p>	<p>Prepare a menu for a kosher meal, showing knowledge of Jewish food laws and understanding of need to respect feelings of people who hold religious beliefs.</p> <p>Show understanding of role of symbolism through drawing/writing on Passover and/or work on freedom and slavery.</p>	<p>Artefacts: kippah, mezuzah, challah cover, havdalah candle, spice box, seder dish; pictures of Jewish family on Shabbat; videos about Shabbat and Pesach; box of matzahs; seder hagadah, pupil and teacher information books about Jewish family life; traditional Jewish stories; <a href="http://www.sln.org">www.sln.org</a> for Jewish stories.</p> <p><a href="http://www.passover.net">www.passover.net</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/judaism/">http://www.bbc.co.uk/religion/religions/judaism/</a></p> <p><a href="http://www.torahtots.com/holidays/pesach/pesach.htm">www.torahtots.com/holidays/pesach/pesach.htm</a></p>
Learn about the lives of Abraham and Moses in order to understand the Jewish belief in one God e.g. <i>how he intervenes in the history of the Jewish people</i> .	JPE3				
Understand that for Jews prayer as individuals or in small groups is as important as worship in the synagogue.	JWO2				
Be aware of the use of external signs e.g. <i>mezuzah, tallit, kippah</i> , and understand how by providing constant reminders of religious commitment they strengthen Jewish identity.	JWO3				
Recognise that the home is an important place for the expression of Jewish beliefs e.g. <i>as in Shabbat (Sabbath), Kashrut (dietary law)</i> .	JPL3				
Learn about some of the major festivals celebrated in the Jewish family and community, including Shabbat and Pesach.	JFF1				
Continued.....			<p><b>Some</b> can describe how religious life and practice offers ways of belonging to a Jewish community.</p> <p><b>Some</b> can ask questions about right and wrong and show an understanding of Jewish teaching on moral issues.</p>		

<b>Topic/Title</b>	Judaism (a) Being a Jew (Teachers may need to adapt this unit if 'Jewish Family' was studied in KS1)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	----------------------------------	-------------	--------------------------------	--------------

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 their own experience of sensitivity to and respect for others, justice in society, and working for a better world and understand that these are key values in Judaism.</p> <p>Understand that Judaism places great importance on the role of the individual and the significant responsibilities, which result from this <i>e.g. to the family, the community and particularly to the disadvantaged.</i></p> <p>Learn about the roles of men, women and children in Judaism and the way that these are expressed in rituals and ceremonies in the home and in the wider community.</p>	<p>JSC1</p> <p>JSC2</p> <p>JSC3</p>	<p>4. Passover/Pesach. Look at a seder dish and find out about its symbolism and its links with the story of Moses leading the children of Israel out of Egypt. Discuss: Do you think God intervenes in people's lives? Can you think of any present-day examples? Explore in the classroom what happens in a seder meal, learn some Passover songs, read parts of the Haggadah <i>e.g. expression of the hope 'Next year in Jerusalem'</i>. Discuss: Is there another country or place which is important to you for any reason? Make a collage showing symbols of freedom and symbols of slavery <u>or</u> pupils write as if they were Jewish children a letter to a friend about what they did at Passover and why it is important to them.</p> <p>5. Become aware of some important Jewish values through reading some Jewish stories (including both Bible stories and stories from Jewish tradition) and discussing the values they promote. Discuss: Do you know of any ordinary people who set an example to others in the way they live? What good qualities or values can we exemplify in our own lives?</p>			

<b>Key Vocabulary</b> Kosher, Shabbat, challah (sing) / challot (pl.), havdalah, kippah, tallit, mezuzah, Pesach, Shema, seder, Moses, Abraham, Exodus, covenant
---

<b>Topic/Title</b>	Judaism (b) Worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------------	----------------------------------	-------------	------------------------------------	--------------

