



# **Buckstones Community Primary School**

## **R.E. Medium Term Plans**

## Year EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG</p>	<p>I will begin to know about my own culture and that of other people</p> <p>I recognize religious people</p>	<p>Talking to the children about creation - how God made the world, the animals and the people.</p> <p>Talk to the children about the story of Jesus birth.</p> <p>Talk about how important Jesus is, as he is God's son.</p> <p>Children look at story books about the Nativity.</p> <p>Children can use the small world Nativity scene.</p> <p>Talking to the children about Diwali - look at features of the Hindu celebration.</p>
<p>Understanding the World ELG</p>	<p>I can retell some parts of religious stories</p>	<p>Children draw a picture about the story of creation - adult scribe what the children's thoughts are.</p> <p>Children draw a picture about the story of Christmas - adult scribe what the children's thoughts are.</p>

## Year EYFS

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<p>Understanding the World ELG</p>	<p>I will begin to know about my own culture and that of other people</p> <p>I recognize religious people</p>	<p>Talk to the children about the story of Jesus' death and resurrection.</p> <p>Talk about how important Jesus is, as he is God's son. That Jesus died but he came back to life, to give us a new life in Heaven. Link to new life in spring time.</p> <p>Children look at story books about the Easter story.</p> <p>Children make pictures to show their understanding of the Easter story.</p> <p>Children make Easter cards for families.</p> <p>Talk about Chinese New Year. Look at how the Chinese people celebrate. Talk about the story of the Chinese Zodiac.</p> <p>Children taste Chinese food.</p> <p>Children learn Chinese New Year songs.</p> <p>Children watch clips of the celebrations/ Dragon dancing/ lanterns.</p>
<p>Understanding the World ELG</p>	<p>I can retell some parts of religious stories</p> <p>I will begin to know about my own culture and that of other people</p>	<p>Children draw a picture about the story of Easter - adult scribe what the children's thoughts are.</p> <p>Children draw a picture about some Bible stories (E.g. Joseph and his colourful coat/ Daniel and the lions/ Noah's Ark) - adult scribe what the children's thoughts are.</p> <p>Children draw a picture about Chinese New Year - adult scribe what the children's thoughts are.</p> <p>Children make Lanterns.</p> <p>Children look at Chinese writing.</p> <p>Children use the Chinese role play.</p>

## Year EYFS

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Understanding the World ELG</p>	<p>I will begin to know about my own culture and that of other people</p> <p>I can retell some parts of religious stories</p>	<p>Talking to the children about creation - how God made the world, the animals and the people. Link to the animal's topic, how we should look after and care for animals and creatures.</p> <p>Children draw a picture about some Bible stories (E.g. Joseph and his colourful coat/ Daniel and the lions/ Noah's Ark) - adult scribe what the children's thoughts are.</p> <p>Talk about some of the events in the new testament - how Jesus helped others. Talk about how we can be good to each other like Jesus was.</p> <p>Children talk about intentions for their prayers, write and say a prayer together.</p>

Year 1 - Autumn

1. An introduction to Islam
2. Christianity: Christmas

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Knowing and understanding religions and belief.	<ul style="list-style-type: none"><li>• Explore a range of religious stories and sacred writings.</li><li>• Talk about the meanings of stories and their importance in religion or belief.</li><li>• Know key facts about religions studied including beliefs, key leaders, significant places and objects.</li><li>• Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li><li>• Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li></ul>	<p><b><u>Autumn 1: Islam (taught by MP)</u></b></p> <p><b>General class circle-time about 'what does religion mean?' What do the children already know? What questions do they have?</b></p> <p><b>Introduce the words 'Islam' and 'Muslim'. What experiences/ knowledge do the children already have? Discuss and show the star and crescent moon as being the symbol of Islam. Children to decorate their own star and moon picture.</b></p> <p><b>Introduce the word 'mosque'. Use the</b></p>

<p>Being creative and enquiring into religions and belief.</p>	<ul style="list-style-type: none"> <li>• Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>• Be aware of the evidence of religion in their immediate environment.</li> <li>• Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</li> <li>• Ask and respond imaginatively to puzzling questions, communicating their ideas.</li> <li>• Use different creative media to respond simply to questions about religions and belief.</li> </ul>	<p>internet and books to look at pictures and photographs of mosques. Children to complete mosque picture jig-saw activity on the computers.</p> <p>Discuss how Muslims pray. Children use computers to design their own topi hats and collage materials to create their own prayer mats.</p> <p><u>Autumn 2: Christmas (taught by AP)</u>  Open a class discussion on what Christmas is and why we celebrate it. How do the individual children in the class celebrate at Christmas?</p>
<p>Reflecting on and responding to religions and belief.</p>	<ul style="list-style-type: none"> <li>• Reflect on and consider religious and spiritual feelings, thoughts about God, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</li> <li>• Identify what matters to them and others, including religious viewpoints, reflect on their own experiences, communicate their responses and value the opinion of others.</li> <li>• Develop and show respect for others views, religious and cultural backgrounds.</li> <li>• Reflect on how spiritual and moral values relate to their own behaviour.</li> <li>• Recognise that religious teachings and ideas make a difference to</li> </ul>	<p>Learn about the nativity together, children to create their own nativity scene pictures, sequence pictures and sentences of the nativity and learn songs for the key stage 1 Christmas performance.</p>

	individuals, families and the local community.	
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**Year 1 - Spring**

**Christianity: Easter**

<b>Programme of Study</b>	<b>Knowledge, Skills and Understanding</b>	<b>Activity/ Link to scheme of work</b>
Knowing and understanding religions and belief.	<ul style="list-style-type: none"><li>• Explore a range of religious stories and sacred writings.</li><li>• Talk about the meanings of stories and their importance in religion or belief.</li><li>• Know key facts about religions studied including beliefs, key leaders, significant places and objects.</li><li>• Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li><li>• Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li></ul>	<p><b>What do the children already know about Easter and why we celebrate it? Discuss as a group and use as a starting point for the topic.</b></p> <p><b>Learn about and read various versions of the Easter story, children to sequence pictures and write sentences for the main events.</b></p> <p><b>Discuss how Jesus and the disciples might feel during the last supper, act out the scene - giving different roles to the children (take photographs to go in books).</b></p>



<p>Being creative and enquiring into religions and belief.</p>	<ul style="list-style-type: none"> <li>• Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>• Be aware of the evidence of religion in their immediate environment.</li> <li>• Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</li> <li>• Ask and respond imaginatively to puzzling questions, communicating their ideas.</li> <li>• Use different creative media to respond simply to questions about religions and belief.</li> </ul>	<p><b>Look at and discuss different symbols which are associated with Easter (both religious and non-religious, e.g. the cross, palm leaves, eggs, lambs etc.)</b></p> <p><b>Children to create their own Easter cards to take home and also design and decorate their own Easter cross to go in their R.E. books.</b></p>
<p>Reflecting on and responding to religions and belief.</p>	<ul style="list-style-type: none"> <li>• Reflect on and consider religious and spiritual feelings, thoughts about God, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</li> <li>• Identify what matters to them and others, including religious viewpoints, reflect on their own experiences, communicate their responses and value the opinion of others.</li> <li>• Develop and show respect for others views, religious and cultural backgrounds.</li> <li>• Reflect on how spiritual and moral values relate to their own behaviour.</li> <li>• Recognise that religious teachings and ideas make a difference to</li> </ul>	

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**Year 1 - Summer**

**Christianity: Churches**

<b>Programme of Study</b>	<b>Knowledge, Skills and Understanding</b>	<b>Activity/ Link to scheme of work</b>
Knowing and understanding religions and belief.	<ul style="list-style-type: none"><li>• Explore a range of religious stories and sacred writings.</li><li>• Talk about the meanings of stories and their importance in religion or belief.</li><li>• Know key facts about religions studied including beliefs, key leaders, significant places and objects.</li><li>• Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li><li>• Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li></ul>	<p>Introduce the term 'church' and see what the children already know. Discuss the children's different experiences involving churches- do any of the children go to a church regularly? Have other children ever been inside a church? - What was the occasion if so? Share experiences together.</p> <p>Look at pictures and photographs of different churches. Identify and name similar features. Children draw and label their own pictures of churches.</p> <p>Use on-line resources as well as books to look at the main features inside churches.</p>

<p>Being creative and enquiring into religions and belief.</p>	<ul style="list-style-type: none"> <li>• Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>• Be aware of the evidence of religion in their immediate environment.</li> <li>• Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.</li> <li>• Ask and respond imaginatively to puzzling questions, communicating their ideas.</li> <li>• Use different creative media to respond simply to questions about religions and belief.</li> </ul>	<p>Learn the names and purposes of different church artifacts such as the font, pews, alter, lectern and pulpit. Children to match pictures and labels of different parts of a church.</p> <p>Visit one of our local churches, St. Saviour's Church. Children to revisit their knowledge of everything we've learnt so far and experience seeing and being inside a real church. Prepare any questions to ask Rev. David in advance and write letters of thanks after the visit.</p>
<p>Reflecting on and responding to religions and belief.</p>	<ul style="list-style-type: none"> <li>• Reflect on and consider religious and spiritual feelings, thoughts about God, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</li> <li>• Identify what matters to them and others, including religious viewpoints, reflect on their own experiences, communicate their responses and value the opinion of others.</li> <li>• Develop and show respect for others views, religious and cultural backgrounds.</li> <li>• Reflect on how spiritual and moral values relate to their own behaviour.</li> <li>• Recognise that religious teachings and ideas make a difference to</li> </ul>	

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Year 2 R.E  
Autumn Term  
Belonging to Christianity

**Programme of Study**

In this unit children draw upon their own understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging.

