

A decorative graphic in the bottom right corner consisting of several overlapping circles and ovals in various colors: blue, orange, pink, purple, green, and light blue. The shapes are arranged in a scattered, non-linear pattern.

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8 Davenport Close, Upton, Poole, Dorset BH16 5RE • www.janlevereducationconsultancy.com



The Scheme of Learning for Religious Education in the Primary School

Introduction

The new pan-Berkshire agreed syllabus for RE was launched in June 2012.
It must be fully implemented in schools from September 2013.

With life in school getting ever more hectic, a new Ofsted inspection framework, more autonomy for schools, building projects, a full curriculum and teachers having little access to training opportunities specific to RE, this seems a big ask.

Translating a new agreed syllabus into a well-ordered, progressive, easy to use Scheme of Learning is never an easy task, even for RE specialists. How will I find the time to do all this new planning? Which religions shall we teach when? What is the weighting to be given to Christianity and the other religions? What about the 2 attainment targets, how do they fit together? How far do we have to go with the “enquiry-based approach?” Have we got the resources necessary to teach the new syllabus? I don’t have a budget! We have just got the old syllabus sorted out and they change it!

Very aware of the enthusiasm to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery to help you short-cut the planning process whilst still enabling teachers to take ownership of HOW they deliver each lesson/enquiry.

Discovery is a set of detailed medium-term planning, covering everything the agreed syllabus requires.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way.

The pan-Berkshire Agreed Syllabus requires Christianity to be taught in every year group. Alongside this, in Key Stage 1, Judaism must be taught as a minimum requirement. Religions other than this can also be taught in this Key Stage at the discretion of the school (guidance in Agreed Syllabus Appendices). Therefore, Discovery adds optional modules on Islam at this Key Stage.

During Key Stage 2, Hinduism and Sikhism are expected to be taught alongside Christianity and Discovery adds optional modules on Islam and Judaism. There is some flexibility as to which enquiries schools teach when, as long as due regard is given to the complexity of the work involved, so Key Stage 1 enquiries would need adapting for Key Stage 2 and vice versa.

The overview grid shows the long-term plan, with choices needing to be made as to whether to teach Islam as well as Judaism in Key Stage 1 and whether to teach Hinduism or Sikhism in Years 3 or 5.

The planning model used in Discovery is aligned to that recommended in the agreed syllabus, i.e. a 6-part planning process focusing on a 4-step enquiry. Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days if this would enhance learning. Each enquiry has a learning objective which shows the learning over the six lessons.



The 4-step enquiry.

The key question for the enquiry is an Attainment Target 2 (impersonal) question, needing an answer that weighs up “evidence” and reaches a conclusion based on this.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children’s own experience, whether that includes religion or not. If they can relate to the human experience they will better be able to understand the world of religion they are to enquire into. This is Attainment Target 2 (personal)

Step 2 (usually 3 lessons)

Investigation: The teacher guides the children through the enquiry, studying Attainment Target 1 (Learning ABOUT) subject knowledge (the factual base about the religion), carefully selected to assist their thinking about the key question.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children’s learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher can assess by using the Level descriptors at the end of each unit’s planning.

These “I can” level descriptors may well lend themselves to meaningful and less onerous report writing, with evidence in children’s books from every Evaluation (Step 3) lesson.

This is Attainment Target 2 (impersonal)

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs etc. There is often further evidence for their books produced in this lesson.

This is Attainment Target 2 (personal)



SMSC (Spiritual, Moral, Social and Cultural) development

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group.

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery is a thoughtful and creative set of RE planning for the whole Primary school, years 1-6.

We hope it makes teachers' lives easier and short-cuts the planning process freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Cheetham and Dawn Murray whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and current experience in their classrooms, have helped me to make Discovery a relevant and creative teaching resource.

We hope Discovery supports you to keep improving children's learning in Religious Education.

Jan Lever

jan@janlevereducationconsultancy.com 07973 752250 www.janlevereducationconsultancy.com

Overview Years 1-3

Overview Years 1-3					
1	Autumn 1		Autumn 2		Summer 1
	Areas of Focus: Believing and Behaving Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Christmas Story Key Question: What gift would I have given to Jesus if he had been born in my town not in Bethlehem? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Jesus as a friend Key Question: How did Jesus show friendship? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Easter-Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	
2	Areas of Focus: Believing Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Areas of Focus: Believing Theme: Christmas-Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Areas of Focus: Believing Theme: Easter; resurrection Key Question: Is it true that Jesus came back to life again? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism
	Judaism and Christianity are the core religions required by the agreed syllabus for KS1 but other religions can also be taught, hence the option to teach these enquiries into Islam. Balance across the Key Stages is required for children to study the breadth of religions as required by the agreed syllabus.		Areas of Focus: Believing and Behaving Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Areas of Focus: Believing Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Hindu Beliefs Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam
3	Areas of Focus: Believing Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Areas of Focus: Believing and Behaving Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Jesus' Miracles Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation? Religion: Christianity	Areas of Focus: Believing Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Areas of Focus: Believing and Behaving Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
	*The Sikhism units can be taught in place of the Hinduism Units	Areas of Focus: Believing and Behaving Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism			Areas of Focus: Believing and Behaving Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism

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Year 1 Overview

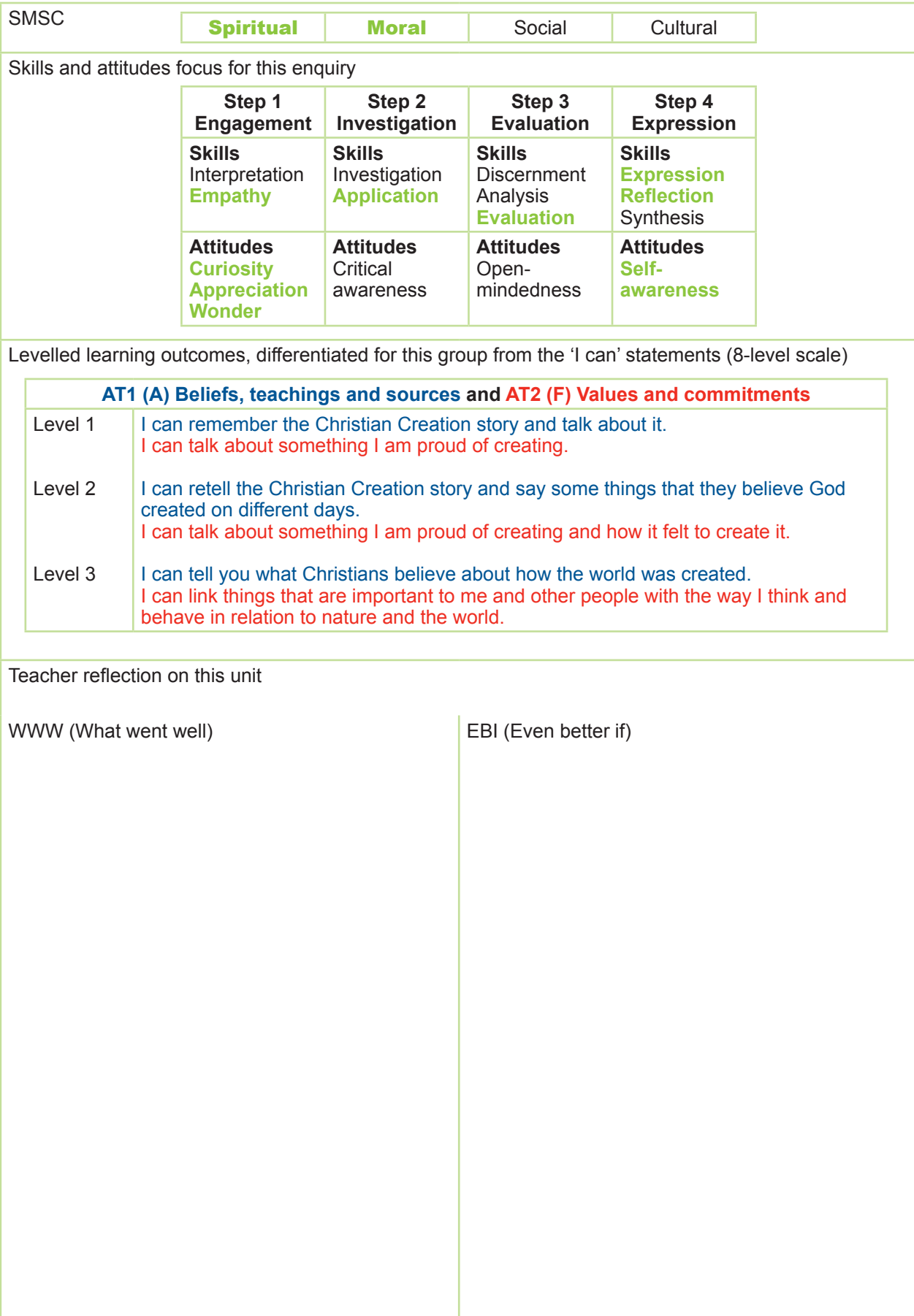
Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?	Christianity	The Creation Story	Believing Behaving	We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral
What gift would I have given to Jesus if he had been born in my town and not in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?	Christianity	The Christmas Story	Believing Belonging	We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural
Was it always easy for Jesus to show friendship? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Christianity	Jesus as a friend	Believing Behaving	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?	Christianity	Easter- Palm Sunday	Believing Behaving	We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.	Spiritual Cultural
Is Shabbat important to Jewish children? Are religious celebrations important to people?	Judaism	Shabbat	Believing Belonging	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Spiritual Cultural
Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?	Judaism	Chanukah	Believing Belonging	We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	Spiritual Cultural



Key Stage 1

Medium Term Planning

Year: 1	Term: Autumn 1
Theme: The Creation Story	Religion: Christianity
Key question for this enquiry: Does God want Christians to look after the world?	
Learning Objectives: We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Step 1 Engagement (2 lessons) AT2 (p) Children to create something during Child Initiated Learning and reflect on what they have created during the following RE session. Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged? Awe and wonder - children to go on a scavenger hunt in the outside environment and in teams look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects and others that the Teacher has found e.g. shells, bark, leaves, plants, sand, etc.</p> </div> <div style="width: 45%; text-align: center;">↓</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Revisit learning and discuss how the world is so precious and that we need to look after it. How will you now treat the world? Make group mobiles of natural objects with key words about how they feel about nature/the world, drawing children's attention to the symbolism in their mobiles.</p> </div> <div style="width: 45%;"> <p>Step 2 Investigation (2 lessons) AT1 Revisit previous session- show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/where did it come from? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell story Wonderful Earth! By Nick Butterworth and Mick Inkpen (Creation Story -Genesis chapter 1), and using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/ freeze frame. Introduce key question - Does God want Christians to look after the world? What do you think about this and why? Explain that today we will be looking at pictures of some of the different ways people treat the world. How would God feel if he could see these things? Would He be pleased or would He feel unhappy and why? Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/growing vegetables/dropping litter/damaging nature. Which would God be proud of? Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons.</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;">↑</div> <div style="width: 45%;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) When God sat down on day seven to have a rest, let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in his letter? Discuss God wanting people to look after the world as He had created it for them and gave it to people to enjoy and to look after for him. Activity: Children to have 5 pictures from the Investigation sorting lesson and sort according to which actions would God be most proud of and give their reasons..I think God would be pleased because...</p> </div> </div>	
Evidence in books: Children to sort pictures of people treating the world in different ways and stick in their books, thinking of ways God would be proud of and ways He wouldn't like. I think God would be pleased because...	

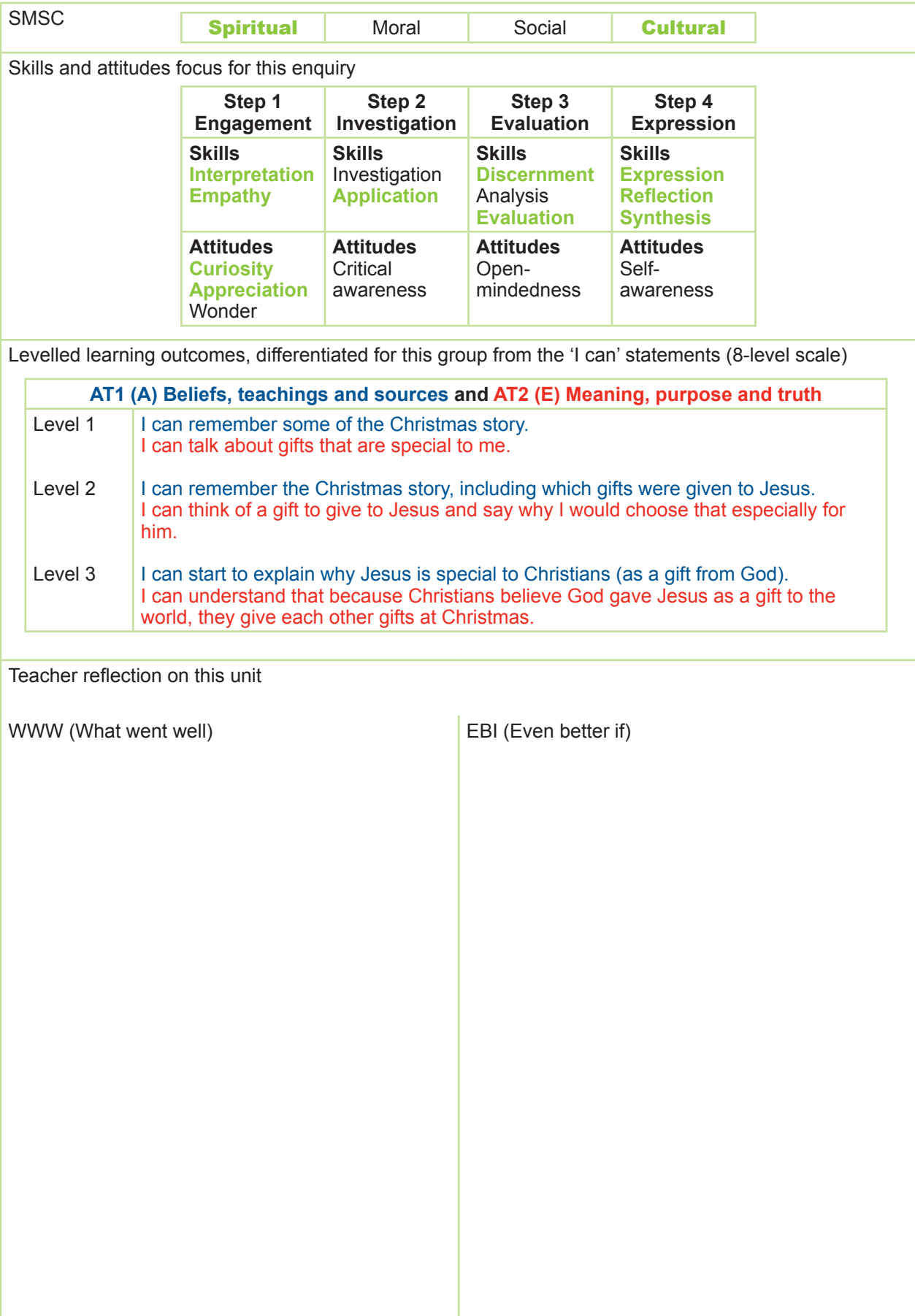




Key Stage 1

Medium Term Planning

Year: 1	Term: Autumn 2
Theme: The Christmas Story	Religion: Christianity
Key question for this enquiry: What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	
Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>Step 1 Engagement (1 lesson) AT2 (p) Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Is there significance/symbolism attached to this gift? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... Can you think of another time when you give/receive gifts? How does it feel to give a gift?</p> </div> <div style="text-align: center; margin: 10px;">↓</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Circle Time - Teacher to light a candle and ask Qu: What gifts would we give to Jesus if he had been born in my town last week and not in Bethlehem? Children to share their gift tag in the circle and hang either on, or underneath the class Christmas tree.</p> </div> <div style="text-align: center; margin: 10px;">↑</div> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Children to be shown a new baby card announcing the arrival of baby Jesus and key question to be introduced - What gift would I have given to Jesus if he had been born in my town last week and not in Bethlehem? What would this symbolise? Activity: Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty gift-wrapped box. What present for baby Jesus would you put in the box? Children to draw a picture of their gift in a box template and Teacher to scribe a gift tag with the gift and the child's reason.</p> </div> </div> <div style="width: 45%;"> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>Step 2 Investigation (2 lessons) AT1 Retell the Christmas story. Ask the children which gifts were given and by whom? Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts and if possible children to handle fool's gold, frankincense and myrrh. Activity: Children to retell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes.</p> </div> <div style="text-align: center; margin: 10px;">←</div> </div> </div>	
Evidence in books: Children's picture of their gift for Jesus and scribed gift tag	

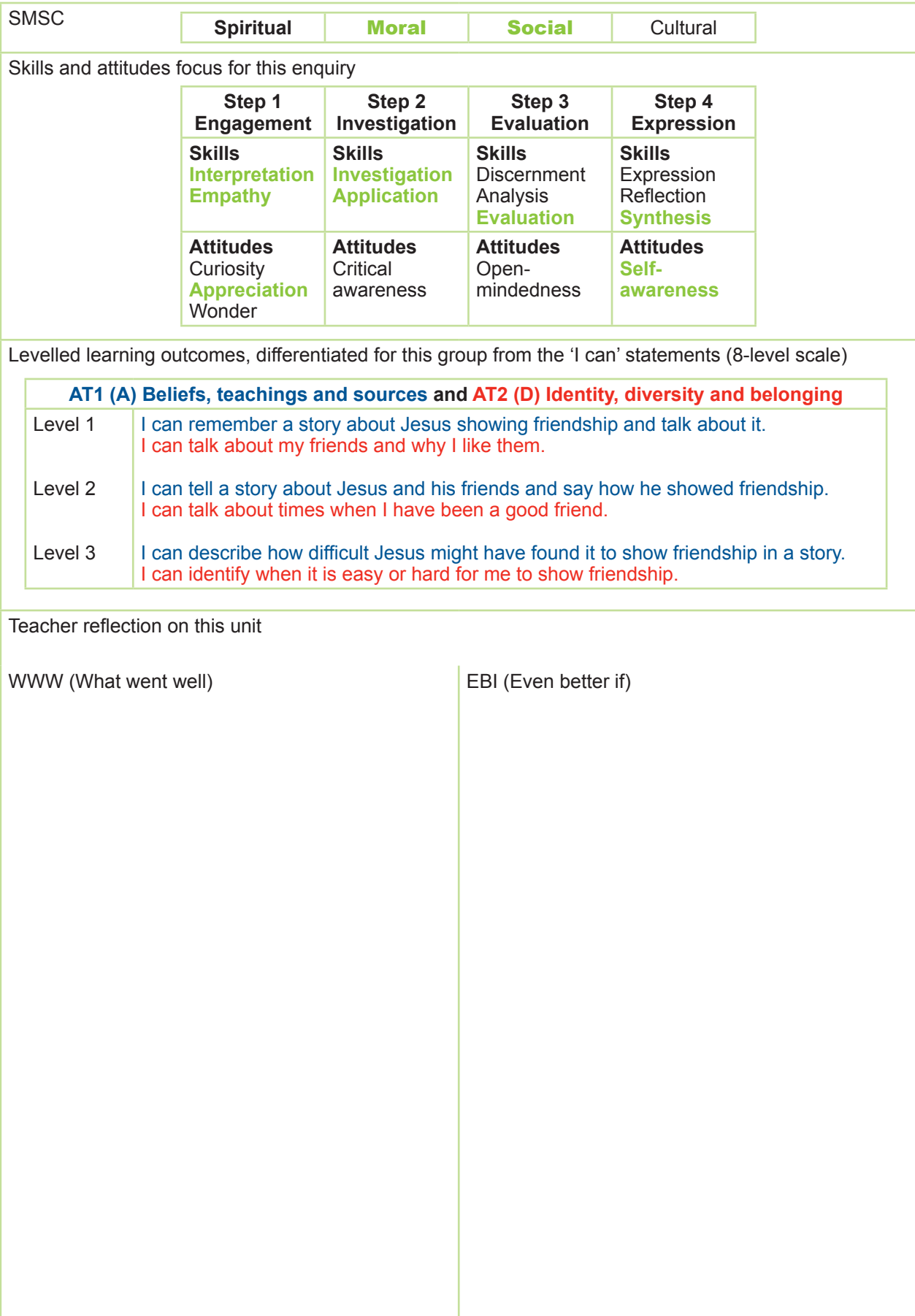




Key Stage 1

Medium Term Planning

Year: 1	Term: Spring 1
Theme: Jesus as a friend	Religion: Christianity
Key question for this enquiry: Was it always easy for Jesus to show friendship?	
Learning Objectives: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 4 Expression (1 lesson) AT2 (p) What do I value about my friends? Whole class activity: e.g. Web of friendship... a ball of thread is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time a visual web is created. Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</p>	<p>Step 1 Engagement (1 lesson) AT2 (p) Tell the children a story about someone feeling left out or not included e.g. "Say Hello" by Jack and Michael Foreman. Role play scenes from the story. Qu: How could you show friendship to this character to make them feel included? Qu: Do I need friends? Why? Discuss things that a good friend does and does not do. Children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do. e.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc. Is it always easy to show friendship? When might it be difficult/easy?</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story. Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of What do you see? What do you think? What do you feel? What do you wonder?) applying to the children themselves and/or to the characters depicted in the freeze-frames. When was it easiest for Jesus to show friendship and why? When was it hardest for Jesus to show friendship and why? Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship.</p>	<p>Step 2 Investigation (3 lessons) AT1 In our class we all try to show friendship. Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy? Share Bible stories with children; use children's Bible or animated versions. e.g. Story of Zacchaeus (Luke 19:1-9) Jesus showing friendship to someone who was isolated and unpopular. Stilling the Storm (Luke 8: 22-25) Jesus taking care of his friends during a dangerous time. Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with his friends at their home. From each story extract the theme of friendship and ask the Key Qu: Was it always easy for Jesus to show friendship? Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</p>
<p>Evidence in books: Children to have ordered 3 pictures from the Bible stories, according to when Jesus found it the easiest to show friendship and when he may have found it harder and give reasons why.</p>	

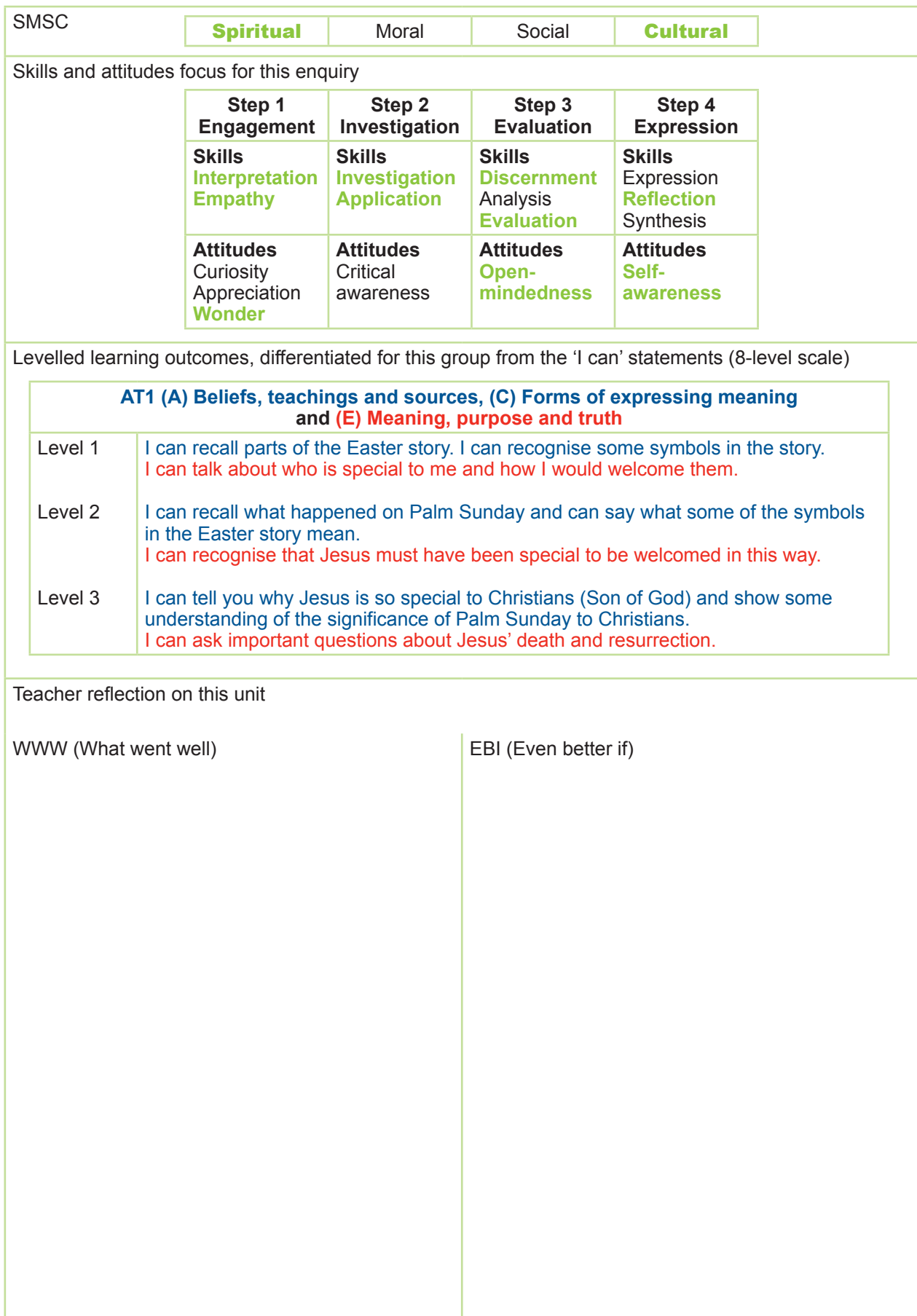




Key Stage 1

Medium Term Planning

Year: 1	Term: Spring 2
Theme: Easter- Palm Sunday	Religion: Christianity
Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	
Learning Objectives: We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus. Jesus arrived as a King, did he leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out. What does this symbolise? Discuss what children have learnt from the story and anything they may find puzzling or questions they may have.</p> </div> <div style="width: 45%;"> <p>Step 1 Engagement (1/2 lessons) AT2 (p) What would you do if the Queen came to visit? Discuss preparations and why? Role play a visit of a special person. Draw out symbolism of red carpet etc. Watch clips of both formal and informal visits of the Queen and ask children what do they notice about how she is being welcomed? How might she feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the same way? What makes someone special?</p> </div> </div> <div style="text-align: center; margin: 10px 0;"> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key qu: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed him because he was special and they wanted to be near him, because they had heard of all the good things he had done, and also because they were hoping he would be able to help them be free as they were currently living under Roman rule (the Romans had taken over and were ruling their country). Did he look/behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem? Activity: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome him. Why would he be welcomed this way? Reinforce he is special to Christians because they believe he is the Son of God.</p> </div> <div style="width: 45%;"> <p>Step 2 Investigation (2 lessons) AT1 Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Tell Easter story up to Palm Sunday and ask how was Jesus welcomed, as a king, celebrity, poor man, just another person? Draw similarities and differences to royal/celebrity visits. Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival.(i.e. when they are on Easter Pilgrimage to Jerusalem) Activity: Children to make palm leaves and write words on reflecting how they would welcome Jesus. Children to re-enact Jesus' arrival on Palm Sunday with their Palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna.</p> </div> </div> <div style="text-align: center; margin: 10px 0;"> </div>	
Evidence in books: Palm leaves, the drawing and labelling of welcoming Jesus, possible ordering pictures of Easter story and writing captions.	

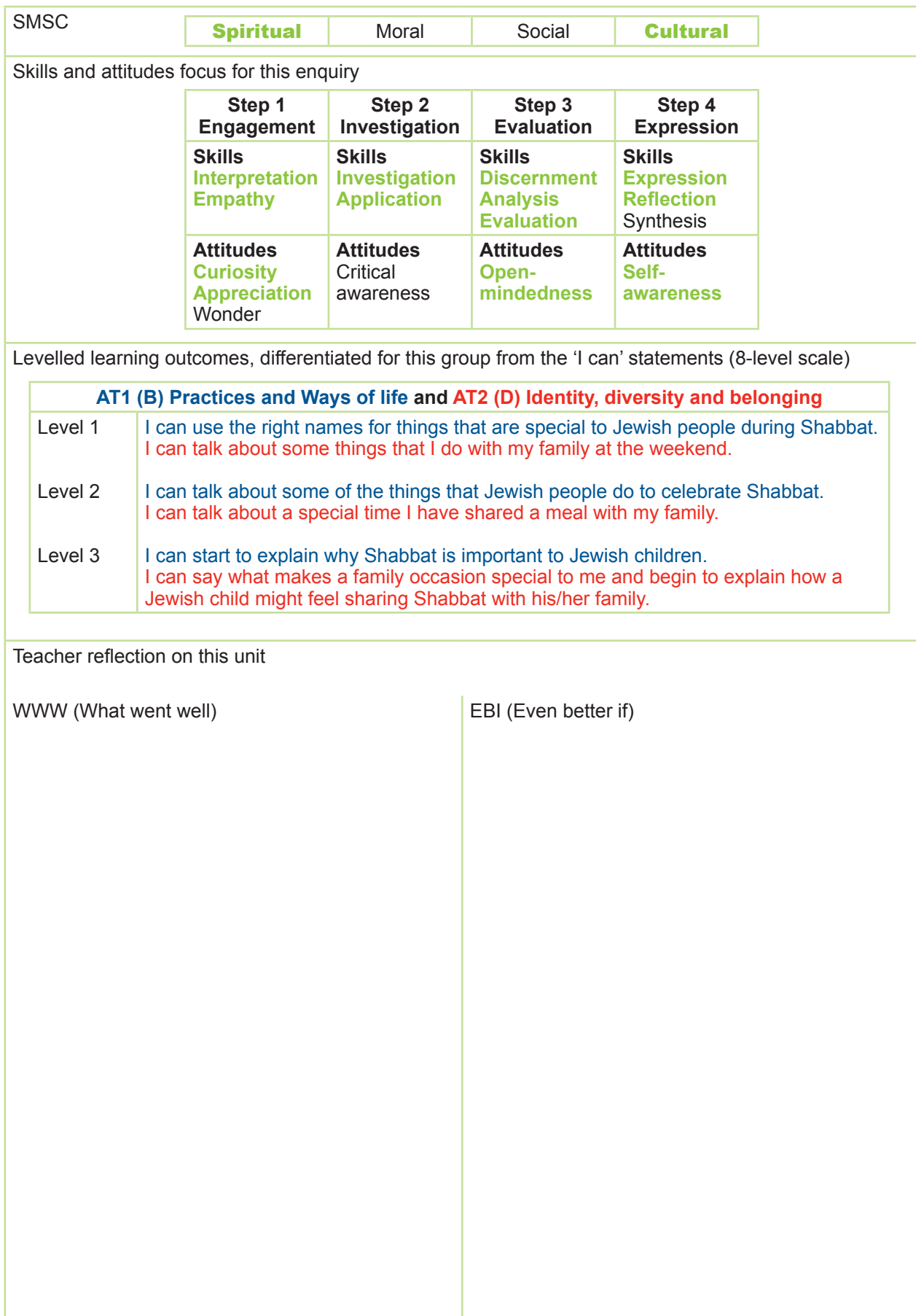




Key Stage 1

Medium Term Planning

Year: 1	Term: Summer 1
Theme: Shabbat	Religion: Judaism
Key question for this enquiry: Is Shabbat important to Jewish children?	
Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal what would we have? Discuss some of the prayers we have heard which are an important part of Shabbat. Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made).</p> </div> <div style="width: 35%;"> <p>Step 1 Engagement (1 lesson) AT2 (p) Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it with? How does it differ from rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days. (Link to Numeracy)</p> </div> <div style="width: 30%;"> <p>Step 2 Investigation (3 lessons) AT1 Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out? Take the children through a day in the life of a named Jewish child, (through visuals) showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities, focusing on family time, the Shabbat meal and the synagogue. Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. www.bbc.co.uk/learningzone/clips/introductionto-shabbat/3874.html Children to draw/label the Shabbat table in their books (maybe with thought bubbles to fill in ..what are the children thinking?)</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%;"> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Why does our Jewish child celebrate Shabbat? Introduce key qu: Is Shabbat an important time for Jewish people? Why? Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat. Problem: This boy/girl has been invited out on a Friday night. What will they do? Children to have a picture of a non-Jewish child asking the Jewish child out on a Friday night. Children to think of a response and write in the Jewish child's speech bubble.</p> </div> <div style="width: 35%; text-align: center;"> <p>↓</p> <p>←</p> </div> </div>	
<p>Evidence in books: Labelled Shabbat meal/table in books. Children to have picture of a non-Jewish child asking a Jewish child out on a Friday night. Children to complete the response which reflects why they think Shabbat is an important time for Jewish children.</p>	