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 the role of the rabbi as teacher and interpreter of Jewish traditions.</p> <p>Find out about worship in the synagogue <i>e.g. about the reading of the Sefer Torah (the Scroll of the Law).</i></p> <p>Understand that for Jews prayer as individuals or in small groups is as important as worship in the synagogue.</p> <p>Know about the main internal features of a synagogue and understand their significance.</p> <p>Know that a synagogue is a place of communal worship, Torah study and community life.</p>	<p>JPE2</p> <p>JWO1</p> <p>JWO2</p> <p>JPL1</p> <p>JPL2</p>	<ol style="list-style-type: none"> <li>1. Use appropriate materials and artefacts (model Torah scroll, yad, examples of Hebrew script) to talk about how Torah scrolls are made and used. Hear/read the Shema, talk about the centrality of the Torah to Jews and the ways in which the importance of the Shema is reflected in Jewish people's lives (<i>e.g. in tefillin</i>). Find out about other elements of daily prayer.</li> <li>2. Through video, pictures and books, find out about the use of the Torah in the synagogue, the ark and bimah, and the light before the ark.</li> <li>3. Discuss: Who would you trust enough to ask for advice? Write a list of questions pupils would ask a rabbi if they could meet him/her <u>or</u> write to a rabbi and ask these questions. Find out some answers from books/people/e-mail/visit.</li> <li>4. Through a visit, virtual visit or research, find out about the synagogue, including worship, symbols, internal features and use for community activities.</li> <li>5. Look at picture of board with the Ten Commandments on in synagogue. Have cut out children's version of the commandments – ask pupils in pairs to rank them in order of importance in their opinion. Discuss why for Jews the religious commandments come first. Tell the Bible story of Moses and the Ten Commandments. Discuss: Can you sum up the things in life you think are really important?</li> <li>6. Through video, pictures and books, read and hear about how the festival of Simchat Torah celebrates Jewish love for the Torah. Make a presentation about the festival to give to another class, including information on the cycle of Torah readings, what happens in a Simchat Torah service, how respect is shown to the Torah and the role of children.</li> </ol>	<p><b>All</b> can understand the significance of the early stories in the Torah of Jewish people today.</p> <p><b>All</b> can describe what happens on Shabbat in the Synagogue.</p> <p><b>All</b> can recognise the central place of the Torah in the Synagogue.</p> <p><b>All</b> can identify the 10 Commandments coming from the Torah.</p> <p><b>Most</b> can describe the importance of the Torah for Jews.</p> <p><b>Most</b> can identify with people they trust for guidance making links with Jews and their rabbi.</p> <p><b>Most</b> can identify special relationships in their own lives.</p> <p><b>Most</b> can identify and describe their own rules for living.</p> <p><b>Most</b> can identify which of the Ten Commandments refer to duty to God and which refer to duty to others.</p>	<p>Be able to talk about the key features of a synagogue to show extent of knowledge and understanding. Compile list of questions showing ability to ask relevant questions about Judaism and role of rabbi. Contribute to presentation about Simchat Torah to show ability to communicate learning about Judaism using specialist vocabulary.</p>	<p>Video, pictures and books about synagogues; artefacts (<i>e.g. model Torah scrolls and yad</i>); examples of Hebrew script; books about Torah and scrolls; books/information about Simchat Torah.</p> <p><a href="http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm">http://www.hitchams.suffolk.sch.uk/schoolweb/re.htm</a></p>
Continued.....					

<b>Topic/Title</b>	Judaism (b) Worship	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	------------------------	----------------------------------	-------------	------------------------------------	--------------