**Knowledge, Skills and Understanding**

- write about what they belong to
- identify ways in which they show belonging
- draw on their own experience to identify what is involved in belonging to a family
- suggest ways in which members of a religious family might show they belong together

**Activity/ Link to scheme of work**

- Talk about belonging to the class, school, clubs and their families to 'unpack' the word 'belonging'.  
Ask the children to discuss how they show that they belong to these different groups.
- Ask the children to identify a badge or uniform they wear which shows that they belong.
- Using a word bank, ask the children to complete a worksheet saying who they belong to. The children could illustrate one example of who they belong to, *eg by drawing a badge.*
- Talk about belonging to a family in more detail. Ask the children to complete a pre-drawn family tree. They could add on other people who are important to them in their lives. Talk again about what they do to be part of their family.
- Introduce the idea that people who believe in God belong to a family too - a religious family.

		<p>Explain that they do things together to show that they belong.</p>
	<ul style="list-style-type: none"> <li>• know that religious people belong to a faith</li> <li>• write about how Christians belong to Christianity</li> <li>• identify an example of something that is worn by a Christian to show that they belong</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, from the end of the last lesson, the idea of a religious family and how members do things and wear things to show that they belong.</li> <li>• Do a class audit of the children's faiths. If relevant, ask them to explain to the rest of the class what they and their families do and wear to show that they belong to a religious family.</li> <li>• Investigate using books, videos or pictures what people do in one religion to show that they belong, <i>eg wear a cross or fish badge to show they belong to a church.</i></li> </ul> <p>Ask the children to complete some sentences on what they have discovered about the different things Christians wear and do. They could overwrite the given part of the sentence. Ask them to draw one thing that is worn by Christians, and write a sentence describing what the object is.</p>
	<ul style="list-style-type: none"> <li>• identify baptism as an important Christian practice</li> <li>• identify some of the symbols used in</li> </ul>	<ul style="list-style-type: none"> <li>• Either take children to look at the font in a local church (Year 1) or show them a photograph of</li> </ul>

	<p>baptism</p> <ul style="list-style-type: none"> <li>• describe some of the practices associated with baptism</li> <li>• identify their family traditions regarding babies</li> </ul>	<p>one. After exploring what a font is, show them what happens at a baptism.</p> <ul style="list-style-type: none"> <li>• Talk about the symbolism of the cross that is made on a baby's head in the context of welcoming a child into the family of God in the church. Ask them what the cross symbolises.</li> <li>• Invite children who have personal experience of going to baptisms to talk about them.</li> <li>• Explore the importance of naming and the term 'Christian' name.</li> <li>• Show children a baptismal candle and talk about what it might symbolise. Children could make a font and 'roll' candles.</li> <li>• Tell children that baptism is the way that some Christians welcome babies into Jesus' family. Invite the children to talk about how their own families welcome babies.</li> </ul>
	<ul style="list-style-type: none"> <li>• know elements of the story of Jesus' baptism</li> <li>• suggest reasons why the story is important to Christians</li> <li>• make links between this story and the baptism of babies</li> <li>• express their feelings about an important job</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to remind each other about the discussions of the previous lesson. Ask them why they think some people want to have their babies baptised.</li> <li>• Tell the story of John the Baptist inviting people into the River Jordan for baptism to</li> </ul>



		<p>show that they were turning away from their old lives and beginning a new life; emphasise the symbolism of water.</p> <ul style="list-style-type: none"> <li>• Complete the story with the baptism of Jesus, exploring John's feelings about being asked to baptise Jesus. Invite children to talk about how it would feel to be asked to do something really important.</li> <li>• Talk about why this story is important to Christians and link it to the earlier work on infant baptism.</li> <li>• Invite pupils to make baptism cards for someone who's about to be baptised.</li> </ul>
	<ul style="list-style-type: none"> <li>• recognise features of a believers' baptism and link them to the baptism of babies</li> <li>• give simple explanations about why water is used in baptism</li> </ul>	<ul style="list-style-type: none"> <li>• Show children a photograph or short video of baptism by total immersion and invite them to talk about what they can see. Encourage comments on the water and the 'bath', helping them to make links to earlier work.</li> <li>• Invite children to talk about how it feels to have their faces wet and ask them why they think anyone would want to go right into the water, until their face was covered. Draw out the idea</li> </ul>

		<p>that it must be something the person feels is really important.</p> <ul style="list-style-type: none"> <li>• Explain very simply what happens during baptism and explore through questions and discussion how the water symbolises a new start. Emphasise that this is the way that some people show they want to belong to Jesus.</li> <li>• Explore the links with Jesus' baptism in the river.</li> </ul>
	<ul style="list-style-type: none"> <li>• identify where they belong</li> <li>• identify what is special about belonging</li> <li>• illustrate their idea of specialness</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children to think about and discuss what is special about belonging to their family, club or school. Write up the answers they give so that everyone can see the collective response.</li> <li>• Fill in missing words in given sentences on the above. Then link to what is special about belonging to a religion for a believer. Use the sequencing cards as an aid. Ask children to complete the sentence, 'belonging to a religion is special to that person because...'</li> <li>• Ask the children to paint or draw a picture to illustrate their response.</li> </ul>

**Year 2 R.E  
Spring Term  
Celebrations**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>In this unit children are given the opportunity to learn about the beliefs of a particular religion through a festival. They will learn about the meaning of the festival for believers, the way in which it is celebrated around the world, and what children may learn about their own lives and communities from it.</p>	<ul style="list-style-type: none"> <li>• identify the difference between festivals and other types of celebrations</li> <li>• explain how and why they and their communities have celebrations</li> <li>• reflect on and share their own experiences of celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to the children about when we celebrate, <i>eg special occasions such as birthdays, weddings, birth of a baby, passing a test, scoring a goal.</i> Ask them questions. <i>Is it important to celebrate special events? How do you celebrate in your family?</i></li> <li>• Compare, through class discussion, different ways of celebrating. Talk about how food is often used in celebrations. Ask why special food is often used at times of celebration, <i>eg community celebration, sharing together.</i> In small groups, brainstorm different types of special celebration food.</li> <li>• Children to write a recount about a celebration they have been to.</li> </ul>
	<ul style="list-style-type: none"> <li>• recount the story linked to the festival</li> <li>• begin to understand its significance and symbolism for the believers</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a particular religious festival and ask questions about it. <i>How is it different from a holiday? What is the story and the meaning of this festival?</i></li> <li>• Tell the story behind the festival, use video extracts</li> </ul>

	<ul style="list-style-type: none"> <li>• identify some of the ways in which believers celebrate festivals</li> <li>• recognise cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Show video extracts/CD-ROMs which show how the festival being studied is celebrated in different parts of the world. Discuss similarities and differences and suggest reasons for them.</li> <li>• Ask the children to think about the festival through the eyes of a young child.</li> <li>• Have a class celebration to participate in a festival. Make recipes associated with the festival. Focus on cultural diversity.</li> </ul>
	<ul style="list-style-type: none"> <li>• explain that worship, both at home and in a place of worship, is a key part of the festival celebrations</li> <li>• explain the importance of the festival to believers and their communities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the religious observance of the festival, <i>eg using videos, poster packs and postcards to illustrate the events. Have you ever attended a place of worship to celebrate a festival?</i></li> <li>• Discuss attending a religious service to celebrate a festival, <i>eg Christmas, Easter, Id, Baisakhi, Divali, Navaratri or Hanukkah. Ask children to talk about why believers attend a place of worship during a festival, eg thanksgiving, remembrance. Emphasise that this is the main part of the festival for believers. How do you think a believer feels during a festival?</i></li> <li>• If possible, invite a visitor to talk to</li> </ul>

		the children, or watch a video about a festival. Link to art work-Holi paintings.
	<ul style="list-style-type: none"><li>• link the different aspects of the festival into a coherent whole</li><li>• evaluate what they have learnt about the festival</li></ul>	<ul style="list-style-type: none"><li>• Draw together what has been learnt about the festival under different headings. <i>What? Who? When? Where? Why? How?</i></li><li>• Present what has been learnt as a class book or wall display labelled by the children.</li></ul>