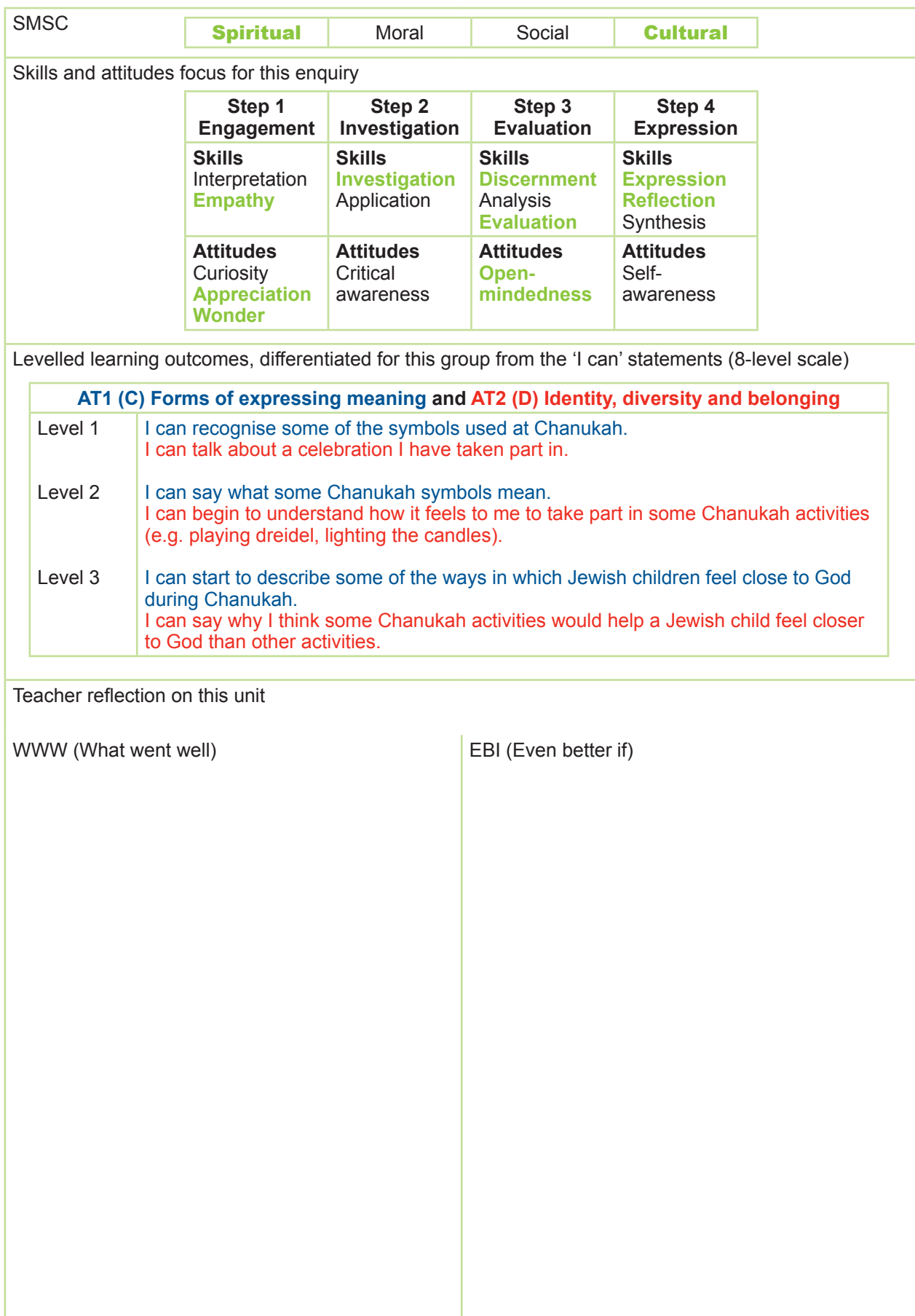




Key Stage 1

Medium Term Planning

Year: 1	Term: Summer 2
Theme: Chanukah	Religion: Judaism
Key question for this enquiry: Does celebrating Chanukah make Jewish children feel closer to God?	
Learning Objectives: We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Step 4 Expression (1 lesson) AT1 + AT2(p) Take Chanukah card from the post box and ask the children why you would send this card and who would you send it to.</p> <p>Activity: Children to make candle from toilet/kitchen roll tube and then think of something they want to say thank you for and write/draw it on a piece of paper, which they then put inside their candle. Candles displayed in rows of eight to symbolise the Chanukah. These can be used for times of reflection in circle time, reading out each child's reflection whilst a real candle burns in the circle and Chanukah music plays in the background.</p> </div> <div style="width: 35%;"> <p>Step 1 Engagement (1 lesson) AT2 (p) Teacher to have a post box and explain to the children that in the box are cards that we send to people to celebrate. What is a celebration? Remove cards from the box and one of the cards to be removed is a Chanukah card. Last card out is a birthday card for teddy as today is his birthday. What do we need if we are going to celebrate teddy's birthday? Teacher to make a word bank of the children's suggestions. Class to have props on their table in order to prepare their table for Teddy's birthday celebrations. Children to then have class party for teddy.</p> </div> <div style="width: 30%;"> <p>Step 2 Investigation (3 lessons) AT1 Recap Teddy's party and ask children about their favourite party games. Introduce them to the Dreidel game. Watch a clip of Jewish children playing Dreidel. Revisit celebration cards in post box and the 'mystery' Chanukah card. I wonder if we could play this game at this celebration - www.myjewishlearning.com for instructions. What is Chanukah and who celebrates it? Reintroduce Jewish child and learn about Chanukah (lighting the Chanukah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes-potato cakes, visiting the synagogue). Symbolism? Revisit class word bank for Teddy's party and look at similarities, e.g. lighting candles, singing songs, giving presents, playing games. Why do Jewish people celebrate this festival? Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. Qu: If you were a Jewish child, would celebrating Chanukah make you feel closer to God? Which parts would make you feel closest to God?</p> </div> </div>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Ask key question: Does celebrating Chanukah make Jewish children feel closer to God? Model activity: Sorting hoops- which of these statements/pictures (of aspects of Chanukah) would help a Jewish child feel closer to God? Why? e.g. lighting the candle is a time for reflection, playing the dreidel game is for fun, etc.</p>	
<p>Evidence in books: Prioritised statements/pictures stuck in children's books with explanation (maybe scribed) of why that activity would help a Jewish child feel closest to God.</p>	





Year 2 Overview (with a Judaism focus)

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Christianity	What did Jesus teach?	Believing Behaving	We are learning to retell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social
Why did God give Jesus to the World? Is God important to everyone?	Christianity	Christmas; Jesus as a gift from God	Believing	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral
How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong?	Judaism	The Covenant	Believing Belonging	We are learning to understand the special relationship between Jew and God and the promises they make to each other.	Spiritual Moral Cultural
Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	Christianity	Easter-Resurrection	Believing	We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.	Spiritual
How important is it for Jewish people to do what God has asked them to do? Is God important to everyone? Should people follow religious leaders and teachings?	Judaism	Community and belonging	Believing Behaving	We are learning to understand how collaborating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural
What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?	Judaism	Hajj	Believing Behaving	We are learning to understand different ways that Jews show their commitment to God.	Spiritual Moral Cultural

The Islam Units can be taught in place of the Judaism Units as long as children are taught some Judaism in Key Stage 1. This may be balanced across the Key Stages by returning to study Judaism further in Year 4.



Year 2 Overview (with an Islam focus)

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Christianity	What did Jesus teach?	Believing Behaving	We are learning to retell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social
Why did God give Jesus to the World? Is God important to everyone?	Christianity	Christmas; Jesus as a gift from God	Believing	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral
Does praying at regular intervals everyday help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong?	Islam	Prayer at home	Believing Belonging	We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	Spiritual Moral Cultural
Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	Christianity	Easter-Resurrection	Believing	We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians	Spiritual
Does going to the Mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am?	Islam	Community and belonging	Believing Behaving	We are learning to understand how collaborating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural
Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?	Islam	Hajj	Believing Behaving	We are learning to understand different ways that Jews show their commitment to God.	Spiritual Moral Cultural

The Judaism Units can be taught in place of the Islam Units as Judaism is required by the agreed syllabus to be taught at Key Stage 1. The Islam Units could easily be modified for Key Stage 2 children.



Key Stage 1

Medium Term Planning

Year: 2	Term: Autumn 1
Theme: What did Jesus teach?	Religion: Christianity
Key question for this enquiry: Is it possible to be kind to everyone all of the time?	
Learning Objectives: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all the time?</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Revisit Session 1 - What does it mean to be kind? Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend? Can we work on being kind to everyone in our class all of the time? Make a Kindness Charter or poems reflecting how to be kind and read one each morning in time for reflection.</p>	<p>Step 2 Investigation (3 lessons) AT1 Introduce key question: Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time? Tell the story of The Kind Man (The Good Samaritan Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Qu: Is it easy to be kind to someone you don't know? Qu: Why do you think Jesus told this story (parable)? Teach the children that one of Jesus' most important teachings "Love your neighbour as yourself" (Mark 12:28-31) Discuss what this means and what it might look like in everyday life. Tell the children that you are going to read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour e.g. Mummy asks you to help her lay the table. You are watching TV so it's okay not to help. A new child has started in your class and you ask them to play a game with you at playtime. It's your birthday and you have given sweets to the class. You don't give them to a child who said an unkind word to you yesterday. Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why. Explain to the children that in the previous lesson we heard one of Jesus' stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation. www.bbc.co.uk/learningzone/clips/raising-the-roof/2876.html Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn't know? Children to draw and write a simple storyboard, showing the events of the story. What do these stories teach us about how we should treat others? In groups children to have a shoe box and either small world figures or make their own props and act out the story of Jesus healing the paralysed man. Children could decide their own script or make speech bubbles for the characters.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they overcome this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now. Activity: Children to think about one of the stories they have heard and draw a picture/write which they think demonstrates when it is was difficult for someone to show kindness, but they overcame this. Children to then write whether they think it is possible to be kind to everyone all the time, thinking of a time when they might find it more difficult. What would Jesus want a Christian to do in this situation?</p>	
<p>Evidence in books: Children to think about one of the stories they have heard and draw a picture/write which they think demonstrates when it is was difficult for someone to show kindness, but they overcame this. Children to then write whether they think it is possible to be kind to everyone all the time, thinking of a time when they might find it more difficult. What would Jesus want a Christian to do in this situation?</p>	

SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 and AT2	
Level 1	I can remember a story Jesus told about being kind. I can talk about how it feels when people are kind to me and tell you when I am kind.
Level 2	I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say some ways people are kind to each other in my school and why I think this is important.
Level 3	I can tell you some ways Christians try to follow Jesus' example of being kind. I can tell you some occasions when being kind might be difficult and how I try to be kind anyway.

Teacher reflection on this unit

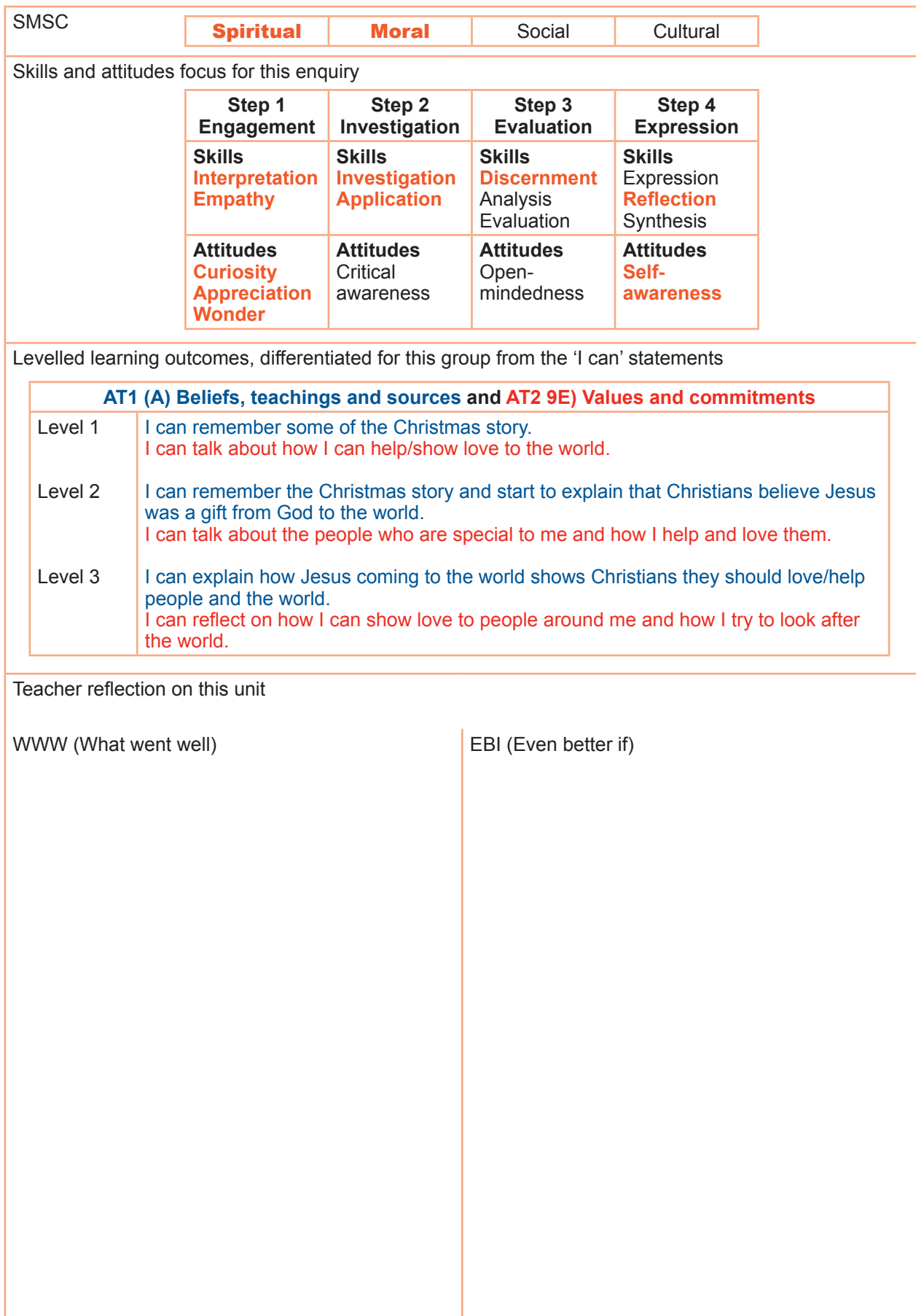
WWW (What went well)	EBI (Even better if)
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Key Stage 1

Medium Term Planning

Year: 2	Term: Autumn 2
Theme: Christmas - Jesus as a gift from God	Religion: Christianity
Key question for this enquiry: Why did God give Jesus to the World?	
Learning Objectives: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Read the story 'George saves the World by Lunchtime'(Eden Project Books). Why did George need to save the world? What problems does the world face? How can they be solved? What props would you need to save the world? e.g. flying cape, magic wand, magical powers etc. Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth.</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) Discuss what we have learnt about Christians beliefs about Christmas and the reason for Jesus' arrival on Earth. Jesus came to teach everybody to love one another and be kind to each other. Qu: How do I show love to the world? Activity: Children to draw round another heart template and finish the sentence; I show love to the world by....</p>	<p>Step 2 Investigation (3 lessons) AT1 Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/helped? Look at problems in the world, using pictures from the book 'George saves the World by Lunchtime' and other examples. Who has caused these problems? Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth. Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas? Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story. When baby Jesus was visited in the Christmas story did he have a wand/ flying cape/ magical powers? If not how was he going to save/help the world? What was God's plan? Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus etc. What was Jesus teaching through his actions? Draw out that Jesus came to teach everybody to love one another and be kind to each other. 'Love your neighbour as yourself' (Mark 12:28-31).</p>
↑	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question: Why did God give Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world. Activity: Children to draw round a heart template and finish the sentence; God gave Jesus to the world because... .</p>	
<p>Evidence in books: Children to draw round a heart template and finish the sentence: God gave Jesus to the world because . . . Children to then draw round another heart template and finish the sentence: I show love to the world by . . .</p>	





Key Stage 1

Medium Term Planning

Year: 2	Term: Spring 1
Theme: The Covenant	Religion: Judaism
Key question for this enquiry: How special is the relationship Jews have with God?	
Learning Objectives: We are learning to understand the special relationship between Jews and God and the promises they make to each other.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Discuss agreements we have made, e.g. New Year's resolutions/promises/agreements, e.g. to do with chores and pocket money. What do you expect when you make an agreement/promise? How would you feel if someone broke the agreement with you? Have you ever broken an agreement? Do you need reminding about what your agreement is? If so how? Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? How can we help each other remember what we have agreed in the contract, e.g. writing a scroll, lighting a candle, etc.</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) Children to write their own promise about their relationship with somebody special to them and hang on the class 'promise tree'.</p>	<p>Step 2 Investigation (3 lessons) AT1 Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism. Tell the Covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7. God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99! Birth of Isaac Genesis Ch 21: 1-8 Qu: What is the promise being made in this/these stories? Why are these stories important to Jews? What do these stories tell us about the relationship between the Jews and God? God made that promise then and Jewish people believe that he has always kept his promise to look after them. Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17 Moses was given the 10 commandments and God asked the Jewish people to live by these as their promise to him. Possible activity to explore the Ten Commandments. Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...? The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that inside it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy ch 6: 4 and 5 www.bbc.co.uk/learningzone/clips/the-shema/4746.html Activity: Children can make their own Mezuzah and write the Shema. This is a reminder of the Covenant between Jewish people and God.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Key Question: How special is the relationship Jews have with God? How do you know this? What have you seen that show it is special? Children draw and write to give an example of how they know Jews believe they have a special relationship with God.</p>	←
<p>Evidence in books: Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how could you show this to me?"</p>	



SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging	
Level 1	I can talk remember a story about a person important to Jews. I can talk about an agreement I have made.
Level 2	I can tell a Jewish story and say something that Jewish people believe. I can take part in making an agreement with other people.
Level 3	I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways I try to remember the promises and agreements I make.

Teacher reflection on this unit

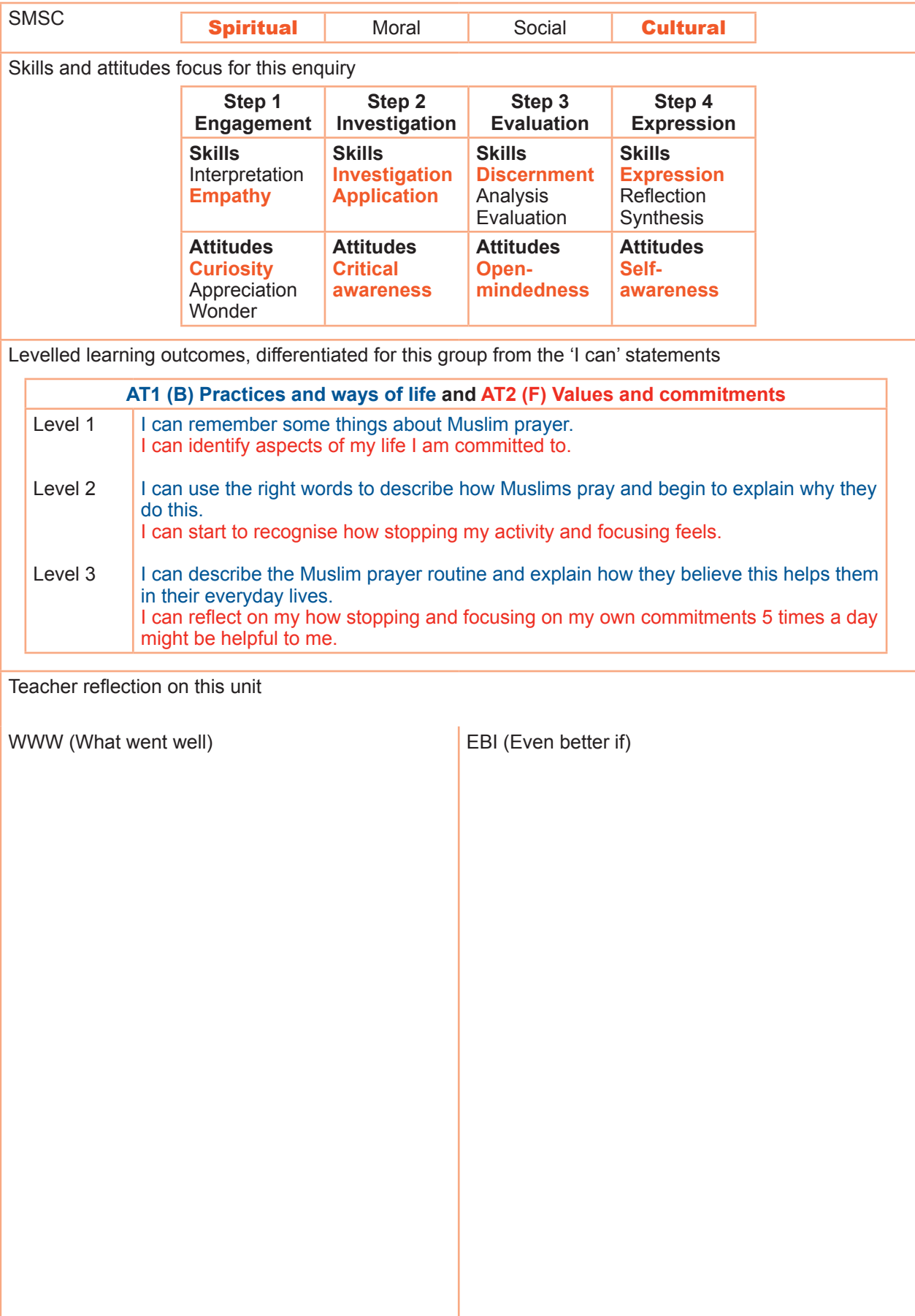
WWW (What went well)	EBI (Even better if)



Key Stage 1

Medium Term Planning

Year: 2	Term: Spring 1
Theme: Prayer at home	Religion: Islam
Key question for this enquiry: Does praying at regular intervals everyday help a Muslim in his/her everyday life?	
Learning Objectives: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	
Areas of Focus: Belonging/Behaving	
Teaching and Learning Activities	
<p>Step 4 Expression (1 lesson) AT2 (p) Children to think about a goal they want to commit to. How can we reach our goal? e.g. hard work, commitment. Draw a picture of themselves achieving the goal with 3 key words to express how it feels to have achieved it. Link to Jigsaw - Dreams and Goals Puzzle.</p>	<p>Step 1 Engagement (1 lesson) AT2 (p) Explain to the children that today we are going to make a real effort to keep fit. During the day we are going to stop what we are doing, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment. At end of day - ask qu's How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day? NB: If possible repeat this exercise everyday for the week.</p>
	<p>Step 2 Investigation (3 lessons) AT1 Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the way we faced, the call to exercise, doing it regularly etc. Show children a DVD of Muslims praying (without sound). Qu: what are these people doing? Draw out similarities between our exercise routine (physical movement, facing the same way, all moving together etc). Teach children that these people are Muslims and they are praying. Children to practise the different prayer postures. How would you feel doing this five times a day. www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3056.html Teacher to lead a stilling exercise and children to focus on a piece of work. Discuss with the children about calming your mind to focus and still your busy thoughts. Watch DVD prayer extract again (with sound) to show children as well as the postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer or watch clip www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3057.html Using a picture of the different stages, label what each action symbolises and why it is significant. What impact might praying five times a day have on a Muslim's daily life?</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key qu: Does praying at regular intervals everyday help a Muslim in his/her everyday life? Would it help? How would it help? Teacher to have a set of statements to match the key question. e.g. Praying 5 times a day helps a Muslim to... Children to sort according to those statements they agree with and those they disagree with. Activity: Children to sort statements in order of importance, thinking about whether praying at regular intervals is helpful for a Muslim. e.g. It helps me focus. It gives me a sense of belonging and community. God has asked me to. Children to watch an extract of a Muslim family talking about prayer. www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.html</p>	
<p>Evidence in books: Children to choose and sort statements according to those they think are the most important in order to answer the question and give explanation as to why they have ordered them in this way.</p>	

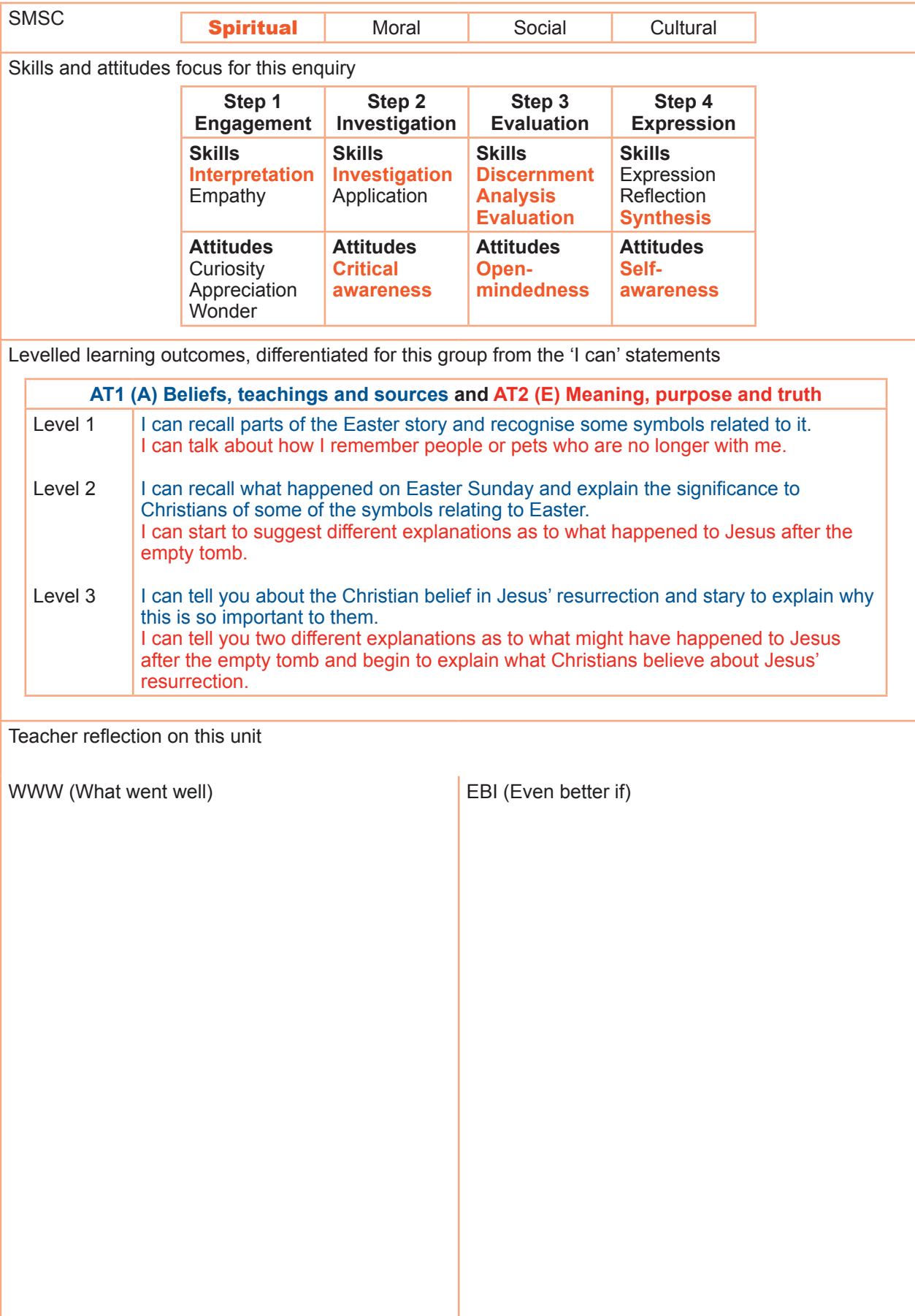




Key Stage 1

Medium Term Planning

Year: 2	Term: Spring 2
Theme: Easter - Resurrection	Religion: Christianity
Key question for this enquiry: Is it true that Jesus came back to life again?	
Learning Objectives: We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 4 Expression (1 lesson) AT2 (p) Discuss how it's okay to believe in different things. There's no right or wrong answer. Christians believe Jesus came back to life to show them that there is life after death in Heaven and Christians therefore celebrate this. The Easter egg is a symbol of new life to remind them of this.</p> <p>Activity: Make Easter cards to show their own way of symbolising of new life.</p>	<p>Step 1 Engagement (1 lesson) AT2 (p) Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons reflecting how nature dies in the winter and returns to life in the spring). Reassure children and discuss children's beliefs, including Heaven if that is what they come up with. Talk about how, even if we can't see the person, we can see them inside our head and in our memories. Qu: Have you ever lost a pet or someone close to you?</p> <p style="text-align: center;">↓</p> <p>Step 2 Investigation (3 lessons) AT1 Begin by sharing an Easter egg with the class as a symbol of Easter. Tell the children the Easter story and stop after the crucifixion. That's the end of the story - or is it? But it must be the end of the story as Jesus died. Share hot cross buns with the children as another symbol of the Easter story. Read the final part of the story and ask the key question: Is it true that Jesus came back to life again? Refer to our thoughts during the first lesson about what happens when we die. Qu: How can we find out if Jesus did come back to life? Share stories of resurrection appearances in Bible.e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) If possible talk to Christian visitor - what do they believe? Is it possible that Jesus was in Heaven? Did he literally come back to life? Perhaps one explanation is that he was missed so much people believed they could see him or they kept his memory in their heads very clearly. Christians have different beliefs about this but all Christians believe in Jesus' resurrection as this proves to them that they also have life after death. Easter egg is symbol of new life.</p> <p style="text-align: center;">←</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Show children 3 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box empty with a small question mark. Children asked what happened next and draw/write what they think Christians believe happened next. Can they add their own thoughts...Do they think Jesus actually came back to life? After they watch Easter story to reiterate what Christians believe, e.g. www.bbc.co.uk/learningzone/clips/the-easter-story/7023.html</p>	
<p>Evidence in books: Children to have the heading 'What happened next?' and complete the third box of the Easter story, recording their own thoughts about what Christians believe happened to Jesus.</p>	

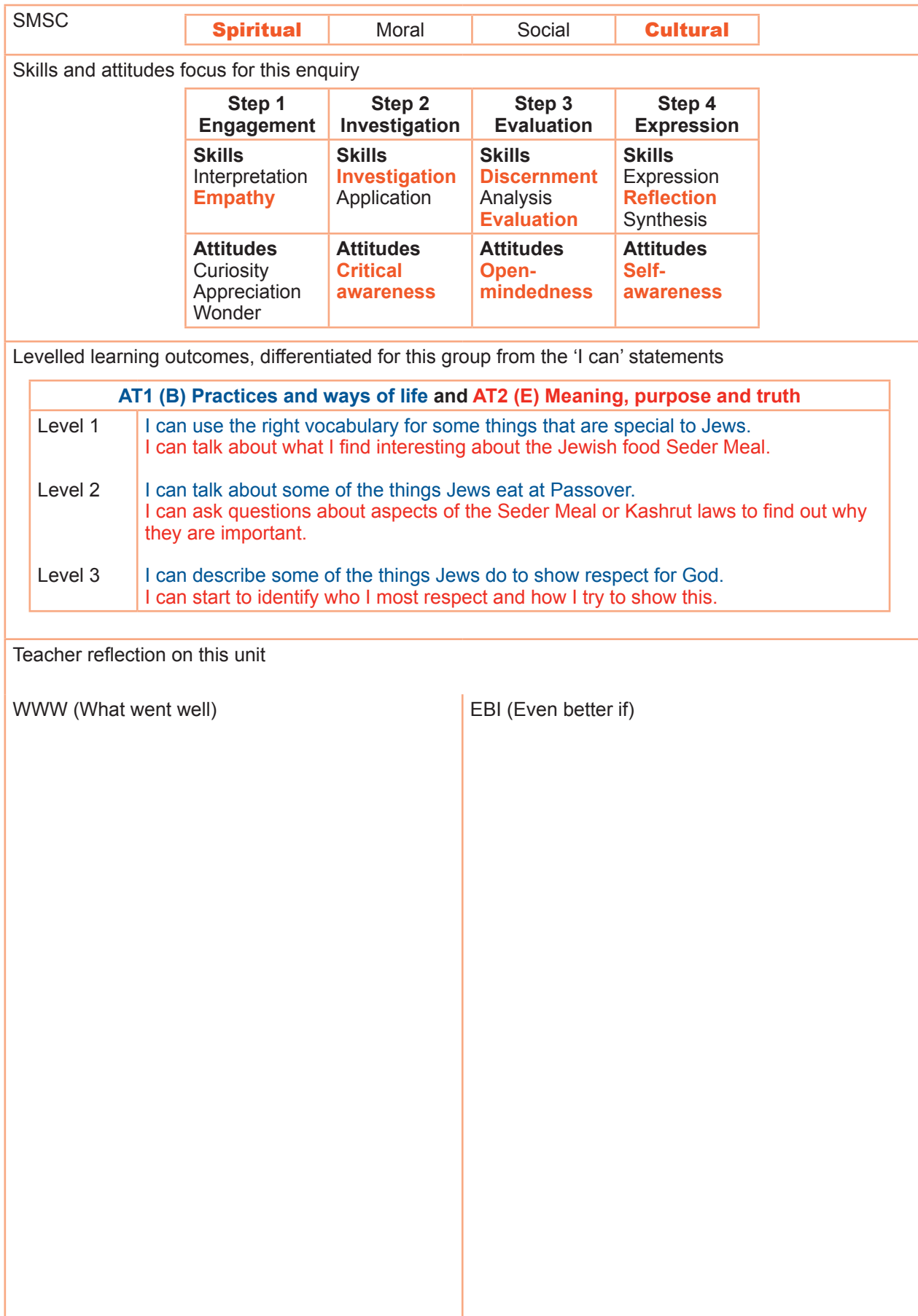




Key Stage 1

Medium Term Planning

Year: 2	Term: Summer 1
Theme: Passover	Religion: Judaism
Key question for this enquiry: How important is it for Jewish people to do what God asks them to do?	
Learning Objectives: We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with him.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<div> <div> <p>Step 1 Engagement (1 lesson) AT2 (p) Show children some pictures of special celebration meals and ask them to guess what is being celebrated/remembered. Why is food important on these occasions?</p> </div> <div> <p>Step 4 Expression (1 lesson) AT2(p) Children draw themselves a special meal and add key words to show how they felt and what was being celebrated.</p> </div> <div> <p>Step 3 Evaluation (1 lesson) AT2 (imp) Recap on the learning of the investigation lessons. Children rank order (maybe Diamond 9) cards with pictures/words relating to the things Jews do that God asks them to do eg Passover/Seder/Kashrut etc and write . Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures.</p> </div> <div> <p>Step 2 Investigation (3 lessons) AT1 Introduce the key question. Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped he asked them to remember this night forever. They do this with Passover and the Seder meal .Teach the symbolism of the items on the Seder plate and about the meal etc www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html What does the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate eg the parsley and the Charoset (maybe with Matzos crackers). A Jewish visitor could discuss how s/he respects the special relationship s/he has with God. Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1) and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws etc All this can be found in Exodus and Leviticus (Old Testament/Torah)</p> </div> </div>	
Evidence in books: Stick in rank order cards and write reasons in book.	





