

RE Planning Ideas.

EYFS

Personal, social and emotional development

Examples of religious education–related experiences and opportunities

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Communication, Language and Literacy

Examples of religious education–related experiences and opportunities

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Knowledge and Understanding of the World

Examples of religious education–related experiences and opportunities

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Creative Development

Examples of religious education–related experiences and opportunities

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Reception

Autumn 1

1. WHAT IS A BIRTHDAY CELEBRATION?

Talk about birthdays as an example of a celebration, where people have fun with friends and family. Pick out some elements shared by all celebrations i.e. clothes, food, cards, presents, candles, music. Read/tell a story about giving presents. HOW DO WE PREPARE FOR AND CELEBRATE A SPECIAL OCCASION? Show a class mascot/persona doll explain she/he is about to have a birthday. Plan a party for example: Role-play being a host/being a guest

Make birthday cards, cakes, and invitations. Learn to sing 'Happy birthday to you'. Make party hats. What events in their lives do they celebrate? Talk about having a day that is a special day for you, for example, the arrival of a new baby, getting a certificate, anniversaries, religious occasions, weddings. Discuss: How can we show people that they are special to us?

2. WHY DO PEOPLE HAVE CELEBRATIONS?

Harvest: Collect autumn leaves with the pupils. Look at the colours, shapes and textures. Provide opportunities for the pupils to be creative with paints and crayons, make prints with plasticine leaf shapes and cardboard twigs to produce their own leaf pictures. Make an autumn display. If possible, take the pupils outside on a windy day to have first hand experience of leaves blowing in the wind. Read the book 'A Wet and Windy Harvest for Puddles'. Encourage the pupils to talk about the story and in particular the Reverend Freddie Fisher's explanation of Harvest. Encourage the pupils to reflect on why it is important to share food with others who are less fortunate. Encourage the pupils to think about how Freddie responded to Puddles knocking down the fruit and vegetables and spilling the flowers (laughter rather than anger).

3. HOW DO HINDUS CELEBRATE DIWALI?

Listen to or tell a simple version of the story of Rama and Sita. Discuss issues of right and wrong. Show pictures of the main characters and label them with 'good' or 'bad'. Pick a character and look carefully at their clothes, hair, etc. Tell an adult something about the character from the story (for example, Sita was very frightened when she was taken away). Talk about: Do you know other stories about good things/people winning over bad ones? Why do you think Hindu's share these stories? Talk about: learning from right and wrong, behaviour and self-control. Explain how some Hindus celebrate Diwali. In groups make the following: divas from clay, rangoli patterns from rice and pulses, mendhi patterns on cut out hands, cards and presents, shadow puppets, Diwali garlands, Indian sweets. Set up role-play area preparing for Diwali. Learn a song, 'This is the way we clean the house', 'This is the way we light the lamps', 'This is the way we give the sweets ... Now that it's Diwali time', to tune of 'Here we go round the mulberry bush'. Have a class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, if possible, use divas to form a track to the thrones, use scarves for head covering, try Indian sweets. Complete the sentence: 'The part of the story I liked best was...' or 'On their return Rama/Sita felt ... because ...'

Autumn 2

1. WHAT IS THE STORY BEHIND JESUS' BIRTHDAY?

- Continue the theme of celebration. Read the Christmas story in a simple form. Tell the children that this story is in the Christians' special book, the Bible. WHAT PRESENTS WOULD THEY GIVE TO A BABY?
- Recap on the elements shared in all celebrations. Highlight cards, decorations, food, presents. Make links with birthday celebrations in their own lives. Retell the story of Jesus' birth. Discuss why Christmas is a birthday celebration. Sequence pictures of the Christmas story. Discuss what members of the class do at Christmas, explaining why they look forward to particular events. Explain how some Christians celebrate Jesus' birthday, by for example, preparing for it at Advent, Christingle services, carol services, making a crib scene in the home, special services on Christmas Eve and Christmas Day at the church.
- Set out nativity characters, use Godly play techniques. WHAT DID THE CHARACTERS IN THE STORY GIVE?
- Reminder of the gifts brought by wise men/kings and shepherds.
- Role-play using a stable and characters. Wrap 'presents' and give during role-play. Discuss how it feels to give presents.
- Tell the Christmas story in your own words, draw a picture. What character would they like to have been in the story and why?

Spring 1

1. WHAT DO SOME PEOPLE BELIEVE ABOUT THE BEGINNING OF THE WORLD?

Introduce the unit by talking about pupil's experiences of the New Year and explain how with a New Year comes new beginnings and that the year is like a pattern eg. 4 seasons, 12 months. Give opportunities to listen to music that expresses aspects of the seasons. Using dance, respond to the music. Read or tell a simple version of the Christian/Jewish/Muslim creation story. Choose paint/clay/musical instruments/writing/etc. to express their feelings about one part of the story. Watch the Dottie and Buzz DVD, 'Creation'. Use creation story bag and fill with confetti, stars or other items related to the creation story. Make a creation display collage to show the sequence of the story; use clay/ or 'lego' pieces.

2. WHAT IS HAPPENING IN THE NATURAL WORLD THIS TERM?

Explore the outside environment through a multi-sensory approach. Take the class outside to gather examples of the late winter/spring. Encourage questions about the items they find. Collect some bare twigs, put into water in the class to watch them changing. Make a collection of nature's treasures for an interest table, for example, bulb, stick, egg, stone, flower, feather, seed, etc. Plant and care for seeds, for example cress, lettuce (indoors). Discuss what they have seen around them changing, eg. buds, weather, and colours. Make a spring picture. Ask pupils to think of other sequences in nature, for example, caterpillar to butterfly, bulb to flower, maggot to fly. Bring in an example to share. Sequence various examples. Draw and label them or order pictures of life cycles, for example, frogs or butterflies.

3. WHICH NATURAL THINGS APPEAR DEAD BUT ARE REALLY ALIVE?

Pupils collect natural objects and sort into two large hoops (labelled 'living', 'dead', 'neither', i.e. never alive). Discuss pupil choices, encouraging them to think carefully about their categories, i.e. the bulb looks dead, but is living and will produce a flower. Read and discuss Sam Plants a Sunflower

: What happened to the flower? Why do flowers die? Share the story 'Water Bugs and Dragonflies'
Talk about the changes made from bug to dragonfly. Talk about: Where does the dragonfly go to?

Spring 2

1. WHAT MAKES ME HAPPY AND UNHAPPY?

Using a happy and a sad face, encourage the pupils to talk about their own experiences of happy and sad times in their own lives, in school or in the wider community. Fold a sheet of paper in half for each pupil. They draw a happy face in the left corner and an unhappy face in the right corner. Underneath draw happy and unhappy incidents and label.

2. WHAT MADE JESUS' FRIENDS HAPPY AND UNHAPPY AT EASTER TIME?

Using two happy and one sad faces tell a simple version of the Easter story, emphasising the happiness of Palm Sunday, the sadness of Good Friday, the happiness of Easter Day. Using a paper plate on a lolly stick, decorate one side to be a happy face, the other side sad. Retell the story; pupils to show the correct face at the appropriate part.

3. WHICH THINGS DO CHRISTIANS EAT AT EASTER TO REMIND THEM OF THE STORY?

Make, show and share hot cross buns. Focus on the symbolism of Good Friday. Share Easter eggs and focus on the symbolism of new life. Watch clip of celebrating Easter. Make Easter nests.

Summer 1

1. WHAT PLACES ARE SPECIAL TO ME?

Using a story, poem or picture talk about places which are special to pupils. Discuss which places are special, why and how they make the pupils feel. Draw or make a model of their special place. Take photographs of pupils' models. In the role-play or outside area as a class or in small groups discuss and make a 'special place', for example a parachute den. Pupils decide where it would be for example, what it would look like, who could go there, what would be done there, what would be worn, what it would contain. In class or small groups discuss how they feel in their special place.

2. WHICH PLACES ARE SPECIAL IN THE SCHOOL?

Walk round the school, identifying some important areas, for example, the hall is where the whole school meets; the head's office is where the leader of the school works. Discuss which people use the areas visited. Take digital photographs of the areas which have been discussed, label to say why they think it is special, giving examples of a quiet place, a friendly place, a thinking place etc.

3. WHICH PLACES ARE SPECIAL TO PEOPLE IN THE COMMUNITY?

Show pictures of features they will recognise, for example, the swimming pool, the shops or the park. Discuss the purposes for visiting each place. Talk about any of these places they might go to with friends or family and why. Paint themselves in a place of their choice.

4. WHICH LOCAL PLACE IS SPECIAL AND HOLY TO A RELIGIOUS FAMILY?

Show a photo of the religious building closest to the school. This can be from any religion. Discuss where it is, who has seen it and who goes there. Invite someone who attends the place to talk with the class about the place and its importance to them. Focus on the name of the place and for example, the day they attend, what they do, what things they use there, what else happens there and who is in charge. Or explore for example, a church, mosque, synagogue, through a 'virtual tour' or visit the place of worship of their earlier visitor; pupils find examples of a quiet place in the building, a friendly place, a thinking place etc. Provide artefacts for pupils to explore and explain that these need to be treated with respect.

Summer 2

1. HOW DO PEOPLE SHOW THEY BELONG?

Show teacher's doll or Persona Doll this is my doll. How do I know she belongs to me? She sits on my bed. She has my family name. Who is in your family? We belong to our class and to a group within the class for example, the 'Triangle' group. In school we show that we belong by for example, wearing a uniform, carrying our school book bag. Discuss why the pupils are valued members of this school/class. There are others who wear things to show they belong. If appropriate, choose an example to reflect the faith representation of the pupils; show a selection of artefacts and talk about their meaning.

2. HOW DO RELIGIOUS PEOPLE CELEBRATE BELONGING?

Introduce a ceremony of belonging for example, Christening, wedding, Sikh Amrit, Muslim Aqiqah. Re/enact in the role play area.