**Year 2 R.E**  
**Summer Term**  
**Visiting a Place of Worship**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>This unit extends and deepens children's knowledge about beliefs and practices by enabling them to experience the atmosphere of a place of worship at first hand, to see features and artefacts in their place and possibly in use, and to meet and talk with leaders and members of a faith community. It also enables them to consider the importance of special places in their own lives and those of others.</p>	<ul style="list-style-type: none"> <li>• use research skills to find out about the place of worship they will be visiting</li> <li>• ask appropriate questions about the place of worship and select relevant information to answer them</li> </ul>	<ul style="list-style-type: none"> <li>• Look at pictures, diagrams and video extracts which show the place of worship. Use a range of reference material to find out what the building is like and what people do there.</li> <li>• Use the internet to make a virtual visit to a place of worship. Ask the children to devise questions they would like to have answered when they visit. Keep a list of these for reference. Ask the children to identify likely sources for the answers to their questions, <i>eg people, noticeboards, observation, reference books.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• know how to behave appropriately in a place of worship and explain why this is important</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with the children about what they expect to see/hear/do on the visit.</li> <li>• Build up a sense of anticipation and talk about the idea that this is a special place to the people who go there. Discuss the reasons why this is.</li> <li>• Introduce the idea of respect. <i>How would you expect visitors to</i></li> </ul>

		<p><i>treat a place that was special to you?</i></p> <ul style="list-style-type: none"> <li>• Discuss any special preparations that are required, <i>eg heads covered, shoes removed before entering</i>. This will vary between and within faiths. Whatever the requirements are, make sure that you have talked about them and that children understand the religious reasons.</li> <li>• Prepare children for seeing members of the faith community engaged in worship during the visit. Explain that they should observe this respectfully.</li> <li>• Talk about respect, courtesy and good manners. Ask children to draw up a 'Code of behaviour' for school visits to places of worship, explaining why this is important.</li> </ul>
	<ul style="list-style-type: none"> <li>• make personal judgements about the atmosphere and qualities of a place of worship</li> <li>• ask and answer appropriate questions to show their knowledge and understanding of the place of worship and its significance for the faith community</li> </ul>	<ul style="list-style-type: none"> <li>• When you enter the area used for worship make time for children to experience the atmosphere. Ask them to sit or stand quietly and think of words to describe how they feel. These can be written down by the adults working with groups so that these important first impressions are not lost in the subsequent deluge of new</li> </ul>

		<p>experiences.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to talk with religious leaders and members of the community. This is an opportunity for them to ask the questions they have prepared in school.</li> <li>• Enable them to record what they have seen in words and pictures. Provide guidance on this. Let them respond to what they are seeing, hearing, smelling and touching; identifying things which they like or which particularly interest them. Ask them which part of the building they think is the most important and why.</li> </ul>
	<ul style="list-style-type: none"> <li>• describe some of the features of the place of worship and explain how they are used in worship or other activities</li> <li>• develop their social skills by writing a formal letter to Mr Rahim, the visitor organiser</li> </ul>	<ul style="list-style-type: none"> <li>• The visit can be a stimulus for a wide range of work. As soon as possible give the children time to share their impressions and feelings and to ask any questions which were not answered on the visit.</li> <li>• Use postcards, pictures, posters and photos taken on the visit to help them to recall the visit.</li> <li>• Tasks could include: <ul style="list-style-type: none"> <li>- reflective writing, <i>eg 'what I particularly liked and why'</i></li> <li>- handling and identifying artefacts they</li> </ul> </li> </ul>



		<p>saw on the visit, matching artefacts with words</p> <ul style="list-style-type: none"><li>- writing thank you letters to the people who met and talked to them, about what they learnt about that religion.</li></ul>
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**Year 2 R.E**  
**Summer Term**  
**Why did Jesus tell Stories?**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>In this unit children learn about stories from the gospels. Children will be asked to draw on their own experience and understanding of storytelling and story-writing. They learn about how important it was for Jesus to tell stories as a means of teaching about God.</p>	<ul style="list-style-type: none"> <li>• identify the characteristics of stories</li> <li>• reflect on their experience of stories and storytelling</li> <li>• suggest feelings and reactions of characters at key points in the story</li> <li>• suggest possible meanings of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Begin a story with the words 'once upon a time', then stop. Ask the children what they were expecting. Discuss storytelling. <i>What is a story? Who 'tells' stories? What kind of stories do you like best? Why do you think people like stories?</i> Write down their answers.</li> <li>• Talk about Jesus as a good storyteller who told some of the most well-known stories in the world, which are written down in the Bible. Explain that he used stories to teach people about God and how they should live.</li> <li>• Explain that over the next few weeks they are going to hear some of Jesus' stories, and will see how different writers and artists have retold them and illustrated them.</li> <li>• Tell the children they are going to help you tell a story about two brothers and their father. Tell the</li> </ul>

		<p>story of the prodigal son in Luke15 in your own words, breaking after: verse 16, verse 18a (<i>and say to him...</i>), verse 20a (<i>his father saw him ...</i>), verse 27, verse 30. Invite the children to suggest what happened next after each break, <i>eg how people felt, what they said, what they did</i>. Explain that Jesus told his story to teach people important lessons. It is called a parable. Ask children what they think this story means.</p>
	<ul style="list-style-type: none"> <li>• retell the story</li> <li>• identify with a character in the story and tell the events from their point of view</li> <li>• identify the key central feelings and response of each character</li> </ul>	<ul style="list-style-type: none"> <li>• Help the children to reconstruct the story from the last lesson with the aid of a storyboard. Divide the children into three groups, each taking the part of the younger son, the elder son or the father. Ask them to tell the story through writing, drawing or drama from the point of view of their character, paying particular attention to how their character 'feels' and how they react to the other characters.</li> <li>• Invite children to read their stories to the class and suggest how different characters have seen the same events.</li> <li>• Identify the key ideas in the story, <i>eg being sorry</i>,</li> </ul>

		<i>forgiveness, reconciliation.</i>
	<ul style="list-style-type: none"> <li>• explain that in the story Jesus was teaching about repentance, forgiveness, reconciliation and jealousy</li> <li>• explain simply the religious meaning of the story</li> <li>• identify times in their lives when they have quarrelled with someone close to them</li> </ul>	<p>.</p> <ul style="list-style-type: none"> <li>• Review the key ideas in the story with the children: being sorry (repentance), forgiveness, reconciliation (making up), jealousy.</li> <li>• Prepare multiple choice questions for each idea, giving three explanations of what Jesus was teaching through 'his' story, eg the boy showed he was sorry by : (a) going home, (b) feeding the pigs or (c) offering to become his father's servant. Ask children to select the correct explanation.</li> <li>• Lead children in a discussion of a deeper meaning of the story if the father represented God (ie the younger son abandons God, repents and is reconciled). Emphasise that Jesus taught that no one is beyond God's forgiveness.</li> <li>• Invite children to talk about occasions when they have either fallen out with a friend or a member of the family, or been jealous of someone.</li> <li>• <i>What can we learn about God from the story? Why do you</i></li> </ul>

		<p><i>think that Christians call God 'Father'?</i></p> <ul style="list-style-type: none"> <li>• Draw the work on the prodigal son together by talking about how stories can be a way of helping people to understand values.</li> </ul>
	<ul style="list-style-type: none"> <li>• work with others to produce a version of a parable which shows knowledge and understanding of its content and meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Divide children into groups of four or five. Tell them that each group will be working on a different story told by Jesus, putting it into a format to be included in the class 'Big book'. Allocate a different story to each group. Provide the groups with several versions of the story, <i>eg different translations of the Bible (Good News, New English, International) and retellings for children</i>. Include illustrations by different artists and illustrators.</li> <li>• Ask each group to appoint a reader and a scribe. Let the children read the story and then retell it; agreeing the sequence of events, agreeing who the key characters are and what they are like. Discuss what they think Jesus wanted people to learn about God from this story.</li> </ul>

		<ul style="list-style-type: none"> <li>• Think about illustrations for the 'Big book'. <i>What do you think of the ones done by professionals? Which parts do you want to illustrate and why?</i> Divide the tasks up within the group. Draft, and then redraft the text and match with the illustrations.</li> </ul>
	<ul style="list-style-type: none"> <li>• reflect upon and discuss possible meanings of each story</li> <li>• explain the nature of a parable</li> <li>• give possible interpretations of parables of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Structure this session to focus on feedback from the groups. Ask each group to tell their story, explain what they think Jesus wanted people to learn from it, and show what they have done so far towards the 'Big book'.</li> <li>• Share any comments, insights and suggestions and encourage the children to rework stories where necessary.</li> <li>• As a class, agree on a title for the 'Big book' and discuss what will go into the introduction.</li> <li>• Use this part of the discussion to draw together what children have learnt about Jesus as a storyteller and what they think this shows about Jesus as a person.</li> <li>• Ask questions to help the children explore the nature of the stories. <i>Are the stories</i></li> </ul>

		<p><i>about familiar things, situations or people? Are the stories easy to remember? Are the stories about something happening? Are the stories told to teach people about God?</i></p> <ul style="list-style-type: none"><li>• Ask the children to make a list of the qualities of God that they think Christians might believe are illustrated in these parables. This could be done as a matching task, eg <i>God is like a caring shepherd, God is like a good housekeeper, God is like a forgiving father, God is like a firm foundation, God is like a sheltering tree.</i> Discuss with the children how they will convey these points in the introduction.</li><li>• Year 2 to share and enjoy the book as a class.</li></ul>
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Year 3 Autumn -Signs and Symbols