Key Stage 1

Medium Term Planning

Year: 2	Term: Summer 1
Theme: Community and Belonging	Religion: Islam
Key question for this enquiry: Does going to the Mosque give Muslims a sense of belonging?	
Learning Objectives: We are learning to understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 4 Expression (1 lesson) AT2 (p) Children to design and make their own prayer mat thinking of what is important to them. Maybe use these for times of reflection and stilling. Qu: Where/when do you feel the strongest sense of belonging?</p>	<p>Step 1 Engagement (1 lesson) AT2 (p) Qu: Do you get a sense of belonging from being in our class? How? Can you help other people feel like they belong? Whole class activity to reinforce team experiences/sharing time together. E.g. Circle time or parachute games. Ask qu: Do I feel like I belong? Do I have a stronger sense of belonging being part of the circle? Why? Explore the idea that if we're not in our classroom do we still feel like we belong? Discuss how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Show children 3 boxes, the first Show children smartboard slides of Muslims praying in different contexts, including Hajj. Qu: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to prayer in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Activity: Children to have copies of the pictures from the input and choose the one which they feel answers the key question and record in their books. Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan ibn Majah - Book of Mosques and Congregations tradition number 1403).</p>	<p>Step 2 Investigation (3 lessons) AT1 Show an extract of DVD of Muslims praying in a Mosque. www.bbc.co.uk/learningzone/clips/prayer-in-the-mosque/3295.html Or using Pathways of Belief DVD- Islam/Hinduism and Sikhism. Explore - Who are these people? What are they doing? Where are they? Why are they doing it together? Introduce key question: Does going to the Mosque give Muslims a sense of belonging? Either visit a Mosque or show children a virtual tour of a Mosque. Talk about Mosque school and other activity, not just prayer and worship. www.bbc.co.uk/learningzone/clips/how-mosques-are-used/3296.html Look at different pictures of Mosques, explaining that inside they all have similar things.e.g. Grand Mosque in Mecca/Islamic Centre in Bournemouth. Set up washing routine (wudu), which children can take part in. Muslim visitor to show children how s/he performs ritual washing before prayer. www.bbc.co.uk/learningzone/clips/preparations-for-prayer-wudu/5957.html Qu: Is it only in the Mosque where Muslims pray? Look for other examples, prayer mats and compasses.</p>
<p>Evidence in books: Children to record their answer to the key question by choosing one of the pictures of Muslims praying in a different contexts and explaining their reasoning. Photographs of children's individual prayer mats.</p>	



SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (B) Practices and ways of life and AT2 (D) Identity, diversity and belonging	
Level 1	I can use the right words to describe what Muslims do and feel when they attend prayer at the Mosque. I can express when I most feel a sense of belonging.
Level 2	I can talk about how Muslims feel a sense of belonging when they are with other Muslims and start to tell you why this might be. I can start to understand what it is that gives me a sense of belonging and that this is a feeling inside of me.
Level 3	I can describe how a Muslim achieves a sense of belonging. I can compare some of the things and situations that give me a sense of belonging with some things that might give a Muslim a sense of belonging.

Teacher reflection on this unit

WWW (What went well)

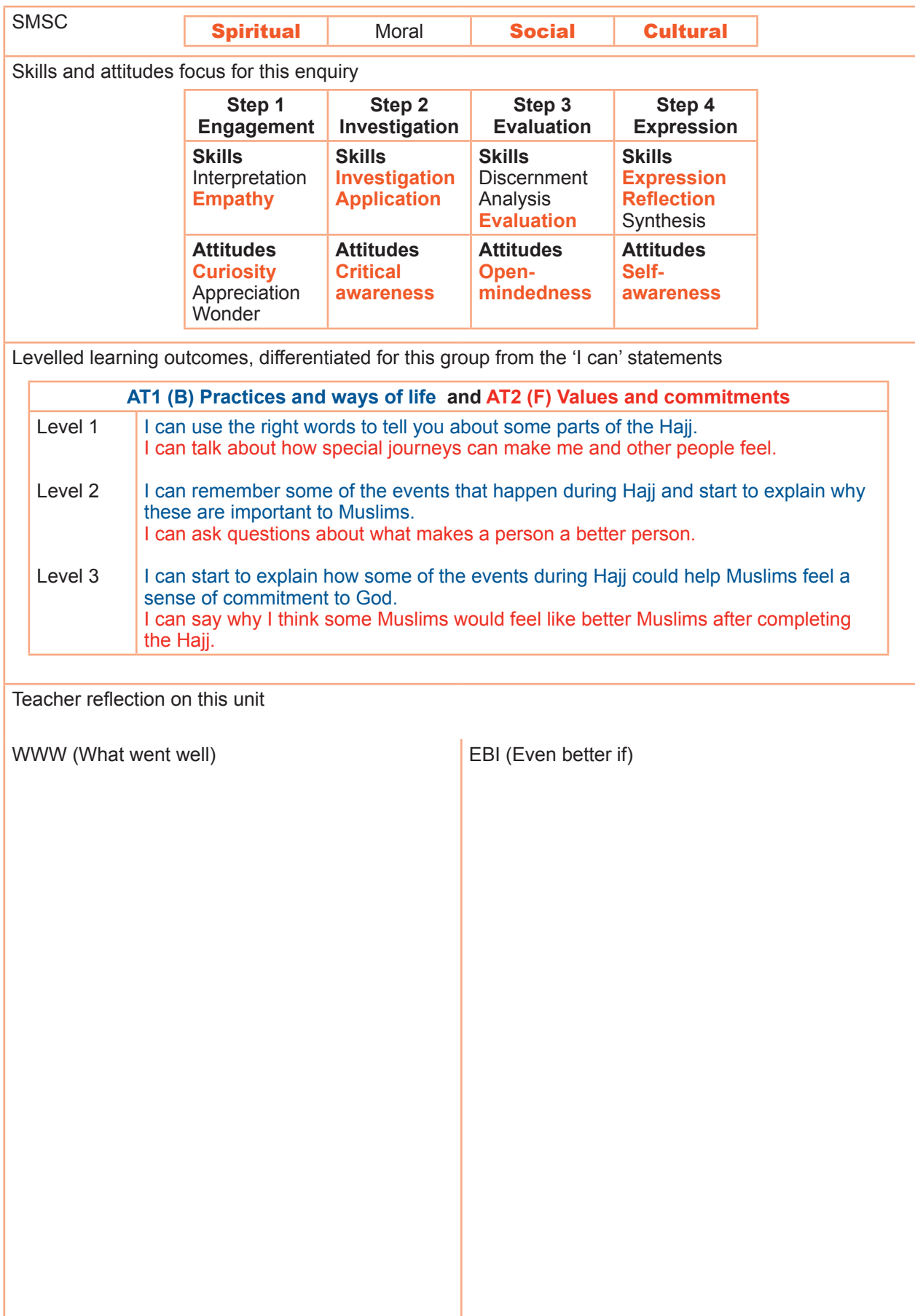
EBI (Even better if)



Key Stage 1

Medium Term Planning

Year: 2	Term: Summer 2
Theme: Hajj	Religion: Islam
Key question for this enquiry: Does completing Hajj make a person a better Muslim?	
Learning Objectives: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 4 Expression (1 lesson) AT2 (p) What would your most special journey be and why? Write a postcard home describing how it feels to be in that special place and why. Draw the place on the front of the postcard.</p> <p>↑</p>	<p>Step 1 Engagement (1 lesson) AT2 (p) Circle time - have you ever been on a special journey? When, where, why, with whom? Teacher to share a special journey they went on for a specific reason. Show the children a suitcase and explain that Teddy is packing his bag as he is going away. Can we guess where he's going by looking for clues and what he'll do when he gets there? e.g. camera, map, an invite, greetings card and present, money, ticket etc. Children to work out that Teddy is going to see his Grandma as it's her birthday. Qu: Why is this important to him? How do you think he feels? Why is he going to make the effort? Do you think he will feel different afterwards? What is he most looking forward to?</p> <p>↓</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Ask key question: Does completing Hajj make a person a better Muslim? Children to vote and then work in talk partners with opposing viewpoint and share their reasons. Teacher to then share reasons for Muslims completing Hajj. Commitment/because God asks them to /one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/ opportunity to pray with thousands of other Muslims and to visit special places eg where Muhammad lived/ gain better understanding - learn more/ have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go? Activity: See Evidence in Books below</p> <p>←</p>	<p>Step 2 Investigation (3 lessons) AT1 Mystery suitcase - who does it belong to? Where are they going? Teacher to show the children the objects in the case and children to explore further with pictures of the objects on their tables. e.g. Hajj robes, map of Mecca, Qu'ran, small stones, spring water, umbrella, picture of the Grand Mosque in Makkah. Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. www.bbc.co.uk/learningzone/clips/hajj-pilgrimage-at-mecca/6236.html Teacher to explain the relevance of Makkah and the Grand Mosque, recapping previous learning. Teacher to explain the significance of different events that take place during the journey. Qu: How do you think these Muslims feel? Why are they doing it? Explain to children that by completing Hajj, Muslims are showing a commitment to God. God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to Heaven. DVD Extracts to support the teaching of Hajj: Day 1 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html Day 2 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html Day 3 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-three/3261.html</p>
<p>Evidence in books: Differentiated - children to have a picture of two Muslims, one in Hajj clothes and one in everyday clothes and answer the question about which is the better Muslim, giving reasons for their answers. Modified to think about why Muslims complete Hajj.</p>	

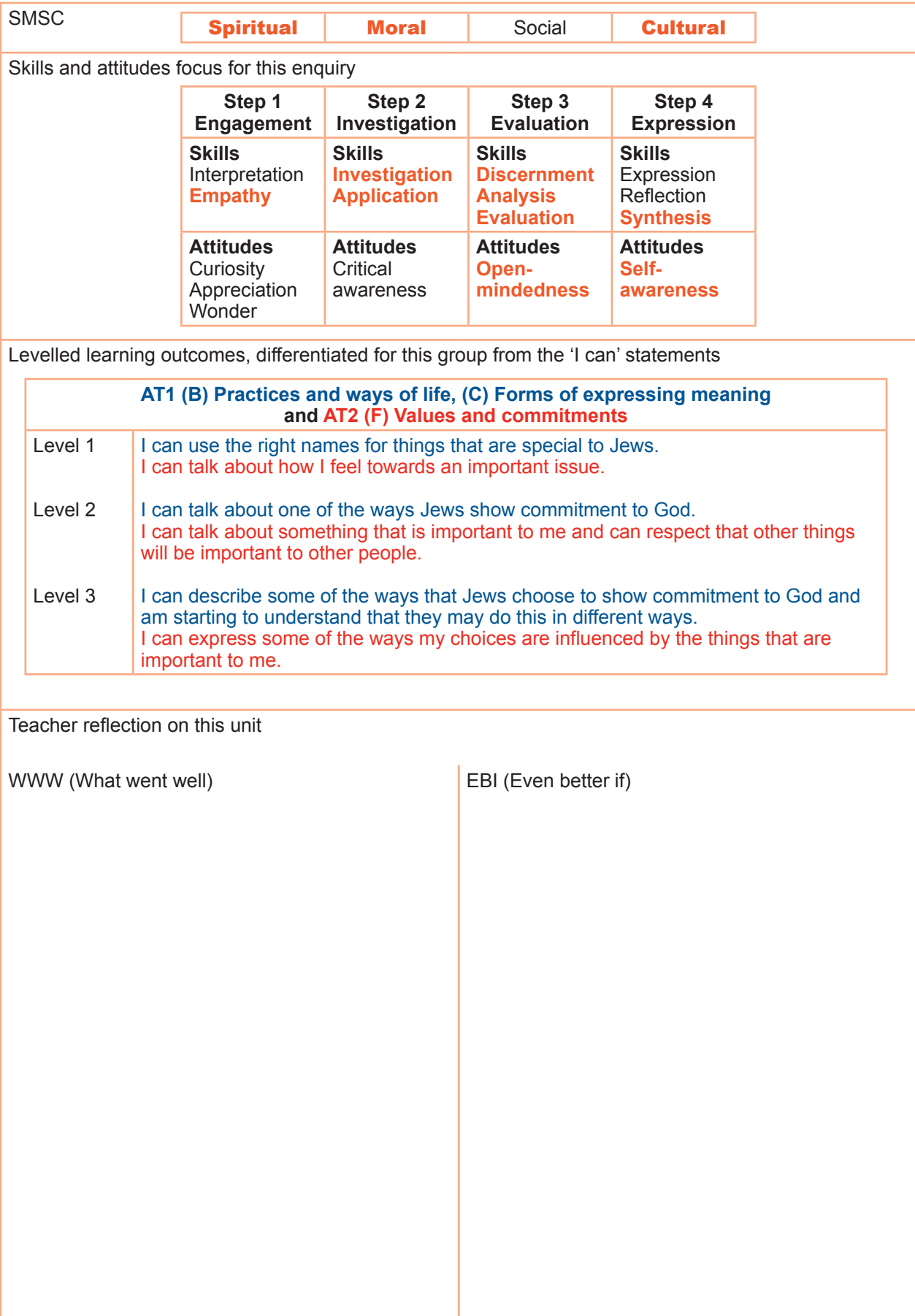




Key Stage 1

Medium Term Planning

Year: 2	Term: Summer 2
Theme: Rites of Passage and Good Works	Religion: Judaism
Key question for this enquiry: What is the best way for a Jew to show commitment to God?	
Learning Objectives: We are learning to understand how Jews show their commitment to God.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Give the children a quiz asking them: At what age are you old enough to....eg own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea etc Discuss in talking partners and feed back to class. Notice the differences in opinions. Children make a timeline of their lives so far marking all the milestone moments when they became old enough to...eg start nursery/start school etc Then ask when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah).</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God. Display as a wheel of commitments.</p>	<p>Step 2 Investigation (3 lessons) AT1 What is the best way for Jews to show commitment to God? What do we know already about how Jews show their commitment to God? Covenant: 10 Commandments/leading good life Shabbat/Seder/Synagogue/worship/Torah/ Festivals/homelife etc bbclearningclips 486 Judaism at home/6597 Meet a Jewish family What else can we learn about ways Jews show their commitment to God? Bar/Bat Mitzvah www.bbclearningclips/3667 www.bbc.co.uk/learningzone/clips/bar-mitzvah/7469.html Teach about the Bar and Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? Mitzvot - doing good and helping others There are 613 rules/suggested ways this can be done www.jewfaq.org.uk/613.htm Qu: How does it help them in their commitment to their faith? Doing good in the world could be a way of showing commitment to God. www.wjr.org.uk Looking after the environment could be a way of showing commitment to God who they believe created the world. Tree planting ceremony Tu B'Shevat www.beliefnet.com bbclearningclips 485 the synagogue 3651 The Shema</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this? (Covenant) Task: Give children a circle divided into 4 sections (like a pie). First of all they choose the ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important(colour less of slice but still a lot, etc so that they visually represent the most-least important ways. Fill in as if you were a Jew making these decisions. Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way. Write underneath your thinking for colouring like you have.</p>	
Evidence in books: Coloured in pie chart with explanation.	





Year 3 Overview (with a Hinduism focus)

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community?	*Hinduism	Divali	Belonging	We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?	Social Cultural
Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Christianity	Christmas	Believing Behaving	We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural
Could Jesus really heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Christianity	Jesus' Miracles	Believing Behaving	We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Spiritual
What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?	Christianity	Easter - forgiveness	Believing	We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Spiritual Moral
How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?	*Hinduism	Hindu Beliefs	Believing	We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual
Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?	*Hinduism	Pilgrimage to the River Ganges	Believing Behaving	We are learning to understand the significance of the River Ganges both for a Hindu and Non Hindu	Spiritual Cultural

*The Hinduism units can be taught at the school's discretion



Year 3 Overview (with a Sikhism focus)

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others?	*Sikhism	The Amrit Ceremony and the Khalsa	Believing Belonging	We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	Moral Cultural
Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Christianity	Christmas	Believing Behaving	We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural
Could Jesus really heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Christianity	Jesus' Miracles	Believing Behaving	We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Spiritual
What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Easter - forgiveness	Believing	We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Spiritual Moral
Do Sikhs think it is important to share? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others?	*Sikhism	Sharing and Community	Believing Behaving	We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.	Social Cultural
What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	*Sikhism	Prayer and Worship	Believing Belonging	We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural

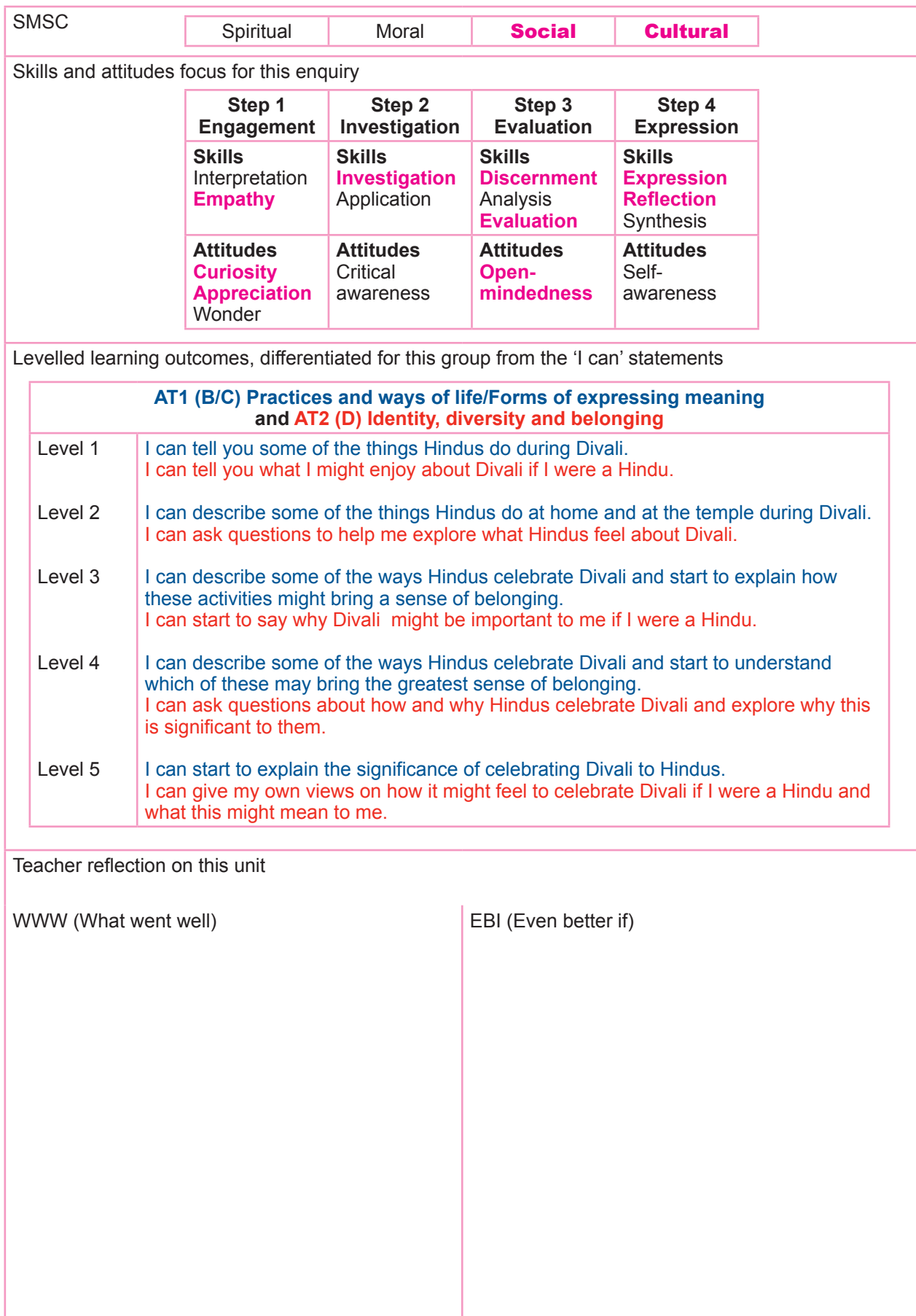
*The Sikhism units can be taught at the school's discretion



Key Stage 2

Medium Term Planning

Year: 3	Term: Autumn 1
Theme: Divali	Religion: Hinduism
Key question for this enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	
Learning Objectives: We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?	
Area of Focus: Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) In small groups, set children a group challenge to set themselves up as a special group which has an identity of its own because of what it believes in e.g. Group 1 might believe that all dogs should have good homes, and must set themselves up with a group name/identity/badge or logo and decide the 3 most important things for their new group to do in order to help dogs. Do children gain a sense of belonging because they are united in a mission? Can they agree on what is right and wrong?</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) Circle Time for the whole class to discuss their sense of belonging and identity, sharing what they have in common, their goals for the year etc. Can they have a class logo/badge/ song/mission? Can they have a class playtime when they share favourite games and all join in if they choose to? Link this work to "Being me in my World" Puzzle in Jigsaw.</p>	<p>Step 2 Investigation (3 lessons) AT1 Read story of Rama and Sita, drawing out the theme of Good vs Evil. Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible. Introduce Divali and watch DVD extract that shows Divali being celebrated. BBC Pathways of Belief DVD Islam/Hinduism/Sikhism Or www.bbc.co.uk/learningzone/clips/diwali-and-new-beginnings/4794.html Qu: How do Hindus celebrate Divali? Use children's lists from previous lessons about celebrations and how we like to celebrate to compare. Do those celebrations help us feel a sense of belonging? Teach significance of the different practices during Divali and children to experience these in possible rotation of activities. e.g. Rangoli patterns, diva lamps, making sweets, music, puja tray etc. Qu: What happens at home/temple during Divali? A Hindu visitor would be beneficial here to give the religious significance of the activities. Qu: Who makes these things during Divali? Who do they make them with? Why? How do they feel when they are involved in these preparations/ celebrations? Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community. What gives the sense of belonging? Shared activities? Shared beliefs?</p>
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<p>Step 3 Evaluation (1 lesson) AT2 (imp) Qu: Why do Hindus celebrate Divali? Did you enjoy taking part in the activities? How did you feel? How might it be different for a Hindu child? Introduce Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Activity: Children to have a picture of some Hindu children during Divali and complete thoughts/ feelings bubbles about their thoughts and feelings during Divali. e.g. I enjoy Divali because..... I don't really enjoy Divali because..... Divali makes me feel like I belong to.....because..... Divali doesn't give me a sense of belonging because.....</p>	
<p>Evidence in books: Stick in the picture of Hindu children during Divali and write in the thought bubbles....</p>	

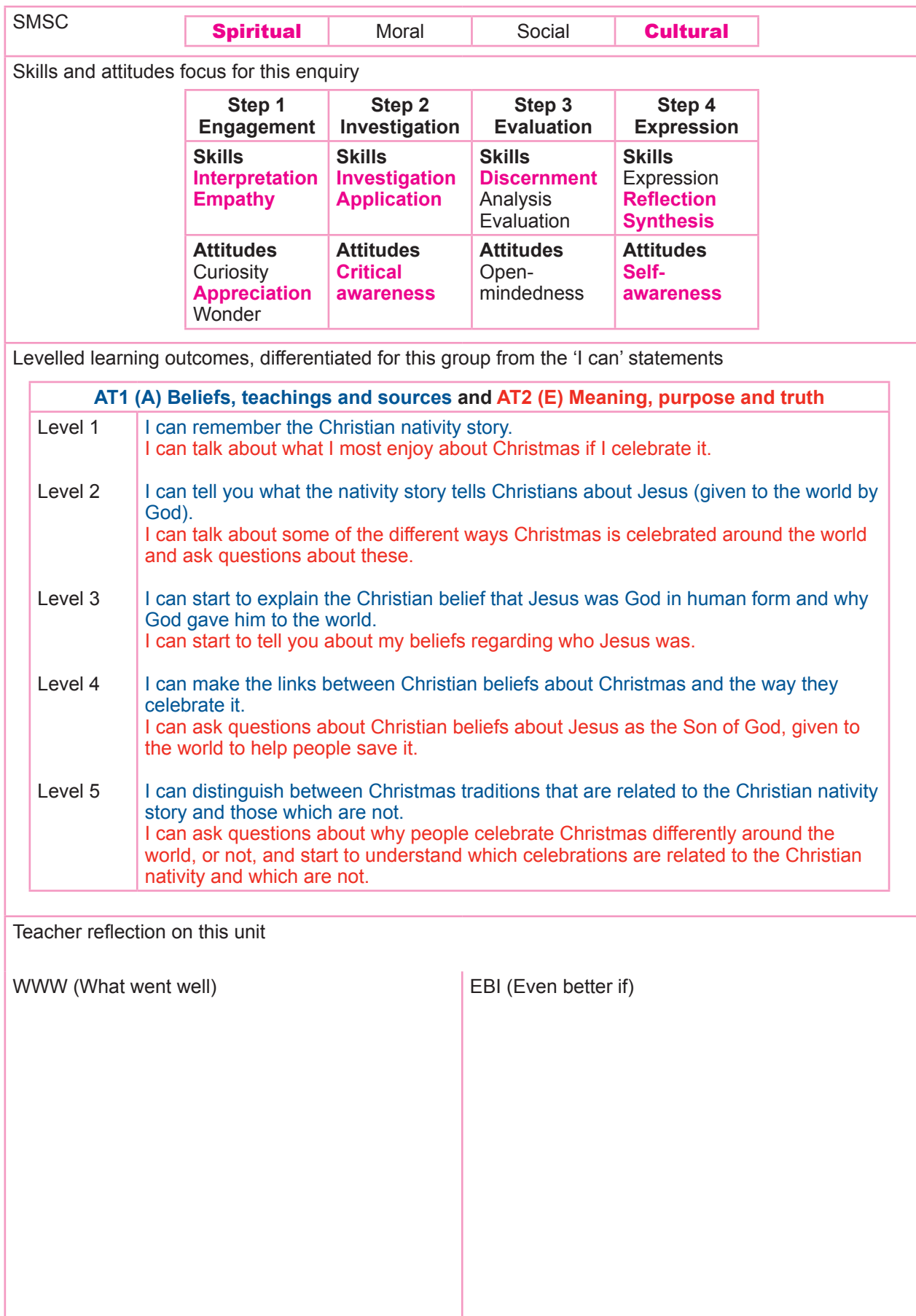




Key Stage 2

Medium Term Planning

Year: 3	Term: Autumn 2
Theme: Christmas	Religion: Christianity
Key question for this enquiry: Has Christmas lost its true meaning?	
Learning Objectives: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Circle time on Christmas theme: the best part of Christmas for me is...Children create freeze frames/tableaux in groups to show their favourite parts of Christmas Qu: What does Christmas mean to you? Generate a class brainstorm and children to then take part in a creative activity to show what it means to them, e.g. making a mobile, zig zag books with a different idea on each page. If some children do not celebrate/recognise Christmas, maybe relate to a celebration they do hold.</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) If I could give the world one gift at Christmas to make it a better place, what would it be? Children to make their gift to the world from modroc or playdough and display, maybe along with a Haiku poem to express their wishes for the world. This could form basis of a class assembly or display in school foyer.</p>	<p>Step 2 Investigation (3 lessons) AT1 How is Christmas celebrated around the world? Explore this further looking at different cultures and places. (Google: Christmas around the world) www.macmillanenglish.com/christmas/macmillan-advent-calendar www.soon.org.uk/country/christmas.htm How do Christians around the world celebrate Christmas? Research different traditions/cultures. Teach significance of the different practices during Advent and Christmas and children to experience these in possible rotation of activities Qu: Why do Christians celebrate Christmas at all? Tell the Christmas story and emphasise this is the true meaning of Christmas to Christians. Possibly visit to a church or Vicar to visit to explain the significance of Christmas to Christians ie Jesus is a gift from God, given to the world to show people how to lead good lives and save/help the world. Christians believe Jesus is God in human form (the Incarnation of God) Reminder of Year 2 Christmas work: Why did God give Jesus to the world?</p>
↑	←
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Link back to Christmas story, ask the children which ideas on our original list have a connection to the Christian story of Christmas? Why? Discuss how some of these ideas may be more about traditions rather than Christian beliefs. Activity: Qu: What is the true meaning of Christmas to Christians? Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles eg Christmas presents. Children to revisit their original creative activity from the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity? Task: Children draw 2 pictures illustrating... What is the true meaning of Christmas to Christians? What is the true meaning of Christmas to me? Then: Do I think Christmas has lost its true meaning?</p>	
<p>Evidence in books: Books lined in two, children to draw/write what the true meaning of Christmas is to Christians and what the true meaning of Christmas is to them. Then answer the question: Do I think Christmas has lost its true meaning?(give reasons)</p>	

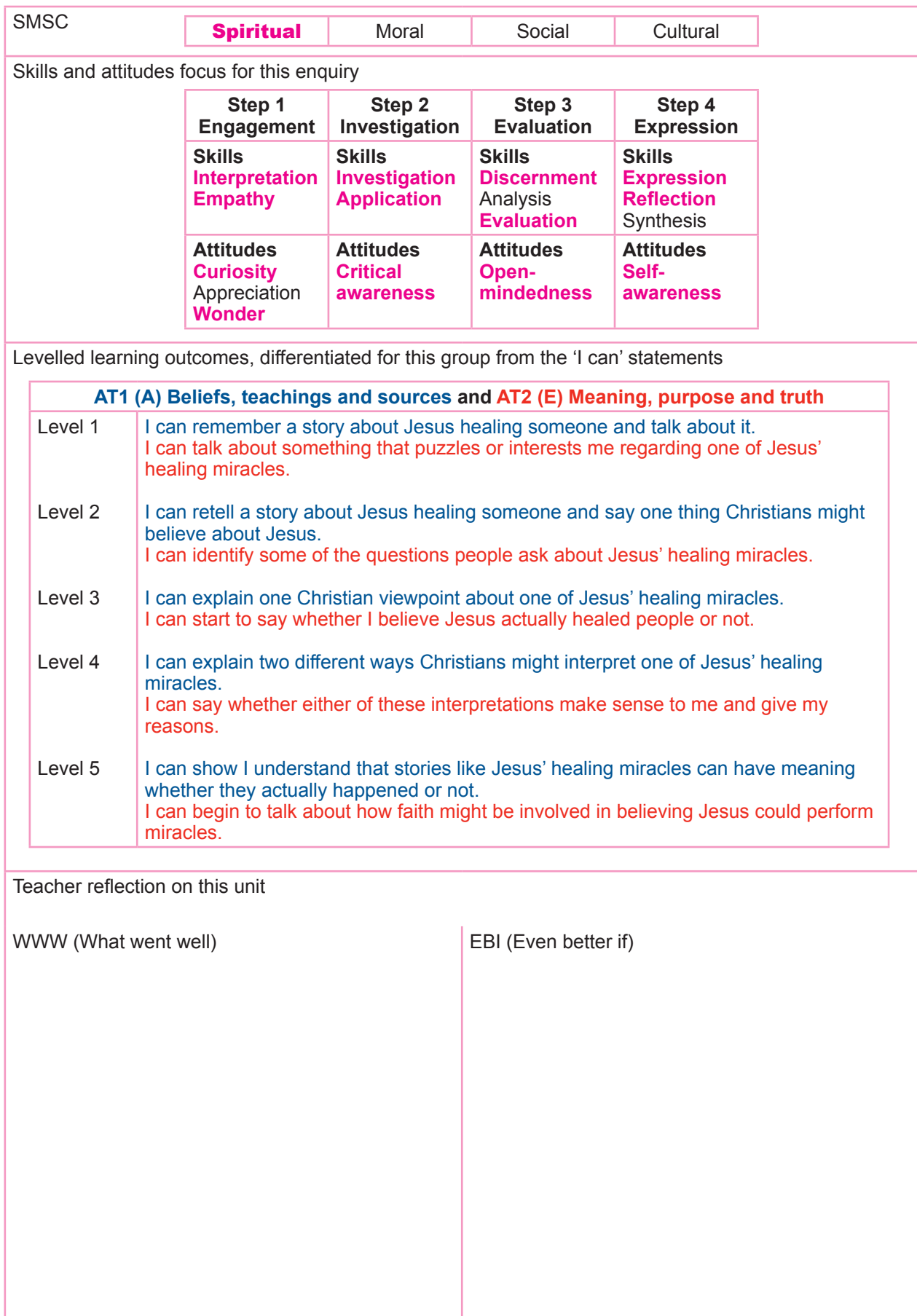




Key Stage 2

Medium Term Planning

Year: 3	Term: Spring 1
Theme: Jesus' Miracles	Religion: Christianity
Key question for this enquiry: Could Jesus really heal people? Were these miracles or is there some other explanation?	
Learning Objectives: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Tell children a story or use puppets to explore what happens and how it feels when we get poorly/sick. If you are poorly what do you do? Who looks after you? How do you get better? Do you go to the doctor/need medicine? (Possibly link to Life Education Centre big book about Harold the giraffe being poorly). Sometimes we can help ourselves - how? Activity: Children to record how they can make themselves better if they are ill.</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) Do you believe in miracles? Why? Is the birth of a baby a miracle? or the way the plants grow again in the spring after a long winter under the ground? What miracles would you ask Jesus to perform in the world today if you believed he could ?</p>	<p>Step 2 Investigation (3 lessons) AT1 Tell children the beginning of the Bible story about the Blind Man (John 9: 1-12), then ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/equipment with him? Did it really happen then? Class to vote on it. Unpick the children's reasoning and ask if it didn't happen then why is it in the Bible? What does this say about Jesus? If it did happen what does this say about Jesus? Introduce the idea of a miracle and explain what this means...something that happens outside the usual rules of nature/expectations. (Jesus had special ability to heal people. Does anyone today have this ability?) Use the story of the Paralysed Man (Mark 2: 1-12) to continue exploring this concept. Do stories have to be true (i.e. actually happened) to be meaningful? Were Jesus' miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick?</p>
↑	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Using art representations of the two Bible stories and ask the children to discuss their findings. Ask key qu: Could Jesus really heal people? Were these miracles or is there some other explanation? What other explanations could there be?</p>	←
<p>Evidence in books: Children to have a set of three boxes in their book. In the first box to have a picture of the beginning of the story of the blind man. The middle box to be blank with the heading 'What happened?' and the last box to have a picture of the ending of the story when he is helped. Children to draw their own interpretation of the middle of the story, drawing/writing what they think actually happened.</p>	