3. WHICH PEOPLE ARE IMPORTANT IN OUR OWN LIVES?

Discuss the different people who are important in pupils' own lives, for example, parent, carer, grandparent, sibling, child minder. Take photographs and make a class display of the important people in the pupils' lives. Discuss other important people and why these people are important. Pupils to contribute to a class book/display add to the list the title of a leader of a local religious community. Invite that person to talk about their role. Focus on their title, what they might wear, what they do for people. Ask the person to tell a story which they would tell to children in their special place

Year 1

10 hours per term

Autumn 1

1. WHICH ASPECTS OF THE NATURAL WORLD DO SOME PEOPLE FIND WONDERFUL?

Go outside to a natural area within or beyond the school. Smell the earth, look at the sky, feel the trees, hear the birdsong. Pupils work in pairs to share their observations and feelings. Take photographs to support discussion afterwards. Talk about how we feel when we are able to enjoy the natural world around us. Encourage the pupils to use all their senses. Share and display pictures, books, posters or digital resources of the natural world. Encourage the pupils to think about the world and any aspects the children find puzzling. Listen to Louis Armstrong 'What a Wonderful World' whilst reflecting upon experiences and images of the natural area. Display / classbook opportunity eg. use images and complete phrase - I see ___ and I think to myself, what a wonderful world.

2. HOW DO CHRISTIANS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD?

Share a variety of foods with the pupils. In small groups or with a 'talking partner' discuss where food comes from, for example, shops, farms etc. The food could be sorted into different groups. PE hoops can be used to make Venn diagrams.

Encourage the pupils to share their own experiences, or what they know already about Christian harvest festival. Use photographs or digital resources to support discussion. How do Christians say thank you to God? – share some examples of thank you hymns, prayers and graces together. Discuss why it is a good thing to give help to others. Introduce the idea of giving to God by giving to others. Look at posters from charities which offer help and relief to those who have no harvest or are in need. Explain that harvest festivals are a time when some Christian people say thank you to God and share with others. Talk about the pupil's experiences of helping others and how it makes them feel for example, at school, home and the wider community.

Autumn 2

1. WHY IS LIGHT IMPORTANT IN EVERYDAY LIFE?

With a 'talking partner' or in small groups discuss why light is important to us. Record pupils' responses as a mind map. Share the story 'Can't You Sleep Little Bear?' and discuss briefly feelings associated with light. Sit the pupils in a circle with a lit candle as a focus in the middle. Reflect on the light given out by the candle and how it makes them feel. What difference does a candle flame make in a dark room? How do you feel in the dark? How do you feel in the light?

2. HOW AND WHY IS LIGHT USED IN THE HINDU FESTIVAL OF DIWALI?

Share the story of Rama and Sita, drawing on previous work from Reception. Discuss the themes of the story, the symbolism of the Diya light. Role play elements of the story. Create a tableau of the welcoming scene. Make divas, rangoli patterns or Diwali cards together.

3. HOW AND WHY IS LIGHT USED IN THE CHRISTIAN CELEBRATION OF CHRISTMAS?

Where appropriate encourage the pupils to share their own experiences. Use artefacts or digital resources to support the pupils' learning. Explain why light is used in these celebrations – to show that Christmas is a time of happiness and warmth and to remind Christians that Jesus is the 'light of the world'.

Talk about the meaning of the word Advent. Explain that Advent is the period of preparation for the celebration of the birth of Jesus. Discuss what some Christians do during Advent, which marks the four Sundays leading up to Christmas. Highlight how the Advent Wreath is used and the meaning behind the four candles for Christians. Talk about how lots of families use an Advent Calendar, to count the days until Christmas Eve. Use images or artefacts of Christingles to prompt questions. Explain how a Christingle is used as a Christian symbol of light. Talk about what each part of the Christingle represents: The orange, representing the world, the red ribbon symbolising the Blood of Christ, the Candle in the centre of the orange, "Jesus the light", the four cocktail sticks with sweets and fruit to illustrate God's gifts and the four seasons. As a class, or in groups, make a Christingle and talk about what each part of the Christingle represents as you make it. Pupils record this by drawing a Christingle and labelling each part. Retell the Christmas story explaining that Christians believe that Jesus is the light of the world. Use small world figures to retell elements of the Christmas story.

Ultimate Questions- Christmas: Why does Christmas matter to Christians?

Spring 1

1. TO WHAT GROUPS DO THE PUPILS BELONG?

Choose one of the activities below about belonging. Talk about what it means to belong. Unpack the word by sharing the pupils' experiences of belonging to different groups. How do we show we belong to different groups? How does it make us feel to belong? Pupils could bring in 'uniform' worn when attending their clubs, or equipment used, and give a short presentation to the class.

Discuss belonging to the school/class. What do they do in school? What are the signs of belonging? Who is in charge? What rules or codes of behaviour are there?

2. HOW WOULD A RELIGIOUS GROUP WELCOME SOMEONE NEW?

If available arrange for a new baby from one of the school's families to visit otherwise use photographs of babies/dolls. Discuss how babies are welcomed into a family - the visits of friends and relatives bringing cards/presents; unwrap an appropriate present for a baby. Make a card to welcome a new baby.

Explain that religious groups have different forms of welcoming ceremonies and encourage the pupils to share their own experiences. Explore in depth one or more welcoming ceremony from faiths that reflect the school community, Hindu and Christian. Using costumes and artefacts where available, pupils pose for a 'family photograph' of a welcoming ceremony, print out and label the photograph explaining the role of each person. Remind pupils about the recent visit of a parent/carer and new baby and discuss the baby's welcoming ceremony, whether religious or not.

Spring 2

1. WHAT THINGS ARE IMPORTANT TO YOU?

In small groups or with a 'talking partner', discuss things that are important to the pupils and why, share responses. Have a 'Show and Tell' sharing special/important things. Read the story of 'Dogger'. Discuss why Bella gave up her teddy bear for Dave. How did Bella's act of kindness make Dave feel? How do you think it made Bella feel? How would the pupils feel if someone did that for them? Talk about the actions we do which show someone how much we care, in school, at home and in the wider community. Relate these actions to how and why religious people show care and concern for humanity.

2. WHAT DID JESUS GIVE UP FOR LOVE?

Tell the story of Holy Week. Explain that Christians believe that Jesus gave up his life on Good Friday for all people. Make sure that you include the Resurrection as well as the crucifixion. Use pictures of artefacts to support the retelling; discuss Easter traditions and how they are linked to the Easter Story. Allow children time to think and discuss and ask questions. Include opportunities for creative thinking. In small groups discuss the challenges of giving something up that is really special for us.

Ultimate Questions- Why does Easter matter to Christians? What is the good news that Jesus brings?

Summer 1

1. WHICH BOOKS ARE SPECIAL AND PRECIOUS TO THE PUPILS?

Define 'precious' with the pupils; Share a precious book of yours with the class explaining why it is precious to you and why you look after it carefully. Is it because of the person who gave it to you, its contents, beautiful cover or its age? Ask the children to bring in their favourite book. Discuss pupils' precious books and the reasons why they are valued or well-loved.

2. WHICH BOOKS ARE HOLY AND PRECIOUS TO RELIGIOUS PEOPLE?

- Show the pupils a selection of holy books and / or show pictures / DVD's of them being used. Discuss how old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important, illustrate and label some of these.
- Choose the Bible and the Hindu religious book the Veda to explore further with the pupils.

3. WHY IS THE BIBLE A HOLY AND PRECIOUS BOOK FOR CHRISTIANS?

Share a selection of different kinds of Bibles with the pupils for example children's version, leather bound, small, old, in Braille etc. Talk about why the Bible is a special book for many people and remind the pupils how carefully special books should be treated. Discuss why the Bible is a special book for Christians. The Bible is a guide to life for them. Explain that there are two parts of the Bible - the Old Testament which tells stories before Jesus was born and the New Testament which tells

stories of Jesus' life, his teachings, and stories written about the first Christians. Share some stories about Jesus from the New Testament. For example, the Lost Sheep.

4. WHAT STORIES ARE IMPORTANT TO DIFFERENT RELIGIOUS GROUPS

Choose the following religious stories to share with the pupils. Look at the different books, telling or reading some stories or passages from them that encourage the faith members to show care and concern for each other. Pupils to record these in sentences or picture form.

a) Christianity - The Bible, The Good Samaritan, The Prodigal Son, Passage from the Sermon on the Mount

b) Hinduism - The Panchatantra, The Donkey with No Brains

Summer 2

1. HOW DO OUR ACTIONS REFLECT OUR VALUES?

Draw up a shared list of 3 Christian values and 3 from Hinduism. Ask the children how they think these values might be seen or noticed by others through the actions of the religious people. In pairs or small groups discuss possible actions. On a large sheet of paper draw or write the actions to link with the religions. Include actions that the pupils think should be seen. Role play scenarios in which a range of different values are reflected. Invite the pupils to think how they might help others to share similar values. How might these values change the way we think or believe?

2. *Ultimate Questions*

Big Questions about God: What do Christians believe God is like? Who made the world? Class discussion.

Year 2

10 Hours per term

Autumn 1

1. WHAT SIGNS AND SYMBOLS DO WE SEE IN EVERYDAY LIFE AND WHAT DO THEY MEAN?

Drawing on the pupil's own experiences, create a shared list of signs, with meanings, that they know, for example, addition sign, road signs, etc. Discuss why signs/symbols are used. Include some sign language. Discuss the meaning of specific signs and symbols of belonging such as school logo, badges and uniforms for example, Rainbows/Brownies/Beavers/Cubs.

2. WHAT SIGNS AND SYMBOLS DO WE SEE IN RELIGIONS AND WHAT DO THEY MEAN?

Remind the pupils of the symbols of the six principal faiths using artefacts or poster cards (Cross-Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism). Ask the pupils where they have seen the signs and what they know about them; discuss shape and form. Discuss their meaning and how and where they might be used. Illustrate the six faith symbols in one of a variety of ways: for example, drawing and labelling, collage, painting, clay. Some pupils might take a digital camera to their place of worship to film or photograph the religious symbols used in context. They could then give a presentation to the class.

3. WHAT DO THE SIGNS AND SYMBOLS THAT CHRISTIANS USE MEAN? WHEN ARE THEY USED AND WHY?

Using artefacts, posters and pictures and building on pupils' experiences, discuss the symbolism behind what is first seen. Include Christians using symbolic behaviour, for example, bowing before the altar, making the sign of the cross (genuflection) and marking a baby's forehead with water in the shape of the cross at baptism. Discuss: Have any pupils had experience of these symbolic actions? Activity: Make cards of Christian symbols to create a matching or 'pairs' game.