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Knowledge and understanding of religion and belief</p> <p>Being creative and enquiring into religions and beliefs</p> <p>Reflecting and responding to religion and belief</p>		<p><b>AUTUMN TERM (1<sup>st</sup> half)</b></p> <p><u>What do signs and symbols mean in religion?</u></p> <p>In this unit children learn about some of the possible or intended meanings of a wide range of signs and symbols. The unit considers a variety of religious symbols and their meanings for those who use them. Children are encouraged to investigate examples of symbolic language and to deepen their understanding of some common religious concepts.</p>
<p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>Reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p>	<p>Ch should learn</p> <ul style="list-style-type: none"> <li>• about the meaning of everyday signs and symbols</li> <li>• how to explore meanings within stories</li> <li>• how memories are linked to particular objects</li> </ul>	<p><u>What do everyday signs and symbols mean?</u></p> <p>Show children some signs they might see around them in school or in the local community. Discuss what the signs mean. Ask volunteers to draw signs that they know, and ask the rest of the class to identify them.</p> <p>Explain the difference between a sign and a symbol.</p> <p>Look at symbols used in washing labels on clothes, on food packages or in sport to introduce the idea that sometimes one needs to be 'in the know' to understand certain symbols.</p> <p>Look at pictures of a rainbow, a dove and an olive branch. Explore the meanings and uses of these symbols today. Find their origins in the story of Noah's Ark, which is important in three major world</p>



		<p>faiths - but in very different ways.</p> <p>Ask the children to think about objects that they own which hold special memories or meanings for them. Model ways of talking about these, e.g. <i>I've got something special - it's a ....and it reminds me of ...</i></p> <p>Read a story which prompts talk about how memories can be provoked by certain objects.</p> <p>Ch record own choice of everyday signs and symbols in RE books.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of other</p> <p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>Reflect on what it means to be a member of a faith community, communicating their</p>	<p>Ch should learn</p> <ul style="list-style-type: none"> <li>• the significance of Passover and its practice for Judaism</li> <li>• about how symbolic food can be used to remember important events</li> <li>• to reflect on important events in their own lives and link them with the importance of Passover for Jewish people</li> </ul>	<p><b><u>How do symbols help us to remember the past?</u></b></p> <p>Show the children a Passover (Seder) plate. Talk about what it might be. Show a video extract of a Jewish family sharing a Seder meal. What meanings or memories does the Seder plate hold for Jews? Explore the reasons why it is important for Jewish people to remember this event in their history.</p> <p>Ch to complete a Seder plate with labels explaining the meaning of each part of the meal.</p> <p>Ask ch to imagine that they are living away from home and are preparing a meal that would bring back memories. What would you choose and why?</p>

<p>own and others' responses.</p>		
<p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p>	<p>Ch should learn</p> <ul style="list-style-type: none"> <li>• that words can have literal and non-literal meanings</li> <li>• how metaphors can convey religious meaning</li> <li>• how to interpret religious metaphors</li> </ul>	<p><b><u>What do these examples of non-literal language mean?</u></b></p> <p>Introduce ch to three or four examples of non-literal sayings, e.g. <i>you're driving me up the wall; it's raining cats and dogs; sorry I must fly</i>. Discuss the literal and non-literal meanings.</p> <p>Choose a feeling, e.g. <i>jealousy, anger, loneliness, fear</i>, to explore in terms of simile and metaphor, e.g. <i>When I'm angry, I feel like a balloon about to burst</i>. Encourage ch to write and illustrate their own ideas.</p> <p>Introduce one of the following metaphors from the Bible: Jesus is the light of the world, The Lord is my shepherd, I am the bread of life. Discuss possible meanings of these for religious believers.</p>
<p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• that symbolic language is used to describe God</li> <li>• that religious beliefs and ideas about God can be experienced in a variety of forms, including symbolism</li> </ul>	<p><b><u>How do symbols help believers to express or explore religious concepts, such as the concept of God?</u></b></p> <p>Ask the children to work in groups to discuss how symbolic language is used in different religions. Talk about the characteristics of fatherhood and motherhood, and how these might apply to God.</p> <p>Consider God as beyond image, incomparable (as expressed in symbolic actions): use examples from Islam. Look at pictures or videos of Muslims at prayer. Identify some symbolic actions and then discuss their possible meanings.</p> <p>Consider God as multifaceted (as expressed in symbolic objects): talk about how people have different sides to their characters and enjoy doing different things. Look at images (or pictures of images) of Hindu deities. <i>What might these be saying about Hindu beliefs</i></p>

<p>with the religions and beliefs studied.</p> <p>Reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p>		<p>about God?</p> <p>Match descriptions of Hindu deities with pictures and names. Explain how their characteristics are symbolized.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>Reflect on what it means to be a member of a faith community, communicating their own and others'</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>About some common symbols within a place of worship</li> </ul>	<p><b><u>How are religious symbols used in places of worship, such as a church?</u></b></p> <p><i>Which signs and symbols might we find in a place of worship? Show pictures of several Christian symbols, e.g. a cross, dove, fish, halo, alpha and omega, chi-rho. Ask the children to match the symbols to the meanings.</i></p> <p>Look for such symbols in pictures or videos of churches, or visit a church after looking at pictures of symbols which can be found in that church.</p>

responses.		
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**Year 3 Autumn - How and why Hindus celebrate Divali**

		<p><b>AUTUMN TERM (2<sup>nd</sup> half)</b></p> <p><b><u>How and why do Hindus celebrate Divali?</u></b>                  This unit introduces children to some of the beliefs and practices of Hindus through the celebration of Divali. There is a focus upon how these beliefs are exemplified in this festival. The religious significance of what Divali means to believers is highlighted, using pictures, drama and storytelling.</p>
<p><b>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</b></p> <p><b>Use and interpret information about religions and beliefs from a range of sources.</b></p> <p><b>Reflect on ideas of right and wrong and their own and others' responses to them.</b></p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• about the key events and have an overview of the story of Rama and Sita</li> <li>• about the meaning behind the story</li> <li>• to consider the feelings and motivations of the characters in the story</li> </ul>	<p><b><u>Who were Rama and Sita?</u></b></p> <p>Introduce the characters in the story, describing their personalities.</p> <p>Retell the story using a book, video or slides.</p> <p>Dramatize the story of Rama and Sita.</p> <p>Show examples of Indian comic books telling stories about Rama, Sita and other important characters.</p> <p>Give children a prepared sheet with the story of Rama and Sita in comic strip. Ask them to sequence the pictures and write on the dialogue.</p> <p>Discuss other stories where good conquers evil.</p> <p>Discuss the experiences and viewpoints of key figures in the story, <i>e.g. was Rama's stepmother right to demand that her son was king instead of Rama?</i></p>
<p><b>Identify and begin to describe the</b></p>		<p><b><u>Why do Hindus have Divas?</u></b></p>

<p>similarities and differences within and between religions.</p> <p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to identify some practices associated with Divali</li> <li>about the symbolic significance of light and how it relates to the Divali story and to other religions</li> </ul>	<p>Light a diva and ask the children to look at the flame: encourage them to write down their initial feelings and thoughts.</p> <p>Explain how the diva originated from the story, and why it is lit to celebrate Divali.</p> <p>Discuss the symbolic significance of light and mention other religions that use light as a symbol.</p> <p>Ch to make Christingles and explain symbolic meaning.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>about the purpose of sending Divali cards</li> <li>about the purpose of creating rangoli patterns</li> <li>about the importance of preparation for Divali</li> <li>to identify some of the customs and practices related to celebrating Divali</li> </ul>	<p><b><u>How do Hindus prepare for Divali?</u></b></p> <p>Show the children a selection of greeting cards and discuss messages, illustrations and the reasons why cards are sent.</p> <p>Discuss what captions, illustrations and messages are appropriate for new year and Divali cards.</p> <p>Ask the children to make a Divali card for a Hindu friend.</p> <p>Show children designs of colourful geometric rangoli patterns (use both simple and detailed designs) and discuss how they make them feel. Ask the children to find out why these patterns are used.</p> <p>Ch to research, then show in pictures and words, what happens on each day of Divali.</p>

Use the right vocabulary and concepts in communicating their knowledge and understanding.

Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.

Reflect on what it means to be a member of a faith community, communicating their own and others' responses.