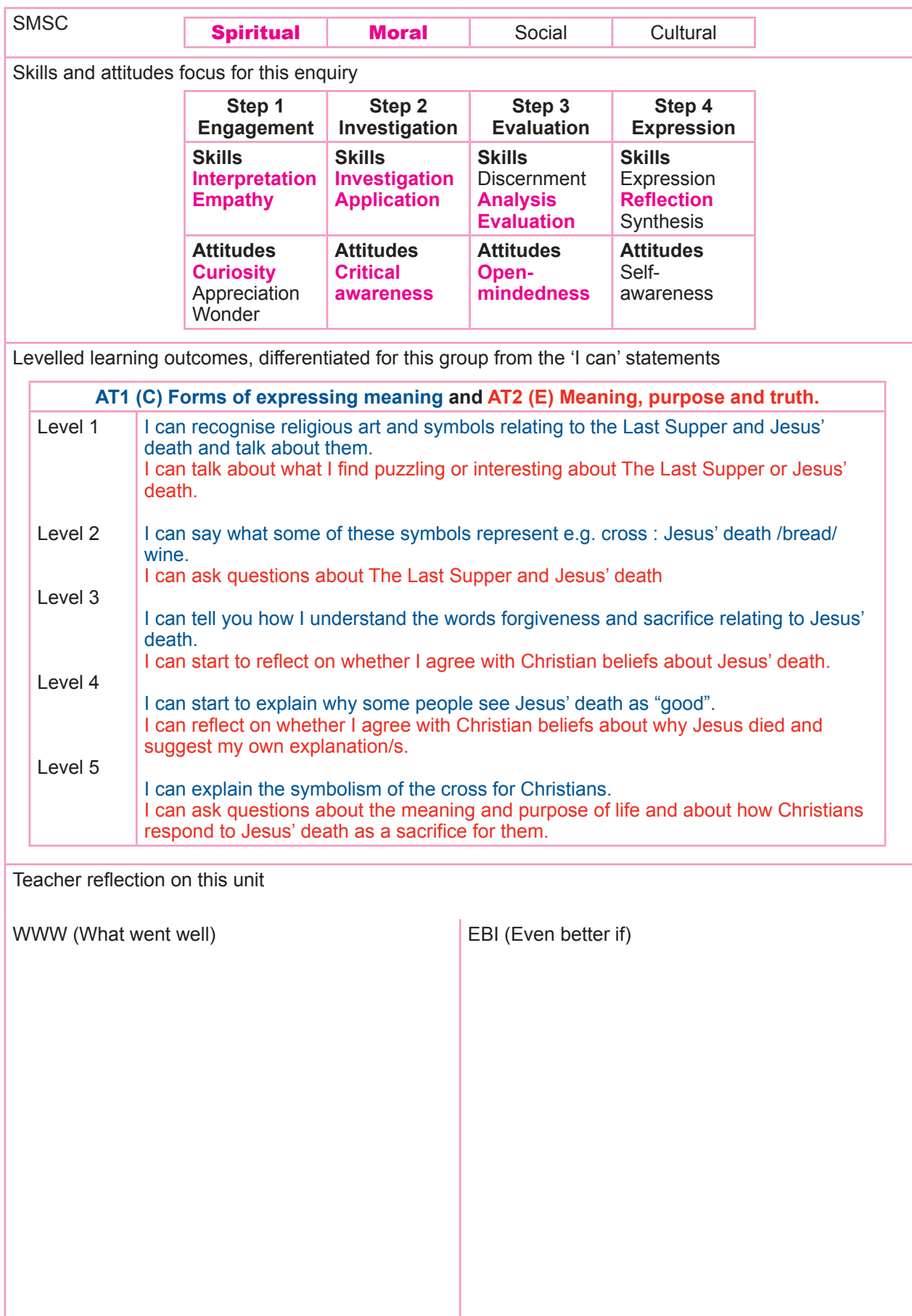




Key Stage 2

Medium Term Planning

Year: 3	Term: Spring 2
Theme: Easter - Forgiveness	Religion: Christianity
Key question for this enquiry: What is 'good' about Good Friday?	
Learning Objectives: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Tell children a story with the theme of sacrifice. Introduce the concept of sacrifice meaning "giving something up for someone else's sake" e.g. giving up their place on a trip so that somebody else could go; not buying themselves something with their birthday money so they could buy something for their sister? Can children think of examples when they or someone they know have made a sacrifice for someone else's sake?</p>	
↓	
<p>Step 4 Expression (1 lesson) AT2(p) Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them.</p>	<p>Step 2 Investigation (3 lessons) AT1 Tell children the Easter story up to and including The Last Supper. Discuss the significance of the bread and wine and why Jesus felt the need to use the bread to symbolise his body and the wine his blood. Talk about how these words are a sign that Jesus knew what was coming i.e. that he was going to die soon (sacrifice himself for them). Qu: If he knew what was going to happen why didn't he leave that night? Why did he not run away? Was his death part of God's plan for him? Was he really willing to die for other people's sake? May use art representations of The Last Supper and Crucifixion to illustrate e.g. Margaret Cooling "Jesus through Art". Tell next part of the story up to and including Jesus' crucifixion. (Use a Children's Bible) With children, label large sequencing cards which depict the story so far. Label each day, e.g. Palm Sunday, Maundy Thursday. Does anyone know what we call the day that Jesus died? Show the label 'Good Friday' and ask the children for their thoughts. What was good about Good Friday? Who was it NOT good for? Maybe watch Jesus of Nazareth DVD (extract of crucifixion.) Introduce key question "What is good about Good Friday?" www.bbc.co.uk/learningzone/clips/good-friday-and-easter-eggs/678.html Possibly visit a Church to find out about communion and the link to the Last Supper. Ask Vicar the key question. Explore further how Jesus' death was part of God's plan to show people they can be forgiven and start afresh. Just before Jesus died he said 'Father forgive them'.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question -What was good about Good Friday? Christians believe that Jesus willingly died to save them from their sin and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing. Do other people sometimes sacrifice something for someone else's sake? Think back to Engagement lesson. Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? See task below.</p>	←
<p>Evidence in books: In the 4 sections of the page divided as a cross, children answer the key question from 4 points of view...1) Jesus 2) a Christian today 3) themselves 4) Jesus' friend(disciple)</p>	

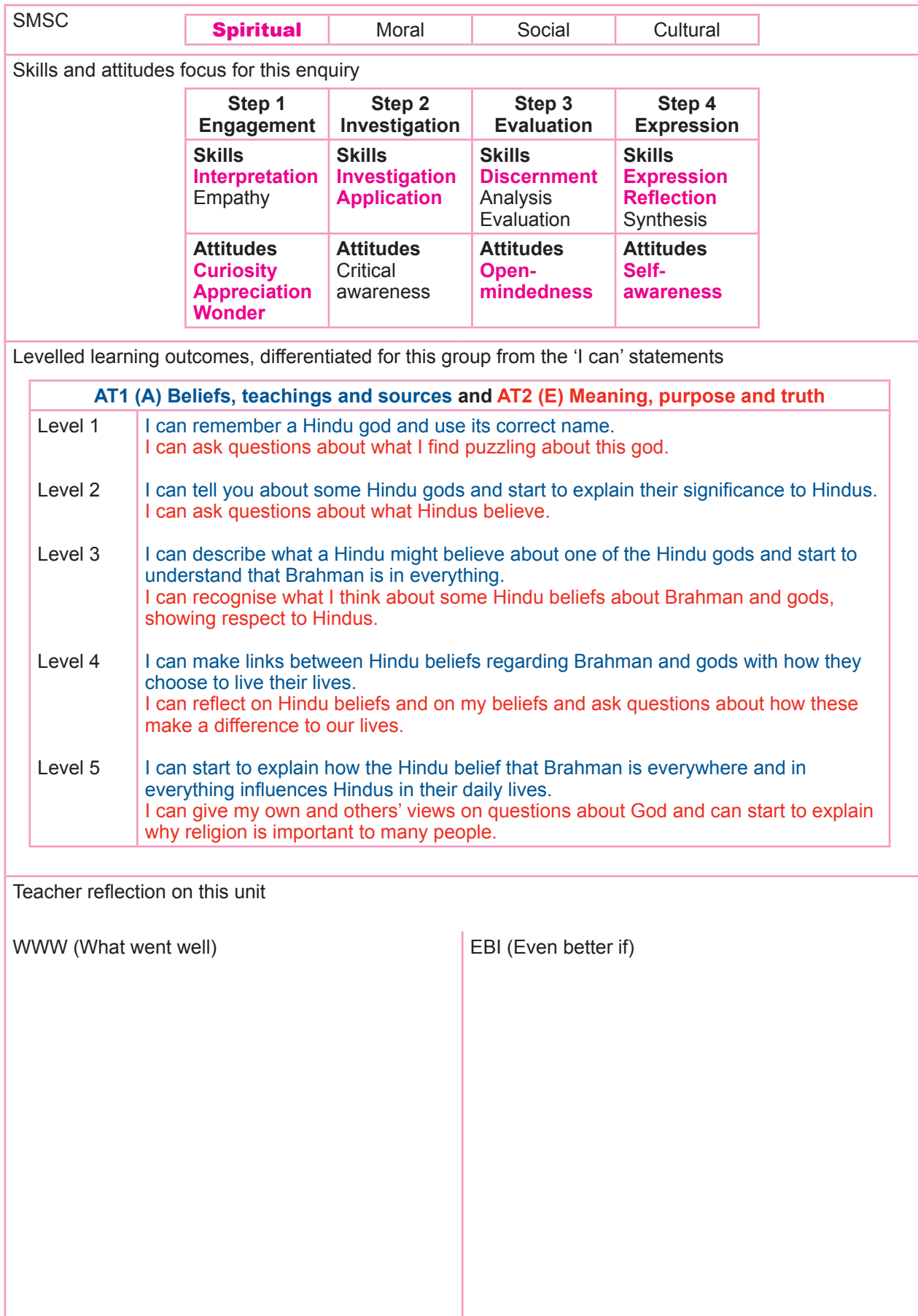




Key Stage 2

Medium Term Planning

Year: 3	Term: Summer 1
Theme: Hindu Beliefs	Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?	
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Who are you and what do you mean to different people? e.g. daughter, sister, friend, Brownie, pupil, grand-daughter etc. Children to have a photo of themselves replicated on the net of a cube and graffiti each photo, to show the each role they have. Children to then put the net together to show the different sides of them. Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves.</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Reinforce how Christians believe God created the world and Hindus believe that Brahman is in everything in the world. Activity: Children to be given a choice of words, e.g. kindness, wealth, friendship etc. and design their own god/murti who represents one of these attributes.</p>	<p>Step 2 Investigation (3 lessons) AT1 Show children a box labelled 'God' and explain that inside this box we can find out what Hindus believe about God. Inside the box have many different deities and as each deity is revealed, explain to the children this is what God looks like. Qu: How can this be? How can God look like so many different things? Make link with lesson before. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the Gods, e.g. Ganesh/Lakshmi. Teach children that there is one God who Hindus see in many different forms and is called Brahman. Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma- creator Vishnu- preserver Shiva - destroyer Use DVD to show how Hindus use these deities at home/in the temple and in puja. www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD</p>
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<p>Step 3 Evaluation (1 lesson) AT2 (imp) Experiment - Take a glass of water. Add some salt - it will dissolve into the water and you won't be able to see it or remove it. Now taste the water and you will taste the salt in every drop of the water. In this analogy the water represents the world and the salt represents Brahman, though invisible Brahman is omnipresent (everywhere.) Ask key qu: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu? Activity: Children to draw and write how they would treat the world if they were a Hindu, giving a reason. e.g. I would not pick flowers as Brahman is in everything.</p>	←
<p>Evidence in books: Children to draw and write how they would treat the world if they were a Hindu, giving a reason. e.g. I would not pick flowers as Brahman is in everything. Children to also design their own god/murti.</p>	

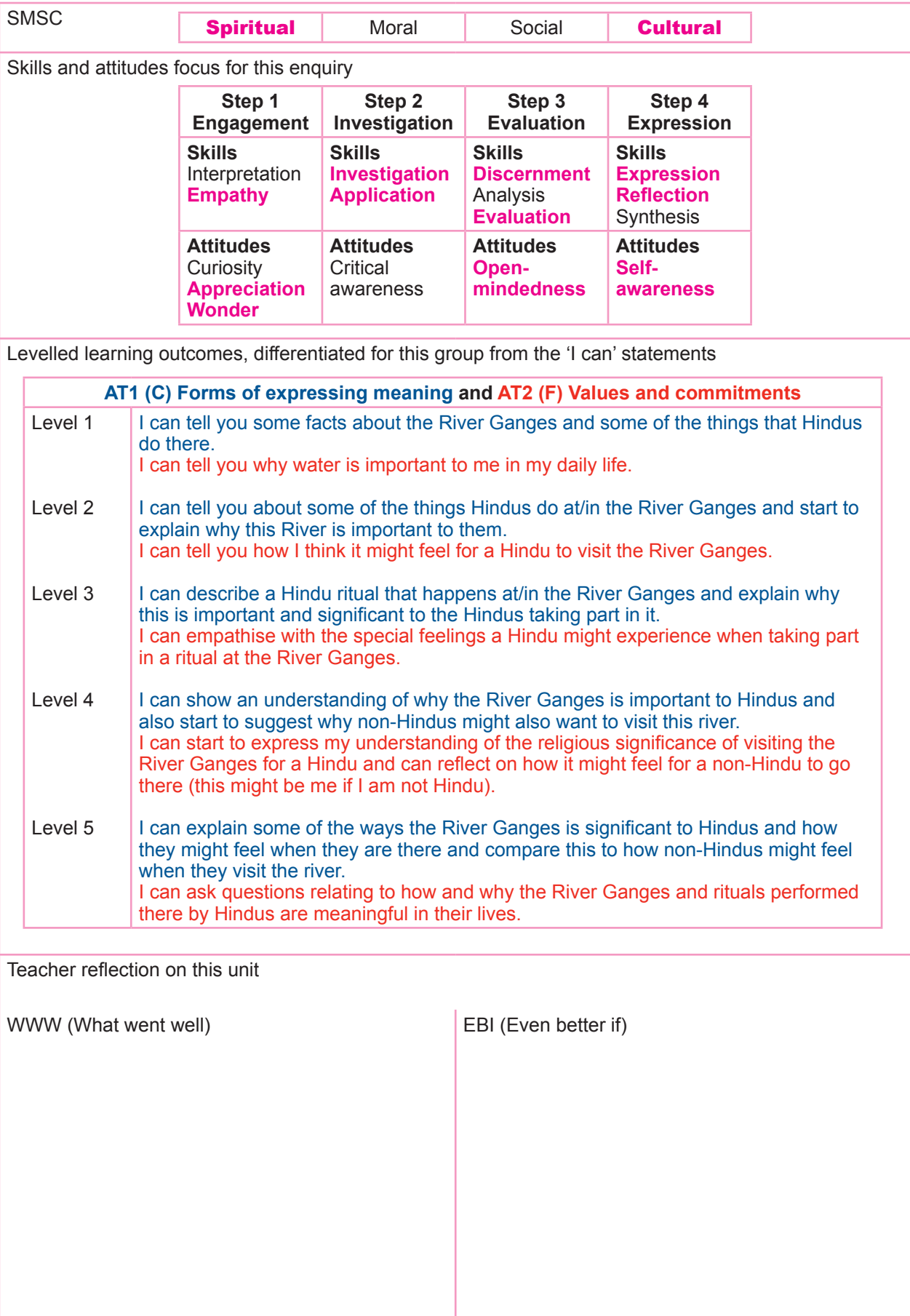




Key Stage 2

Medium Term Planning

Year: 3	Term: Summer 2
Theme: Pilgrimage to the River Ganges	Religion: Hinduism
Key question for this enquiry: Would visiting the River Ganges feel special to a non-Hindu?	
Learning Objectives: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Teacher starts the lesson by thoroughly enjoying drinking a glass of water in front of the children. How do the children think that felt for the teacher? Is water important? Why is water important? In talking partners, make a list of at least 10 ways we use water on a daily basis. Share with class to make massive class list. Is water important? What do I use water for on a daily basis? Do I appreciate it? Children to think what their life would be like without water? Where does water come from? Show pictures of variety of rivers. Do we appreciate rivers?</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Children and teacher all enjoy drinking a glass of water each and express their feelings about how that feels eg refreshing/cleansing. Ask qu: If I could wash away something I have done to make me a better person, what would it be? Children to have a ceremonial cleansing using water if they choose to share this. If potentially too sensitive, the class could spring-clean their room to share the sense of community and appreciating using water to clean with.</p>	<p>Step 2 Investigation (3 lessons) AT1 Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river both for residents and pilgrims. Research where the river is and share facts. What do Hindus do when they visit the river? e.g. collect water, offerings, cycle of life and death with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the River - wash away the wrong things I have done then I will be pure (cleansed). www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.html Explain the concept that Brahman is in the water (a life source) helping me to get clean so I can be a good person. Show children a visual clip of the River Ganges at dawn. (see Discovery CD). Establish R.Ganges is important and special to Hindus. If a Hindu or non-Hindu who has visited the Ganges could visit to share their experiences it would be very beneficial. Children research holidays to India (brochures etc) including trips to Varanasi/R. Ganges. Why would non-Hindu people want to go there?</p>
↑	←
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Key Qu: Would a non-Hindu find it special to visit the River Ganges? Why/Why not? Activity: Children to make x2 postcards to send from the River Ganges (Could draw or use holiday brochures/internet images) They write one postcard as if they are a Hindu visiting the Ganges for the first time and the other as a non-Hindu (which may be themselves) visiting the Ganges. Would the 2 postcards say the same things about the 2 people's experiences?</p>	
<p>Evidence in books: Child's 2 postcards from the River Ganges. May need to explain why the postcards say similar or different things about the experiences.</p>	

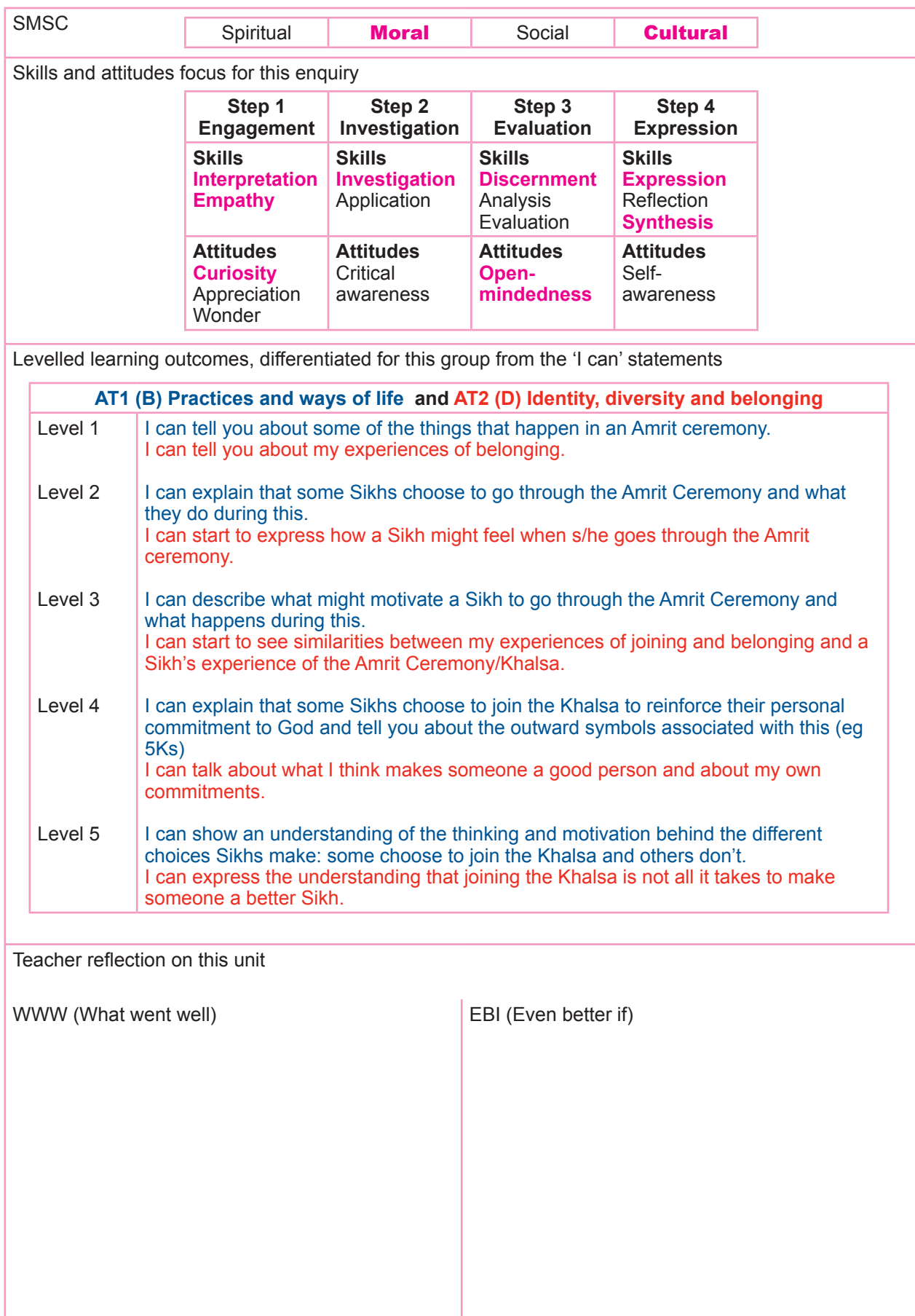




Key Stage 2

Medium Term Planning

Year: 3	Term: Autumn 1
Theme: The Amrit Ceremony and the Khalsa	Religion: Sikhism
Key question for this enquiry: Does joining the Khalsa make a person a better Sikh?	
Learning Objectives: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Circle Time on belonging. What does it mean to belong? What do you belong to? How does it feel to belong? How do you know you belong? How do other people know you belong to the group? e.g. uniforms, badges, certificate etc. Did you have to join this group and if so how did this happen? How are people expected to behave when wearing these uniforms? Either using a child/clip from internet or own experience, e.g. www.bbc.co.uk/learningzone/clips/playing-in-an-accordion-marching-band-in-northern-ireland/7956.html where a little boy Jason describes his experiences of belonging to an accordion band and wearing a uniform. Discuss belonging to a particular group and how we initially joined the group. e.g. some things we naturally belong to with no joining ceremony, e.g. family, school and other things we choose to belong to e.g. clubs, groups etc which may involve a joining/initiation ceremony. Activity: Children to work in groups and using a template of a person, draw and write all the clubs/groups they belong to for whole class display with key words expressing the feelings associated with belonging.</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Activity 1: Qu: If we were going to have a ceremony to join our class what would the joining ceremony look like? What would the promises be? What symbol could we chose to wear as a reminder of those promises. (Link to class charter) Activity 2: Qu: What would you like people to know about you? Children to design a bracelet which lets people know something important about themselves but which they could wear covered up if it was more about reminding themselves of something personally important to them.</p>	<p>Step 2 Investigation (3 lessons) AT1 Explain that we have been thinking about things we belong to or have joined and today we are going to watch some people choosing to take part in a joining ceremony as part of their religion. Watch extract of Sikhs taking part in an Amrit Ceremony, without sound. Pathways of Belief DVD - Islam/Hinduism/Sikhism or www.bbc.co.uk/learningzone/clips/birth-of-the-khalsa/3780.html Give children question prompts and ask the children what they would like to know? e.g. what, where, when, who, why, how? Explain what happens in the ceremony, what is in the bowl, what is the big book etc, drawing out what is happening in the actual ceremony. Children to watch the ceremony again and listen to the promises that are being made. What promises are they making, to whom and why? How do they live out these promises in everyday life? A Sikh visitor who has either been through or been present at an Amrit Ceremony would be beneficial. Wearing the 5 Ks, praying every day, being kind to people and animals. Activities: Children to make the sugar water and re-enact this part of the ceremony - thinking about the symbolism. Children to make and taste Karah Prashad and discuss the sharing of the sweet (sacred) pudding recipe to be found at: sikhism.about.com/od/gurdwaras/r/prashad.htm Sikhs are all enjoying sharing this food at the same time which gives them a strong sense of community, feeling a part of it. Lesson exploring the 5 Ks (as outward sign they belong to the Khalsa). Children to look at the 5 Ks and investigate them and ask their own questions. Teacher to explain what they are and the significance. Pathways of Belief DVD - Islam/Hinduism/Sikhism or www.bbc.co.uk/learningzone/clips/the-five-ks-of-sikhism/4805.html Role play dressing up and wearing the Five K's. Child to then put on Indian dress and show that some of the 5 Ks are now covered up. Why do Sikhs choose to cover up these signs that are so important to them? Qu: Does wearing the 5 Ks make someone a better Sikh? Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how through making these promises this shows Sikhs have made a commitment to God. Reiterate the 5 ks are an outward symbol of an inner commitment. The story of the donkey and tiger on the previous clip reiterates that a person's dress should be matched by their standard of behaviour. Qu: Do you think that making these promises make a person a better Sikh? Qu: Why don't all Sikhs choose to join the Khalsa? What might their reasons be? Are they just as good Sikhs? What makes someone a good Sikh? Discuss how this is a personal choice and a big commitment. Refer back to Lesson 1.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key question: Does joining the Khalsa make a person a better Sikh? Why would a Sikh choose to go through the Amrit Ceremony? Why would it matter to a Sikh to be part of the Khalsa? Show the children a picture of two Sikhs, one wearing 5 Ks and one not. Which of these is the better Sikh? Why? Children to complete the same activity as modelled, thinking of their reasons and answering the key question. Focus on the fact that the Amrit Ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God because they spoke their promises in public so other people will expect them to keep them. Wearing the 5 Ks act as a physical reminder of the promises they have made and helps them keep them.</p>	
<p>Evidence in books: Children to have a picture of two Sikhs, one wearing 5 Ks and one not. Children to answer the question: Which of these is the better Sikh? Why? Children to record their answer.</p>	

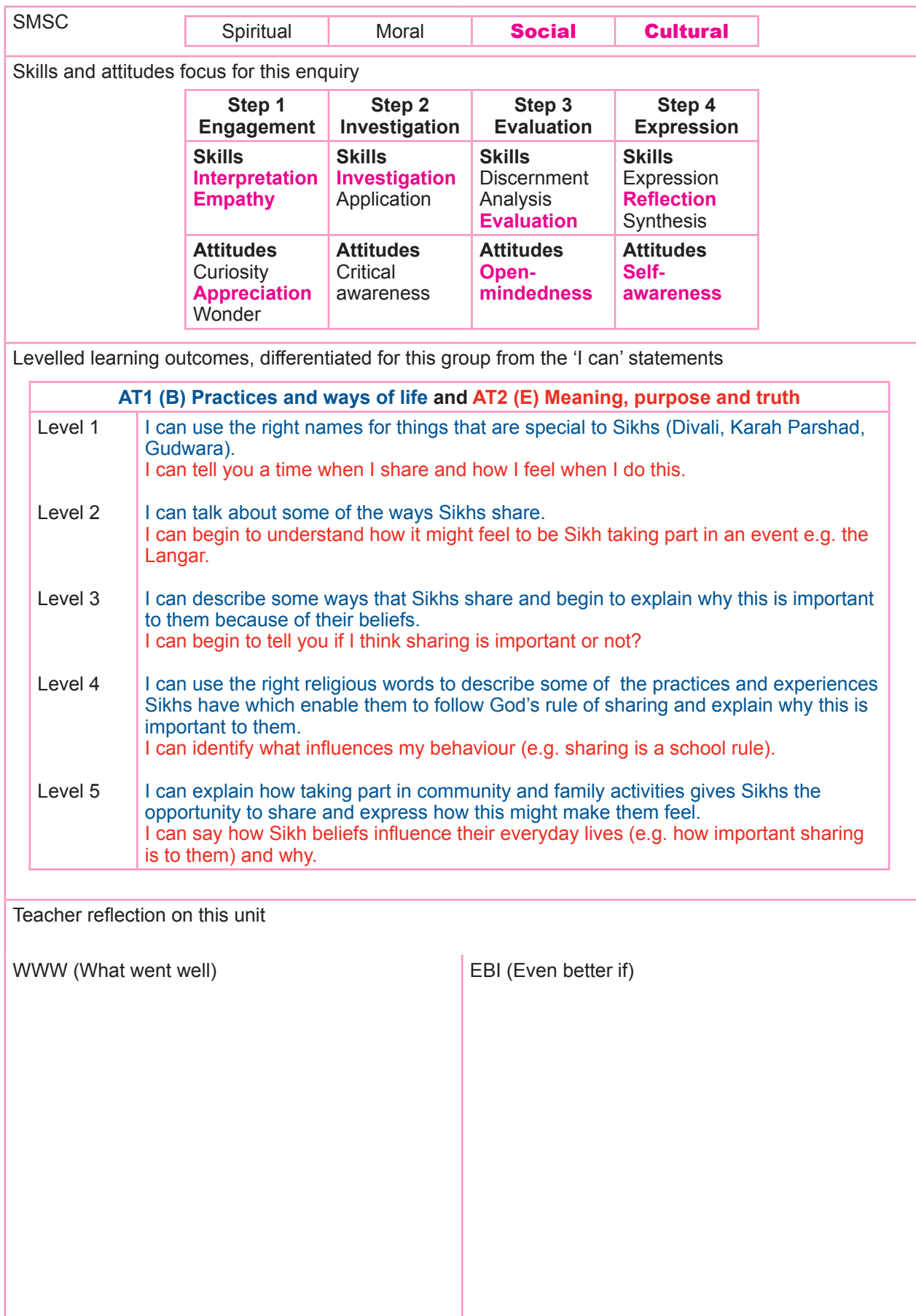




Key Stage 2

Medium Term Planning

Year: 3	Term: Summer 1
Theme: Sharing and Community	Religion: Sikhism
Key question for this enquiry: How important is sharing to Sikhs?	
Learning Objectives: We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Activity: Children playing a game in small groups, taking turns and sharing. (Maybe teacher and teaching assistant role-playing playing a game and not sharing very well..what do the children notice?) Story about sharing/circle time using puppets. Why is it important to share? Is it because you are told to or it's the right thing to do? When do we share? Is it sometimes difficult to share? What is the opposite of sharing? Why might you not want to share? Qu: When does it feel good to share and what feelings does this give me? How important is sharing to you?</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Circle Time for group sharing - How can I share in my life? Children to draw a picture of themselves in a sharing situation with a speech bubble, Sharing is important to me because... OR Children, in groups, make different food eg bread and bring to the circle to share with the class. They practice their social skills by taking the plate of food they have made around the circle and inviting people to share it. Lots of "thank yous" in response and positive feedback about the food. How does sharing feel in this situation?</p>	<p>Step 2 Investigation (3 lessons) AT1 Introduce the children to a Sikh family thorough visuals - explain that they have a favourite Sikh story they like to share Read the children Sikh story of sharing - website: www.sikhnet.com/stories What is the story about? What does this tell us about what Sikhs believe? e.g. sharing is an important part of the faith. Sikhs do think it is important to share but how important is it and can we find examples of this in their everyday lives? Introduce the Baisakhi Festival by showing the children a pot of natural yoghurt and a Sikh flag and asking them to explore how Sikhs share these things, researching the festival using non-fiction texts and internet. What have we found out? Show DVD clip of Sikhs celebrating Baisakhi at the Gurdwara: taking down the flag pole, cleaning it with natural yoghurt, wrapping it with new cloth and re-erecting the flag pole. BBC Pathways of Belief Islam/Hinduism/Sikhism DVD or www.bbc.co.uk/learningzone/clips/baisakhi-in-the-gurdwara/673.html Qu: How would this Sikh family feel being part of the Baisakhi celebrations? Would it feel good to be sharing in those community activities? Would they feel a sense of belonging? Qu: Is this the only time Sikhs share celebrations? Explore Sikh festival of Divali - share story of Guru Hargobind being released from prison along with 52 prisoners and sharing his freedom. (story details www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-divali-bandi-chhorh-divas) Teach significance of the different practices during Divali and children to experience these in possible rotation of activities. e.g. diva lamps, making sweets etc. Qu: What happens at home/Gurdwara during Divali? www.bbc.co.uk/religion/religions/sikhism/holydays/diwali.shtml Reinforce the sense of sharing through giving gifts and the sharing of the celebrations. Qu: Where does this sense of sharing come from and why is it important? The Sikh Holy book, The Guru Granth Sahib, gives three rules to live by. One of these is share with the needy whatever you can spare. These rules are important as God gave them the rules and they will be pleasing/respecting God to do these things. atschool.eduweb.co.uk Introduce the Langar (the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara). Watch DVD clip of the Langar and taste some of the food. Possibly invite a Sikh visitor to explore the key questions and their experiences of the Langar. BBC Pathways of Belief Islam/Hinduism/Sikhism DVD or www.bbc.co.uk/learningzone/clips/sikh-food/490.html Discuss how everyone is seen as equal through the sharing of karah parshad and the langar.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Revisit key question: Do Sikhs think it is important to share? Show children four/five pictures of Sikhs sharing from the investigation lessons. Children to write a brief description of what is happening at each time and then rank order them, according to how important sharing is to Sikhs on these occasions and give a reason why it is important, using sentence starter in speech bubble; 'Sharing at ... is important to me because...' Teaching point: All of these events demonstrate the importance of sharing within the Sikh community as they are respecting God by following his instruction to share and treat people equally.</p>	←
<p>Evidence in books: Children to have 4 or 5 pictures of Sikhs sharing and write a brief description of what is happening. Children to then rank them according to how important sharing is to Sikhs on these occasions and complete a sentence starter, giving a reason why. Children to also consider why sharing is important to them, drawing a picture and completing a speech bubble.</p>	