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 and why Jews show special respect for the Torah, what contained and recognise its centrality to all Jewish worship, study and observance.</p> <p>Know that the Shema is part of daily prayer and reflects central beliefs about God and be aware of the importance for Jews of what it says.</p> <p>Know that the Torah is the basis of the covenant relationship between God and Israel.</p> <p>Understand about the importance of standing up for what you believe in.</p>	<p>JWR1</p> <p>JWR2</p> <p>JWR3</p> <p>AT2</p>	<p>7. Recap how the Torah is used and kept in the synagogue. Show how the Torah is the basis for living for a Jewish person. Discuss the covenant God made with the Jews through Moses.</p> <p>8. Discuss the special relationships, which the pupils have. Make a list of important words – trust, responsibility, commitment, etc. Follow up the discussion by expressing the ideas through role play, poetry, collage, etc.</p> <p>9. Read the shema, write it on a scroll and explain it in the pupils' own words.</p> <p>10. Devise a set of words for the classroom, write them out carefully and clearly, decorate them and keep them in a special place. Use this as a place of reflection.</p>	<p><b>Some</b> can use religious terminology to describe the main features in a synagogue.</p> <p><b>Some</b> can explain the religious significance of the features of a synagogue.</p>	<p>Read the story of the escape from Egypt. Watch the video Programme 1 Moses and the Passover Meal</p> <p><u>ACTIVITY</u> Pose a 'What if?' question to be answered. What if Pharaoh had agreed to let the Jews go immediately or what if Moses had refused to be the leader? or (for more able children) What if the Jews never celebrated Passover again?</p>	

**Key Vocabulary**

Synagogue, Rabbi, Torah, Yom Kippur, Simchat Torah, yad, bimah, ark, menorah, Hebrew, Shema.

<b>Topic/Title</b>	People of Faith, Courage and Commitment	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	---	----------------------------------	-------------	------------------------------------	--------------

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 Christians, women and men, now and in the past, whose actions affect or have affected others <i>e.g. people who have helped others, saints and martyrs, people of faith, courage and commitment (including some with a local connection).</i></p> <p>Explore their own experience of concepts and values such as love, justice, peace, forgiveness and self-sacrifice, and begin to discover how these are central Christian ideals.</p> <p>Realise that Jewish heroes and heroines represent ordinary lives as well as exemplary values.</p> <p>Learn about significant aspects of the lives and teachings of some of the ten Gurus, including Guru Nanak and Guru Gobind Singh.</p>	<p>CPE5</p> <p>CSC1</p> <p>JPE4</p> <p>SPE2</p>	<p>1. Discuss: Who, or what, affects/influences our actions and behaviour? What influences/affects the actions and behaviour of others, and why? Why do people believe different things? What actions/behaviour are results of our beliefs in different things? Is there a special person/special people who you look up to, or whose example you follow?</p> <p>2. Look at some memorials in churches, graveyards or public places, and obituaries or Quaker testimonies. Discuss: What are people remembered for? What sort of lives / activities are valued? What is a "good person"? What would we want to be remembered for? Read or reread 'Badger's Parting Gifts' if appropriate.</p> <p>3. Discuss: Do you know of any ordinary people who set an example to others in the way they live? What good qualities or values can we exemplify in our own lives? What example would you like to set for others? Pupils choose biographies to read and research (range of reading levels should be provided): pupils make own books of "people we remember" – ongoing through topic. Selection of books should include many examples for children to choose: should include Christians, other faiths and backgrounds, women as well as men.</p> <p>4. Teacher selects two or three examples of appropriate people whose lives have been influenced by faith <i>e.g. someone who changed the world or changed people (Guru Nanak); someone who is remembered at a festival (Ruth at Shavuot); someone of courage/caring (Harriet Tubman); a local saint (Etheldreda from Ely Cathedral).</i> Pupils hear story, discuss values and moral dilemmas (as appropriate), make class storyboard; drama/role play (not with Sikh gurus) and consider importance of faith to these people.</p> <p>5. Pupils prepare material on chosen 'people of faith' and contribute them to a class display.</p>	<p><b>All</b> can talk about an event/events in the life/lives of individuals studied.</p> <p><b>All</b> can describe what a person said or did during their life time that has led them to be regarded as people of courage, faith and commitment.</p> <p><b>All</b> can express thoughts and feelings about the work of special people and reflect on what makes them special.</p> <p><b>All</b> can think about something they would be prepared to strive for which could improve or world.</p> <p><b>Most</b> can describe how the faith of an individual(s) inspired them to be committed to something.</p> <p><b>Most</b> can describe</p> <ul style="list-style-type: none"> <li>• A situation they would be committed to</li> <li>• Cause they would be committed to</li> <li>• Person they would be committed to</li> </ul> <p><b>Most</b> can recognise the personal qualities of people with a strong faith and commitment to a cause.</p> <p><b>Most</b> can make links between the life of a key religious figure with someone in their own community who demonstrates faith, courage and commitment.</p> <p><b>Most</b> can consider the influences of leaders in their own lives.</p> <p><b>Most</b> can show that they understand what a difference such people make in the world.</p> <p><b>Most</b> can describe in detail the life and events, plus impact upon others, various people from different faiths have made.</p> <p><b>Some</b> describe and explain how religious beliefs cause individuals to act in a particular way and how they may affect the lives of others.</p> <p><b>Some</b> ask questions and suggest answers about the sense of commitment of famous people to a cause or belief.</p> <p><b>Some</b> can compare how different people of faith have influenced others.</p> <p><b>Some</b> can talk about how the lives of people studied may have affected their lives.</p> <p><b>Some</b> can consider what their response would be to one of the people studied. Would they have had the same courage?</p>	<p>Give some examples of the lives of people whose faith has significantly influenced their actions from Christianity and other faiths.</p>	<p>Range of biographies; visits to or photographs of memorials; obituaries (short or summarised by teacher) from newspapers, parish magazines etc.</p>	