Year 3 Spring - Creation

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
		<p><b>SPRING TERM (1<sup>st</sup> half)</b></p> <p><u>Creation</u>            This unit focuses on key questions such as:            How did the world begin?            How can we know? (The difference between faith and definite truth)            How does the world continue to function?            Why is there such variety in the world?            Does it matter how we treat the world?            Children describe and begin to understand religious and other responses to ultimate and ethical questions. They discuss their own and other's views of religious truth and belief, expressing their own ideas.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to think about the variety of living beings around the world</li> </ul>	<p><u>Why is there such variety in the world?</u></p> <p>Explore the range of animals and plants within the world, using books, videos, photographs and the Internet. Highlight the vast range of differences between animals. Ch to list as many different animals as possible under the headings of sea and land. Raise the question with the children of how all the different animals began. Ask ch to explain how they think all the animals began.</p> <p>Introduce the Christian belief about creation - that God created the world and sustains it now. Read a storybook about creation, e.g. Wonderful Earth by Nick Butterworth, and discuss ch's responses to it.</p>



<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to consider the Biblical story of creation and think about what this means about God</li> <li>to understand the difference between faith and definite truth</li> </ul>	<p><u>How did the world begin? How can we know? (1)</u></p> <p>Explore the Christian view of Creation. Use a book or powerpoint to tell the Biblical story of creation. Explain that some Christians believe that the Bible account literally happened over 7 days, and some Christians believe that it is an image of what happened over a longer period of time. Allow ch to share their own thoughts and beliefs about this.</p> <p>Ch to produce a story board of the Biblical story of creation.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Identify and begin to describe the similarities and differences within and between religions.</p> <p>Use and interpret information about religions and beliefs</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to consider the Islamic story of creation and think about what this means about Allah</li> </ul>	<p><u>How did the world begin? How can we know? (2)</u></p> <p>Consider the Islamic story of creation (Espresso video). Discuss children's responses to it. Are there any similarities/differences between it and the biblical story of creation?</p> <p>Can ch retell the Islamic story of creation, including all the main points?</p>

<p>from a range of sources.</p> <p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>		
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Identify and begin to describe the similarities and differences within and between religions.</p> <p>Use and interpret information about religions and beliefs from a range of sources.</p> <p>Discuss their own and others' views of religious truth and</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to consider another story of creation</li> <li>• to look at similarities and differences between religious views</li> </ul>	<p><u>How did the world begin? How can we know? (3)</u></p> <p>Explore through story, video and Internet another faith perspective about creation (Hindu).</p> <p>Compare and contrast the different religious views of creation. Who was involved in creation, what words were said, how did people come into being, why was the world created and what responsibilities were given to people?</p>

<p>belief, expressing their own ideas.</p>		
<p>Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to know that people from the same religion can have different views</li> <li>• to begin to develop an argument</li> <li>• to listen respectfully to the views of others, including religious views</li> <li>• to develop their own views</li> </ul>	<p><b><u>How did the world begin? How can we know? (4)</u></b></p> <p>Look at the argument between evolution versus biblical creation views. Explain both sides, then hold a class debate with both views represented. Use questions to trigger the debate, e.g. Did God make the world or was it an accident?</p>
<p>Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>Use and interpret information about religions and beliefs from a range of sources.</p> <p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to consider the effects of their actions</li> <li>• to consider their role in the future</li> </ul>	<p><b><u>Does it matter how we treat the world?</u></b></p> <p>Explore environmental issues such as global warming, pollution, endangered species (BBC Newsround, Espresso). What can the children do about these issues? Why should we do anything? What would help look after the world now and in the future?</p> <p>Read 'Brother Eagle, Sister Sky' by Susan Jeffers. Explain the views about the world of the native American Indians. How has the world changed since this speech was made? What are the children's thoughts?</p> <p>Imagine 50 years into the future. What would they like to be able to tell an imaginary grandchild they had done to improve environmental problems?</p> <p>Give ch a writing frame, so they can write their own speech about looking after the world.</p>

<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>Reflect on ideas of right and wrong and their own and others' responses to them.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to apply their beliefs about creation and the nature of the world</li> </ul>	<p><u>Creating a perfect world</u></p> <p>Ask ch to create their own perfect world, using questions to start the process, e.g. In what order will you create the world? Where will the energy come from? Why did you create your world? Will you create people? Will people die? Will there be places to help people feel calm and peaceful? Will there be anything bad in your world?</p> <p>Ch to draw and write about their perfect world.</p>

Year 3 Spring - Why do some people think Jesus is inspirational?

		<p>SPRING TERM (2<sup>nd</sup> half)</p> <p><u>Why do some people think Jesus is inspirational?</u>            In this unit, children understand some reasons why Christians think Jesus is inspirational. They describe and explain some examples of the life and teaching of Jesus and identify links between events and key Christian festivals. They begin to understand how Christians express their ideas about Jesus in worship, the arts and music.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>Reflect on sources of inspiration in their own and</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to consider the idea that we are all inspired by other people sometimes</li> <li>to choose inspiring people of their own</li> </ul>	<p><u>Being inspired - what's that?</u>            Ask pupils in pairs to make lists of heroes in movies that they like - Shrek, Buzz Lightyear, Simba the Lion King, Mr Incredible, Monsters Inc and so on. What do these heroes have in common? Why do people like them? How do we show who our heroes are?</p> <p>Discuss with pupils the idea of being inspired: get them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these?            (Link with letter writing in Literacy: ch to write and send a letter to someone they find inspirational.)</p> <p>Focus on the idea of 'inspiration' with pupils: what does it mean? Explain that in this unit of RE we are going to find out why Jesus is an inspiration to Christians. Point out that Christians believe Jesus is real (not like the Disney heroes) and that people have been inspired by him for 2000 years, in their millions (not like the 'heroes' on TV).</p>

<p>others' lives.</p>		
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>Explore creatively the meaning of a range of forms of</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to understand the symbolic language used for Jesus</li> <li>• to reflect on the meaning of the statements that Jesus made about himself</li> <li>• to understand the importance of these sayings for Christians</li> </ul>	<p><b><u>Symbols for Jesus: what do they mean?</u></b></p> <p>Start by asking the pupils to symbolise themselves: 'If I was an animal, a car, a colour, an item of clothing, a kind of food, a place anywhere on earth, I'd be ... because ...' Discuss what this means and whether it is easy or hard. Sharing the results in a quiz is good fun. ('Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?')</p> <p>Working with symbolic objects: Give each group an object or picture that represents one of the 'I am ...' sayings. Possible objects/pictures: a loaf of bread; a candle, a picture of a shepherd or sheep, a signpost, a door, a vine branch or some grapes, an empty grave or an image of an angel.</p> <p>Pupils are to discuss the following questions: What is this object? What does it/he/she do? Why might it/he/she be important? Feedback ideas, and talk about the symbols in the language.</p> <p>Jesus and the seven symbols he chose for himself. Give each group a copy of the 'I am ...' saying that relates to their object. What do they think Jesus was trying to say about himself? Feedback ideas. Don't get all pupils to look at all seven - choose two or three as appropriate.</p> <p>Ch to illustrate three of the sayings and explain their meanings.</p>

<p>religious expression, understand why they are important in religion and note links between them.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>		
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Use and interpret information about religions and beliefs from a range of sources.</p> <p>To reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• that there is no authentic visual image of Jesus</li> <li>• to make links between artistic images of Jesus and the artist's beliefs and background</li> <li>• to understand how images of Jesus are expressions of faith and worship</li> <li>• to reflect upon their own interpretations of stories and teachings of Jesus</li> </ul>	<p><b><u>Is Jesus inspiring because of his life story?</u></b></p> <p>If you were writing a book about someone, what important details would you include? Collect ideas in pairs for some chapter outlines.</p> <p>Although the Gospels say a lot about what Jesus said and did, there is no written description of him, and paintings were not done until maybe 150 years after his death. Why might this be?</p> <p>Explain that all images of Jesus are influenced by the artist's experiences, beliefs and background.</p> <p>Give children a number of pictures of Jesus by different artists. They are to think about the following questions: What do you notice about the way that Jesus is drawn in this picture? What do you think the artist is trying to say about Jesus? What did the artist get from the Bible? What did the artist add to the Bible themselves?</p> <p>Children could create their own picture of Jesus, thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to be</p>

		<p>doing. They should explain why they have drawn Jesus like this. One way of doing this is to give the pupils a choice of five or six stories of Jesus to illustrate.</p>
<p><b>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</b></p> <p><b>Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</b></p> <p><b>Reflect on sources of inspiration in their own and others' lives.</b></p> <p><b>To reflect on what it means to be a member of a faith community, communicating their own and others'</b></p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to know one of Jesus' parables</li> <li>• to understand the meaning of one of Jesus' parables</li> <li>• to reflect on what we can learn from a parable of Jesus</li> <li>• to make links between values and commitments and their own attitudes and behaviour</li> <li>• to consider the impact that believing in Jesus will have on a Christian's life</li> </ul>	<p><b><u>Is Jesus inspiring because of his teaching?</u></b></p> <p>A good teacher: Create a list of the key 'ingredients' that are needed to make a good teacher.</p> <p>Use these ingredients to write a recipe for the perfect teacher.</p> <p>Discuss why Jesus was a good teacher. Ask pupils to think carefully about the following points: memorable speaking; use of stories, everyday examples, practising what he taught.</p> <p>The parable of the two builders: Matthew 7:24-27 and Luke 6:46- 49. Tell the story, and think together about the meaning.</p> <p>The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free-standing. Pupils are to blow on the structures or wobble the table: which one falls down first and why? Discuss the meaning of the parable.</p> <p>Foundations: Discuss how Jesus is the foundation for the lives of Christians: in what ways do Christians build their lives on Jesus?</p> <p>Ask children to consider the foundations for their lives (e.g. friends and family, activities that strengthen them, spiritual foundations) and what would happen if these changed or went away?</p>