4. WHAT DO THE SIGNS AND SYMBOLS MUSLIMS USE MEAN? WHEN ARE THEY USED AND WHY?

Experiential approach: invite the pupils to remove their shoes before sitting in a circle on the floor. Talk about the symbolism of Muslims removing their shoes before worship. Discuss: how the pupils feel about this and why they think you asked them to do it. Look again at the six main faith symbols to identify the Muslim crescent and star and ask if the pupils can remember where they might have seen the symbol. Share a poster or digital picture of a mosque. Remind the pupils about the Muslim sign/symbol seen on the top of all mosques.

Discuss the following symbolic actions used in a mosque: before entering mosque; wudu before worship; facing Mecca; prayer positions; the Qur'an being placed on a stand to be read, kept covered and on the highest shelf when not being read. Make use of Islamic artefacts or photographs. Investigate the meanings behind all of these symbolic actions and record through drawings and descriptions. Look at Muslim artefacts in more detail. Discuss where pupils could go to find out what they mean, for example 99 prayer beads represent the '99 Beautiful Names of Allah'.

Design and make observational drawings of some Muslim artefacts, for example, Qur'an stand, prayer mat, prayer hat, beads, shoe stands, with labels describing not just what they are but when/how and why they are used in worship. Discuss with the class and make links to symbolism in their own lives, to Christians and to Muslims. Pupils to write a list with 3 columns, including times when Christians and Muslims use symbols and times when the pupils do too. Pupils could use 2 small PE hoops to sort artefacts, photos and pictures of symbols or symbolic actions into Christian faith and Muslim faith and then discuss which are similar to both faiths and which are different. Some pupils could record this in a simple Venn diagram or a similar format.

Autumn 2

1. WHY DO PEOPLE GIVE GIFTS AT CHRISTMAS?

Ask the pupils what they already know about the Christmas Story – and retell it together. Note variations. Highlight the part played by the Wise Men. Discuss who they might have been, where they came from, what brought them there and the gifts they brought to Jesus. Look on a globe to see where the Wise Men are presumed to have travelled from to put their journey into context. Discuss the Wise Men's gifts in more detail, Show examples of Gold, Frankincense and Myrrh for the pupils to hold and smell. Explain the symbolic meaning of each gift. Some pupils might question how the Wise Men knew what to bring. Explain that it is from the giving of the gifts by the Wise Men that people began to give each other gifts at Christmas and that Christians believe that Jesus was a gift from God.

Show the pupils three wrapped presents of various sizes. Discuss -what they want/hope to be in each - which present would they prefer and why? Unwrap them one at a time. Choose something a bit disappointing in the large and medium gifts, for example, a waste paper bin, a box of tissues and place a small wooden or card/paper red heart in an attractive gift box for the small gift. Discuss the pupil's reactions to these presents and why they think they were chosen. What could the heart mean? Discuss the possibility that the best presents may be to do with love and that some gifts are invisible (i.e. qualities). Explain that many religious people believe that showing care and love to others` (humanity) is very important and is central to their beliefs and practices.

Create a shared list with the pupils of the invisible gifts they might like to receive or give to others. Pupils choose one and in pairs decide how they could 'show' what it is. EITHER Role play OR Drawing/model making Ask the pupils to think of an invisible gift that they could give to their family. Describe it and if possible show what it is through drawing. What gift do Christians believe God gave to them at Christmas? When could they share their gifts? Does it just have to be at Christmas? Reflect on the phrase 'It is better to give than to receive'.

Ultimate Questions- Christmas: Why does Christmas matter to Christians?

Spring 1

1. WHERE DO YOU LIKE TO GO THAT IS SPECIAL TO YOU?

Explore with the pupils where they like to go to be quiet or reflective, to feel content. How do they feel when they are in their special places? What do they think about? Guided imagery is a way of enabling pupils to focus their minds on a particular element through visualisation, guided by the teacher reading a particular script. Pupils are asked to picture their special place and to remind

themselves why they like being there so much. Invite the pupils to draw, paint or write about their special place, explaining to others why it is so special and important to them. Explain that for some people a place of worship is a special place for them. Give examples of places of worship that the pupils might be familiar with and illustrate using digital photo examples. Invite pupils to share their experiences. Match pictures of places of worship and faith symbols to ensure full understanding. What is similar about these places of worship?

2. WHY DO CHRISTIANS GO TO CHURCH?

Mind map the class responses to this question, for example to pray, to sing, to worship, to get married... Some pupils might include community and social occasions. Watch the BBC video and/or share the big book 'My Christian Faith'. Discuss how the video and/or the big book show us what Christians believe - emphasise the Christian belief in God the creator of the world and Jesus as his son - and how the church is a special place for Christians to go. Discuss how the pupils think what a Christian believes might be shown in the way they behave towards others. Return to the mind map for pupils to add more ideas and questions.

3. WHAT DO CHRISTIANS DO WHEN THEY GO TO CHURCH?

Encourage the pupils to answer the question by using pictures, stories and artefacts include references to worship, reading the Bible, receiving teaching, celebrating festivals. Also include the community aspect and social occasions, for example children's clubs, shared meals, parent and toddler and pre-school groups. Draw one of these ideas and write a description or develop a paper folding activity in a cross shape illustrating why Christians go to church and what they do when they go there.

4. WHAT MIGHT WE EXPECT A CHURCH TO BE LIKE? (Before Church visit)

Show pictures of a range of churches, old and modern, global as well as national, from books and photographs, including the church to be visited. Look for any common links, for example a cross? An altar? Are the windows the same? Are they built in the same shape? Listen to some organ music (include, where possible, produced by local churches), modern worship songs with guitars (recording from Songs of Praise or class singing in assembly and include clapping and instruments). Create a shared list of what the children are expecting to see. Discuss which might be seen during the visit. Who you will meet at the church? - does he/she have special clothes to show?

Church Visit: WHAT CAN I DISCOVER IN MY LOCAL CHURCH?

Provide the class with notebooks/clip boards and pencils. Look at the outside of the building. What can pupils tell you about it and how do they know it's a place of Christian worship? Is there a cross on the building? Or a notice board?

Give the class time to sit in silence in the church - sensing the atmosphere and looking around. Allow opportunities for the pupils to respond to what they are seeing, hearing, smelling and touching. If possible, listen to music (from the organ or from a CD). Explain that this is one kind of music that Christians might listen to when they attend worship.

Meet the leader and allow time for children to ask 'burning questions' and hear the answers. Find out how the building and its contents are used. Allow time for the pupils to draw artefacts and

furniture in the church, copy details of banners, inscriptions, notices, rub brasses, draw stained glass windows. If the church allows, organise a treasure hunt in the church to identify symbols, furniture, artefacts. Pupils to record in words or pictures - digitally or drawing, how they feel in the church or about the church. Take digital cameras and videos for pupils to record their 'favourite part' for the place of worship; talking postcards to record 'sounds,' for example organ playing / bells ringing.

After the Church Visit: WHAT HAVE WE LEARNT FROM THE VISIT?

Plenary session drawing together why Christians go to church and what they do there. Share how pupils felt at the church, selecting appropriate 'feelings cards'.

Choose from these activities: Copy a passage from the Bible or write a prayer a Christian might say when in church, based on the tsp format (thanks, sorry, please).

Pupils could write their own letters of thanks to the Church leader, illustrating accordingly and describing how they felt about the church.

Create a model of the church or a scaled plan. Create a floor plan of the church to place artefacts, photos, descriptions.

Spring 2

1. WHY IS EASTER IMPORTANT FOR CHRISTIANS?

Tell the story of Palm Sunday emphasising the excitement that must have been felt by the followers of Jesus and by the crowd. Choose a pupil to read this passage from a Children's Bible.

Select one of these activities: Role play the story, using simple costumes and palm leaves, real if possible. Encourage the class to be the crowd welcoming Jesus into Jerusalem. Discuss how the crowd, the disciples and Jesus might have felt at this time. What might the different groups of people have said or thought? or Pupils to draw a picture with speech bubbles that show how people were feeling. Some could be given large cut out speech bubbles into which thoughts, feelings or spoken words are written and, if available, 'talking tins/postcards/speech bubbles' could be used to record.

Explain about the Last Supper –Talk about how this was probably the annual Pesach (Jewish Passover) celebration. Select one of these activities: Show the pupils appropriate paintings of the Last Supper. Discuss what the pupils think is happening and how the artist has tried to capture the 'mood' of the people. Explain that Jesus made this special by inviting his closest friends to share the meal. They were preparing for it with great anticipation and joy. How might Jesus have been feeling? How did his disciples feel? What might they have said to each other? What did Jesus say to his disciples? Set tables out to role play the Last Supper. What will be needed on the tables? Why? Discuss foot washing, re-enact with the pupils exploring why they think this action was important. Who would normally wash your feet? Why would people have their feet washed in the Holy land? What was Jesus showing to his disciples?

Choose from the range of activities below to gain good understanding of the Easter Story and why it is so important for Christians

Pupils draw the bread and the wine and write the symbolism—the body and blood of Jesus.

Contrast the sadness of the Crucifixion – felt by the followers of Jesus at that time and by Christians today with the joy of the Resurrection. Why were these two days so sad and then so joyful? When do we have sad days followed by joyful days?

Explain that Good Friday is the most important day of the year for Christians – more so than Christmas, as without the Resurrection Jesus would simply have been just another good teacher. Groups to perform short dramas showing contrast between the loss, grief and sorrow of Good Friday and the joy and excitement of Easter Sunday.

Class to make own class story about someone who is loved/liked leaving. Describe how others miss this person and how they feel now and later when this person unexpectedly returns.

Using school percussion instruments, ask the pupils to compose their own piece of music to reflect the mood of Good Friday sadness and Easter joy.

Create a quiet, reflective space where pupils can produce their own drawings, poems, on the sadness of the crucifixion and the joy of the resurrection. The space could also include relevant artefacts or colour contrasts. Link to the Christian understanding of the Easter story and why it is important to Christians today.

Summer 1

1. WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF THE CLASS?

In talking partners discuss this question. Ask the pupils to decide between them who are important in their lives, for example, parents and carers, teacher, Head teacher. Discussing why these people are important for the pupils. Pupils then share views in larger groups/whole class, recording responses using a mind map. As a whole class, discuss the meaning of the term 'authority' and how we should respond to it. Point out that with authority comes responsibility. Discuss how and what pupils can learn from someone in authority.