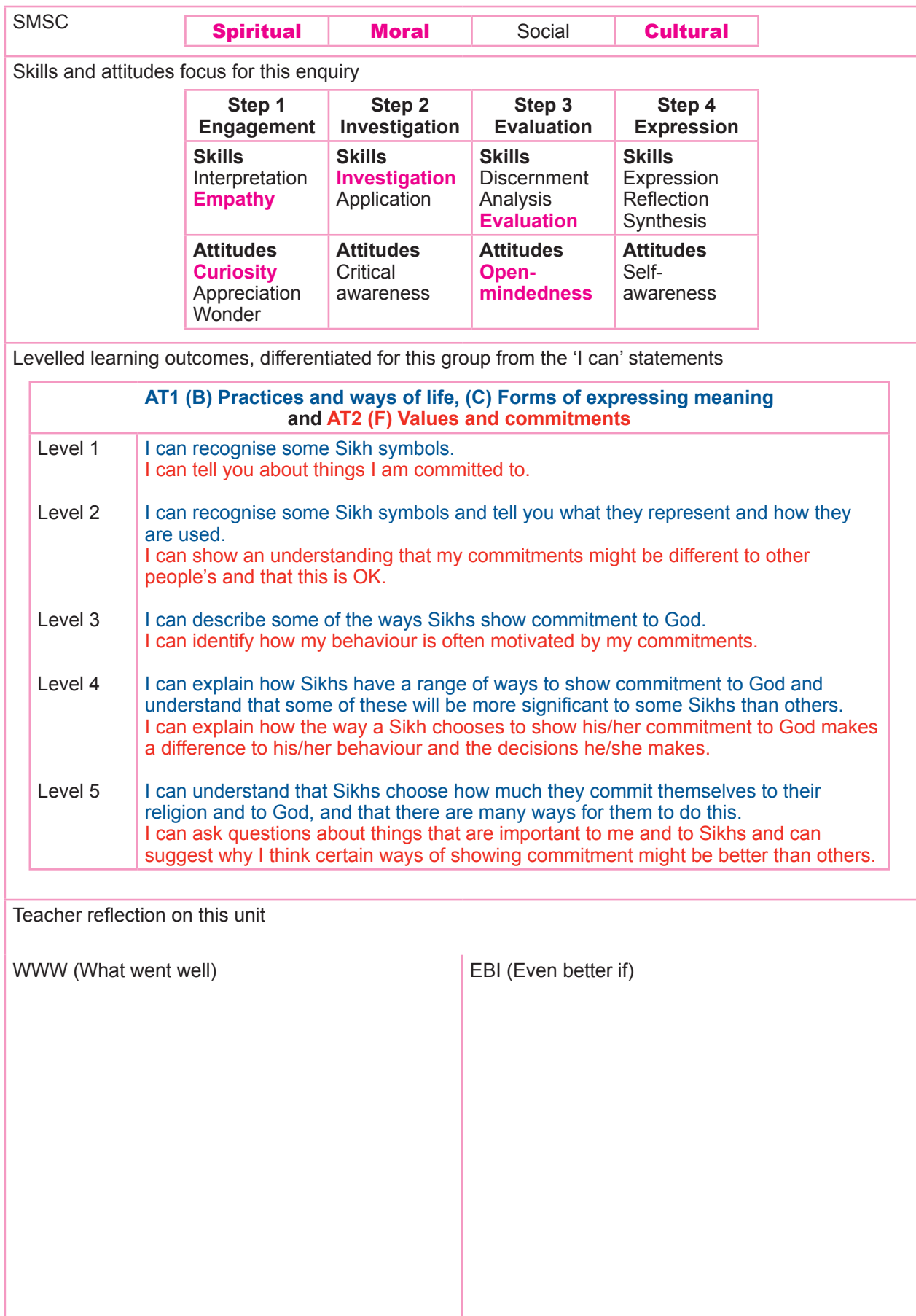




Key Stage 2

Medium Term Planning

Year: 3	Term: Summer 2
Theme: Prayer and Worship	Religion: Sikhism
Key question for this enquiry: What is the best way for a Sikh to show commitment to God?	
Learning Objectives: We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Teacher to show children different symbols and artefacts that show commitment. Children to explore what these items are and what they might mean e.g. ring, football shirt, medal, certificate, badge, several items of 5 Ks e.g. Kangha, Kara (bracelet) Kirpan (sword). Teacher to ask what these things have in common, e.g. they all show commitment. Alternatively you could give each table a basket of these items and ask them to think of what they all have in common. Could show pictures on whiteboard of different people (including celebrities, footballers, police officers, soldiers, teachers etc) and ask: What are these people committed to? Children to explore what commitment is and what they are committed to both in and out of school. Qu: What is important to me? What am I committed to? How do I show my commitment? Are there times when showing commitment is difficult? Is it important to me to show commitment?</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Listen to Kirtans (songs) from the Gurdwara and in circle discuss question, can I show more commitment to my learning? How? Children to have blank circles as in the evaluation, put their target in the middle and ways they could work towards it and show greater commitment.</p>	<p>Step 2 Investigation (3 lessons) AT1 Teacher to show the children the items of the 5 Ks that were introduced during Engagement lesson. Watch DVD clip of Amrit Ceremony and recap briefly who, what and why? Pathways of Belief DVD - Islam/Hinduism/Sikhism or www.bbc.co.uk/learningzone/clips/birth-of-the-khalsa/3780.html Teacher to explain that these are adult Sikhs choosing to show their commitment to God by going through the Amrit Ceremony and wearing the 5 Ks. Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how through making these promises this shows Sikhs have made a commitment to God. Qu: How do they keep showing their commitment to God once they have made these promises? Worship in the Gurdwara - watch DVD clip of service of worship and in groups ask questions? Each group to take a question and explore it (using books, fact sheets, Internet, etc). What have we found out? www.bbc.co.uk/learningzone/clips/the-gurdwara-pt-1-2/4836.html www.bbc.co.uk/learningzone/clips/the-gurdwara-pt-2-2/4837.html Qu: Which aspects of this worship show a commitment to God? E.g. listening to readings from the Holy Book (the Guru Granth Sahib), head coverings, singing. Introduce Guru Granth Sahib (the final Guru) - as the Holy Book we saw in the worship DVD. Why do you think the Holy Book was treated with such respect (i.e. wrapped in cloth, processed through Gurdwara, put to bed in its own special room?) What does it contain? Mool Mantar (the basic teaching found at the beginning of every section of the Guru Granth Sahib, repeated each day at early morning prayer at home and in the Gurdwara. www.bbc.co.uk/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html The first words of the Mool Mantar are 'there is one God' (Ik Onkar) and show children the symbol. www.bbc.co.uk/schools/gcsebitesize/rs/god/sikhismrev2.shtml The other thing it contains is the three golden rules of Sikhism 1) Meditation and Prayer 2) Earn an honest wage 3) Share with others in need and treat everyone equally How do they put that into practice? Focus on three golden rules and rules 2 and 3 www.hinduwebsite.com/sikhism/glossary.asp Use Sikh stories www.sikhnet.com to illustrate the rules and to think about how Sikhs might apply the rules every day. A Sikh visitor or a visit to a Gurdwara would be beneficial.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Make a class brainstorm of the ways that Sikhs show commitment to God. Which one do you think is the hardest one to do? Does that mean that it shows the greatest level of commitment? Children to have 3 concentric circles, with the word God in the inner circle. Children to have a strip of the different ways that Sikhs show commitment, either pictorially or with words e.g. Amrit symbol, wearing 5 Ks, praying every day at home, worshipping in the Gurdwara, reading the Holy book, being kind to animal, being vegetarian, being honest, working hard, giving money to charity, giving time to help people. Children to cut and stick the pictures in the circles, according to whether it shows more or less commitment to God i.e. the circle closer to God shows the most commitment and the circle furthest away shows the least commitment. Children to give their personal reason to justify their choices, I think the best way for Sikhs to show their commitment to God is ... because...</p>	
<p>Evidence in books: Children to cut and stick the pictures of the different ways that Sikhs show commitment in the circles, according to whether it shows more or less commitment to God. i.e. the circle closer to God shows the most commitment and the circle furthest away shows the least commitment. Children to give their personal reason to justify their choices, I think the best way for Sikhs to show their commitment to God is ... because...</p>	





Year 4 Overview

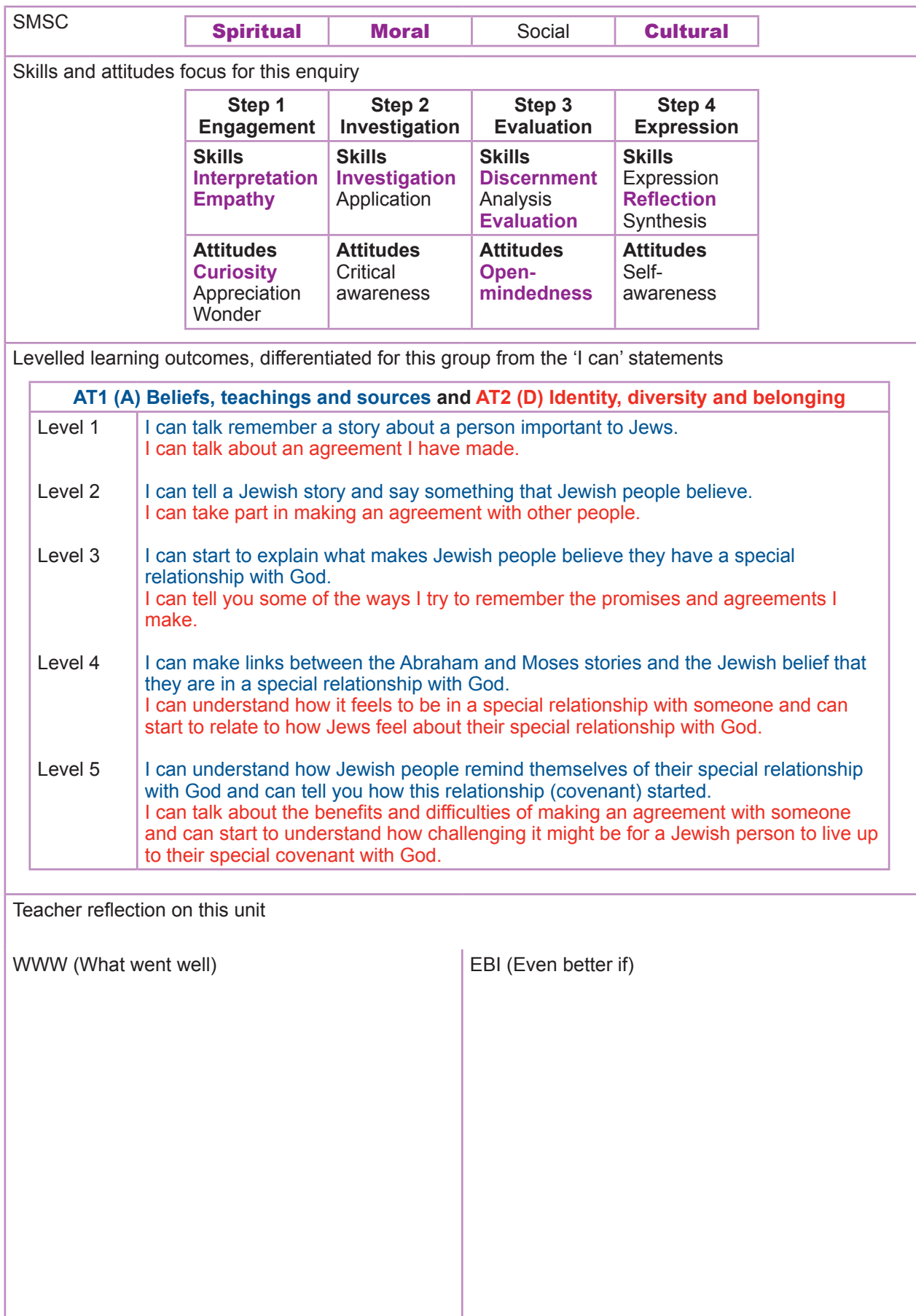
Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community?	Judaism	Beliefs and Practices	Believing Belonging	We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural
What is the most significant part of the nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs?	Christianity	Christmas	Believing Belonging	We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Spiritual Cultural
How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	Judaism	Passover	Believing Behaving	We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him.	Spiritual Cultural
Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Christianity	Easter	Believing Behaving	We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	Spiritual Moral
What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community?	Judaism	Beliefs and Practices	Believing Behaving Belonging	We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural
Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Christianity	Prayer and Worship	Believing Belonging	We are learning to understand how important going to church is to show someone is a Christian.	Spiritual Social



Key Stage 2

Medium Term Planning

Year: 4	Term: Autumn 1
Theme: The Covenant	Religion: Judaism
Key question for this enquiry: How special is the relationship Jews have with God?	
Learning Objectives: We are learning to understand the special relationship between Jews and God and the promises they make to each other.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Discuss agreements we have made. E.g. Learning Charters in school, agreements and contracts with their parents, e.g. to do with chores and pocket money. What do you expect when you make an agreement? How would you feel if someone broke the agreement with you? Have you ever broken an agreement? Do you need reminding about what your agreement is? If so how? Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? How can we help each other remember what we have agreed in the contract. E.g. writing a scroll, lighting a candle, etc.</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Teacher to recap the Jewish affirmation using the Shema . Discuss an affirmation being a positive statement and use the example of a marriage vow as a promise or Brownie/Cub promise. Children to write their own affirmation about their relationship with somebody special to them and possibly hang on the class 'affirmation tree'.</p>	<p>Step 2 Investigation (3 lessons) AT1 Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism. Tell the Covenant story of Abraham as told in the Book of Genesis (Covenant/promise) Genesis 17: 1-7. God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99! Birth of Isaac Genesis Ch 21: 1-8 Qu: What is the promise being made in this/these stories? Why are these stories important to Jews? What do these stories tell us about the relationship between the Jews and God? God made that promise then and Jewish people believe that he has always kept his promise to look after them. Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17 Moses was given the 10 commandments and God asked the Jewish people to live by these as their promise to him. Possible activity to explore the Ten Commandments. Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...? 1) Synagogue: The Torah scroll and the Ner Tamid (ever burning lamp) www.bbc.co.uk/learningzone/clips/the-torah/7464.html www.bbc.co.uk/learningzone/clips/the-synagogue/485.html If possible visit a Synagogue and discuss the key question with the Rabbi. Qu: What is it about the Torah scroll and what can be seen in the Synagogue that tells us that Jews believe they still have a special relationship with God? Look at prayer shawl that has ten knots on each end as a reminder of the ten commandments. 2) The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that inside it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy ch 6: 4 and 5 www.bbc.co.uk/learningzone/clips/the-shema/4746.html Activity: Children can make their own Mezuzah and write the Shema as a daily reminder of the Covenant between Jewish people and God.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Key Question: How special is the relationship Jews have with God? How do you know this? What have you seen that show it is/isn't special? Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how could you show this to me?" Children to then write a sentence about how easy/difficult they think it would be to live up to their special covenant with God.</p>	
<p>Evidence in books: Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how could you show this to me?" Children to then write a sentence about how easy/difficult they think it would be to live up to their special covenant with God.</p>	

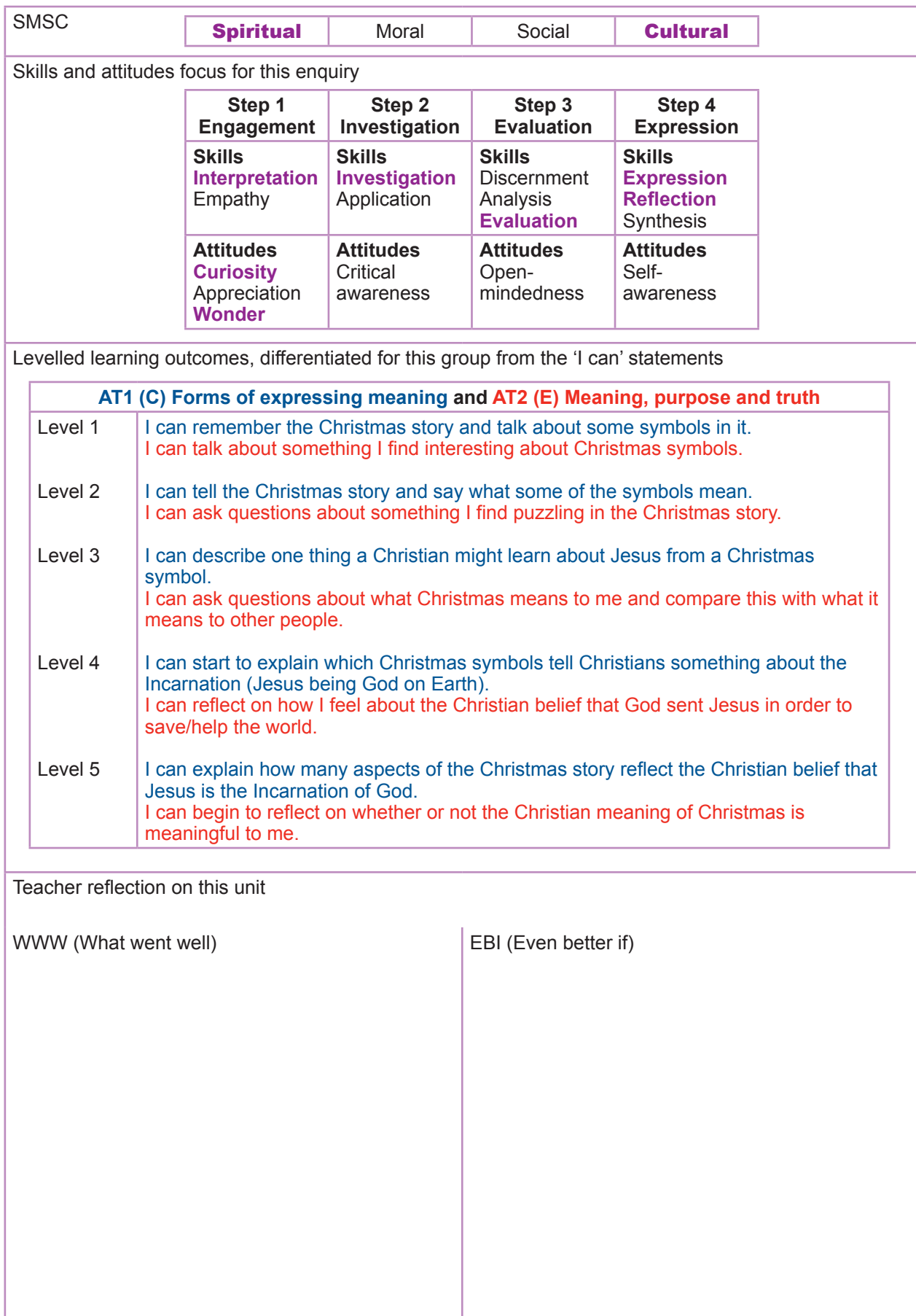




Key Stage 2

Medium Term Planning

Year: 4	Term: Autumn 2
Theme: Christmas	Religion: Christianity
Key question for this enquiry: What is the most significant part of the nativity story for Christians today?	
Learning Objectives: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Show children a selection of symbols on Smartboard and explain that symbols mean something that we recognise. E.g. The M for McDonalds. Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, coca cola, apple (brand), religious signs such as the aum (Hindu) the cross, advent wreath, noting them down on whiteboards. Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else. If time children could design a symbol which represents something interesting about them.</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Recap on the meaning of the Christingle and ask children to design their own Christingle (through drawing and labelling or sculpting), thinking about what Christmas means to them. Teacher to ensure the children have written what each part symbolises as well as what they have used. Children to share their personal Christingles with talk partners.</p>	<p>Step 2 Investigation (3 lessons) AT1 Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial. Children to share their ideas and Teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross reference whether they have any symbols from the story and add any more from the Christmas story. Qu: What symbols are there and what meaning do they have? Symbols to consider; The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The star guided the Wise Men just as Jesus is the light that guided people to God. The Wise Men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift to everyone and knows no boundaries. The gifts from the Wise Men; gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death. The Manger and stable were humble beginnings for a King and symbolises the very poor. The Stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God. Jesus as God's son symbolises God's gift to the world in order to save and help the world. Children to research what the different symbols mean and share, with each group either making a poster or collage of a particular symbol in the Christmas story and showing its meaning. Arrange a possible visit to a Church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why? Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that died because it symbolises his blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolises God's gifts to the world including kindness and love.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key question: What is the most significant part of the nativity story for Christians today? Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the nativity story for you?</p>	←
<p>Evidence in books: Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. Child to annotate or have photograph taken of decoration. Children to design their own Christingle (through drawing and labelling), thinking about what Christmas means to them.</p>	

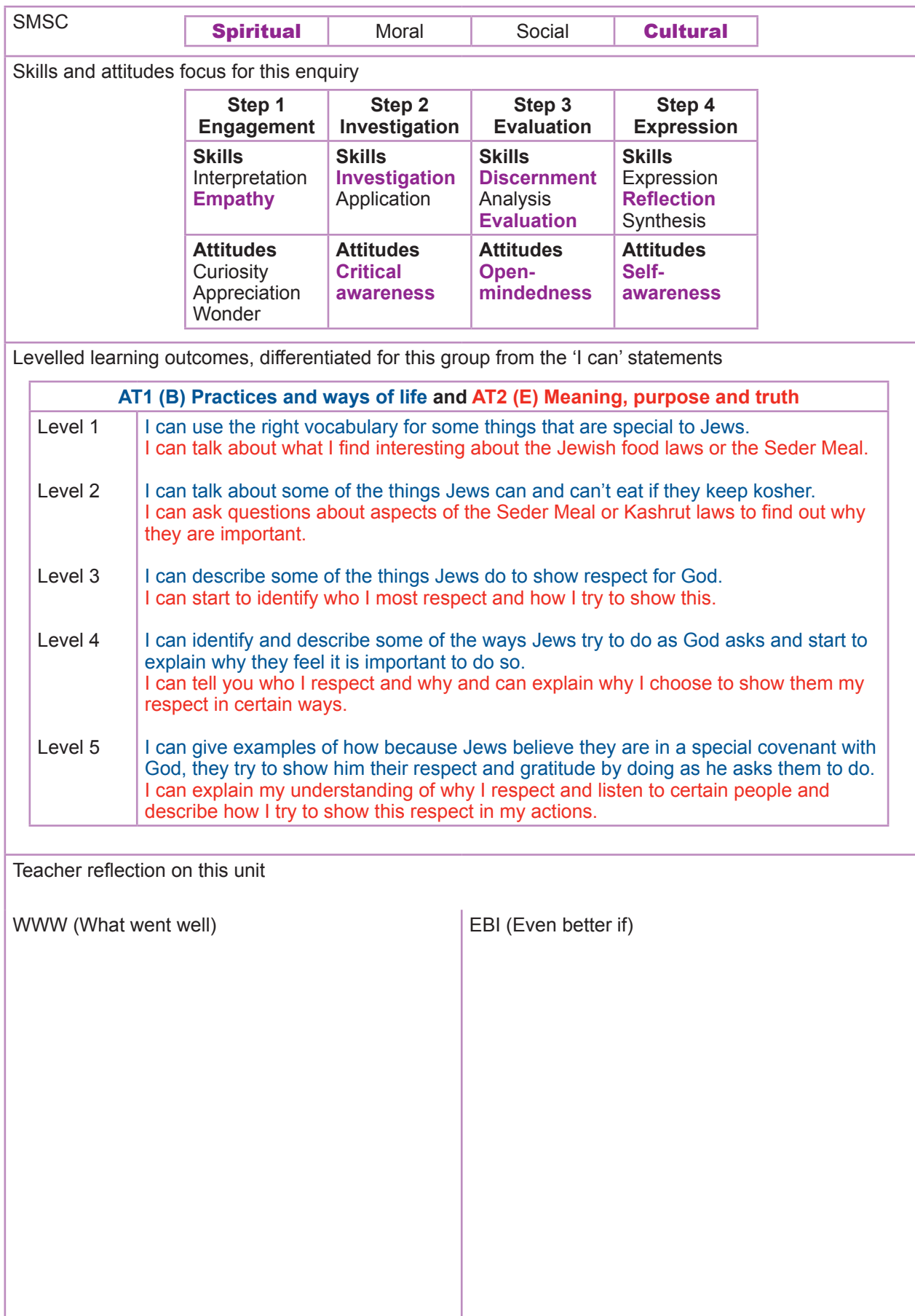




Key Stage 2

Medium Term Planning

Year: 4	Term: Spring 1
Theme: Passover	Religion: Judaism
Key question for this enquiry: How important is it for Jewish people to do what God asks them to do?	
Learning Objectives: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Play the song from Oliver "Food glorious food" Ask the children to write a list of their 10 favourite foods. Only give them 2 minutes to do this. Read them out around the class and notice differences in who likes what, but conclude that we all have favourite food. Now tell them that you are forbidding them to eat the top food on their list for the next month How does this make them feel? Stay with this until someone says "you have no right to forbid me to eat what I like" and discuss if anyone does have this right. Would they obey this from anyone? Why/why not? Children draw their favourite meal, maybe onto a paper plate and share with group what they like about this. Make class list of the most special meals children can remember, and discuss what made them special eg people/occasion.</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it. What will happen if they don't? (They may understand that just as these "rules" (rights) are important to people because they respect human beings, so Jews choose to keep God's requests(rules) because they respect God.</p>	<p>Step 2 Investigation (3 lessons) AT1 Introduce the key question. Remind children of their responses when you told them they were forbidden to eat their favourite foods in the engagement lesson. Teach children that God asks Jews to keep to certain rules on what they eat/ don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as he asks. www.bbc.co.uk/learningzone/clips/kosher-foods/7467.html After teaching what the Kashrut rules are (www.jewfaq.org/kashrut) reinforce learning with a shopping bag quiz. Pull items from bag and children decide if a Jew could eat it or not. Design a Jewish child's party menu. How important is it to Jewish people to do what God asks them to do ?What does keeping Kosher tell us? Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped he asked them to remember this night forever. They do this with Passover and the Seder meal .Teach the symbolism of the items on the Seder plate and about the meal etc www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html What does the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate eg the parsley and the Charoset (maybe with Matzos crackers). A Jewish visitor could discuss how s/he respects the special relationship s/he has with God. Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1) and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws etc All this can be found in Exodus and Leviticus (Old Testament/Torah)</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Recap on the learning of the investigation lessons. Children rank order (maybe Diamond 9) cards with pictures/words relating to the things Jews do that God asks them to do eg Passover/Seder/Kashrut etc and write . Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures. How might a Jewish child respond if s/ he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it and add your thoughts on their response.</p>	
<p>Evidence in books: Stick in rank order cards and write reasons in book. Draw the Jewish child's response to the McDonald's question in a speech bubble and if possible, add own thoughts on their response.</p>	

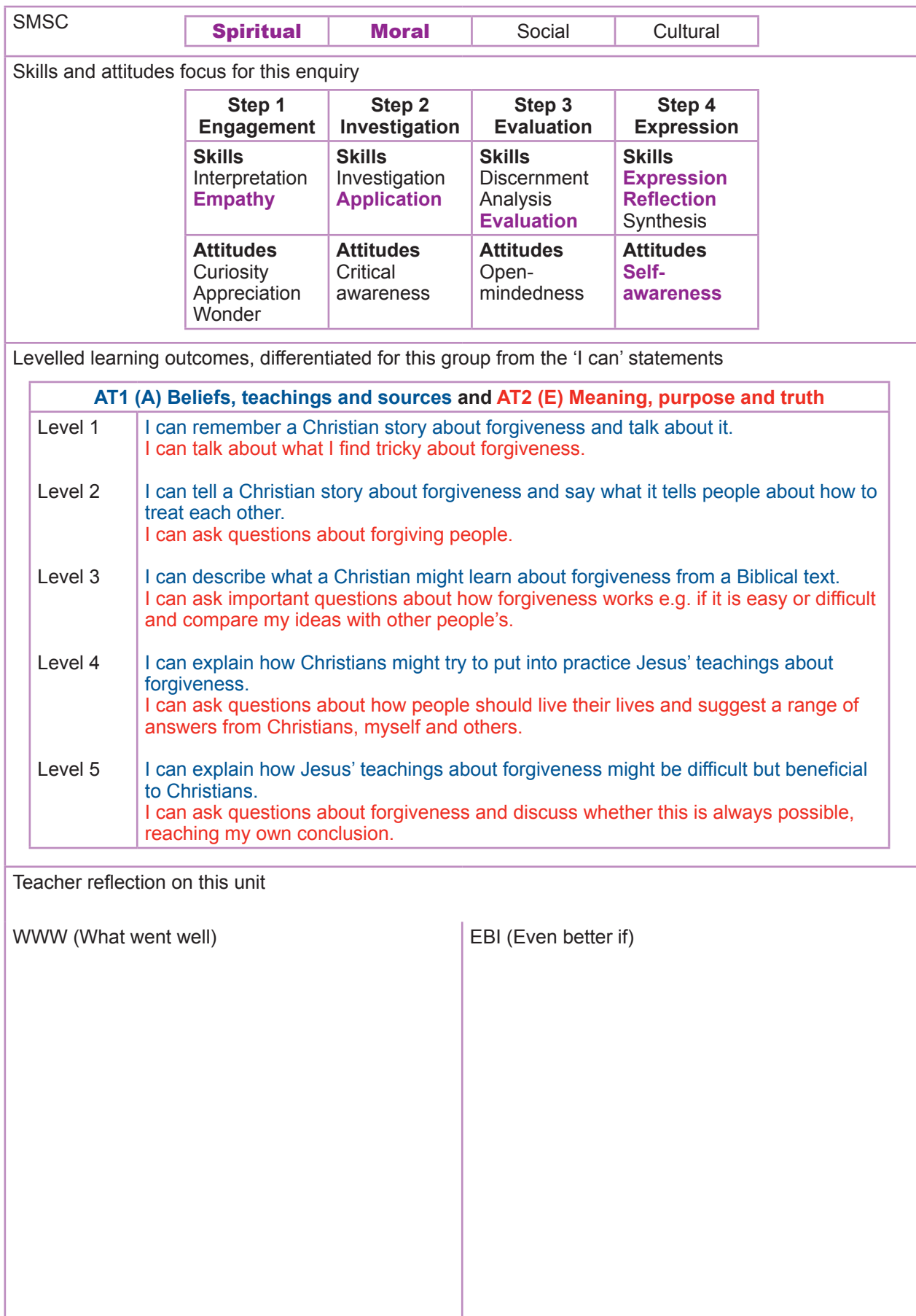




Key Stage 2

Medium Term Planning

Year: 4	Term: Spring 2
Theme: Easter	Religion: Christianity
Key question for this enquiry: Is forgiveness always possible?	
Learning Objectives: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Establish the meaning of the word "forgiveness". In small groups, children make up x6 scenarios in which somebody does something wrong/hurtful to someone else. Then they discuss each scenario and decide whether the person should be forgiven for what they did, and if so, how hard would it be to forgive them? Groups swap their cards with a different group. Repeat the decision-making re forgiveness and then the groups compare their decisions and reasons for these. Would they be able to forgive someone if they did the same thing again...and again... Can they think of any occasions/situations when a person would not deserve forgiveness or when it would be too hard/impossible to forgive someone? When have they forgiven someone and when have they been forgiven? How does it feel? Work out the sum 70x7= Children to look for why this is important in the next few lessons...</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Children express their understanding of forgiveness by writing a poem or through drawing /painting a picture, or by using modroc or playdough to sculpt something that represents what forgiveness means to them. Share with class if want to.</p>	<p>Step 2 Investigation (3 lessons) AT1 Explore why Jesus had enemies and was arrested. Pupils could imagine themselves as someone who let Jesus down - either Judas or Peter. They could develop a piece of drama where they explain their actions or feelings. www.bbc.co.uk/learningzone/clips/the-last-supper/676.html What was Jesus' response to the people who let him down? Did he forgive them? Introduce children to some Biblical texts that show the Christian understanding of forgiveness (Could also use animation/film) The Lord's Prayer Love for enemies Luke 6:27-36 Teaching about anger Matthew 5:21-26 Forgive 70x7 Matthew 18:21-22 (Teacher resource bbclearning clips 11086) Teaching about revenge Matthew 5: 38-42 The unforgiving servant Matthew 18:21-35 The criminal next to Jesus Luke 23: 39-43 Jesus on the cross Luke 23: 34 See www.request.org.uk What do Christians believe about forgiveness? Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply. Did Jesus always forgive people? Jesus overturns the traders' tables in the Temple Mark 11:15-17Do we know if he forgave the traders? What do we think? Talk to a Christian visitor about their views on forgiveness and ask them the key question: Is forgiveness always possible?</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Recap on the learning of the investigation lessons. Children use scaffolded frame to write answers to What did Jesus say about forgiveness? Did Jesus always forgive people? Why do Christians believe that it is important to forgive people?</p>	
<p>Evidence in books: Written answers to questions and poem or photo of painting/sculpture.</p>	