<p>responses.</p>		<p>Use appropriate activities to help children reflect on the important values on which to build, e.g. truthfulness, kindness, tolerance etc. Children can record these in a visual way: they might complete six 'bricks' each for the foundations, and make a class display of 180 bricks!</p> <p>What strengthens our lives? Who or what are the foundations upon which they are building their lives?</p> <p>Children draw a brick wall and put names of people who inspire them on it. They choose five of these people and explain in writing why they are inspired by them, using sentence openers such as 'I build my life on _____ because.....'</p> <p>From this lesson, sum up conclusions about the teaching of Jesus: Was he a good teacher? Is that something that inspired people?</p>
<p>Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>Use and interpret information about religions and beliefs from a range of sources.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• to consider who Jesus considered to be blessed by God</li> <li>• to reflect upon what makes them happy</li> <li>• to reflect upon whether happiness can be found in possessions</li> <li>• to make their own links between Jesus' teachings and Christian beliefs</li> <li>• to recognise their own values and those of others</li> </ul>	<p><b><u>Is Jesus inspiring because he helped people to be happy?</u></b></p> <p>Read a children's version of the Happiness sayings of Jesus (The Beatitudes) Matthew 5:3-12. These sayings are about being 'blessed' (happy). They contain advice on how Christians should live their lives. Jesus' list of 'happiness statements' is very different to the values most people live by.</p> <p>Provide children with a set of eight cards, each one giving a simplified version of the saying of Jesus. Ask them to pick one each and explain to their partner what they think it means. Collate a class list of ideas about what Jesus said would make people happy, e.g. you are happy if you care for others.</p> <p>Give each pupil a card with a picture/description of something</p>

<p>Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>To reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>		<p>that might make them happy.</p> <p>Allocate the four corners of the room to the following: very important, important, not that important, not important at all. They are to stand in the area of the room that shows how important their card is in making them happy. Invite ch to explain their decisions.</p> <p>Read a simplified version of the Beatitudes and explain its meaning. Pupils are to create their own version of the Beatitudes.</p>
<p>Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>Reflect on sources</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• the difference between a miracle and a magic trick</li> <li>• to understand what Jesus' miracles show about him</li> <li>• to reflect upon the difficulty of putting faith into action</li> </ul>	<p><b><u>Is Jesus inspiring because of his miracles?</u></b></p> <p>Discuss the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle?</p> <p>Read one of Jesus' healing miracles that requires faith in Jesus, e.g. Matthew 9:27-31 - a healing of a blind person.</p> <p>Explain that many of Jesus' miracles required the person to have faith in him.</p>

<p>of inspiration in their own and others' lives.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p>		<p>Explore the difficulty of putting faith into action and what this shows about the person healed by Jesus.</p> <p>Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. In pairs/threes pupils are to do a radio interview about this miracle. One pupil should be the interviewer; the other could either be someone who saw this miracle or the person who was healed. Alternatively the teacher could play the role of the interviewer and ask the pupils questions relating to this miracle.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>to be able to describe the links between the narratives of the last week of Jesus' life and celebrations of Holy Week and Easter in the Christian community today</li> <li>to be able to apply the idea of an inspiring life for themselves</li> </ul>	<p><u>Is Jesus inspiring because of his death and resurrection?</u></p> <p>Learning about Holy Week: the last week of Jesus' life is remembered by Christians in the seven days before Easter. Key events include the triumphant entry of Jesus into Jerusalem on Palm Sunday, the driving out of the moneychangers from the Temple, the Last Supper, betrayal, arrest and trial of Jesus, the Crucifixion, the Resurrection.</p> <p>Working with the story: Use a video version, or a well told text, which matches the learning needs of your class. Stories take root in the imagination if they are presented several times in different ways, so choose some of these:</p> <ul style="list-style-type: none"> <li>show a video</li> <li>read a story book version together</li> <li>look at the Bible text together</li> <li>ask 20 questions about the events in a quiz style</li> <li>give pupils a sequencing activity</li> <li>ask groups to make 'freeze frames' of six key moments in the story, and take their photos</li> </ul>

<p>Use and interpret information about religions and beliefs from a range of sources.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>		<ul style="list-style-type: none"> <li>work with the story in a way of your own</li> </ul> <p>Task: Make a 'feelings graph' for Peter through the story. Plot eight points on it, label it. (Should the axes be called happy and sad, or elated and devastated?) Let pupils choose, and explain theirs to others in the group. Can they do a similar 'feelings graph' for Jesus, from Thursday to Sunday evening?</p> <p>Task: Write the Resurrection story from the perspective of another key character, such as the mother of Jesus, Pontius Pilate, a guard at the tomb, one of the Pharisees or Thomas the disciple.</p>
<p>To reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>To develop skills in questioning adults other than teachers</li> <li>Why Jesus is important to Christians today</li> <li>To reflect upon who is important in their life</li> </ul>	<p><b>Someone who is inspired by Jesus today</b> Create a class list of all the people they look up to.</p> <p>What do the children admire/like about these people? How would someone else be able to tell that this person is important to you?</p> <p>Pupils could bring a picture of this person and this could form part of a class display.</p> <p>Invite a Christian - a minister or a lay person - to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life. Students to ask questions to the visitor. If possible, record this visit</p>
<p>Reflect on sources of inspiration in their own and others' lives.</p>	<p>Children should learn</p>	<p><b>Optional Task: stained glass window design</b> Pupils are to imagine that they have been asked by a local church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye-catching, inspiring and</p>

	<ul style="list-style-type: none"><li>• To express their own ideas, understanding and insight into the meaning and significance of Jesus' life and teaching in a contemporary context</li></ul>	<p>informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the Gospels as its title (give pupils a choice). Pupils are to write an explanation of why their design is a good one (less than 100 words).</p> <p>This task enables links to the art and design curriculum. Work with perspex, cut foil or translucent tissue paper as appropriate.</p>
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**Year 3 Summer - What is the Bible and why is it important for Christians?**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
		<p><b>SUMMER TERM</b></p> <p><u>What is the Bible and why is it important for Christians?</u>                      This unit focuses on the composition of the Bible and its significance and use in the lives of believers today. The Bible includes a number of genres which describe the history of Jewish people and the foundations of the Christian church.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• that the Bible is a sacred/holy book which forms the basis of the Christian faith</li> <li>• the importance of the Bible to Christians</li> </ul>	<p><u>What is the difference between a favourite book and The Bible to Christians?</u></p> <p>Through discussion and brainstorming encourage children to explain why they think the Bible is important to Christians. <i>What makes it different from most other books?</i></p> <p>The story of Mary Jones, e.g. in books or videos, is a useful example of how the Bible is valued. Allow the ch to act out the story. Freeze-frame from time to time to discuss Mary's feelings and motivation.</p> <p><i>How does this story make you feel? Would you be prepared to give up your time or money for something?</i></p>
<p>Describe the variety of practices and</p>		<p><u>How do Christians use the Bible?</u></p>

<p>ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>To reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>that for Christians, the Bible is the main reference for teaching, guidance and worship</li> </ul>	<p>Discuss how Christians use the Bible, e.g. for both public and private worship; in church and at home; for guidance, teaching, prayer; as a basis for songs. Listen to some modern Christian music followed by reading original Bible verses. Invite a Christian visitor to talk about the use of the Bible in his or her life. <i>Are there any differences in the way they use the Bible?</i> Discuss whether there is anything in the children's lives that they would value in the way that Christians value the Bible.</p> <p>Show a video of the Bible being read in an Orthodox or Catholic church.</p>
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Explore creatively the meaning of a range of forms of religious expression, understand why they are important in</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>that certain Bible passages have special significance to different Christians</li> </ul>	<p><b><u>What makes a book special?</u></b></p> <p>Make a class 'special book', showing comparisons between the children's own writing and extracts from the Bible, e.g. <i>poetry plus extracts from Psalms or Isaiah, a history of the school, extracts from class rules, the Ten Commandments from a modern translation, Paul's letter to Philemon in the New Testament and letters written or received by the children.</i> Discuss the reasons for selecting the extracts. Present them attractively and encourage the children to use illuminated writing and decorative borders. Include examples chosen by teachers and other adults in the school.</p>

<p>religion and note links between them.</p>		
<p>Describe key aspects of a religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>Use and interpret information about religions and beliefs from a range of sources.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• how religious beliefs, ideas and feelings can be expressed through the Bible</li> </ul>	<p><b><u>What is in the Bible?</u></b></p> <p>Focus on some particular types of writing, <i>e.g. history, psalms, proverbs, prayers, letters</i>, and identify what the writers are trying to express. Give children short extracts, <i>e.g. Psalm 23: 1-3, Proverbs 15: 1-2, The Lord's Prayer</i>.</p> <p>Compare different versions of the same passage. <i>What is gained and/or lost in the different versions?</i></p>
<p>Find out about and debate the purpose and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>To reflect on what it means to be a member of a faith</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• how different genres convey different aspects of God</li> </ul>	<p><b><u>What different types of books are there in the library?</u></b></p> <p>Talk about the different types of books in the school library. <i>When would you use these books (e.g. for instruction, for pleasure, for reflection)? What types of books are there in the Bible (e.g. history, law, Gospels, Psalms)?</i> Explain that there are two languages used in writing the Bible, Hebrew for the Old Testament and Greek for the New Testament. Explore the different scripts with the children.</p> <p>Focus on different types of writing in the Bible, <i>e.g. a parable, a prayer, poetry</i>. <i>What words/phrases tell you</i></p>