Who else do the pupils know who is in authority? Eg. Brownie/Beaver leaders, police, Prime Minister etc. Pupils to draw a sketch of someone in authority; name them and discuss why they think they are important. Add speech bubbles with the person saying something authoritative or make up a short conversation between themselves and a person in authority. This could be part of a whole school display, or a class book.

2. WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF RELIGIOUS PEOPLE/GROUPS?

Talking about Christianity and Islam find out if the pupils know the names given to the religious leaders. Have pictures or photographs ready to share. Working in small groups ask the pupils to use non-fiction books/photographs/the internet to find out about the role, work and teachings of one of the following: Vicar/Priest/Minister/Pastor – Christianity, Imam (Islam) Each group share the information about their chosen religious leader with the whole class.

3. WHY IS IT NECESSARY TO HAVE LEADERS OF RELIGIOUS COMMUNITIES?

Discuss this question as a plenary session – drawing together what has been learned in this unit for example, about authority community needs, teaching etc. Pupils to draw a religious leader of their choice undertaking a typical task for example, teaching, praying, and visiting the sick, leading

services. Underneath describe what they are doing and why such people are important in the lives of so many people.

4. WHY AM I HERE?

Share the story – 'Badger's Bring Something Party'. Discuss how the mole felt at the start of the party and then at the end. What was special about mole? Ask the pupils to think about what they are good at.

Every pupil to have 5 post-its, each with the name of a pupil in the class. Pupils write a sentence about the named pupil, for example "Darren is good fun", "Lara is good at football". (Emphasise that what is written must be positive).

Create a 'friendship web' using a brightly coloured ball of wool and inviting pupils to take turns to pass the extended wool to another pupil without letting go, as they say something positive about them. Eventually, after everyone has had a turn a 'web' will have been created. This can be placed on the floor for the pupils to look at and admire. Plenary – "Why am I here?" - guided discussion towards pupils' effects on others and on the world. The hope that we can make each other happy.

Summer 2

1. WHO IS GOD?

Class discuss ideas of God – mind map with teacher scribing ideas on board/flipchart. (Teacher may stimulate discussion with questions such as "Is God strong or weak, old or young?").

Talking partners to discuss what question they might ask to the person who knows everything. Choose from these activities: Share a song/hymn about creation, for example "All things bright and beautiful"/"Who put the colours in the Rainbow?" or illustrate key words from a psalm, for example Psalm 18, 1-2. Read the Biblical story of creation from a Pupil's version of the Bible. What do the song and the story tell about Christian ideas of God?

Explore other religions that are God centred; discuss the 99 names for God in the Islamic faith. Encourage pupils to share with the class the beliefs of their families. Some Christians talk to God as a friend – Where? How? What about? Do people of other faiths do the same?

Explore different styles of Christian prayer and how they are constructed. Where and how are they used? Using cut outs of a hand, label each finger with the following: saying hello; telling some good news; sharing something to be unhappy about; being concerned about someone else and saying goodbye. Talk about the first and last fingers and how some Christians address God. Pupils draw a picture inside each of the middle 3 fingers as an example of the things Christians might say to God. Discuss what Muslims do when they pray to God. Do the pupils think that people of different faiths have different ideas about God? Ask the pupils to paint or draw a picture called 'Who is God?' or 'Where is God?'-ask them to describe their painting.

WHAT IS GOOD? WHAT IS BAD?

Story - Pandora's Box – a Greek creation myth. Make and decorate a good box and a bad box. Discuss - what you would put in each box. Does it matter if other people are hurt? Is it ever OK to do the wrong thing, for example when someone hurts you? Encourage pupils to write out word cards to put

in the box to be used in role-play, record their own thoughts and feelings about what is good/bad. Do the pupils think that faith beliefs affect how people behave? Plenary - discuss choices and their effects – some issues may arise that may need to be further addressed.

Year 3

13 Hours per term

Autumn 1

Learn all about Hinduism in more depth than year 1, following the following lesson sequence. All lesson plans and resources are saved on the staff drive:

Subject Leadership-Subject Leadership 2020-2021-RE-RE Planning-Year 3 Autumn 1

Lesson Breakdown	Resources
1. Who and Where I can explain who founded Hinduism and where.	<ul style="list-style-type: none">• Lesson Pack• Atlas (book or online as reference)• Colouring pencils (in particular: red, green, purple, yellow and blue)
2. Main Beliefs I can explain the main beliefs in Hinduism.	<ul style="list-style-type: none">• Lesson Pack• Scissors• Glue sticks
3. Special Places I can explain which places are special to Hindus.	<ul style="list-style-type: none">• Lesson Pack• Scissors• Glue sticks
4. Special Festivals I can name and describe some special Hindu festivals.	<ul style="list-style-type: none">• Lesson Pack
5. Holy Book I can explain that Hindus have multiple holy books.	<ul style="list-style-type: none">• Lesson Pack• Scissors• Glue sticks
6. Symbols and Meanings I can name and explain the meanings of Hindu symbols.	<ul style="list-style-type: none">• Lesson Pack• Scissors• Glue sticks

Autumn 2

1. HOW CAN GOD BE DESCRIBED?

Where do our ideas about God come from? For example, stories, prayers, Collective Worship, family influences and experience of a religious community. Discuss: What is God like? (Eg. some stories reveal an angry God, a forgiving God and a loving God. Acknowledge that some people believe but some don't. Why is it hard to describe God? Put these statements around the classroom walls – If

God was a flower / colour / plant / tree / mineral / food / toy / building / light / animal / drink / item of clothing / film character, God would be... because... Pupils choose 6 prompts and write their own ideas about God into some metaphors on 'Post-It' notes. In 2/3s look at one sheet and summarise for the class what the metaphors say about God. Display in or around a question mark headed 'What is God?' with pictures surrounding the chosen flowers, animals, etc.

2. CHRISTMAS ANGELS

Focus on the Angel Gabriel bringing news about the baby Jesus to Mary. Explore a range of pictures and paintings of angels and discuss pupils' own ideas about angels. Focus on the angels bringing the news of the birth to the shepherds. Look at and discuss the words of 'While shepherds watched their flocks by night.' Write their own poem/carol to describe the way the shepherds might have felt. Discuss how news is transmitted at Christmas. Look at Christmas cards - short printed message, or long newsy personal message. Make a Christmas card or collaborative painting, depicting the angels and the shepherds. What messages would they like to give about others at Christmas? Visualisation exercise – if an angel visited you what message would it bring?

Ultimate Questions -

People of God: what is it like to follow God?

Spring 1

1. WHAT WAS JESUS' LIFE LIKE?

Setting the scene. Place key events in Jesus' life on a timeline. Discuss What do you know about Jesus? Who was he? Who were his family and friends? What did he do? What was he like? Discuss any common misconceptions that may arise. Create a passport for Jesus using some of the gathered information.

2. WHAT STORIES DID JESUS TELL?

Retell one or more of the following stories to demonstrate the teachings of Jesus; The Lost Coin (Luke ch15 v8-10); The Houses Built on Rock and Sand (Matthew ch7 v 24- 27); The Mustard Seed (Matthew ch13 v 31- 32);The Sower (Mark ch4 v 1 - 9, 14 - 20) The Widow's Mite (Luke ch21 v 1-4). Split the class into groups and give each group a story. Make presentations using, for example, music and movement, mime, drama, film etc. Focus on what Jesus was trying to teach people by telling these stories and why they are important to Christians today.

3. WHAT DID JESUS DO?

Tell the story of Zaccheus the tax collector and discuss why Zaccheus didn't have friends at the start of the story. In pairs think of words to describe Zaccheus' personality and feelings at the start of the story or in small groups 'hot seat' characters from the story. Why did Jesus choose Zaccheus to be his friend?

Class make list of ways Zaccheus changed by listening to Jesus, (before and after). How does this story help us to understand why Jesus is important to Christians?

Retell the story of the paralysed man being let through the roof to Jesus by his friends. Either: In groups invite the pupils to act out the story. Freeze frame the action and invite the pupils in role to describe their thoughts and feelings, e.g. lawyers – Why are you angry with Jesus? Paralysed man – Who do you think this man Jesus is? Draw out the Christian belief that Jesus speaks with authority and forgives sins. OR Write a report from the viewpoint of one of Jesus' friends. How might this parable influence their behaviour towards others at school?

Spring 2

1. HOW DID JESUS OVERCOME TEMPTATION?

Give pupils scenarios in which they might be tempted (eg, stealing). In pairs, try to tempt each other into eating something you shouldn't, owning something you shouldn't, taking over in a game you didn't start. How did it feel to be tempted? Identify the effects of your actions on others. Either: Retell the story of Jesus being tempted by the devil in the wilderness. Or: show PowerPoint animation to tell the story of Jesus being tempted in the wilderness. Show pupils the painting Christ in the Wilderness by Ivan Kramskoy - talk about what Jesus might have been thinking and feeling at this time.

2. HOW DO CHRISTIANS CELEBRATE LENT AND EASTER?

Explore Shrove Tuesday and the traditions of eating pancakes. Explain links with Jesus' life and fasting during his time in the wilderness. Share pancakes in class. Draw up a timeline which places the Christian dates from Shrove Tuesday through to Easter Day and discuss the sorts of things which Christians give up for Lent. Discuss Easter and the 20th century traditions (eggs/new life). Link aspects of the Easter story with present day Easter traditions in different families, (for example, Easter vigil, attending Church, sunrise services, Easter cards, egg rolling/painting/hunting.) What special times do the pupils have in their families? Explore different aspects of Easter Celebrations.

Ultimate Questions-

Why do Christians call the day Jesus died Good Friday?

Summer 1

1. WHAT RULES DO CHRISTIANS FOLLOW?

Explain that Jesus gave his followers two important rules for living (love God and love your neighbour). Tell the story of The Good Samaritan. Explain that many Christians consider this to be one of the most important parables Jesus told. Discuss who might be a neighbour? What can this story teach Christians about their own behaviour? Discuss the idea that the 'hero' of the story is the despised and afflicted person. Explore in further detail who is your neighbour? Discuss actions which affect other people (eg. dropping litter). How can you treat your neighbour kindly? How can we treat people who live a long way away kindly? Are both neighbours? Compile a 'Good Neighbour Recipe'. Write measurements in order of importance (eg. a heaped tablespoon of kindness, pinch of understanding etc.)