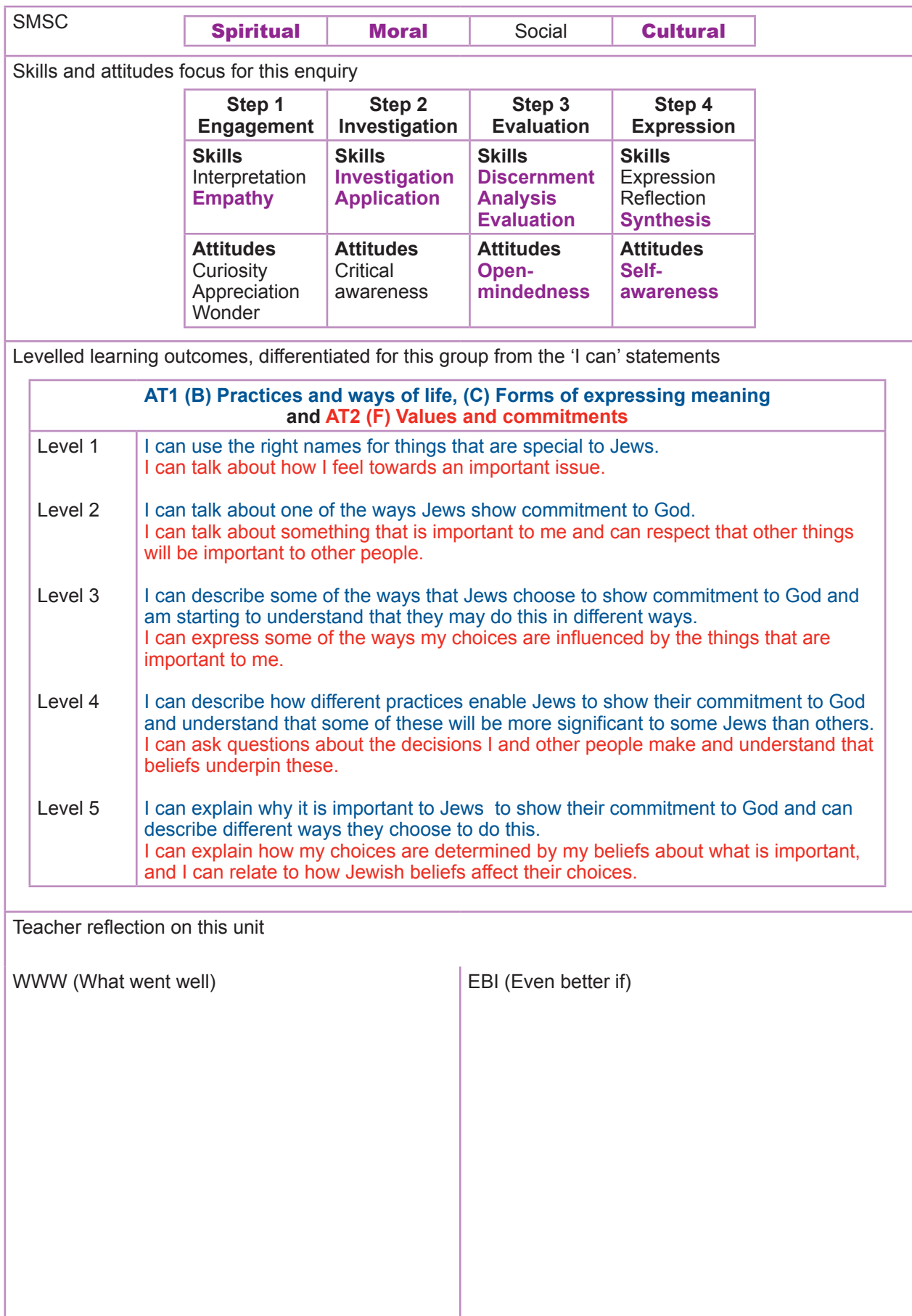




Key Stage 2

Medium Term Planning

Year: 4	Term: Summer 1
Theme: Rites of Passage. Good Works	Religion: Judaism
Key question for this enquiry: What is the best way for a Jew to show commitment to God?	
Learning Objectives: We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	
Areas of Focus: Believing/Behaving/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Give the children a quiz asking them: At what age are you old enough to....eg own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea etc Discuss in talking partners and feed back to class. Notice the differences in opinions. Children make a timeline of their lives so far marking all the milestone moments when they became old enough to...eg start nursery/start school etc Then ask when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah).</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God. Display as a wheel of commitments.</p>	<p>Step 2 Investigation (3 lessons) AT1 What is the best way for Jews to show commitment to God? What do we know already about how Jews show their commitment to God? Covenant: 10 Commandments/leading good life Shabbat/Seder/Kashrut/Synagogue/worship/Torah/ Festivals/homelife etc bbclearningclips 486 Judaism at home/6597 Meet a Jewish family What else can we learn about ways Jews show their commitment to God? Bar/Bat Mitzvah www.bbclearningclips/3667 www.bbc.co.uk/learningzone/clips/bar-mitzvah/7469.html Teach about the Bar and Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? Other Rites of Passage also show how at every stage of a Jew's life there is a ceremony, showing that every aspect of life has God involved bbclearningclips 3673 Being a Jew (reference to Circumcision but not explained) Mitzvoh - doing good and helping others There are 613 rules/suggested ways this can be done www.jewfaq.org.uk/613.htm Qu: How does it help them in their commitment to their faith? Doing good in the world could be a way of showing commitment to God. www.wjr.org.uk World Jewish Relief is just one example of a Jewish charity putting belief into practice Looking after the environment could be a way of showing commitment to God who they believe created the world. Tree planting ceremony Tu B'Shevat www.beliefnet.com Prayer and worship at home and at the synagogue are important ways Jews show commitment to God bbclearningclips 485 the synagogue 3651 The Shema</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this? (Covenant) Task: Give children a circle divided into 8 sections (like a pie). First of all they choose the 8 ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important(colour less of slice but still a lot, etc so that they visually represent the most-least important ways. Fill in as if you were a Jew making these decisions. Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way. Write underneath your thinking for colouring like you have.</p>	
Evidence in books: Coloured in pie chart with explanation.	

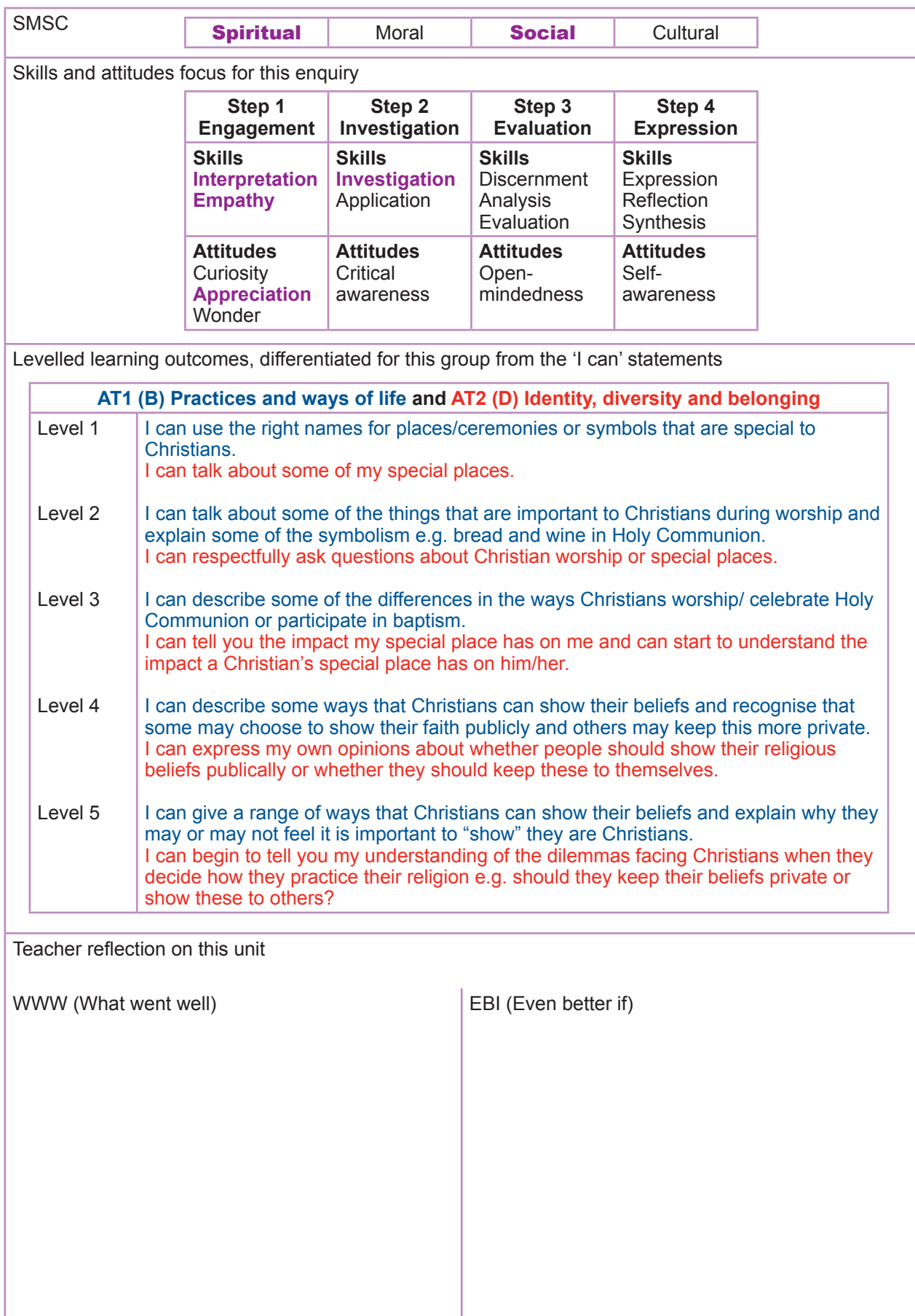




Key Stage 2

Medium Term Planning

Year: 4	Term: Summer 2
Theme: Prayer and worship	Religion: Christianity
Key question for this enquiry: Do people need to go to church to show they are Christians?	
Learning Objectives: We are learning to understand how important going to church is to show someone is a Christian.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Circle Time: My special place and how I feel when I'm there. Maybe have a visual display of scenes, places, buildings, countryside, city etc and ask the children what feelings these places bring up for them. Talk to the children about why some places may be more special than others and how someone's special place may not be somebody else's. On the flipchart have two pre-drawn circles, one within the other. In the inside circle scribe the children's special places and in the outside circle write some of the feelings words associated with these places. Qu: Where might a Jew's special place be? Where might a Sikh's/Hindu's special place be? Where might a Muslim's special place be? Where might a Christian's special place be?</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Children make a presentation (possibly a powerpoint) in pairs reflecting how different places make them feel and sharing their favourite places.</p>	<p>Step 2 Investigation (3 lessons) AT1 Recap that religions have their own special places where people can go to worship. Show the children various places of worship on the Smartboard and if possible look at the similarities and differences. Using the picture of the church, ask the children who would go there to worship? Qu: Have you ever been to a church before? What did you go there for? What did you see when you were there? Qu: Why do Christians go to church? Do all Christians go to church? Welcoming new life into the Christian church - baptism www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html Look at John the Baptist as an important figure in the Bible. John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan. Matthew 3: 5-6 "People went out to him from Jerusalem and all Judea and the whole region of the Jordan. Confessing their sins, they were baptized by him in the Jordan River." Matthew 3: 13-15 Jesus came from Galilee to be baptized by John in the river Jordan. Qu: What are your views on adults being baptised? What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child? Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians? Eucharist/Holy Communion www.bbc.co.uk/learningzone/clips/the-eucharist-or-holy-communion/4458.html Christians choose to have a special meal (it isn't really a meal is it, it is just a reminder of a meal) to do just what Jesus did: break bread to remember His body(death), and drink juice/wine to remember His blood that was spilled for mankind because of their sin. At the end of the Lord's Supper Christians have remembered that Jesus died for them and forgave them and loves them. Explain to the children that often Communion happens in church. But just as easily it can happen with a group of friends who love Jesus and just want to thank Him again for giving His life for them. So is it important for Christians to celebrate Communion in church? Worship Qu: What happens during worship? Do all churches perform worship in the same way? Why do some Christians attend church? Children to explore different styles of worship e.g. www.bbc.co.uk/learningzone/clips/worship-in-a-christian-church/4155.html (modern Evangelical Christian church) and possibly a clip of Quakers worshipping, looking at the contrast of worship, with one being joyous and lively, the other being silent and contemplative. Why do people go to church? Possible visit to a church to speak to the Vicar and look for symbols and their meanings within the building. Discuss the reasons explored so far and some of the children's own thoughts about why Christians may choose to go to church. e.g. They feel closer to God, it helps a sense of belonging to the Christian faith, they learn about Jesus' teachings, etc. How Christians try to lead their lives from day to day. Discuss with the children that it is not only during rites of passage that Christians feel they are following Jesus' teachings, but also by putting their faith into action and living their lives a particular way. E.g. Matthew 22:37-40, "Jesus said, love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is, love your neighbour as yourself." Qu: How might a Christian live their lives being mindful of these commandments? What might it look like? Children to think of examples. Jesus' teachings about worship Lamp under a bowl Mark 4:21-25 - Jesus said to let your light shine, don't hide it. Matthew 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private. Talk about these conflicting teachings and what the children think Jesus was saying in each. What do they tell Christians about the importance of going to church?"</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key question: Do people need to go to church to show they are Christians? Children to think of the reasons why Christians might choose to go to church and their reasons for doing so. Lesson in two parts: 1st part: Children to be told that the local church is being closed for a short period of time. Children to write a letter arguing that it should remain open and why? 2nd part: Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway? Recap with the children that for Christians, whilst the church is an important place and many choose to worship there, going to church is not about showing you are a Christian, but more about enhancing worship etc. Christians can show they are Christians by putting their faith into action through how they live their daily lives. Worship is very personal and some Christians choose to do so privately and others choose to do it publicly.</p>	
<p>Evidence in books: 1) Children to write a letter arguing that the local church should remain open and why? 2) Children to then write a short response to explain how they think Christians will be able to show they are Christians while the church is closed. Add their own views about whether Christians should be public or private about their beliefs.</p>	





Year 5 Overview (with a focus on Hinduism)

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	*Hinduism	Prayer and worship	Believing Behaving	We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural
Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Christmas	Believing	We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	Spiritual Moral
How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?	*Hinduism	Hindu beliefs	Believing Behaving	We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual Cultural
Did God intend Jesus to be crucified and if so was Jesus aware of this? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Easter	Believing	We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Spiritual Moral
Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place?	*Hinduism	Beliefs and moral values	Believing Behaving	We are learning to understand the impact of certain beliefs on a Hindu's life.	Spiritual Moral
What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Christianity	Beliefs and Practices	Believing Behaving	We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural



Year 5 Overview (with a focus on Sikhism)

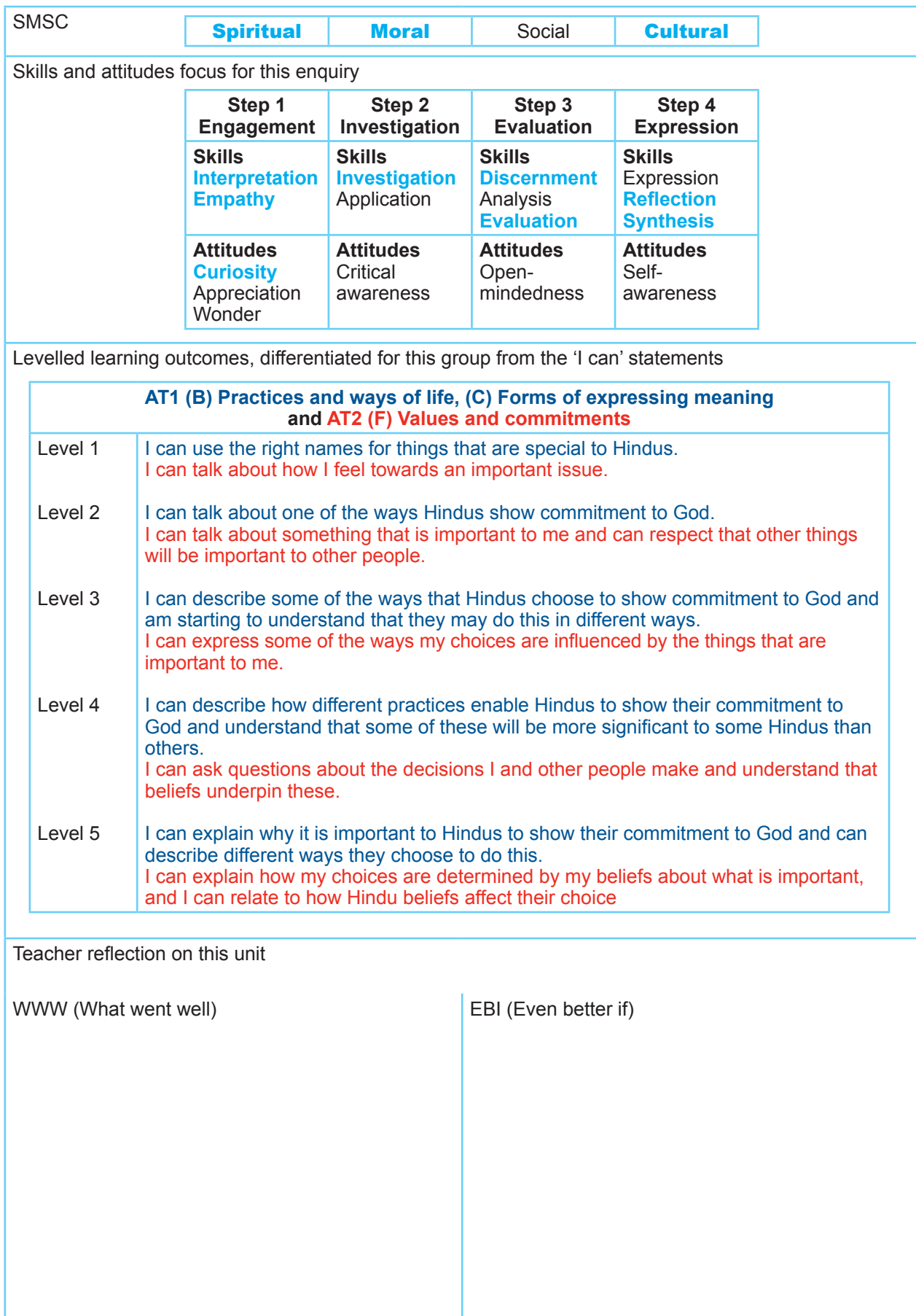
Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	*Sikhism	Belief into action	Believing Behaving	We are learning to compare the different ways Sikhs put their religion into practice.	Spiritual Cultural
Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Christmas	Believing	We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	Spiritual Moral
Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	*Sikhism	Beliefs and moral values	Believing Behaving	We are learning to understand the relevance of Sikh stories today.	Spiritual Moral
Did God intend Jesus to be crucified and if so was Jesus aware of this? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Easter	Believing	We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Spiritual Moral
What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community?	*Sikhism	Prayer and worship	Believing Belonging	We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural
What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Christianity	Beliefs and Practices	Believing Behaving	We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural



Key Stage 2

Medium Term Planning

Year: 5	Term: Autumn 1
Theme: Prayer and Worship	Religion: Hinduism
Key question for this enquiry: What is the best way for a Hindu to show commitment to God?	
Learning Objectives: We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Children to be given a topic to debate e.g. everyone should be vegetarian. Children to then have key facts and information to sort in groups according to the pros and cons of being vegetarian. Class to then be split in half, one side for and one side against vegetarianism and debate the topic using the given information they have sorted. At end of session, teacher to ask the children whether they feel committed to the topic debated. How strongly do you feel towards being/not being a vegetarian? Are you committed to the cause? What does commitment mean?</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Teacher to take the children through a short stilling exercise using their breathing to quieten the mind and a short visualisation. Children to write their own stilling exercise (visualisation) on the theme of feeling peaceful.</p>	<p>Step 2 Investigation (3 lessons) AT1 Explain to the children that Hindus are committed to God and show their commitment in different ways. Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. (This will be explored further in Spring 1). For many Hindus, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe. (Teachers to choose aspects of this investigation to explore further). Worship: Share with the children a Hindu mystery bag containing 10 objects related to puja, or separate objects to be explored by each group. Children asked to explore these artefacts that are to do with Hindu worship. What do they think they might be used for? How should we treat it? Have you seen anything like this before? Children to watch BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD or www.bbc.co.uk/learningzone/clips/puja/4799.html and look for their object in worship in the home. Qu: Did you see your artefact? What did Hindus use it for? Qu: Did worship at home show a Hindu's commitment to God? How do Hindus worship and show devotion to the gods and goddesses? Children to watch worship in the temple and possibly make their own shrine/or have their own puja (information for teacher - www.howcast.com/videos/117058-How-To-Have-a-Puja-At-Home www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html) Qu: Why did they treat their Gods/Goddesses in such a special way? QU: Does this show a commitment to God? Read the Hindu morning prayer the "Gayatri Mantra" ("Let us meditate on the splendour of Savitri, the sun. May the sun God inspire our minds.") Explain that mantra is a short prayer. Discuss why Hindus might use this prayer. Qu: Does this show a commitment to God? Teaching on how to live your life: Qu: What is the Hindu way of life and how does this show their commitment to God? Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law. Most beliefs, concepts, and ceremonies are based on information contained in the Vedas. They cover various subjects from nature to everyday life and behaviour. Focus on one out of the four goals (purusharthas) - Dharma (teaching)- the code for leading one's life. www.hindukids.org Children to explore some of these codes and Teacher to ensure children know that how Hindus live their lives is as important as worship. Qu: Does following Dharma show commitment to God? Pilgrimage: Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river both for residents and pilgrims. Research where the river is and share facts. What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bath in the River - wash away what I have done then I will be pure (cleansed). www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.html Qu: Does going on a pilgrimage show a commitment to God?</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Qu: Which ways have we learnt that a Hindu shows their commitment to God? Teacher to scribe the children's ideas. Introduce key qu: What is the best way for a Hindu to show commitment to God. Children to make a "Choice" zig-zag book for Hindu children. Children to think about which practices show the most commitment and start with those and then work their way through the book, to those they think show the least commitment and give reasons why. On the other side of the zig-zag book children to think about the things they are most committed to personally and how they show this.</p>	←
<p>Evidence in books: Children to make a 'Choice' zig-zag book for Hindus that are new to the faith. Children to think about which practices show the most commitment and start with those and then work their way through the book, to those they think show the least commitment and give reasons why. On the other side of the zig-zag book children to think about the things they are most committed to personally and how they show this.</p>	

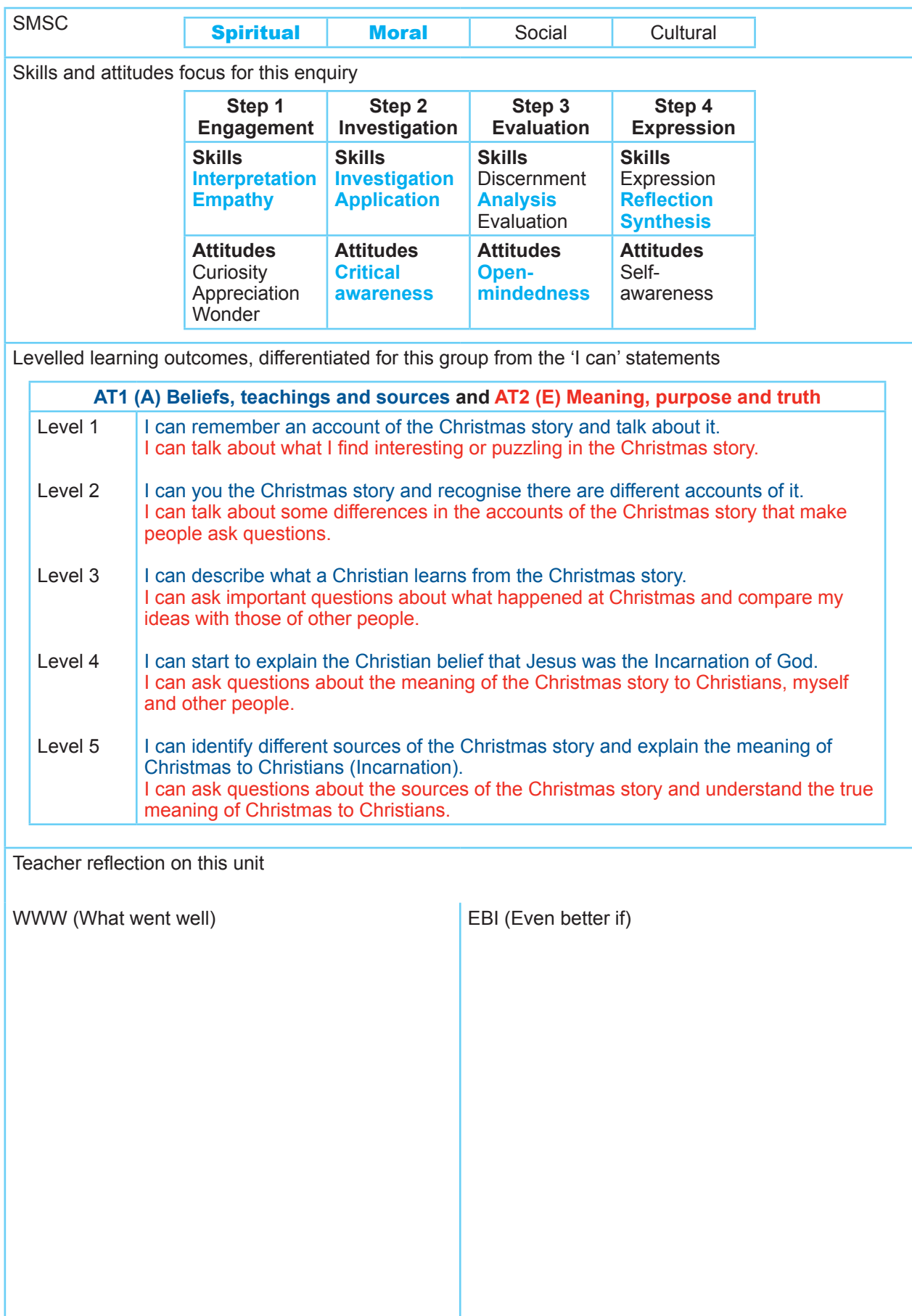




Key Stage 2

Medium Term Planning

Year: 5	Term: Autumn 2
Theme: Christmas	Religion: Christianity
Key question for this enquiry: Is the Christmas story true?	
Learning Objectives: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Teacher to show the children a news clip showing an event that has happened. Children to watch with no sound and then on whiteboards have two minutes to write their eye-witness account. Teacher to ask for some of the accounts to be read out. Are the accounts the same? Why not? Children to watch the news clip again this time with sound. Qu: What happened? Does the version of events match your eye witness account? What's different and why? What's the same? So which of our accounts are true? What does true mean? Discuss how eye-witness accounts are subjective and even though we have all witnessed the same event, we each see things through our own lens. Activity: In groups children to have different newspaper articles and internet reports about the same events to see how they are the same/different?</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Qu: What is a story that you have learnt the most from and why? (Reinforcing that stories can be meaningful, whether they have happened or not?).</p>	<p>Step 2 Investigation (3 lessons) AT1 Qu: What do you know about the Christmas story? Children to share their ideas and teacher to scribe, making a large brainstorm (including the date we celebrate Christmas). T to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, inc wise men, shepherds etc). Google "nativity scenes in art" for ideas. Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time. Qu: Who is present at the birth of Christ? Where they all there at the same time? Qu: Is this Christmas story true? Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people. Luke Ch 1: 26-38 and Ch 2: 1-20 Matthew Ch 1: 18 - Ch 2: 12 Class split in half and one half to have a copy of Luke's account to read and the other half to have Matthew's account. Children to read their account and then make a story map of the events that are told. Children to then pair up with someone with a different version and each read their story and show their partners their story map. In pairs they have a few minutes to note down the similarities and differences between the two accounts. Both groups to come back together and share their findings. Qu: Who's version of the Christmas story is true? Why? Why are there different versions? Qu: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true? Qu: Was Jesus really born on the 25th December? bible.org/article/birth-jesus-christ (for evidence relating to sheep not being outside in December and the festival of Saturnalia was a Roman festival on Dec 17th to 25th as a mid-winter festival with a new meaning. www.simpletoremember.com/vitals/Christmas_therealstory www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.shtml Introduce the key question: Is the Christmas story true? If we are questioning the factual side of the Christmas story, can it be true in a different way? Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? Poss Christian visitor to answer the question what does Christmas mean to them. Direct Teaching: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Children to write an argument with two opposing sides. 1) The Christmas story is true because... 2) The Christmas story is not true because... The final paragraph to answer what is the true meaning of Christmas for Christians?</p>	<p>←</p>
<p>Evidence in books: Children to write an argument with two opposing sides. 1) The Christmas story is true because... 2) The Christmas story is not true because... The final paragraph to answer what is the true meaning of Christmas for Christians?</p>	