### Key Vocabulary

Faith, commitment, memorial, testimony, values, motivation.

<b>Topic/Title</b>	Milestones in Life (Christian rites of passage)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	--	----------------------------------	-------------	------------------------------------	--------------

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 about the varied Christian ceremonies that mark significant events in the lives of individuals and their communities, including baptism, first communion, confirmation, weddings and funerals.</p> <p>Become familiar with the symbolism used in such rites of passage and the beliefs they express <i>e.g. the Christian belief that death is not the end.</i></p> <p>Appreciate the importance of rites of passage to individuals and communities.</p> <p>Continued.....</p>	<p>CRP 1</p> <p>CRP 2</p> <p>CRP 3</p>	<p>Throughout: give opportunities for pupils to express their own feelings and ideas about concepts considered. Discuss birthdays as occasions that mark passing of each year. Ensure that pupils understand the term 'milestones'. Build up a display of 'Milestones of Life'; as each ceremony is explored or have pupils work in groups to produce group book or series of web pages on 'Milestones of Life'.</p> <p>1. Recap what happens at an infant baptism and what it is for. Pupils explain this using a group of artefacts. Groups make labels for each, explaining (what is it? what is it used for? why it is important? what does it stand for?) about a photograph, a christening card, a certificate of baptism, a baptismal candle, a shell (or christening gown). When labelled each pupil could draw one item to go next to the label in his or her book. Using books, pictures, video or visitors, find out what happens in churches that do not baptise children. Add information to display, especially if children of these churches are in the class. If possible, ask a local member of clergy to demonstrate a baptism service using a doll.</p> <p>2. Explore idea of commitment – promises, good intentions, joining. Discuss own experience of this, <i>e.g. joining Cubs or Brownies</i>. Collect photos of <i>e.g. adult baptism, confirmation, first communion</i>. Find out what promises people make in these ceremonies and what they now have to do/are able to do. Find out how they prepared for the ceremony. Watch video, <i>e.g. of first communion</i>. Write speech bubbles of some thoughts members of the congregation might have for the person on that day. Make some notes as a group then decide on information to go into the group book.</p> <p>3. Marriage: revisit idea of making promises; discuss symbols such as rings, joining of hands, crowns (Orthodox). Talk about preparation for marriage (not just the wedding and reception!). Use artefacts such as service sheets, cards, photos, as focus for writing and illustrations.</p>	<p><b>All</b> can observe and describe with some detail a rite of passage.</p> <p><b>All</b> can recognise the link between the rite of passage and personal beliefs.</p> <p><b>All</b> can identify rites of passage for different stages in life.</p> <p><b>All</b> can talk about special symbols used in rites of passage and what they mean to Christians.</p> <p><b>Most</b> can think about the religious significance of various rites of passage.</p> <p><b>Most</b> can make links between the beliefs and rituals demonstrated in rites of passage.</p> <p><b>Most</b> can describe in detail a rite of passage.</p> <p><b>Most</b> can compare events in their lives with those of a faith member.</p> <p><b>Most</b> can show an understanding of how rites of passage affects the life of a believer and suggest what people might gain from the commitment undertaken.</p> <p><b>Most</b> can identify several symbols used in rites of passage and some beliefs.</p>	<p>Knowledge about Christian rites of passage and understanding of part played by symbols. Ability to compare Christian rites of passage with those in other faiths and identify unique features as well as differences.</p> <p>Devise a personal 'coming of age' ceremony plan, including promises made, people who would be invited, what would be eaten, what kind of music would be played etc. Compare plans with other children from the class, looking for similarities and differences. Devise an agreed group plan and have a celebration.</p> <p><b>Review</b> Write a diary entry from the perspective of a member of a faith taking part in a 'coming of age' ceremony which includes what happens, why it took place and the feelings involved (provide a writing frame).</p>	<p>Baptismal robes, candle, card, record; pictures of children/adults on occasion of ceremony, wedding invitations; service sheets; cards; photographs; 'Badger's Parting Gifts';</p> <p>Visitors.</p> <p>Video BBC 'Pathways of Belief – <i>Bar Mitzvah</i>'</p> <p><a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></p> <p><a href="http://www.cleo.net.uk">www.cleo.net.uk</a></p> <p><a href="http://www.reonline.co.uk">www.reonline.co.uk</a></p>