2. WHAT RULES DO HINDUS FOLLOW?

Re-visit the Hinduism unit in Autumn 2. What rules do they follow? What are the similarities? Differences? Are the rules we have learnt about fair?

3. DOES GIVING TO CHARITY HELP OUR NEIGHBOURS?

Explain that both Christian and Muslims believe that giving to charity is important for their faith. Find out what charities pupils have heard of. Why do people give to them? Create a graph to show which charities are supported. Community of enquiry, use image and question, How much money would you be prepared to give?

Ultimate Questions-What is the trinity?

Summer 2

Living in Britain: Diversity

Planned lessons are saved in the staff drive:

Subject Leadership-Subject Leadership 2020-2021-RE-RE PLanning-Year 3 Summer 2

Lesson Breakdown	Resources
<p>1. Living in the British Isles</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>I can describe what it is like to live in the British Isles.</p>	<ul style="list-style-type: none"> Coloured pens Large pieces of paper Glue sticks 
<p>2. Democracy</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>I can talk about what democracy is and understand why it is important.</p>	
<p>3. Rules, Laws and Responsibilities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L3. about the relationship between rights and responsibilities</p> <p>I can talk about what rules and laws are and identify how they help us.</p>	
<p>4. Liberty</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>I can talk about what liberty means and I can identify the rights of British people.</p>	<ul style="list-style-type: none"> Paper 

5. Tolerance and Respect

R21. about discrimination: what it means and how to challenge it

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced

I can describe a diverse society and talk about why it is important.

- Paper
- Coloured pens
- Sticky notes



6. What Does It Mean to Be British?

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

I can explain what being British means to me and to others.

- Sticky notes
- Large piece of paper



Ultimate Questions-

What kind of world would Jesus want?

Year 4

13 hours per term

Autumn 1

Beliefs and Practices

1. How are the same celebratory events expressed in two contrasting religions: Christianity and Islam?

- Pupils describe spiritual ways of celebrating different festivals (Harvest) and reflect on the reasons why some people value such celebrations very highly, but others not at all.

2. How do many Sikh communities welcome new babies?

What is the significance of the Guru Granth Sahib, Karah Parshad, honey and other traditions when a Sikh baby is born?

- Explore the tradition of naming Sikh boys Singh (lion) and Sikh girls Kaur (princess)
- Why do some people make pilgrimages?
- Pupils make connections between, for example, the Kumbha Mela for Hindus, Hajj for Muslims, visiting the Golden Temple (Harimandir) at Amritsar for Sikhs, and/or a journey to a sacred place.

Why are there different ways of marking the same life event? Explore whether or not a place of pilgrimage needs to have a spiritual connection

Ultimate Questions-

What is it like to follow God?

Autumn 2

1. HOW ARE ADVENT AND CHRISTMAS CELEBRATED AROUND THE WORLD?

Look at the diversity of Advent and Christmas around the world. Invite pupils to share their different experiences of Advent or Christmas traditions from their own culture, explore a pupils' example in further detail. Choose India as a link country or focus on one of the following:- Find Mexico on a map and discuss, for example, where it is and the language spoken there. Reflecting upon the Christmas story, can pupils suggest

what is being re-enacted nine days before Christmas, when families march from house to house with candles?

Pupils create a piece of music and choreograph movement to the music, to express the range of emotions which may have been felt by Joseph and Mary during their search in Jerusalem for room at an inn. Introduce the idea of a piñata, seven pointed star representing the devil and how children take turns to be blindfolded and try to release the blessings/good wishes - striking the devil with faith. Traditionally it contains sweets which represent blessings. Pupils write their own blessings for the world which they would wish to put inside the piñata

Or Identify Poland on a map. Christmas celebrations begin once the first star has been spotted on Christmas Eve. Why do pupils think the celebrations do not begin until then? The family then have a feast beginning with the share of a postcard sized wafer which is passed around. It is embossed with scenes from the nativity. Ask pupils to suggest scenes which may be depicted. Talk about the tradition of eating a large meal with twelve courses. Ask pupils to deduce the significance of twelve - the disciples. An empty place is left at the dinner table for a relative who is far away or who has died - some leave two places so Mary and Joseph could join them if they arrived. Can the pupils share special times that they would like to leave an empty chair for a guest - what guest would it be?

Discuss the religious significance of Advent and traditions carried out at Advent for example, Christian leaders wearing royal blue or purple vestments, advent wreaths, advent candles and advent calendars. Explore the custom in Norway where an orange has cloves stuck into it and each day one is removed until Christmas day.

Discuss how for Christians across the world, Advent is a time for preparing for the celebrations of the arrival of Jesus. Talk about how Christians look forward to his second arrival. Pupils explore the four themes of Advent - hope, peace, love and joy. What do pupils hope for others? Who do they wish peace upon? Explore what the world would be like if it was full only of love. How can the people of the world create more joy?

Spring 1

1. WHERE DO I BELONG?

Use an image which reflects belonging, ask pupils to generate their own questions about the image using philosophy for children techniques. Look at a selection of photographs and pictures showing people wearing clothes and/or symbols that identify them as members of particular communities. For example, police, cubs, brownies, footballers etc. Ask the pupils what communities they belong to?

Introduce Sikhism to the pupils by showing an image of a Sikh man wearing a turban. Ask the pupils, what religion does this person belong to? Explain to the pupils that people also belong to religious communities. How do we know this person is a Sikh? Tell the pupils that some Sikhs may be identified by clothes and symbols they wear. Next show another image of a Sikh, but with cut hair. Is this person a Sikh? Why? Explain to the pupils that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion. Can pupils give other examples of looking different to what you might expect? for example, Plain clothed police, footballers on training days not in their official kit.

Focus on the image of a Sikh with uncut hair wearing a turban, explain that this person is known as a 'Khalsa' Sikh. A Sikh who wears all 5Ks. Show pupils a programme about the 5K's.

In groups examine one of the 5K artefacts and if possible, a miniature Khanda, Kanga and Kirpan, generate three questions that they would like to ask to find out more about their given artefact. Give information for pupils to research their own answers. Jigsaw activity, number the pupils in each research groups (eg.1-5) then regroup all 1's, 2's etc. to tell each other about their artefact 1 minute each to speak.

Give the pupils definitions with symbolic meaning of each artefact on a piece of card, pupils then have to match them to the correct symbol. OR Using a poster of the 5Ks, pupils work in teams to complete a "maps from memory" exercise.

Plenary idea:- pupils play an articulate game to describe one of the 5K's for their partner to guess. Ask questions which prompt learning from the 5K's for example, Kirpan - Is it right to fight for your beliefs? Kara - Have pupils ever worn something around their wrists - what does it tell you? What does it say to other people about you?

Introduce Guru Gobind Singh, exploring the story of Baisaikh and the founding of the Khalsa, and discovering the origin of the five Ks. Ask pupils to imagine they were part of the crowd in the story. Hot seat how they might feel at different points in the story. Repeat with other characters. Have pupils ever had feelings like this? Two volunteers become a sculpture. Standing still and pliable, others sculpt them, listening to the story and sculpting the pupils in character to show their reactions at key points. Discuss what it means to be "pure of heart". Who was pure of heart in the story? Why?

Discuss with pupils that the Khalsa is important to Sikhs today - "any Sikh may join the Khalsa but they must show this by wearing the 5Ks and agreeing to live as good Sikhs". This is why they are called Khalsa Sikhs. This takes place during a special ceremony. Relate to the festival of Baisakhi where this story is remembered. Pupils identify or make a symbol that has a meaning or significance to them. Display on a string across the

classroom. Relate to the Kanga Kirpan and Kesh worn as miniature symbols on a necklace.

2. Understanding principal religions

Christianity • What did Jesus teach about prayer? (Luke 11:1-4 and Matthew 6:9-13) • What can we find out about the Eucharist through visiting a local church or listening to a practising Christian? • How does 'The Lord's Prayer' help Christians to show their commitment to their faith? • What other prayers in the Christian canon inspire believers?

3. WHAT MEANING AND SIGNIFICANCE ARE ATTACHED TO SPECIAL PLACES AND SACRED SPACES

The Mosque and the musulla Remind pupils of Muhammad's special thinking place (Mount Hira). Ask pupils which places are special to them. Explain that the mosque is important to Muslims, with the first mosque being built in Medina. Explore the mosque, preferably through a visit. Label a drawing of the outside of a typical mosque, including dome and minaret (tower). Who goes there and why? How do Muslims behave in a mosque/ Show a musulla (prayer mat). Explore how it is used to make any place into a sacred space. Consider the way it is used to show respect (facing Mecca, removing shoes, covering head) Design their own musulla showing all the features.

What meanings and significances are attached to special places including a Masjid (Mosque) and the Musulla (prayer space) and a church? • Pupils consider how architecture expresses how a community communicates through prayer, worship and reflection, for example, in the design of churches, mosques, mandirs or gurdwaras • What is a shrine and what happens in puja (act of worship) in many Hindu homes? • What is the 'Akhand Path' and why is it important in Sikh worship? Deeper questions • Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray? • Who hears our prayers and how are they answered? • Should prayer be silent? • Why is the church roof in the shape of a boat?

Spring 2

1. WHY IS IT IMPORTANT TO SHARE FOOD?

Use image of a shared meal to discuss times when pupils have shared a special meal and to generate questions. Write a letter to a friend describing the occasion, What happened and why? What did it mean to you and to others who were present? Bring out the importance of sharing.

2. HOW IS FOOD SHARED AS PART OF SIKH WORSHIP?

Discuss the importance of food as part of worship. Tell the pupils that many religions share food within acts of worship. Explain the importance of the Sikh Langar, after a religious service in the Gurdwara and that anyone can come and eat. Explore the Langar in more detail for example: What is it and why it is important to Sikhs? Focus on Sewa (service with humility), equality, sharing with others, nondiscrimination and community. Look at a visual stimulus or ideally take the pupils on a visit to a Gurdwara to see the langar hall. Recreate a langar in the classroom for example pupils and teachers can bring in food to share with one another. The pupils can be invited to sit on the floor and experience shoes off and heads covered as Sikhs would in a Gurdwara. Make Karah Parshad which is served in the Gurdwara after a service and/or taste some typical Indian food.