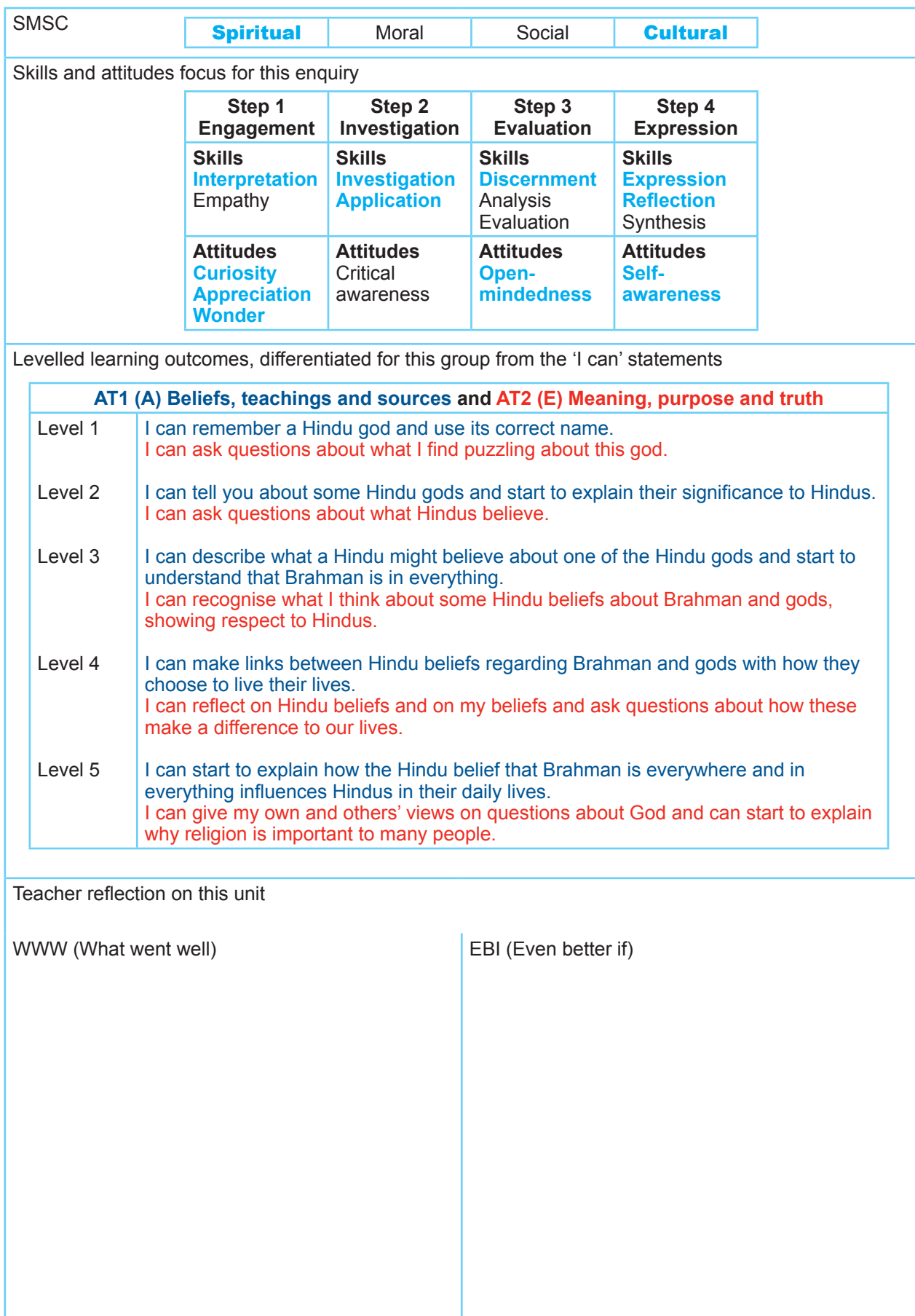




Key Stage 2

Medium Term Planning

Year: 5	Term: Spring 1
Theme: Hindu beliefs	Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?	
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Who are you and what do you mean to different people? e.g. daughter, sister, friend, Brownie, pupil, grand-daughter etc. Children to have a photo of themselves replicated on the net of a cube and graffiti each photo, to show each role they have. Children to then put the net together to show the different sides of them. Do they behave differently/have different roles in each situation? Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves.</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Show the children the Aum which is the main symbol of Hinduism and play them a recording of the Aum being chanted. It is the sound heard in deepest meditation and is said to be the name most suited for God. Hindus believe that the most basic sound is 'aum' and this is an echo of original creation. Children could meditate using the Aum sound. Discuss the implications of believing that God is present in all creation. How should humans treat the world? Children find images of when people(Hindu and non-Hindu)seem to treat the world as though they believe Brahman is in everything, and other images when people are not seeing the world in this way. Share the images and discuss own views about this.</p>	<p>Step 2 Investigation (3 lessons) AT1 Recap previous lesson and ask the children what makes you you? What makes you unique? Is there something of your parents/grandparents in you that has carried through generations even though you are unique? Explain that Hindus believe in a universal soul or God called Brahman. Hindus believe that there is a part of Brahman in everyone and this is called the Atman. Atman means 'eternal self'. The atman refers to the real self beyond ego or false self. It is often referred to as 'spirit' or 'soul' and indicates our true self or essence which underpins our existence. Qu: Do you believe that there is a soul? Explain to the children that Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right. These gods are sent to help people find/understand the universal God (Brahman). Show the children the three main Hindu deities; Brahma-creator, Vishnu-preserver, Shiva - destroyer, and explain that these are the tri-murti and talk about what they represent. BBC Learning Clips: www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3616.html Children could think about how the tri-murti might look today to represent the same things now, and could draw their version of one of these thinking about symbolism/colour etc. How does the symbolism of the Murtis help to communicate Hindu beliefs? Explain to the children that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the Gods, e.g. Ganesh/Lakshmi. Reiterate that there is one God who Hindus see in many different forms and is called Brahman. Qu: What do Hindus teach their children about God? Using stories found in the Chadogya Upanishad (one of the Hindu holy books) teach the children the Hindu belief that Brahman is present in all things. e.g. the salt in the glass of water story or the fig seed. BBC Pathways of Belief DVD - Islam, Hinduism, Sikhism www.vedanta-atlanta.org/stories/Sveta-ketu.html www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf Use DVD to show how Hindus use these deities at home/in the temple and in puja. www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD Children to create a fact file about what Hindus believe about God in whatever media they choose. e.g. powerpoint, leaflet, book etc. Children to then present their work, showing what they have found out about Hindu beliefs in God.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Introduce key question: How can Brahman be everywhere and in everything? With the children discuss what is truth? Can we see it? Touch it? Explain it? Recap on Hindu beliefs about Brahman and the nature and purpose of the murtis/gods. Children do a piece of scaffolded writing: What or who is Brahman? What is the purpose of having so many gods in Hinduism? How can Brahman be everywhere and in everything? How do I feel about these Hindu beliefs? Alternatively, children make collage of images (as in Step 4 Expression above) and explain which reflect the belief that Brahman is in everything and which do not, and why.</p>	←
<p>Evidence in books: Scaffolded writing in answer to the key question (as above)or annotated collage.</p>	

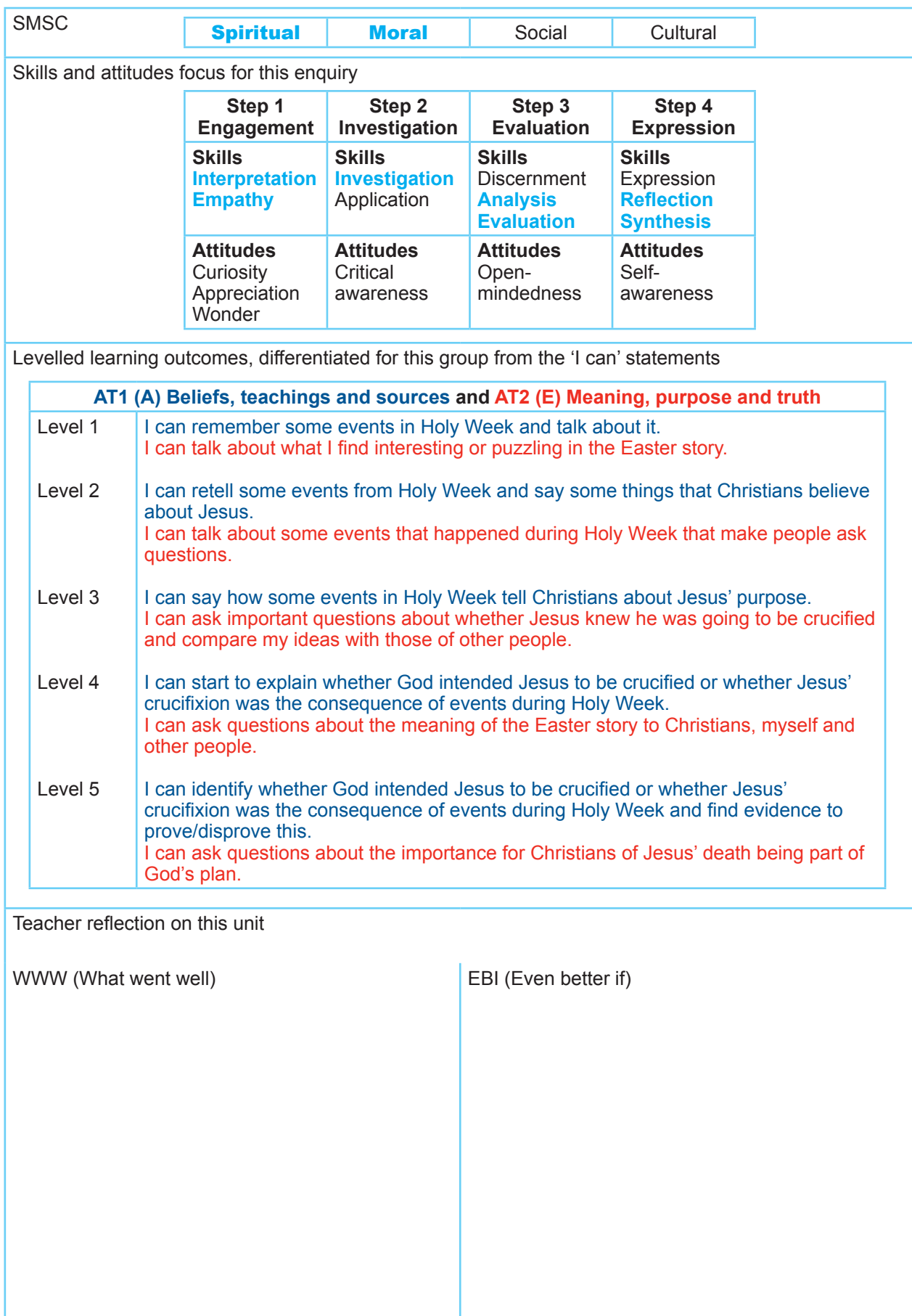




Key Stage 2

Medium Term Planning

Year: 5	Term: Spring 2
Theme: Easter	Religion: Christianity
Key question for this enquiry: Did God intend Jesus to be crucified and if so was Jesus aware of this?	
Learning Objectives: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	
Area of Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Qu: What do you have most control over in your life? Children to order events that have been given on a continuum according to those they have the most control over and those they have the least control over, e.g. friends, going to school, bedtime, what they wear, how they behave etc. Qu: When would you expect to have complete control over you own life? Do you have a plan for your life? Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny.</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Children to do some research on people who have had or have a strong purpose or destiny e.g. Ghandi, Mother Teresa, Martin Luther King, Florence Nightingale, David Beckham, The Queen. Did these people plan their own lives or were their lives pre-destined? Do you have a plan or purpose for your life? What would you like to achieve? Children to draw and write their own dream/ambition. Link to Jigsaw - Dreams and Goals Unit. Explain that we can all achieve the goals we set ourselves.</p>	<p>Step 2 Investigation (3 lessons) AT1 Recap previous lesson and discuss how God had a plan for Jesus' life? What do we know already about Jesus? What do we think was God's plan for Jesus' life? Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives, to die as a sacrifice for their sin (so they could be forgiven) and came back to life again to prove to Christians that they could also have life after death. Was Jesus aware of God's plan? What evidence is there to show he was/wasn't during Holy Week? Using a story sack of props, teach children the main events of Holy Week over the 3 lessons, from Palm Sunday, Jesus teaching in the temple, overturning the traders tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb. Use Luke's Gospel Ch 20-23. During each lesson as particular events during Holy Week are explored, children to vote on whether they think the evidence suggests this was either part of God's plan or a consequence of events that happened during the week. E.g. did Judas betray Jesus as part of God's plan or because he was jealous and wanted the bribe? Did Jesus spend time in the temple teaching because it was part of God's plan or because the people asked him to? Did Jesus get angry in the temple because he was afraid of what was about to happen or because he was angry with the traders for conning people. In groups children to examine texts from the Bible that prove or disprove whether Jesus was aware of his impending crucifixion. Teacher to display the events of Holy Week pictorially as a large class time line and children to vote on whether each event was planned by God or coincidental and label each picture accordingly. Qu: Can you think of any other evidence from what we know about Jesus that would show his life was planned by God? E.g. birth, miracles</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Qu: In your opinion does the evidence suggest that Jesus was aware he was going to be crucified? Qu: Why did Jesus stay in Jerusalem if he was aware he was about to die? Children to write a conversation between Jesus and Peter to answer the question. E.g. Peter - "Why did you stay if you knew you were about to die?"...</p>	←
<p>Evidence in books: Scaffolded writing in answer to the key question (as above) or annotated collage.</p>	

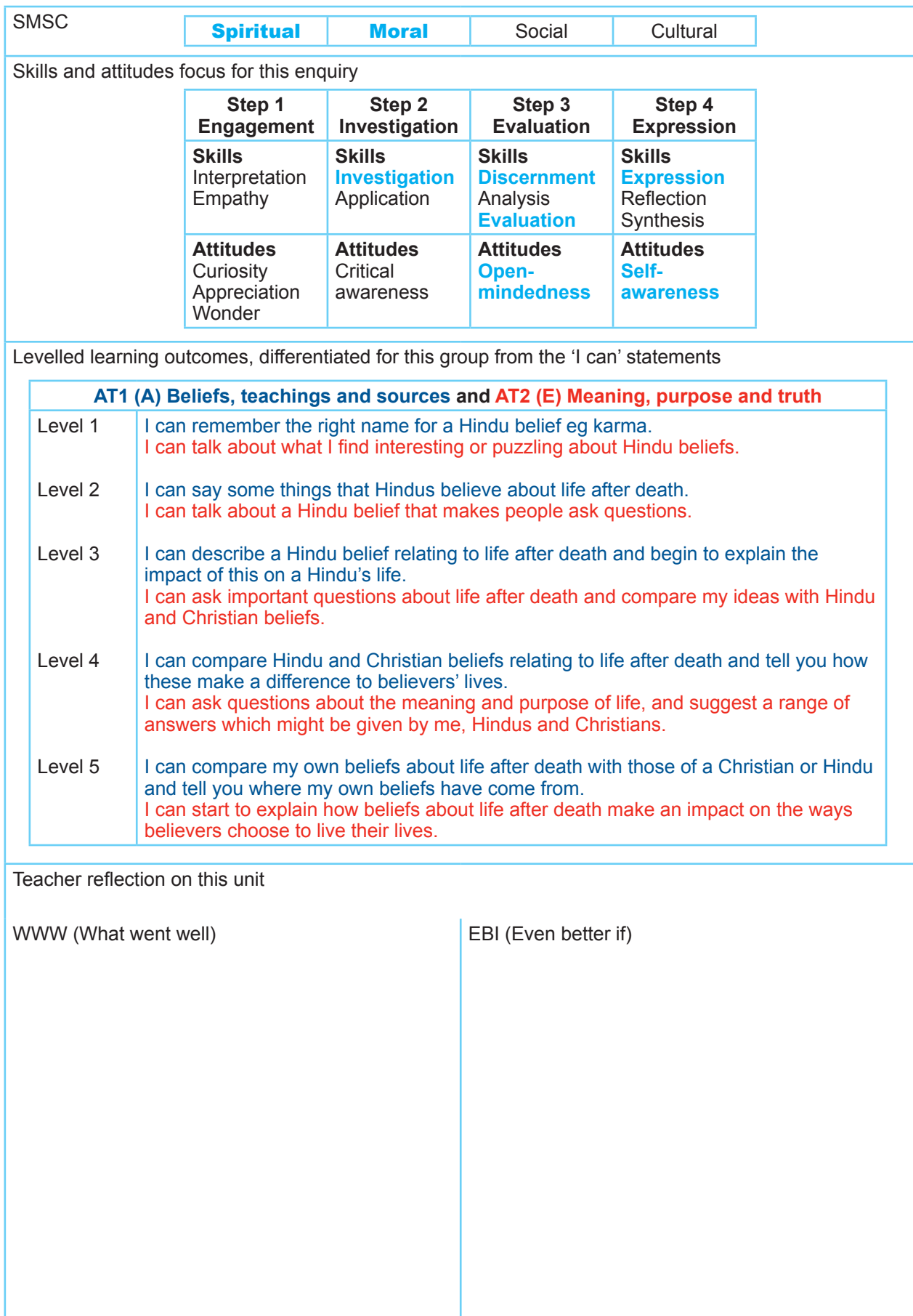




Key Stage 2

Medium Term Planning

Year: 5	Term: Summer 1
Theme: Belief and moral values	Religion: Hinduism
Key question for this enquiry: Do beliefs in karma, samsara and moksha help Hindus lead good lives?	
Learning Objectives: We are learning to understand the impact of certain beliefs on a Hindu's life.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (2 lessons) AT2 (p)</p> <p>Lesson 1: Show the story book 'Slam' by Adam Slower, perhaps on Smartboard, following the consequences of a boy slamming the door and a ball falling off the roof - all told in pictures. (You could use another story, where a chain of events is depicted). Discuss what the boy's actions were and the chain of events that followed. What consequences were experienced as a result of his actions when slamming the door? Were they positive or negative? Ask class to think about a time when they have done something positive or negative. What consequences did they experience as a result of their actions? (a good visual representation of this is to have the Mousetrap game set up and show the children how one thing leads to another as the ball makes its way round)</p> <p>Activity: Children to have flowcharts on their table. Children to consider the consequences that follow the action and complete the flow chart, showing what the different choices could be. e.g. Sally is finding her homework difficult. What can she do? e.g. forget about it and go out with her friends/copy her friend's homework the next morning/ask her teacher for help/research her homework on the internet etc.</p> <p>Lesson 2: Children to have snakes and ladders game to play in small groups. Children to firstly play the game. Teacher to then explain that this game was originally a Hindu game and represents making good and bad decisions in life. Children to then be given some pre-written cards which have some good and bad actions/choices someone might make in a lifetime and what the consequences might be. Children to then make their own giant snakes and ladders game and use these ideas to play their own game, e.g. a good action results in going up the ladder and a negative action results in sliding down the snake and not getting very far in life.</p>	
<p>Step 4 Expression (1 lesson) AT2(p)</p> <p>Produce a piece of creative work eg art/poem/collage/sculpture to express your own beliefs about what happens when the physical body dies.</p> <p>Present this to the class and share your views if you choose to.</p>	<p>Step 2 Investigation (2/3 lessons) AT1</p> <p>Explain to the children that Hinduism consists of rites and ceremonies focusing on birth, marriage, and death and we will be learning about the Hindu beliefs of Karma, Samsara and Moksha. Refer back to previous enquiries on Hinduism (especially Autumn 1) to recap on how Hindus lead good lives)Use sources: Bhagavad Gita 2:11-13/The Upanishads</p> <p>www.woodlands-junior.kent.sch.uk</p> <p>Recap on the previous game of snakes and ladders and its origins in Hinduism. Reiterate the idea that doing a good deed will bring rewards but Hindus believe it might not be in this lifetime. Teach children that in a lifetime, Hindus believe that people build up karma, both good and bad, based on their actions within that lifetime. This karma affects their future lives and existences. People must take responsibility for their actions either within this life time or the next, therefore a belief in Karma has an effect on how a Hindu behaves. Collecting good karma is like going up lots of snakes...but where to?(see below: Moksha to Brahman)</p> <p>Use story of Prince Rama as an example of doing one's duty and doing good deeds.</p> <p>Qu: How does a belief in karma help Hindus lead good lives?</p> <p>Hindus believe that the soul passes through a cycle of successive lives and its next incarnation depends on how the previous life was lived. Hindus aim to live each life in a better way than the life before, with this current life being like a passageway between lives. Hindus believe that the soul is eternal and lives many lifetimes, in one body after another. The soul can be born in a human form, or that of a plant or animal, as all living things have a soul.</p> <p>Compare this idea of Samsara (reincarnation) with that of the Christian belief of life after death in Heaven. Children could show the contrasts by drawing a straight line to represent the Christian belief and label like a time line and draw and label a circle or spring to represent the Hindu belief of life and death. (or children could do this kinesthetically by each group representing one of these concepts using the groups' bodies eg to make circles/chain of events/straight line with heaven at the end)</p> <p>The spiritual goal of a Hindu is to become one with Brahman (recap previous lessons on Hindu belief in one God with many aspects). This freedom is called Moksha and until this is achieved, Hindus believe that they will continue to be repeatedly reincarnated in order that they work towards self-realisation of the truth, that nothing else but Brahman exists). Once Moksha is achieved through various routes, the soul (Atman) is released to be united with Brahman. Could children go back to their previous kinaesthetic representations and add this?)</p> <p>Discuss how Moksha can be attained by renouncing the world and becoming a sadhu and compare this with how Hindus can do this in their daily lives. www.bbc.co.uk/learningzone/clips/becoming-a-sadhu/3625.html</p> <p>www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-life-after-death/3629.html</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp)</p> <p>Ask key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Children make a mini board game to illustrate their understanding, collecting counters for good Karma losing them for bad Karma and building on the life experience/choices cards from the Engagement lesson.</p>	
<p>Evidence in books: Stick in some of the life experience/choices cards and explain your answer to the key question, giving different points of view if possible.</p>	

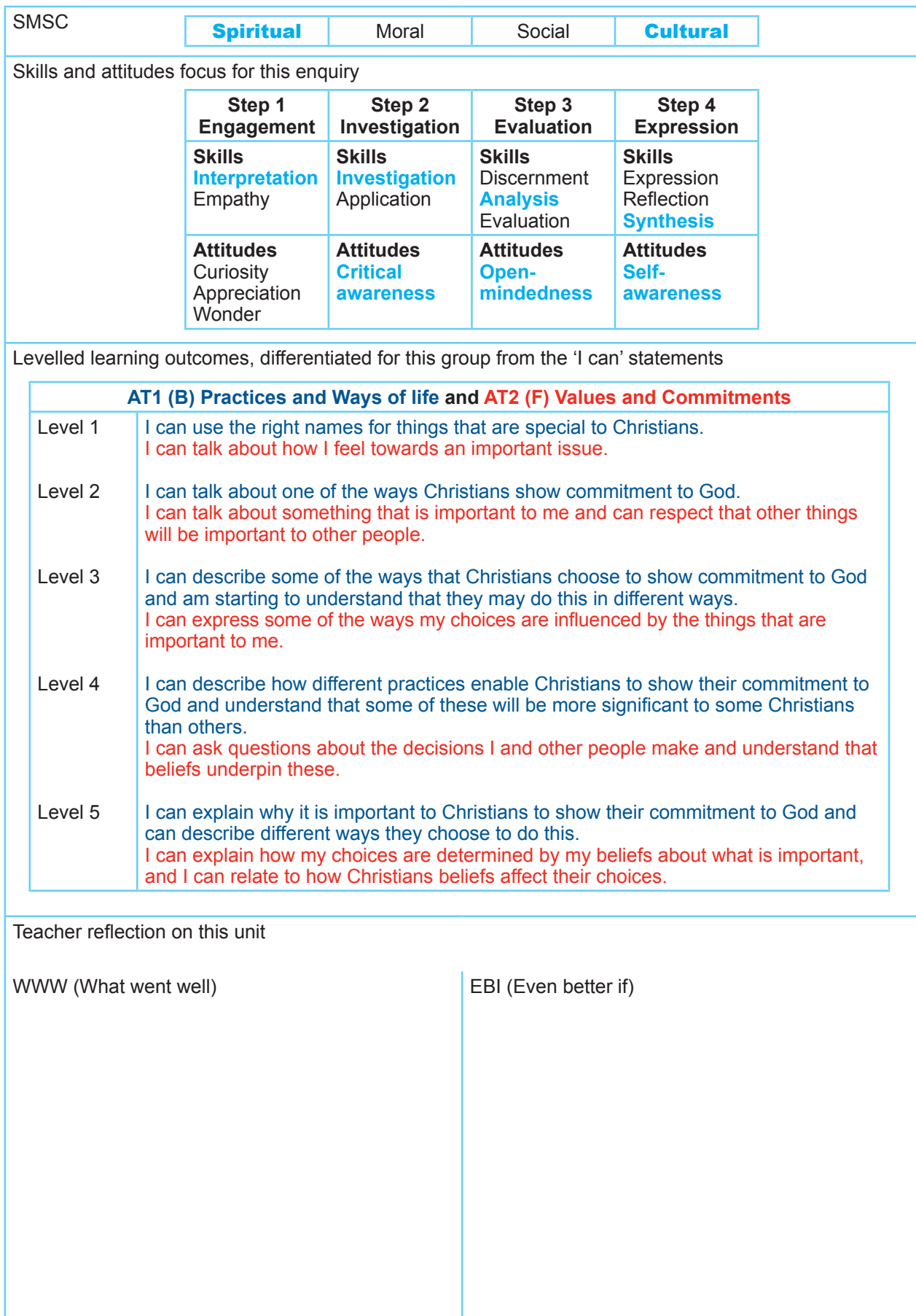




Key Stage 2

Medium Term Planning

Year: 5	Term: Summer 2
Theme: Beliefs and Practices	Religion: Christianity
Key question for this enquiry: What is the best way for a Christian to show commitment to God?	
Learning Objectives: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Children to be given a topic to debate e.g. it is okay to tell lies. Class to be split in half, one side for telling lies and one side against telling lies and debate this. How committed are they to the topic debated? Children to be given various situations involving lying - they stand on one side of the room if they think that in this situation it is 'okay to lie' and on the other side if they think it is 'not okay to lie' or anywhere in between if they are not sure. Tell children the story from 'The Hiding Place' by Corrie Ten Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding. This meant the Jews were safe. Her sister, another Christian woman, felt that she could not lie and this resulted in the Jew being arrested. However, the Jew later escaped. The woman believed that God would keep this woman safe due to her commitment to the truth. Explore children's thoughts. What would they have done?</p>	
<div> <div> <p>Step 4 Expression (1 lesson) AT2(p) Children to write a poem titled 'Commitment is ...' it can include what commitment means to them and (optional) what commitment means to a Christian. Do the children think that commitment is any of the fruits of the holy spirit e.g. love, kindness etc. Can we all take from Christianity some moral guidance on how to treat others and how to behave? How can people display the fruits of the holy spirit when they are not Christians?</p> </div> <div> <p>Step 2 Investigation (3 lessons) AT1 Explain to the children that Christians are committed to God and show their commitment in different ways. One way is through following the ten commandments, one of which is 'do not lie' which we explored in the engagement lesson. Look at ten commandments (Exodus 20:2-17) In groups, children order according to which ones show most commitment to God? Feedback from children. Why does one show more commitment to God than another? Are any easier to follow? Why? Look at Galatians 5:14 which states 'love thy neighbour as yourself' what does this mean? How easy do you think it is for Christians to do this? Look at Galatians 5:22-26 which states that if a Christian is committed to God and allows the holy spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness. Have these words on pieces of paper on the walls around the room - children to move round and write examples of what each might look like. Should only Christians try to behave in these ways? Are these behaviours that everyone should try to display? Explore ideas. Consider some famous Christians who dedicated their lives to helping others to show their love/commitment to God eg Martin Luther King/ Mother Teresa etc Can children do mini-research on people who committed their lives to God by "loving their neighbour". May look at Christian Aid Week and see how this shows commitment to God? Explain that many Christians show commitment to God by attending church every Sunday/worshipping God. (Possible visit to a church at this point) Does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week? Children to present arguments for and against this idea. (Year 4 Summer 2 enquiry recap here) Christians believe that praying to God shows commitment. Why do Christians pray? Explore ideas. e.g. thanks, forgiveness, need help etc. Is praying necessary to show commitment to God? The Lord's Prayer. Christians also show commitment through taking communion. Watch clip 4458 'The Eucharist or Holy Communion' on BBC Learning Clips. Why do Christians eat bread and drink wine? Explain that this helps Christians to remember Jesus dying for them on the cross and by taking communion it shows their commitment to God. Does taking communion show commitment to God? Explore the statement 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus'. What does this mean? Is it easy for a Christian to be like Jesus?</p> </div> </div>	
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Which ways have we learnt that a Christian shows their commitment to God? Children to have x10 post-its/slips of paper. On each one, they write a different way Christians might choose to show their commitment to God. Ask the key question: what is the best way for a Christian to show commitment to God? Children Diamond 9 rank their post-its, stick in their books and write next to the top and bottom ways why they have ranked these in those positions. Add: How would I choose to show commitment to God if I were a Christian? OR Answer the following letter pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers) Dear...I am a 10 year old Christian living in Poole. I have been going to church every Sunday with my mum since I was a baby. Lately I have started to find it a bit boring. I don't want to stop going as it would upset my mum. Is there another way I can show my commitment to God? Thank you....Christy</p>	
Evidence in books: Either post-its with written explanation OR response from agony aunt/uncle.	

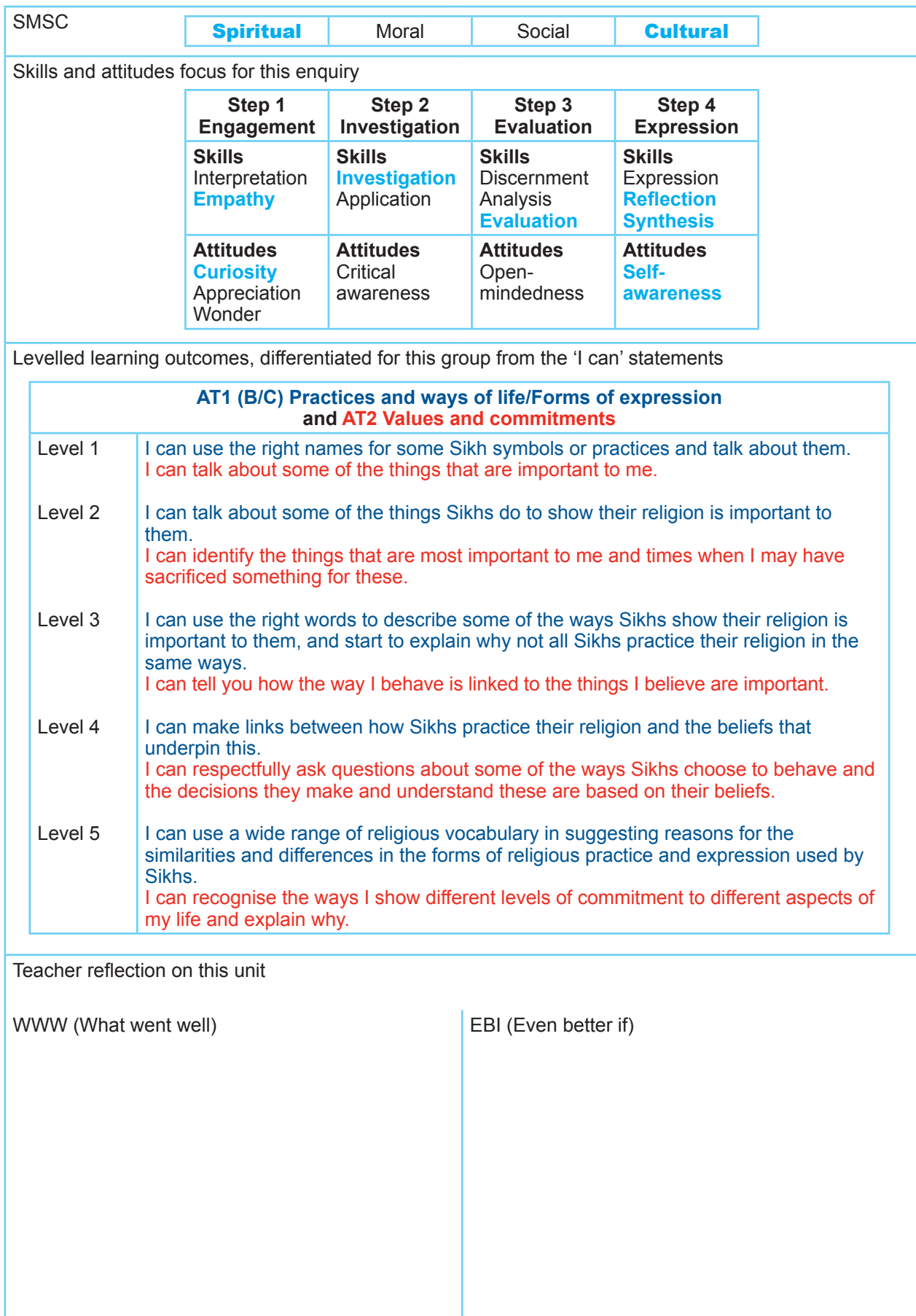




Key Stage 2

Medium Term Planning

Year: 5	Term: Autumn 1
Theme: Belief into action	Religion: Sikhism
Key question for this enquiry: How far would a Sikh go for his/her religion?	
Learning Objectives: We are learning to compare the different ways Sikhs put their religion into practice.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Introduce question: How far would a Sikh go for his/her religion? Have you ever given anything up/sacrificed anything for something that is important to you? e.g. children may have given something up for lent, sacrificed an extra hour in bed to go to swimming training, given up time to help somebody with something, sacrificed pocket money to save up for something special etc. What would you be prepared to do for someone or something important to you? Would you do the same for someone else? Have various cards for children to discuss and sort into things they would/would not sacrifice. Justify reasons why.</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Children think about something that is really important to them - it could be a hobby. Given a list of things to decide if they would give that up for their chosen hobby or not e.g. time, money etc.</p>	<p>Step 2 Investigation (3 lessons) AT1 During the forming of the Khalsa some Sikhs were prepared to sacrifice their lives (See story on (Sikhnet/British Library websites). Guru Nank expected Sikhs to give a lot for and to their religion. What are they prepared to give? Watch BBC learning clip 3777 online 'Sikh beliefs and worship' children to jot down anything that Sikhs give/give up e.g. their money to buy food for and time to make and serve the Langar. Sikh services are always followed by a meal called the langar. The langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for? The five key Sikh beliefs are:</p> <ul style="list-style-type: none"> • God is in everything • It is a Sikhs duty to serve others • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living earnestly <p>Which of the key beliefs are highlighted through the 'langar'? Establish that it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice. How far do Sikhs go? Literally to the Golden Temple of Amritsar (BBC Learning clips 675 A Special Place)When, why do Sikhs travel to The Golden Temple? Have question 'What is important when you are marrying someone?' Children to write their ideas on post-it notes and share with the rest of the class. Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holybook) is read. Watch Sikh wedding (Clip 3776 Equality for Sikhs, BBC Learning Clips). Explain that many Sikh weddings are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage. (eg Malkit Panesar buenoyoga@hotmail.co.uk) Show children the 5 ks (artefacts) and explain what they represent. Watch bbc learning clip 4801 'The importance of music to Sikhs' children to jot down evidence of things a Sikh may sacrifice e.g. they sacrifice cutting their hair because Sikhs are not allowed to cut their hair. Do children think anything is important enough to give your life up for? Refer to some love songs where people sing that they would die for the one they love. What do children think about this?</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Give children picture cards depicting a range of the aspects studies in the investigation lesson eg Story of the Khalsa/5 ks/wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p>	←
<p>Evidence in books: Rank ordered pictures with answers to the 2 questions.</p>	





Key Stage 2

Medium Term Planning

Year: 5	Term: Spring 1
Theme: Beliefs and moral values	Religion: Sikhism
Key question for this enquiry: Are Sikh stories important today?	
Learning Objectives: We are learning to understand the relevance of Sikh stories today.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Talk about the books and stories that are special to pupils. What makes them 'special'? They may be presents from relatives or be reminders of particular times in their lives, e.g. the first book they were able to read for themselves. There may be books or stories special to the class e.g. a favourite story or a class book. Discuss 'rules' about how special books are treated. Children to possibly bring in their own special book from home and make a class display. Using a traditional tale, e.g. Little Red Riding Hood, ask the children to think about what the meaning behind it is. What can we learn from this text?</p>	
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<p>Step 4 Expression (1 lesson) AT2(p) Children to choose a concept card and write an acrostic poem to express what that means to them e.g. love, peace, equality, belonging, community, religion, friend, spirituality, God, truth, story, family, soul.</p>	<p>Step 2 Investigation (3 lessons) AT1 Show children the Guru Granth Sahib in the Gurdwara and emphasise how important it is as it teaches Sikhs how God wants them to live their lives. They show it great respect as they believe it is the Sikh's last Guru (great teacher). Qu: What do you think it teaches? Qu: What is it about? www.bbc.co.uk/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html Explain that we will be sharing some of these stories and finding out if they are important today to both Sikhs and non-Sikhs. 1) Guru Nanak and the Jasmine Flower www.ramgarhiagurdwara.org Share the story of Guru Nanak, Mardana, the bowl and the jasmine flower. Qu: What's the meaning of this story and is this story relevant today to Sikhs/non-Sikhs? Activities: Children make their own bowl from mod roc or clay and whilst modelling discuss what is there still more room for in the world. Children to think of one word e.g. goodness, honesty, happiness, peace etc. (Children could make their own jasmine flower to float in their pot). 2) Guru Nanak, Malik Bhago and Lalo www.bl.uk/learning/cult/sacred/stories Themes in this story are equality and honesty. Are these important in today's world? Where is there inequality? What can be done about it? Link to Jigsaw; Celebrating difference Explore work on gender, disability, race, money, religion 3) The founding of the Khalsa www.bl.uk/learning/cult/sacred/stories Themes of this story are courage and standing up for what you believe in. How are these themes relevant today to Sikhs/non-Sikhs? 4) Guru Nanak and the Cobra Theme of this story to Sikhs is that Guru Nanak is very special as the first of ten human Gurus or teachers. How is this story relevant today to Sikhs/non-Sikhs? For more stories see; www.sikhnet.com/stories www.reonline.org Possibility for children making their own class book of Sikh stories they have learnt.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Children to write a piece of persuasive writing, arguing Sikh stories should be available to everybody, not just Sikhs?</p>	←
<p>Evidence in books: Children to write a piece of persuasive writing, arguing Sikh stories should be available to everybody, not just Sikhs?</p>	



SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (A) Beliefs, teachings and sources (C) Forms of expressing meaning and AT2 (F) Values and commitments	
Level 1	I can remember a Sikh story and talk about it. I can talk about what is important to me and to other people.
Level 2	I can retell a Sikh story and start to explain its meaning. I can talk about why a Sikh story has meaning to me.
Level 3	I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what I learn from stories can influence how I behave.
Level 4	I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach people about what is important in life and relate this to my own life.
Level 5	I can tell you several Sikh stories and explain why some of these are more relevant to Sikhs and non-Sikhs. I can compare what is important to me with what is important to other people and suggest ways to make the world a better place.