<p>community, communicating their own and others' responses.</p>		<p>something of how the writers see the character of God? Through poetry, prose, music or art, ask the children to express their thoughts, feelings and questions about how believers might portray God.</p>
<p>Find out about and debate the purpose and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p> <p>To reflect on what it means to be a member of a faith community, communicating their own and others' responses.</p>	<p>Children should learn</p> <ul style="list-style-type: none"> <li>• about the composition of the Bible and its variety</li> <li>• to find Biblical references</li> <li>• about the differences between the old and new testaments</li> </ul>	<p><b><u>What are the old and new testaments?</u></b></p> <p>Use a chart to show the two parts of the Bible, the Old and New Testaments, as being those written before and after the birth of Jesus. Using a prepared sheet and working in small groups, ask the children to tick off the Old Testament books as they find them in the Bible, encouraging them to use referencing skills.</p> <p>As an extension task, children could do some research to help them to compose character studies of some of the exciting men, women and children in the Bible, both Old and New Testaments, or to produce a short guide to finding the contents of the Bible.</p>

## Year 4 - Hinduism

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Learn who founded Hinduism and where	Using atlases to locate countries Discuss that Hinduism has no single founder but it did originate in the Indus valley	Use an atlas and colour the Indus Valley. Then compare to a map of where Hinduism is practised today. Why is it also practised outside of India?
Learn the main beliefs associated with Hinduism	Understand the meaning of Moksha, Dharma, Reincarnation and Truth is Eternal Understand Hindus believe in many deities	Match the different words with their meanings
Know the names and jobs of some of the deities	Research some of the more popular gods	Create a short quiz to test each other on your knowledge of deities
Understand how Hindus worship in their homes	Know the features of a home shrine and how it's used	Watch a video about puja in the home.  Look in particular at the artefacts on the Puja tray, talk about what they are used for Label a picture of a Hindu home shrine
Understand how Hindus worship in a Mandir	Know some of the important details about Mandirs	Watch a video of a girl going to a Mandir to worship. How is this different to the boy worshipping at home? How is it the same? Write a letter to a friend telling them about your imaginary visit to a Mandir.
Know about some special festivals in Hinduism	Learn about Diwali Holi And Navatri	Choose one of the festivals and create a comic strip to show how it is celebrated  Compare 2 festivals and how they are celebrated
Know about the symbols of Hinduism	Learn about the different symbols in Hinduism and what they mean	Match the different symbols to their meanings  Focus particularly on the Aum symbol and create a poster to show how it is used by Hindus.

## Year 4 – Christian Journeys

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Describe key aspects of religion	Learn about the beginning of the Christmas story, how Mary told of the baby and married Joseph.	Work in groups of three to interview <i>Mary</i> , <i>Joseph</i> and the angel <i>Gabriel</i> . Take turns to be the interviewer. Some groups show to whole class. Record as photos.
Describe key aspects of religion	Learn of the story of <i>Mary</i> and <i>Joseph's</i> journey to <i>Bethlehem</i> .	Act the journey to <i>Bethlehem</i> out in pairs
Describe key aspects of religion	Learn of the journey of the <i>Shepherds</i> to <i>Bethlehem</i> .	Write a postcard from a shepherd to a member of their family about their visit to the new baby
Describe key aspects of religion	Learn of the journey of the <i>Wise Men</i> to <i>Bethlehem</i>	Act out a television news report about the wise men visiting the baby in <i>Bethlehem</i> . Record on iPads and with photos
Describe key aspects of religion	Learn of <i>Mary</i> and <i>Joseph's</i> flight from <i>Bethlehem</i> .	Create a newspaper report about <i>Herod</i> .

**Year 4- Easter**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Describe key aspects of religion</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p>	<p>Learn about Lent and what it means to Christians. How do people 'celebrate' lent in modern Christianity</p>	<p>Children discuss what they would give up if they were Christian or have given up already if they are. Or what they would do to challenge themselves that would benefit others. Why would they give up/do this?</p> <p>Draw a picture and write a short description in books.</p>
<p>Describe key aspects of religion</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p>	<p>Learn the story of Palm Sunday and how it is celebrated in churches today,</p>	<p>Write a short account as a member of the crowd as Jesus enters Jerusalem on Palm Sunday</p>
<p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p>	<p>Learn about Maundy Thursday and the last supper and how modern day Christians commemorate it.</p>	<p>Act out the last supper as a class, choosing children to be the main disciples that feature in the story. One child to be Jesus record with photographs</p>
<p>Describe key aspects of religion</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p>	<p>Learn about how, according to the Bible, Jesus was betrayed in the Garden of Gethsemane, the role of Pontius Pilate and how Barrabas was released.</p> <p>Learn of how Peter denied Jesus.</p>	
<p>Describe key aspects of religion</p> <p>Describe the variety of practices and ways of life in religions, and understand how these stem from, and</p>	<p>Learn about the story of Good Friday</p>	<p>Talk about how the disciples of Jesus would have felt on this day.</p>

are closely connected with, beliefs and teachings.		
Describe key aspects of religion Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.	Learn about Easter Sunday and how Jesus appeared to Mary Magdalene	Have an image of <i>Mary Magdalene</i> and around it write how she might have felt.

**Year 4- Life after Jesus**

<b>Programme of Study</b>	<b>Knowledge, Skills and Understanding</b>	<b>Activity/ Link to scheme of work</b>

**Year 5: Where did the Christian Bible come from?**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Knowledge and understanding</p>	<p>Pupils should be taught to:</p> <p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p> <p>Can you discuss what you know about the Bible?</p> <p>Can you identify when the Bible started?</p>	<ol style="list-style-type: none"> <li>1. What do we know about the Bible? <ul style="list-style-type: none"> <li>• Identify that the Bible is the world's best-selling book and know some basic facts about it</li> <li>• Ask and reflect on questions still to be answered about the Bible</li> </ul> </li>   <li>3. What is in the Bible? <ul style="list-style-type: none"> <li>• Identify that the Bible is a collection of different types of writings, written at different times by different authors</li> <li>• Identify the Bible's many different literary genres</li> <li>• Identify some extracts from the Bible</li> </ul> </li>   <li>4. What kind of writing is in the Bible? <ul style="list-style-type: none"> <li>• Recognize that the Bible is a collection of different types of writings, written at different times</li> </ul> </li> </ol>

	<p>Can you identify what is in the Bible?</p> <p>Can you identify the kind of writing that is in the Bible?</p>	<p>by different authors</p> <ul style="list-style-type: none"> <li>• Identify that the Bible contains many different literary genres</li> <li>• Identify some extracts from the Bible</li> </ul>
<p>Creating and enquiring</p>	<p>Pupils should be taught to:</p> <p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p>	



<p>Reflecting and responding</p>	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>2. When did the Bible start?</p> <ul style="list-style-type: none"> <li>• Identify that the material of the Bible predates the written text</li> <li>• Differentiate dates before and after Jesus</li> <li>• Recognize that the Bible is a collection of writings from many different times</li> <li>• Reflect on how it might feel to 'discover' an ancient manuscript</li> </ul> <p>5. How true is the Bible?</p> <ul style="list-style-type: none"> <li>• Recognize that people have different views about the truth of the Bible</li> <li>• Learn about the story of Adam and Eve</li> <li>• Understand the difference between literal and symbolic truth</li> <li>• To reflect on their own emotions</li> </ul>
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Year 5: How do the beliefs of Christians influence their actions?