3. HOW IS FOOD SHARED AS PART OF CHRISTIAN WORSHIP?

Examine the use of bread and wine as part of Christian worship. Draw outlines of the bread and wine cup; fill them with the words said by Jesus at the last supper or create shape poems with words which symbolise what worshippers are sharing when they take part in such a service. For example 'This is a cup of my memories of you, it is filled with... understanding, pain, etc.' 'this is the bread we break together, it helps us to share, etc.' (collect examples of appropriate abstract nouns before composing final drafts).

4. HOW DID JESUS SHARE HIS LAST SUPPER?

Revise existing knowledge of Jesus. Use the Bible to explore how he chose his special friends. Repeat 'Belonging Circles', plotting the information in a series of concentric circles, Jesus at the centre followed by family, disciples, friends and church.

Tell the story of the Last Supper. Highlight again, the significance of the bread and wine. Examine paintings depicting the scene, eg. The Last Supper by Leonardo Da Vinci. Insert thought bubbles above each person and ask pupils to imagine the thoughts of those in the scene. Pupils to create their own black and white image of the event. Place themselves at a table with 11 people of their choice, explain their choices, including where they are seated.

Ultimate Questions-

Why do Christians call the day Jesus died Good Friday?

Summer 1

1. WHAT MAKES A 'SPECIAL' BOOK A 'SACRED' BOOK?

Designate an area for an interactive display of a variety of sacred writings, books and pictures from the three religions. Generate some questions for the pupils to look at in the display. Encourage the pupil's to write their own questions and post these into a 'Question Box'/ 'Ask-it Basket'. Ask pupils to bring to school books, including religious ones, which they regard as special to them. Display them, including one from the teacher. Discuss why and how the pupil's value these books. How do we treat our special books? Where are these books kept?

When and where do the pupil's like to read their special book? Ask each pupil to write one or two sentences inside a pre-cut speech bubble explaining why and how the book they brought to school is special to them. Pupils can add a favourite quote or example line from the text. This could become part of a display.

Examine a book that is special to someone religious, for example a copy of an old 'Family Bible'. Ask pupils, what makes these words important to a member of a faith group. Discuss how a Family Bible/personal Bible/Church Bible can be 'special' to a particular family/person/church, but that it is also 'sacred' or 'holy' because Christians believe it is the Word of God.

Invite the pupils to look at the Bible carefully and then discuss similarities and differences with the special books they had chosen to share. For example, Who reads it? Where it is read /stored? Why do Christians want to read it? Explain that some books are special because they teach us how to make or do something; they are guide books or manuals and without them we might not be able to learn important skills. Have a selection of these books to show the pupils. Share class examples of guide books or manuals. Explore how the sacred/ holy books for Christians, Muslims and Sikhs include guide lines and rules about beliefs and values.

2. WHY IS THE BIBLE SACRED FOR CHRISTIANS?

Invite a Christian visitor to bring in their Bible and explain to pupils why it is an important book to them in a 'question/answer hot seat' session. Ask pupils to prepare a question in advance, such as: - How does the Bible help some people to live a better life? Focus on the Bible as a guide through life, and how it helps people to learn more about God. The visitor could share their favourite passage.

Explain the structure of the Bible; Old and New Testament; books of the Bible; themes as in story, history, poetry, rules. Compare to a 'library' of books. Working in pairs, pupils look through a Bible, exploring and identifying in particular the Old Testament and New Testament.

Examine a typical passage from the Bible, which might be read in a service for example, Psalm 23. What does this passage tell Christians about God? Divide the Psalm into sentences and distribute. In pairs discuss what their sentence is saying and draw a

picture to illustrate it. Collate responses into a class book. Discuss why the Bible is still the world's best-seller- and why people go to great lengths to own one.

3. WHAT IS THE SACRED BOOK FOR SIKHS?

Introduce the sacred book for Sikhs, the *Guru Granth Sahib*, linking it to the beliefs and practices of Sikhs. Pupils handle Sikh artefacts, especially a *chauri*. Explain that the *Guru Granth Sahib* is a source of authority for people who follow the Sikh religion. Discuss: Who or what are the sources of authority in the pupils lives?

4. HOW IS THE GURU GRANTH SAHIB HANDLED AND REGARDED BY SIKHS?

Pupils to re-cap about what they would do if someone very important came to their house or school - whole class or talking partners. How would they prepare for the visit? How would they greet the guest? What would they say? What would happen when the guest was in their house? In groups ask the pupils to draw their imaginary (or real) guest annotated with ideas for welcoming their guest.

Watch film clips, or visit the *Gurdwara*, illustrating that the *Guru Granth Sahib* is treated with great respect. Remind the pupil's of the Sikh film clip or *Gurdwara* visit and discuss with the pupil's how the *Guru Granth Sahib* is welcomed as an honoured guest and placed in a special room or area. What did the pupil's notice? What did the people do? How could they tell which objects were special/sacred to the Sikhs? What happened to the book at the end of the day? What is the *chauri* used for and why? Provide pupils with a large book, some silky materials for wrapping it in, (to represent the *Rumala Sahib*) a table or raised platform with a large cushion and a *chauri* (or something similar). Invite pupils to demonstrate how Sikhs show great respect to their sacred book. In groups pupils make 'living photographs' to summarise their findings-freeze and unfreeze group tableau.

Plenary Discussion - for some Sikhs treating the *Guru Granth Sahib* is like looking after an important guest. Ask the pupils to make comparisons.

Summer 2

1. Human Responsibility and Values

Suggested questions and ideas to explore and develop learning. Take a question and make a mind map, generate debates and share ideas.

How do communities work together at times of trouble or crisis?

- Pupils discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values, highlighting respect for all.

Understanding principal religions: Christianity

- What kind of world did Jesus want? (UC Gospel 2a.4)
- What might Christians say are the most important attitudes and values that Jesus inspired?
- What does Jesus teach about the value of forgiveness?

Understanding principal religions and worldviews

- What rules do different religious communities follow about caring for the world/each other?
- Why might there be different ideas about what is important and what is valued? •

How might religion help people to be good?

Year 5

13 hours per term

Autumn 1

1. WHAT DO YOU ALREADY KNOW ABOUT CHRISTIAN AND JEWISH PEOPLE? Designate an area of display to use interactively to introduce Judaism and reinforce prior learning of Christianity. Include artefacts, books, posters and questions about the items included. Discuss how they might compare with their own religion, culture or belief.

What's the Point? - Pupils draw symbols, Star of David (six - pointed star) and a cross. Around the points of each symbol pupils should write one point that they already know about each religion. In the centre of each symbol pupils should write one question which they can explore through the unit. The points can form the basis of a pre-planning discussion about forthcoming learning.

Explain the shared past of Judaism and Christianity. Read/remind pupils of Old Testament stories, if possible find an opportunity to read an Old Testament story, for example: The story of the Exodus (Exodus 7-14), Daniel and the Lions Den (Daniel 6).

Introduce key religious vocabulary for both religions. Highlight where possible the diversity within Judaism and Christianity today locally, nationally and globally. For example Jewish - Liberal and Progressive, Reform, Orthodox. Christian - Baptist, Methodist, Evangelist, United Reformed, Roman Catholic, Church of England.

Plenary idea: - Pupils share, What I already know, What I'd like to find out, What I've Learnt Today.

www.bbc.co.uk/schools/religion www.REonline.org.uk

Christianity should not be taught as the completion of Judaism. They are separate religions.

2. WHAT RULES DO I FOLLOW?

Briefly revise rules for a new school year. Which rules do they follow during the school day? How do rules shape their everyday lives? What happens without rules? Discuss any codes for behaviour that pupils may have encountered (for example, school's Golden Rules). Link this idea to the Shema which is one of the most important Jewish prayers, contained in the mezuzah (see artefact) which is often seen on the right hand side of the doorpost of a Jewish home.

Pupils make promises for the coming year, these may be written on small scrolls and pupils could be invited to post these into a whole class 'promise box' - this could look like a mezuzah.

3. HOW CAN RELIGIOUS CODES OF CONDUCT AFFECT LIVES?

Choose 3 modern day icons - what would they be committed to and how does it make a difference to their lives, for example, a famous singer, Olympian or Paralympian.

Examine the laws outlined in The Ten Commandments, Which are part of our laws today? What would happen if there were no rules? Choose and explore through discussion, story or role-play the breaking of one of the Ten Commandments. Discuss actions and consequences and how codes of conduct are relevant to everyday living.

Make a torah scroll or tablets of stone 5 commandments inside and five of their own.

HOW DO JEWISH RULES OF LIVING AFFECT EVERYDAY JEWISH LIVES

Remind class of the importance of scriptures in giving laws to follow. The Torah contains many laws and it is considered to be a blessing to uphold these. Examine specific food laws from Deuteronomy Chapter 14 verse 21 'Do not boil a kid in its mother's milk' and Leviticus Chapter 11 verses 1-23 it is written that Jews are only allowed to eat meat that chews the cud and have cloven hooves and only eat fish that have fins and scales.

Look at some foods from supermarkets which display the kosher symbol. In groups, design posters which separate food types into categories or create a kosher menu for a strict (Orthodox) Jewish guest.

Autumn 2

1. HOW DOES LIGHT MAKE PEOPLE FEEL AND WHAT DOES LIGHT SIGNIFY FOR ME?

Stilling activity Begin this unit by discussing pupils' responses to light. Fill a light bulb or candle outline with pupil suggestions for 'light is...' Consider sources of light and the feelings/emotions evoked, contrast to darkness. Sit pupils in a circle, light a large candle in the centre. Allow pupils time to reflect. On an outline of the candle shape surround the flames with words, which they now associate with light then extinguish the flame and ask pupils to write what they now feel.

2. HOW IS LIGHT SYMBOLIC IN SOME RELIGIOUS CELEBRATIONS?

Hannukah 'Feast of Lights' Re-tell or dramatise the story of Hannukah, highlight the miraculous way in which the oil lasted for eight days. Link the story to the eight-day celebration of Hannukah - the festival of lights. Show a Hannukiah (9-branched candelabra). Demonstrate how a Hannukiah is lit. The one taller candle (Shamas) lights the other candles. One candle is lit first day, two second day and so on until all eight candles are lit.