<b>Topic/Title</b>	Milestones in Life (Christian rites of passage)	<b>Year Group/ Key Stage</b>	Key Stage 2	<b>Length of topic/timings</b>	7 to 8 Hours
--------------------	--	----------------------------------	-------------	------------------------------------	--------------

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>Raise and ask questions suggest answers to questions about why we have ceremonies to mark special occasions in our lives.</p> <p>Describe the effects such rites of passage would have for themselves and faith believers.</p> <p>Express their thought and feelings about beliefs and rituals.</p> <p>Consider the patterns of activities in their own lives.</p>	<p>RP AT2</p> <p>RP AT2</p> <p>RP AT2</p>	<p>4. Funerals: discuss idea of remembering person who has died. Read e.g. 'Badger's Parting Gifts', 'Grandpa's Slide Show'. Find out about funeral service emphasising symbols – black in some traditions to show sadness but flowers to show remembrance. Formulate questions about Christian beliefs about life after death. If possible visit church to look at gravestones/church remembrance book.</p> <p>5. Prepare for visit to church or by priest/minister by working in small groups to produce five questions about Christian rites of passage. Share questions with another group and whittle down to best five. Repeat, so that class ends up with ten best questions. Visit church and draw/photograph items relating to journey of life – font, altar, registers of baptisms, marriages and funerals, banns of marriage, gravestones etc. Add to group books. Design appropriate cover (map? signpost? church?). Alternatively use CD-Rom (e.g. 'Christians – the life of a local church') or website to make a virtual visit, adapting task appropriately.</p> <p>6. Explore the questions: Why do we have ceremonies to mark special occasions in our lives? What sort of things do we mark, and how? Why do you think people want to share special occasions with others? What would you like people to remember about your life? What changes do you expect/hope for in your life? What choices do you expect to have to make? How will you make them? Are there any difficult questions about life that you would like the answers to?</p>	<p><b>Some</b> can consider their response to a variety of rituals.</p> <p><b>Some</b> can explain how taking part in a rite of passage might affect a believer's sense of right or wrong.</p> <p><b>Some</b> can explain why rites of passage are important to people and themselves.</p> <p><b>Some</b> can understand the similarities and difference of the distinctive beliefs associated with each rite of passage.</p>	<p>See task on marriage entitled 'A box of promises' in the <b>(support material)</b></p>	<p><a href="http://www.request.org.uk">www.request.org.uk</a>, <a href="http://www.educhurch.org.uk">www.educhurch.org.uk</a></p>

**Key Vocabulary**

Commitment, baptism, confirmation, communion, marriage, faith, funeral.