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Knowledge and understanding</p>	<p>Pupils should be taught to:</p> <p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p> <p>Can you discuss what you know about the Bible?</p> <p>Can you identify when the Bible started?</p>	<p>1. How should we live?</p> <ul style="list-style-type: none"> <li>• Recognize that we all make decisions about how we will live</li> <li>• Understand that that we make our own choices based upon our beliefs and values</li> <li>• Recognize that Jesus gave two sayings which Christians try to follow in life in Leviticus and Deuteronomy endorsed by Jesus in Luke 10<sup>27-28</sup>. Ask the children to write the end of the story based upon the application of these two rules.</li> </ul>

	<p>Can you identify what is in the Bible?</p> <p>Can you identify the kind of writing that is in the Bible?</p>	
Creating and enquiring	<p>Pupils should be taught to:</p> <p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p>	<p>5. Why should Christians forgive?</p> <ul style="list-style-type: none"> <li>• Explain how Jesus taught that people should forgive one another as an example of loving others</li> <li>• Identify that there are benefits to forgiving others as well as difficulties</li> <li>• Start to use the Bible and explore meanings contained in stories</li> </ul> <p>6. What could this mean in practice?</p> <ul style="list-style-type: none"> <li>• Understand that elements from within religion could be applied to situations they experience in their own lives</li> </ul>
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and</p>	<p>2. Who is my neighbour?</p> <ul style="list-style-type: none"> <li>• Identify that Christians believe that all people are neighbours to be loved</li> </ul>

	<p>others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>as they love themselves</p> <ul style="list-style-type: none"> <li>• Recognize that stories can be used to teach something beyond their face value</li> <li>• Understand that religions could teach them about how they should live</li> </ul> <p>3. How do Christians serve their neighbour?</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Christians help others</li> <li>• Explain the link between the teaching of Jesus and Christian action</li> <li>• Suggest possible interpretations of biblical texts</li> </ul> <p>4. What does Jesus mean?</p> <ul style="list-style-type: none"> <li>• Recognize that the teaching of Jesus can be applied to different life experiences</li> <li>• Identify that Christians believe they should treat others as they would want to be treated</li> <li>• Apply a principle to solve a moral problem</li> </ul>
<p align="center"><b>Year 5: Why is Muhammed ﷺ important to Muslims?</b></p>		

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Knowledge and understanding</p>	<p>Pupils should be taught to:</p> <p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p> <p>Can you discuss what you know about the Bible?</p> <p>Can you identify when the Bible started?</p>	<p>1. Muhammed ﷺ : What happened on the night that changed his life?</p> <ul style="list-style-type: none"> <li>• Understand why Muslims call Muhammad ﷺ the messenger of God</li> <li>• Identify the religious beliefs about Allah, Muhammad ﷺ and the Qur'an which are expressed in the story of the revelations to Muhammad ﷺ</li> <li>• Recognize the impact and influence this event had on Muhammad ﷺ and all followers of Islam</li> <li>• Compare their own experience of quietness for reflection with those of religious people such as Muhammad ﷺ</li> <li>• use a range of research and study skills, including ICT, to locate the life of Muhammad ﷺ in its historical and geographical context</li> </ul> <p>2. How was the Qu'ran revealed to Muhammed ﷺ ?</p> <ul style="list-style-type: none"> <li>• Understand that the Qur'an is fundamental to Muslims because it is the 'word of God'</li> <li>• Make links between symbolic actions and the beliefs which underpin them</li> <li>• Recognize that Muslim beliefs and practices are rooted in the Qur'an</li> <li>• Know that Muslims believe the Qur'an is</li> </ul>

	<p>Can you identify what is in the Bible?</p> <p>Can you identify the kind of writing that is in the Bible?</p>	<p>Allah's final revelation and Muhammad ﷺ the final messenger</p> <p>3. Can you recall stories about Muhammad? ﷺ</p> <ul style="list-style-type: none"> <li>• Identify the key beliefs that Muslims hold about Muhammad ﷺ</li> <li>• Recognize the importance of events in Muhammad's life for Muslims today</li> <li>• Know some of the teachings Muhammad ﷺ gave</li> <li>• Identify the ideas and beliefs which are expressed through the stories they study</li> </ul>
<p>Creating and enquiring</p>	<p>Pupils should be taught to:</p> <p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p>	<p>4. How do Muslims try to follow the example of Muhammad? ﷺ</p> <ul style="list-style-type: none"> <li>• Compare their own experience of role models and influences on their life with those of Muslims</li> <li>• Identify their own values and commitments and recognize how these affect their own behaviour</li> <li>• Make links between the values and commitments of Muslims and their behaviour in daily life</li> </ul> <p>Identify some key Muslim ideas exemplified in the life of Muhammad ﷺ</p>

	e) Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.	
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>1. Muhammed ﷺ : What happened on the night that changed his life?</p> <ul style="list-style-type: none"> <li>• Understand why Muslims call Muhammad ﷺ the messenger of God</li> <li>• Identify the religious beliefs about Allah, Muhammad ﷺ and the Qur'an which are expressed in the story of the revelations to Muhammad ﷺ</li> <li>• Recognize the impact and influence this event had on Muhammad ﷺ and all followers of Islam</li> <li>• Compare their own experience of quietness for reflection with those of religious people such as Muhammad ﷺ</li> <li>• use a range of research and study skills, including ICT, to locate the life of Muhammad ﷺ in its historical and geographical context</li> </ul>

**Year 5: How do Muslim's express their beliefs through their practices?**

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Knowledge and understanding</p>	<p>Pupils should be taught to:</p> <p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p> <p>Can you discuss what you know about the Bible?</p> <p>Can you identify when the Bible started?</p>	<ol style="list-style-type: none"> <li>1. What is the Qu'ran? <ul style="list-style-type: none"> <li>• Identify the significance of the Qur'an for Muslims</li> </ul> </li> <li>2. What are the five pillars of Islam? <ul style="list-style-type: none"> <li>• Understand why Muslims have instructions for worship</li> <li>• Recognize how Muslims show concern for others</li> <li>• Identify how Muslims care for people in the community</li> <li>• Understand that abstinence from food plays a part in religious observance</li> </ul> </li> <li>3. What is Zakah? <ul style="list-style-type: none"> <li>• Understand that giving money is a form of worship</li> <li>• Understand that religious beliefs have an impact on how people make choices</li> </ul> </li> <li>4. What is the Hajj? <ul style="list-style-type: none"> <li>• Understand that religious beliefs, ideas and feelings can be expressed in a variety</li> </ul> </li> </ol>



	<p>Can you identify what is in the Bible?</p> <p>Can you identify the kind of writing that is in the Bible?</p>	of forms
Creating and enquiring	<p>Pupils should be taught to:</p> <p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.</p>	<p>5. What is the significance of angels in Islam?</p> <ul style="list-style-type: none"> <li>• Understand that there are some experiences which cause people to wonder and question</li> <li>• Identify what is of value and concern to Muslims</li> <li>• Recognize that there are puzzling aspects to life and experience, for which people of faith provide religious answers</li> </ul>
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and</p>	6. What is Zakah?

	<p>others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<ul style="list-style-type: none"><li>• Understand that giving money is a form of worship</li><li>• Understand that religious beliefs have an impact on how people make choices</li></ul>
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Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Knowledge and understanding	<p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p>	<p>How do different religions worship? What do they use in worship?</p> <p>How is faith expressed through worship?</p>
Creating and enquiring	<p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and</p>	<p>How do adherents of different religions talk to God?</p> <p>How does being part of a community with certain beliefs affect your actions?</p>

	functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.	
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	What does it mean to be part of a community?

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Knowledge and understanding	<p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p>	<p>What do churches show about what Christians value?</p> <p>What can we learn from a Christian building?</p> <p>How can we deepen our understanding of the meaning of the place?</p>
Creating and enquiring	<p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and</p>	<p>How do buildings and objects relate to religious worship?</p>

	functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.	
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>What do we value? How could we show what Christians value in a design for a religious building?</p>

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Knowledge and understanding	<p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p>	<p>What is the Qur'an?</p> <p>What is the Qur'an and why is it important?</p>
Creating and enquiring	<p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and</p>	<p>Why is it important for young Muslims to study the Qur'an?</p> <p>The Qur'an: what does the Qur'an teach about God?</p> <p>What does the Qur'an teach about guidance?</p>

	functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.	
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>Reflect on how books and other texts influence children's lives. (Other religious and secular influences)</p> <p>Reflect on their own ideas about the characteristics of God.</p> <p>Make connections with the hopes which the adults in their lives have for them.</p>



Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Knowledge and understanding	<p>a) Describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p>b) Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>c) Identify and begin to describe the similarities and differences within and between religion.</p> <p>d) Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>e) Use the right vocabulary and concepts in communicating their knowledge and understanding.</p>	<p>What do Christians mean by the Holy Trinity?            Explain the story of St Patrick and his teaching of the Holy Trinity.            How does the Holy Spirit appear in the story of Pentecost?</p>
Creating and enquiring	<p>a) Investigate the evidence of religion in Oldham, Britain and the wider world.</p> <p>b) Explore creatively the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>c) Use and interpret information about religions and beliefs from a range of sources.</p> <p>d) Seek answers to questions about how significant figures in religions and beliefs (e.g. founders, inspiring leaders) have demonstrated their beliefs and values.</p> <p>e) Find out about and debate the purposes and</p>	<p>How do Christians refer to God?            What do Christians mean when they refer to God as e.g., their Rock, their Shepherd, etc.</p>

	functions of key artefacts, places, symbols and symbolic language associated with the religions and beliefs studied.	
Reflecting and responding	<p>a) Reflect on what it means to belong to a member of a faith community, communicating their own and others responses.</p> <p>b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; in Oldham, Britain and the wider world.</p> <p>c) Discuss their own and others views of religious truth and belief, expressing their own ideas.</p> <p>d) Reflect on ideas of right and wrong and their own and others responses to them.</p> <p>e) Reflect on sources of inspiration in their own and others lives.</p>	<p>Who guides you in your life?</p> <p>How would you react if you were to meet God?</p> <p>What would you ask God?</p>