Explore through experience some of the traditional elements and themes of the festival for example, playing the Dreidle game, gifts, fried foods, especially latkes and doughnuts. Make links with other festivals at this time of year such as Divali and Christmas. Discuss themes of bravery and standing up for your beliefs.

Advent - A period of waiting Discuss Advent as a period of waiting. Explain how Advent is observed in churches - focus on the weekly lighting of candles. Research the significance of the advent wreath or build on advent around the world, explored previously.

Plenary suggestion:- Ask each pupil to complete the statement 'I am waiting for...'

Christmas - Jesus is the light of the world Examine the idea of Jesus as, 'the true light that gives light to all'. How is light used in the story of the birth of Jesus? For example, at the appearance of angels, the guiding star, the images of mother and child bathed in light.

Ultimate Questions-

Was Jesus the Messiah?

Spring 1

1. WHO ARE KEY FIGURES IN THE JEWISH RELIGION?

Esther - Purim Purim - listen to the story of Esther. Identify the key characters, for example, Esther, Mordechai, Haman, the King. What themes are in this story? Bravery, hatred, fear, courage, selflessness. Discuss the theme of true identity - when do you think you have put your community/ others needs before yourself?

In pairs discuss words to describe Esther's personality and then share as a class. Read extract of story. Role-play the way some Jews celebrate Purim by listening to the story whilst making noises when Haman's name is mentioned.

Ask pupils - How would you cope in Esther's situation? Would you stand before the King knowing that entering his palace uninvited could cause death? Hot seat Esther- Why did you behave as you did? Individual response: was Esther a hero?

Passover - Briefly retell the story of the Exodus of the Jews from Egypt. Focus on oppression, slavery, leadership, Moses, Plagues and escape. Points of view - give each class member a role, for example, Hebrew/Egyptian/Moses/Pharaoh. Watch selected

section from "Prince of Egypt" which includes all 4 roles (for example, the sending of the plagues), pupils plot a feelings graph for example, despair and hope for Moses and the Hebrews and powerful and weak for Pharaoh and the Egyptians.

Explain that during the Passover (Pesach) many Jews remember the story of the Exodus and participate in the Seder meal. Introduce the Seder. Group the class into teams of 6. Lay out a Seder plate or use picture of Seder plate and cover with a cloth. Ask each child to come to the Seder plate, remove the cloth for a limited time then pupil returns to their team and draws what they have seen on to the team sheet/whiteboard. Repeat until all pupils have visited the Seder plate. Which team completed the best? Did any team notice there were 6 items and work collaboratively? Describe or research what each food on the plate symbolises and link to own feelings, for example, bitter herbs - 'I feel bitter when...'

Spring 2

1. WHAT HAPPENED TO JESUS OVER THE COURSE OF HOLY WEEK?

Jesus - Easter. The events of Holy Week Recap knowledge of key events in the life of Jesus. Either Place these events in correct order on a timeline, for example, birth, lost in temple (during Passover), baptism, temptation in the wilderness, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. Read about the events of Holy Week. In groups, using Bibles, research the key events of different days in Holy Week, present the information as a class blog.

Remind the class that the last supper is thought to have been a Passover meal. Encourage pupils to connect the egg of the Seder and the Easter egg meaning new life.

2. WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE?

Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each station reminds them of aspects of the story which are painful.

Describe how Jesus' friends were so happy to know that he was alive again on Easter Day. Tell the story of The Road to Emmaus, at which Jesus repeats the actions of the Last Supper. Use mime/role-play to portray how the friends must have felt when they realised it was Jesus all along. Mood chart of the events of Easter week from point of view of any of the disciples or of Jesus, or Mary his mother.

Watch events of Easter week or retell story and then complete the story from perspective of one of the disciples.

Recap on the events of Holy week and the Stations of the Cross. What has been learnt about Jesus and the events of his life? Talk about the significance these events have on Christians today.

3. WHAT THEMES DO PASSOVER AND EASTER HAVE IN COMMON?

Give the following examples of themes common to Passover and Easter. For example suffering, Rejection, Sacrifice, God's Love, Endings and New Beginnings, Freedom; ask

pupils to write what happened in Passover and what happened at Easter linked to a given theme for example, 'suffering' - The Jews suffered when they were slaves in Egypt and Jesus suffered when he was whipped and crucified.

Ultimate Questions-

Creation and science: contradictory or complimentary?

Summer 1

1. WHAT SORT OF PERSON IS A RELIGIOUS LEADER?

Explore the roles and responsibilities of a Christian leader (Vicar/Minister/Paster/Priest) and a Rabbi through preparing questionnaires and carrying out interviews. If unable to meet with either a vicar or a Rabbi, research the answers.

List similarities and differences between the leaders. Which part of the role would you like to have and why? Which part of the role would you find most difficult and why?

2. WHICH ARE THE IMPORTANT JEWISH AND CHRISTIAN GROUPS IN YOUR AREA?

Research the different types of Christian and Jewish religious groups (denominations) local to your area, in the UK and in the world. Remind pupils that each group considers different things are important for example, Orthodox Judaism and Progressive Judaism, Catholicism and Protestantism.

3. TO WHICH QUESTIONS DO RELIGIONS PROVIDE ANSWERS?

In pairs, sort cards which ask a variety of questions into those which are ultimate and those which are non-ultimate (i.e. '2+2=?' 'How many bricks are there in your school?' 'Is there a God?'). Pupils discuss possible answers. Add pupils' own questions. Do a Diamond 9 exercise to put most important questions on top and least at bottom. Pupils suggest their own answers to some of the questions. Investigate the notion of belief and certainty.

What things do pupils believe and what they are certain about? Pupils should be encouraged to respect different answers to questions which rely upon belief. Select one ultimate question per group for a Community of enquiry activity, feedback a summary of discussion. Extend the activity by asking pupils to discuss from the point of view of a member of the Christian or Jewish faith.

Summer 2

1. HOW DO PEOPLE THINK THE WORLD STARTED?

How do you think the world started? Discuss a series of possible answers from religious and non-religious viewpoints. Hear explanations and stories from *Genesis* and another creation story from a contrasting culture. Explain that Christians and Jews share the *Genesis* creation story as they both believe in the first part of the Bible. Highlight the beliefs that these stories convey: that the world did not 'just appear', but God brought the world into being. Consider - is everything in creation balanced? Does one thing need the other? Light/dark, land/animal, water/fish air/birds, sun/moon, God/humans.

Draw a balance scale or symbol for each pair to represent your answer to this question. Give a brief explanation of what the scales or symbols represent and why. Discuss the final scale, Do humans need God? Explain why there are many different stories and theories about creation/evolution. Discuss the point that there is no scientific proof. Talk about pupils' own ideas. Develop the idea of creation in reverse, how is humankind caring for creation? What are we destroying? Write an antithesis to *Creation in seven days*.

2. HOW DO JEWS CELEBRATE THE CREATION?

Examine the link between the Judeo - Christian creation story and the weekly observance of Sabbath (Shabbat). (Remind pupils of the start of the Jewish year and Rosh Hashanah). Research - develop own questions beginning with, Who? What? Why? Where? When? How? To find out how the Sabbath is observed in the home and the synagogue. Define 'work' and 'rest' discuss the forthcoming holiday, how do pupils rest? What are the advantages and disadvantages of weekly rest?

Year 6

Autumn 1

1. HOW DO CHRISTIANS AND BUDDHISTS LIVE THEIR LIVES?

Display a picture of an eight spoke wheel. Write in each section a right way of living according to the Buddhist Noble Eightfold Path. Conceal these eight rules for living under flaps. Reveal one at a time and discuss. For example 'right speech': How does the way people speak to each other have an effect on others. What is the right way to speak? Build on this growing display throughout the year using it interactively to focus on celebrating right actions. If pupils have experienced any of the right ways of living in their own lives, write them in a speech bubble with any effect it may have had on others and display around the wheel.

Revisit the last five of the Ten Commandments. Recap on Year 5 learning; why do you think that God chose to give Moses these commandments? In pairs or groups begin to identify some of the similarities and differences between Buddhism and Christianity. Discuss similarities and differences between the Buddhist and Christian codes of living. Which of the Buddhist 'right ways of living' do these five commandments link to?

2. WHY IT IS IMPORTANT TO HAVE PERSONAL HEROES?

Consider how clothes express your personality, influence how you feel and how others respond to you. How people imitate personal heroes (hair, clothes, etc.). Draw out the importance of human qualities. Design and label a poster which depicts two images of a hero of their choice. An outside view (physical attributes) and an inside view (human qualities).

3. THE BUDDHA WHAT IS IMPORTANT ABOUT THE BUDDHA?

Explain the concept that Buddha is not worshipped by Buddhists like a God, but that Buddhists use shrines to look to him for inspiration with the aim to develop his good qualities. Look at different images of the Buddha, including pictures and statues (rupa). Draw out what the variety of images collectively show about the character and qualities of the Buddha. Explain how the rupa helps people to aspire to be the best they can be. What qualities would you accredit to the most enlightened human being?

Look at the life of Siddhartha as a prince, his enlightenment and the beginning of his preaching. Draw out the contrast between his life in the palace and his life helping people to find peace. Create a Conscience Tunnel - The tunnel is created by two lines of pupils. One pupil, in character as Prince Siddhartha, walks through the tunnel as he decides whether or not he should leave the palace. Pupils forming the tunnel speak for

(one side of the tunnel) and against the idea (other side of the tunnel), saying what Prince Siddhartha is thinking or what others think about him.

Explain what it means to be 'enlightened' - to have spiritual insight. Describe as a blessed state in which the individual transcends desire and suffering and attains Nirvana (an ideal state of rest and harmony). Use similar words to aid definition - wise and compassionate, informed, aware, civilised, knowledgeable, learned, wise, open-minded and broad-minded.

Debate - Is it possible for a person to become an enlightened human being when living any way of life?

Write either a newspaper report or script for a television or radio interview with Prince Siddhartha after either seeing the 4 sights or becoming enlightened. Include what questions are raised by this story and make suggestions as to how they might be answered. What is the significance of this story for Buddhists today?

Autumn 2

1. HOW DO BUDDHISTS TRY TO FOLLOW THE BUDDHA'S EXAMPLE?

Use a Buddhist story to explore the example set to Buddhists. How would they respond to similar situations? A friend has put you in a similar situation to Siddhartha, write a letter to an agony column for advice and swap with another member of the class for the reply.

Look at the Buddha rupa again. Design a poster with the Buddha on the outside and his qualities on the inside. Gather examples of the qualities given and rank order these in a 'diamond nine'. Groups to select nine most important qualities and decide on most and least important for themselves and then for Buddhists.

Explain the role of the Dalai Lama The Dalai Lama said - 'If you want others to be happy, practise compassion. If you want to be happy, practise compassion.' Discuss.

2. WHAT IS THE DIFFERENCE BETWEEN THE SACRED AND SECULAR CHRISTMAS?

Show photos of Christmas items on sale. Look at the TV line up in the radio/TV Listings, identify the sacred and secular programmes - draw graphs to present time allocation for each. Discuss the differences between them.

Design an advent calendar/card/decoration, which is half secular and half sacred. Explain the messages each gives.

3. WHAT WOULD A CHRISTIAN THINK CHRISTMAS SHOULD BE ABOUT?

Read the Biblical accounts of the birth of Jesus from Matthew and Luke compare the similarities and differences Use the words of some Christmas carols as a reminder of the importance to Christians of the birth of Jesus. Contrast with some secular Christmas music. What impression of Christmas do the different sorts of music give?

4. SHOULD CHRISTMAS BE BANNED FOR PEOPLE WHO ARE NON-CHRISTIAN?

Class debate: "Christmas must be banned for all those who are not Christians". Good opportunity to question a faith visitor Discuss lines of poem by Gordon Bailey: Christmas sacred - Christ/massacred

Ultimate Questions- **Was Jesus the Messiah?**

Spring 1

1. HOW DO CHRISTIANS and BUDDHISTS EXPRESS THEIR FAITH IN ART, DRAMA AND SONG?

Divide the class into 6 - give each a story, choose 3xChristian and 3xBuddhist (these texts could build on the Buddhist stories looked at in the Autumn Term). Pupils retell each one as a stained glass, a drama, dance and/or a hymn. Presentations, take photographic evidence of drama work. Pupils respond to the message of the story or add captions to images to say how it reinforces the beliefs/teachings, practices/lifestyles of the religion from which it originates.

2. WHY DO PEOPLE OF FAITH USE ART, DRAMA AND SONG TO ENRICH THEIR RELIGIOUS EXPERIENCE?

Express personal reflections on the art forms already experienced. How might they enrich religious experiences? Pupils write down three things they think most people spend a lot of time thinking about. How might these things affect people? Discuss Buddhist meditation, its purpose and practice. Let a jar of muddy water settle while participating in stillness/silence focusing on something beautiful. Guide pupils carefully at this time to think about beauty, friendship, joy, the natural world.

Look at the jar. Has it settled? Explain that this is what happens to the mind during quiet meditation. Look at images of the natural world to support calming, stilling and awareness of the wider world.

Thinking Beads: Set the scene with an appropriate image on the IWB, flowers and/or candles and relate to the use and symbolism of Buddhist shrines. Pupils make a string of 'thinking beads' in four blocks of colour. Relate to Buddhist prayer beads, mala. Introduce the ring of a bell to indicate when pupils will change their attention from one bead to the next, relate to Buddhist bell or gong. Pupils go through the beads in each colour thinking of 1-things that they are thankful for, 2 - things that they are sorry about, 3-people to think of or remember and 4-a wish for themselves, others or the wider community.

Buddhists concentrate on mandalas to help them become more like the Buddha. The pictures and symbols show Buddhist teachings and help Buddhists to meditate. Link this to the mandalas we do in school.

Spring 2

1. HOW IS THE LIFE OF JESUS RELEVANT TODAY?

Look at a range of images of Jesus - discuss how these help people to remember what he was like and what he did. Look at the emotions linked to the pictures for example, angry with the moneylenders, loving with the children. Discuss how this helps us to get a better idea of what he might have been like - his picture has been drawn in all nationalities, why? Explore an outline of the life of Jesus.

Use a variety of sources to compile a fact-file of significant experiences in Jesus' life. How do Christians remember Jesus today? Mind map for example, churches, charities, celebrations, people, story.

Explore the "I am the" Statements of Jesus. What do they mean? Design symbols to represent the statements. If you were being remembered what "I am" statements you would leave about yourself. Swap some and guess the authors.

2. WHY DO CHRISTIANS REMEMBER JESUS PARTICULARLY AT EASTER?

Reminder of the Easter story and its importance to Christians today. Refer to some of the practices undertaken by Christians on Easter Day, for example, the Sunrise service. Stress the symbolism within the activities. Use picture stimulus for example return to The Last Supper image by Leonardo Da Vinci. Discuss the artistic licence used for example, time of day. Link the food to the Seder meal and to Communion. Allow opportunities for pupils to ask ultimate questions about the events of Easter. Focus on the death and resurrection of Christ. Ensure that any answers offered by pupils should

be respected. Answers from within Christianity should be given to explain what Christians believe. Write an acrostic poem using the word 'resurrection', 'Easter' or 'hope' and/or write in the shape of a cross to express personal / Christian views about the events of Easter.

Ultimate Questions-

How can following God bring freedom and justice?

Summer 1

1. WHAT MIGHT GOD BE LIKE?

Pupils explain the word 'God' to someone who has never heard it before. Pool together pupil's views on the characteristics of God/gods. Point out their diversity and thus the diversity of views within faith traditions. How do people who are religious believe that God/gods act in the world? What characteristics would God/gods have in order to act in the world? (for example, strong, compassionate, intelligent) Does this point to God/gods being like humans? Explain that religious people would search for pointers to the character of God/gods in their sacred writings.

The Probability Line: Explain that some questions have definite answers, yes or no. Sometimes we are unsure, maybe. Explain probability by labelling a line of choices, no chance, some chance, fair chance, good chance, very good chance, certain.

Pupils listen to a range of statements; for each statement they must decide how probable it is they must have a reason for their choice of probability (reinforce that they should not just follow friends).

Pupils make a human graph - responding to each statement 'It will rain today', 'the sun exists', 'I will become a millionaire today', 'love exists', 'I will die some day', 'there is an Afterlife', 'I will have children one day', 'God exists', 'there is a war being fought somewhere today', 'someone in the world has just been born'. Pupils must stand next to their choice of a probability phrase in the range from 'certain' to 'no chance'. Choose several ideas to explore further by interviewing pupils from the line on their living graph. Discuss the statement 'God Exists' in further detail by pairing pupils from different points of the probability line, for example, no chance and certain.

2. WHAT DO CHRISTIANS BELIEVE ABOUT GOD?

Explain that Christians believe in the Trinity, that God has three forms: God the Father, God the Son and God the Holy Spirit. Even Christians find this difficult to understand. Make the scientific link that water can take three forms (solid - ice, liquid

- water to drink, gas - vapour as from a kettle). A person can be many things in relationships but still be the same person.

Draw an outline of a person and around the edge write all the relationships but still be the same person. Draw an outline of a person and around the edge write all the different people they are (for example son, brother, grandson, cousin, friend, pupil, scout). Make a Trinity mobile with the word *God* in the centre and the three forms hanging equally from it.

Read the story of Pentecost, which describes the Holy Spirit coming to be with the disciples after Easter. For some Christians this is the most important event in the Jesus story. Explain that the Holy Spirit gives them comfort and it is this part of God which is with them all the time. Fire is often used to symbolise the Holy Spirit. Each pupil to be given the outline of a tongue of flame. Inside to write their views of what God is like.

Summer 2

1. HOW DO HUMANS EXERCISE RESPONSIBILITY FOR THE ENVIRONMENT?

Create a 'Wall of Wisdom' by collecting the favourite quotes and sayings of pupils, parents, teachers, visitors and famous and/or religious people. For example, about life, death, relationships and the natural world. List examples of things people do because of a belief they hold. Relate this to themselves 'I strongly believe... so I do/do not ...' (i.e., 'I strongly believe animals should be respected, so I do not buy products tested on animals').

2. WHAT DO CHRISTIANS BELIEVE ABOUT THE RELATIONSHIP BETWEEN HUMANS, THEIR ENVIRONMENT AND OTHER LIVING CREATURES?

Using a variety of local and national newspapers, pupils cut out articles about environmental issues. In groups discuss the stories and identify where the responsibility lies. Make a class scrap book, with articles annotated with views. Imagine they are writing to the editor of the paper, giving their ideas about responsibility and solutions. Add these to the scrap book.

Revise the *Genesis* Creation story. Focus on the part where *God* gives Adam and Eve "Dominion". What does that mean? Look up other translations of the Bible to find different words. Use a thesaurus to find synonyms.

Discuss what responsibility *God* meant humans to have over the natural world in the story. What does this mean in today's world?

Write a letter to Adam and Eve explaining where successive generations of humans have gone wrong. Swap letters for a reply making suggestions for the present generation or ideas for the locality.

3. CAN DESIRE CAUSE SUFFERING?

Introduce the four noble truths. Can desire cause suffering? Discuss, reflecting on own experiences of wanting something, getting it and why it may not provide everlasting happiness, for example you may worry about breaking it/losing it, a new, better version may replace it.

Throw a bean bag to a pupil and name a source of suffering, for example watching flowers wilt, having a pain in my toe, or not getting what I want for my birthday. They have to quickly throw to another pupil with another sort of suffering. Aim for no repeats. Look at all the 'suffering'.

Role play the Buddha sitting and listening to people's complaints about their suffering. Can the Buddha role identify the craving, clinging attachment which forms the basis of the suffering, can they suggest a way to stop suffering by letting go of the craving.

Revisit the Noble Eightfold Path and explain that Buddhism teaches that following this will be the best way to live. One of the paths is Right Living. Which of these jobs would a Buddhist find acceptable/unacceptable? - Cook, shop owner, tobacconist, builder, butcher, teacher, soldier, nuclear power worker, fisherman, doctor, librarian. Pupils should give their own examples of 'Right Living'.

4. WHY IS THERE SUFFERING IN THE WORLD?

'How can there be laughter when the whole world is burning?' meaning how can we be truly happy when there is so much suffering in the world. Pupils write individual responses and bring into a class circle, with a burning candle in the centre. In turn pupils share their responses.

In a quiet, dark and reflective setting continue to focus on the candle and share a story about suffering for example, 'The Number on My Grandfather's Arm' by David A. Adler. Reflect upon the issues raised by Grandfather's account of the Holocaust.