Teacher reflection on this unit

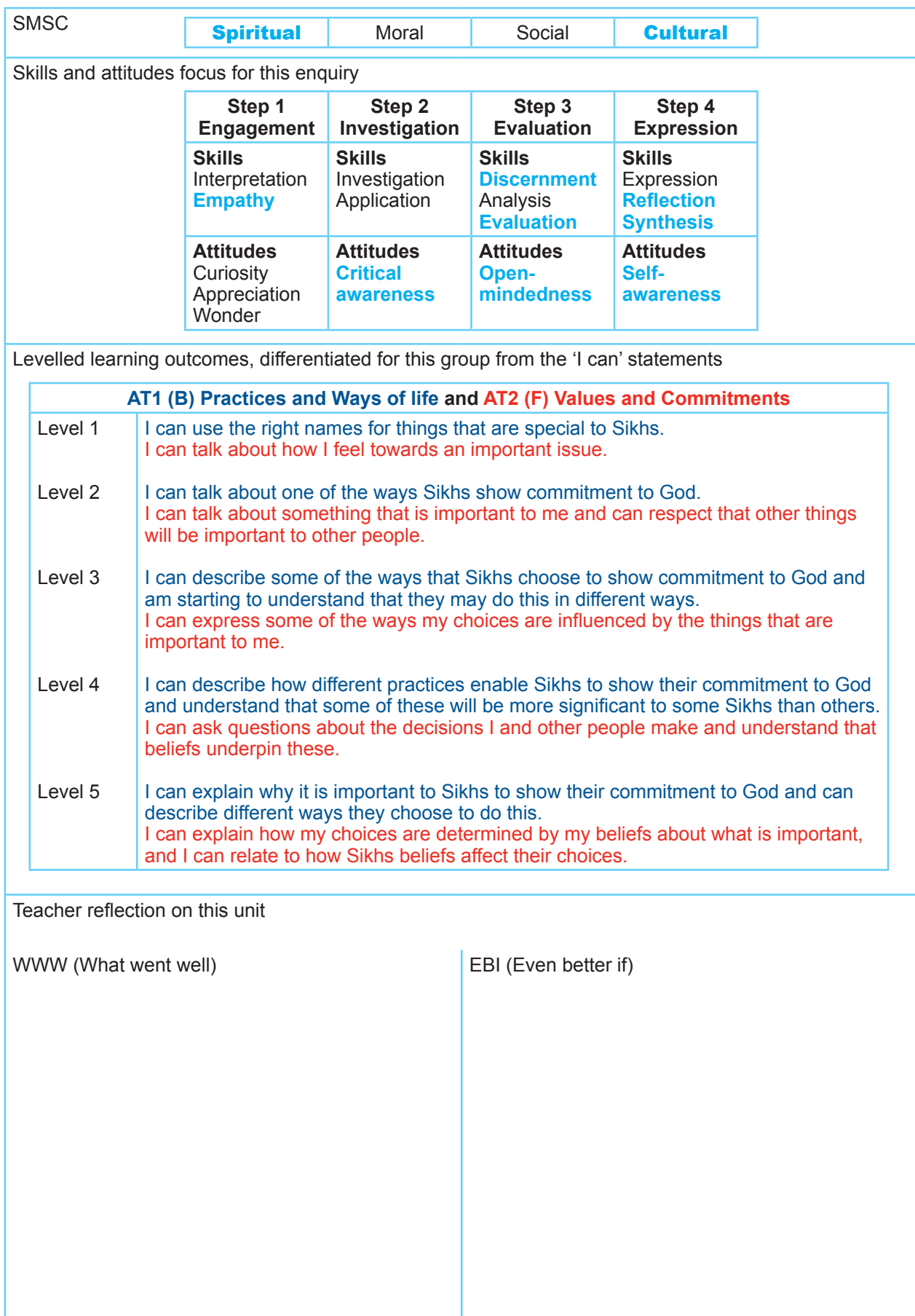
WWW (What went well)	EBI (Even better if)



Key Stage 2

Medium Term Planning

Year: 5	Term: Summer 1
Theme: Prayer and worship	Religion: Sikhism
Key question for this enquiry: What is the best way for a Sikh to show commitment to God?	
Learning Objectives: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	
Areas of Focus: Behaving/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 lesson) AT2 (p) Children to be given a topic to debate - is it ever okay not to wear a crash helmet when riding a bike or motorbike? Split class into two halves - one side who do not think it is ever okay to not wear a crash helmet and the other side who think there could be situations when this is okay. What if it meant you could not show commitment to your religion if you wear a crash helmet. Now is it okay? Explain that when the law was introduced that you had to wear a crash helmet when riding a motorcycle, Sikhs argued that this was a law which they could not obey. Some Sikhs felt that it was so important they chose to go to prison rather than give up their turbans. The law was changed to give Sikhs the right to wear turbans instead of crash helmets. Do children think the law should have been changed? Why? Children given statements to categorise into true/false according to whether they are examples of showing commitment or not. Children given situations to sort from best to worst ways of showing commitment.</p>	
<p>Step 4 Expression (1 lesson) AT2(p) Is it always easy to show commitment? If someone stops showing commitment, is it too late to try again to be committed? Brainstorm reasons people might find a commitment difficult e.g. feel like they are missing out on fun, feel tied down to certain routines, pressure to fit in etc. Children to create speech bubbles with advice on how to stay committed to something or someone even when it proves difficult. May be able to use cameras to make a video of each person's advice on staying committed.</p>	<p>Step 2 Investigation (3 lessons) AT1 Explain to children that Sikhs are committed to God and show their commitment in different ways. Show children the 5 ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair TURBAN) what do children think they are? What do children think they are used for? Symbolise? Watch online clip 4805 The five ks of Sikhism. What do each of the 5 ks symbolise? Does wearing the 5 ks show commitment to God? May be time to consider the Amrit ceremony (initiation into the Khalsa) See Year 3, Autumn 1 unit for resources. Watch online clip 4825 'The Sikh holy book, the Guru Granth Sahib' BBC learning clips. Through questioning, establish that there were 10 living Gurus and that there is now a holy book called the Guru Granth Sahib. This is because there will be no more living Gurus and Sikhs believe that God is talking through the Guru Granth Sahib. The Guru Granth Sahib is treated with respect. Children to research ways in which the holy book is treated with respect e.g. it is put to bed in its own bedroom, it is fanned, held above people's heads etc. Does treating the holy book in this way show commitment to God? Why? Sikhs also pray and worship in the Gurdwara (possible to visit a Gurdwara at this point) In groups, give children statements relating to equality to sort into true/false. Feedback from each group and establish that nowadays most cultures and religions believe in equality. In the past there was not equality and in certain cultures today there is no equality. What do children think about this? Watch clip 3776 'Equality for Sikhs' on BBC learning clips. It is an important part of Sikh teaching that everyone is equal. God's love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way. Do children think that by treating people equally this shows commitment to God? Why? Is it a good idea to treat people equally even if you are not a Sikh? Why? Introduce 'sewa' to children. Explain that this means helping others. This can mean giving money or giving time. It can be caring for people who are ill, cleaning the Gurdwara or helping to serve the Langar (recap on Langar from Autumn 1) Watch clip 3779 'Sewa in action' on BBC learning clips. Which people were Sikhs helping? Why were they helping them? Is helping people a good way of Sikhs showing commitment to God? Sikhs feel closer to God through helping others. Watch clip 3781 'a sikh journey to commitment' on BBC learning clips. Is it always easy to show commitment? How can it be difficult? Pressure to fit in.</p>
<p>Step 3 Evaluation (1 lesson) AT2 (imp) Which ways have we learnt that a Sikh shows commitment to God? Collect ideas on post-it notes to create large poster. Ask children key question: What is the best way for a Sikh to show commitment to God? Children to pretend they are an Agony Aunt/Uncle at a Sikh children's magazine. They respond to the following problem: Dear... I am 10 years old and am a Sikh living in Bournemouth. There are not many other Sikhs at my school and I am finding it more and more difficult to fit in as I feel quite different. I believe it is important for me to show my commitment to God and want to go to the Gurdwara with my family at the weekends, but this means missing football practice. I am afraid I won't get into the team. What shall I do? What is the best way to show my commitment to God and not miss football? Thank you. Arjan</p>	
Evidence in books: Agony page response.	





Year 6 Overview

Enquiry Question	Religion	Theme	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural development opportunities
What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Islam	Beliefs and practices	Believing Behaving	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Spiritual Cultural
How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Christmas	Believing	We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	Spiritual
Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?	Christianity	Belief and meaning	Believing Belonging	We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	Spiritual Moral
Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life?	Christianity	Easter	Believing Belonging Behaving	We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	Cultural Social
*Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Islam	Beliefs and moral values	Believing Behaving	We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.	Moral Social

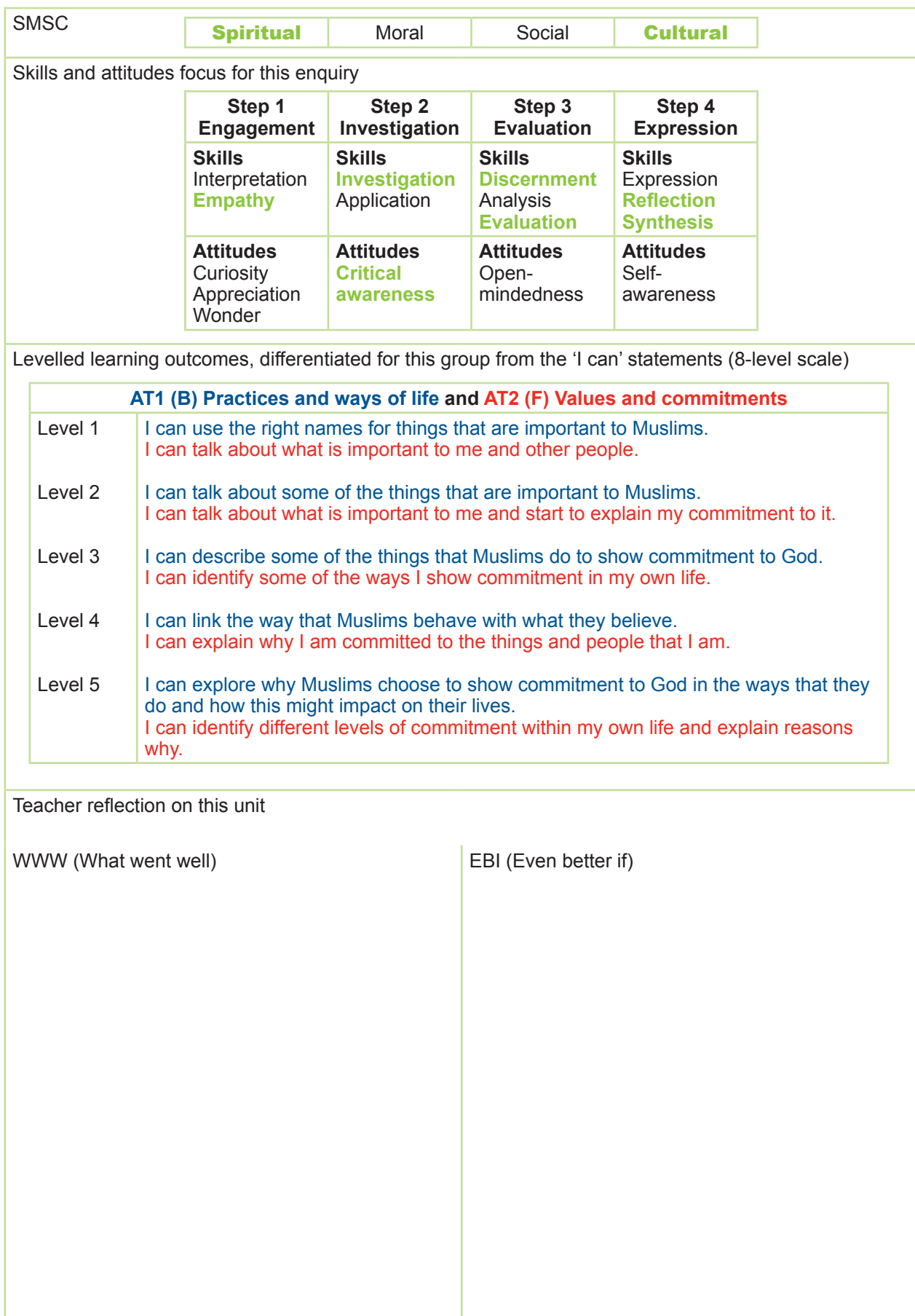
*The Summer Term shares one enquiry question over the whole term. The second half term builds on the first, but they can be treated as two separate enquiries.



Key Stages 1-3

Medium Term Planning

Year: 6	Term: Autumn 1
Theme: Beliefs and practices	Religion: Islam
Key question for this enquiry: What is the best way for a Muslim to show commitment to God?	
Learning Objectives: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	
Areas Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson) AT2 (p) Look at a variety of situations e.g. someone training/practising a sport or skill regularly, someone visiting a sick relative every Tuesday evening. Sort situations into those that do/do not require commitment. What does it mean to make a commitment? Elicit that you can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief. Is it always easy to stick to a commitment? Explain that at times it can be difficult. Brainstorm reasons why it might be difficult e.g. you are invited to a party on the same evening you usually visit your sick relative, you are tired and it is sunny so you want to relax in the sun instead of training for the marathon etc. Children to share examples of how they show commitment in their lives? Decide on 3 key ingredients needed for commitment e.g. perseverance, patience etc</p>	
<p>Step 4 Expression (1 Lesson) AT2 (p) Children think back to the commitments they have in their own lives whether a commitment to a sport, club, person etc. How are they going to ensure that they show this commitment? Why are they so committed to this person/thing? Are there some things that they are more committed to than other things? Why? Can they write a short mission statement to reinforce their commitment to their chosen focus?</p>	<p>Step 2 Investigation (3 Lessons) AT1 Recap on the five pillars of Islam. Introduce the question 'What is the best way for a Muslim to show commitment to God?' Watch clip 3056 Muslim Prayer on BBC learning clips online. While watching, children to jot down ways in which Muslims show commitment to God. It is their duty to pray to Allah five times each day. Why? Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about him. Explain that Muslims believe they can worship God anywhere, however many Muslims choose go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day. Do children think it is necessary for Muslims to pray five times each day in order to show that they believe in God and are not forgetting about him and to remember that every bit of their lives should reflect what God wants them to do? Children to justify their reasons why or why not? How might praying five times each day affect a Muslims' daily life? Would it always be easy to stop what they are doing in order to pray? Explain that the third pillar of Islam is Zakah - giving money to charity. Watch clip 3292 'Muslims and charity' on BBC Learning clips online. While watching, children to jot down why they think Muslims are required to give 2.5 per cent of their money to charity. Muslims think it is their duty to do this as everything they own belongs to God. Does giving this mean a Muslim is showing their commitment to God? Should this be a duty or should Muslims have the choice whether or not to give their money to charity and how much? Why is it a good idea to help charities? Lots of people choose to donate money to charity on a regular basis. What other ways do Muslims help people less fortunate than themselves? Other than giving money, what other ways can we help people? Would somebody still be a good Muslim if he/she did not give any money to charity? Explore ideas. Possibly investigate a Muslim charity e.g. www.islamic-relief.org.uk Explain that the fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Watch clip 3053 'Fasting during Ramadan' on BBC learning clips online. Children to jot down why Muslims fast. Feedback from children - Muslims fast because God says in the Qur'an that they should (ensure children know the Qur'an is the holy book for Muslims) Fasting is a way of showing that they are living in the way that God wants. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking. Do children think that fasting is necessary for Muslims to show their commitment to God? If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim? Recap on fifth pillar of Islam - Hajj (children should have learned about this in Year 2. Muslims are expected to visit Makkah at least once in their lifetime. Bring together a range of ways that Muslims could show their commitment to God.</p>
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Children to write their answers to the following questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God? Summarise that even if children do not think it is necessary to pray five times each day, give 2.5 per cent of their money to charity, fast during Ramadan and visit Makkah, often being committed to someone or something often means putting them before yourself and doing things that are difficult or you may not want to do. Commitments are not always easy to stick to.</p>	
<p>Evidence in books: Children write their answers to the two questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God?</p>	

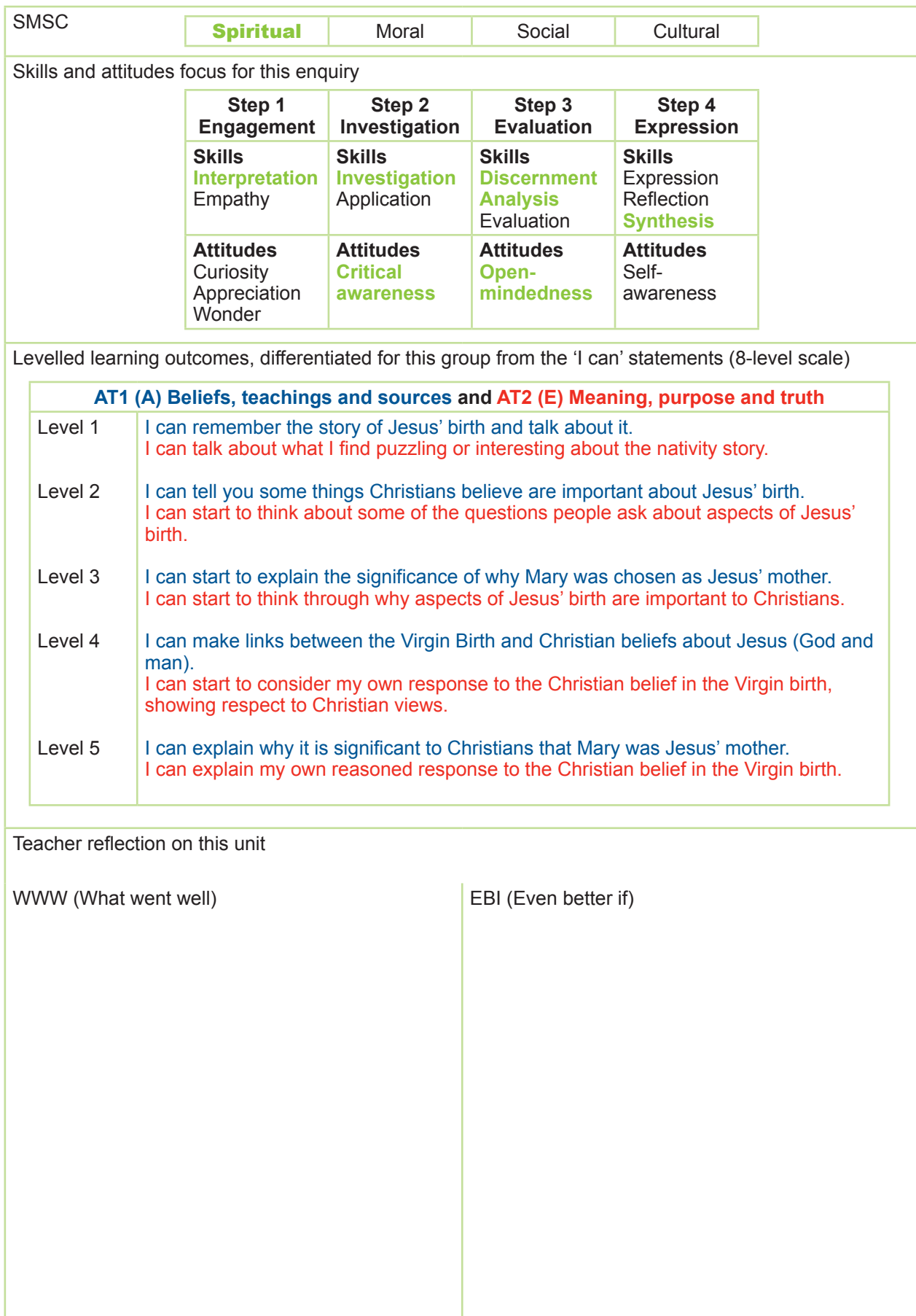




Key Stages 1-3

Medium Term Planning

Year: 6	Term: Autumn 2
Theme: Christmas	Religion: Christianity
Key question for this enquiry: How significant is it that Mary was Jesus' mother?	
Learning Objectives: We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	
Areas Focus: Believing	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson) AT2 (p) Have the children ever been chosen to do something important? Why were they chosen? How did they feel when they were chosen? Have the children ever had to choose someone else to do something important? Make a class list of these occasions. Who did they choose? Why did they choose that person? Look at various reasons for choosing somebody to do something important e.g. you like the person, the person is popular, the person is good at this particular thing, the person deserves to do it because they have been through difficult times, the person has the right qualities etc. In groups, children draw up spider diagrams to show the task and the person chosen to do it in the centre, and then all the reasons why that person might have been chosen. Then sort the reasons into good reasons for choosing someone and not such good reasons for choosing someone. Children to justify their reasons why.</p>	
↓	
<p>Step 4 Expression (1 Lesson) AT2 (p) Children research a famous person who was chosen to take on a special role eg The Queen/ Martin Luther King? England Football Captain And explain why they think that person was chosen eg did they have specific qualities/ characteristics/talents? What is your opinion about people who say they have been chosen by God to do certain work/roles?</p>	<p>Step 2 Investigation (3 Lessons) AT1 Introduce question: How significant is it that Mary was Jesus' mother? Mary was chosen to be Jesus' mother which was an important role. Children to read Luke 1:26-38 where the angel visits Mary and says she is highly favoured and will give birth to a son - Jesus. What was Mary's first reaction? Why do you think she was scared? Look now at Mary's song Luke 1:47-55. As it is being read, children to jot down words and phrases to describe feelings Mary has regarding the news e.g. my soul glorifies the Lord, my spirit rejoices, all generations will call me blessed, etc. Mary was the Lord's servant? What does this mean? Why do you think Mary was chosen to give birth to Jesus? What do we know about Mary? What was special about her? Elicit that she was young, pure, a virgin and an ordinary girl (not a princess or celebrity). What clues do we have so far as to why God chose her to be Jesus' mother? Look now at Matthew 1:18-25. What is meant by 'Joseph did not want to expose her to public disgrace'? Why was he going to divorce her (actually they were not married yet but he was going to break off the engagement)? He thought that she actually was not a virgin and that she must have betrayed him. Was this an unrealistic assumption to make? Elicit that after the angel had visited Joseph he realised that 'what is conceived in her is from the holy spirit' - that God had put the baby inside her. Why do you think a virgin was chosen to give birth to Jesus? So that it was obvious that she had not conceived the baby through sexual intercourse. Why was Mary chosen? Why not somebody else who was also a virgin? Why did God send Jesus to earth this way? Why didn't God send Jesus to earth through some other means e.g. he could have just appeared on earth. Look at the word 'incarnation' what does this mean? Explain that it means 'God in human form as Jesus.' Thinking about incarnation, look again at the question 'Why did God send Jesus to earth this way?' Elicit that if he had been sent to earth in a different way, he would not have been 'God and man' - he would have just been God as he wouldn't have taken on a human body (through birth) Look at John 1:14. What does this mean?</p>
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Mary did not choose to have a baby. This choice was made for her, by God. Children to write their answers to the following questions: Why was a virgin chosen to be Jesus' mother? How significant is it that Mary was Jesus' mother? Summarise that a virgin was chosen so that it was obvious that Jesus was not just a human with 2 human parents but was also God. The Incarnation (Jesus is God on earth in human form) is a key belief in Christianity. What other Christian beliefs rely on Jesus being God as well as human?(eg miracles/ resurrection) Would people have listened to Jesus so much if he had been an ordinary man with 2 human parents and not the incarnation of God? Would he still have done what he did? Would he still have been crucified?</p>	←
<p>Evidence in books: Children's written answers to the 2 questions above.</p>	

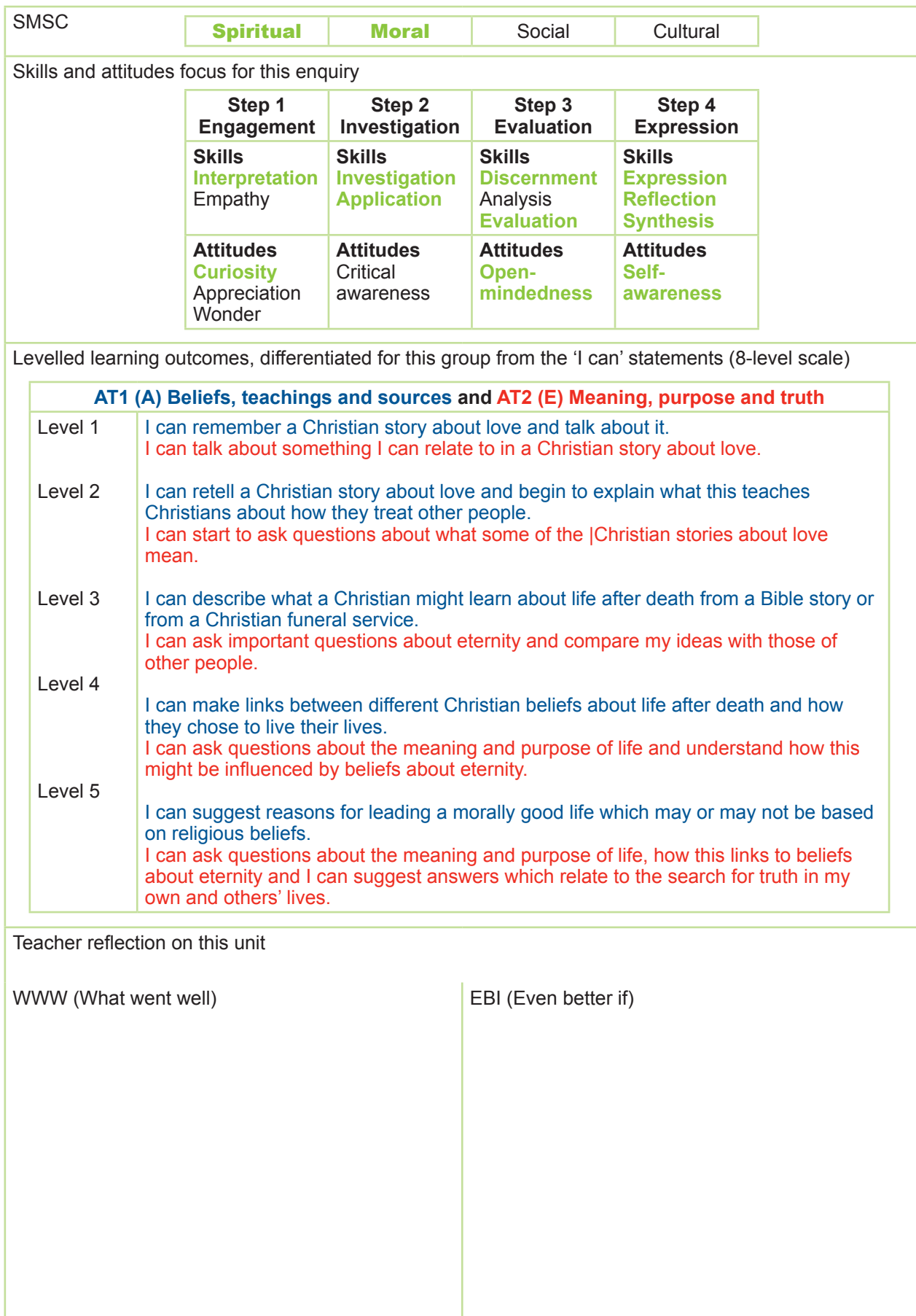




Key Stages 1-3

Medium Term Planning

Year: 6	Term: Spring 1
Theme: Beliefs and meaning	Religion: Christianity
Key question for this enquiry: Is anything ever eternal?	
Learning Objectives: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	
Areas of Focus: Believing/Belonging	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson) AT2 (p) Qu: Which of these do you think will last forever? E.g. oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stone Henge, Jesus, a photograph Children to sort according to those images they think will last forever and given an opportunity to explain and justify why they think that. Teacher to display headings - Has lasted my lifetime so far/ I think will last forever / I wish would last forever On post it notes to children to think of ideas under each heading and share. Looking at the list of things the children wish would last forever, ask them why and how they feel about these things, encouraging the vocabulary of feelings, e.g. security, safe, reassuring. Qu: Does anything last forever?</p> <p style="text-align: right;">↓</p>	
<p>Step 2 Investigation (4 Lessons) AT1 Revisit the question: Does anything last forever? Watch a Christian wedding and focus on vows and promises that are made and the rings that are exchanged. Qu: What do they promise each other? (to love each other for their whole lifetime) Discuss how the ring symbolises eternity. Do you think the marriage between a couple can last forever? Qu: What does eternity mean? Ask children the key question: Is anything ever eternal? Can love last forever? What other love exists? E.g. love between a parent and child etc. Discuss unconditional love and ask the children can love be unconditional? Explore what is meant by 'unconditional' Give children a series of Bible references. In groups, children to investigate how Jesus portrayed Love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13, Feedback from the children. What have we learnt about love from these Bible readings? Elicit that Jesus taught that love should be eternal and unconditional Teach children the Christian word 'agape' meaning unconditional love. Give children the stem sentence Heaven is... Hell is... Children to think of what these two concepts mean to them. Explore the Christian belief that because of Jesus resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this. Show children a clip of a Christian funeral service and read them parts of the service. What does this tell them about Christian beliefs about life after death? Should Christians be sad when a fellow Christian dies? If possible invite a Christian visitor to discuss their beliefs of life after death. Christians believe that for eternal life they need to believe in God, do their best to follow the 10 Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). Qu: Can a non-Christian go to Heaven? Qu: Is going to Heaven a Christian's only motivation for doing good things? Teacher could introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death.</p>	
<p>Step 3 Evaluation (1 Lesson - last lesson in this enquiry) AT2 (imp) Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Summarise the Christian teaching of eternal life and unconditional love and explain that even if your personal belief is that there is nothing is eternal, that many religions believe that some things are eternal e.g. God, the soul, Brahman etc.</p>	<p>Evidence in books: Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why?</p>

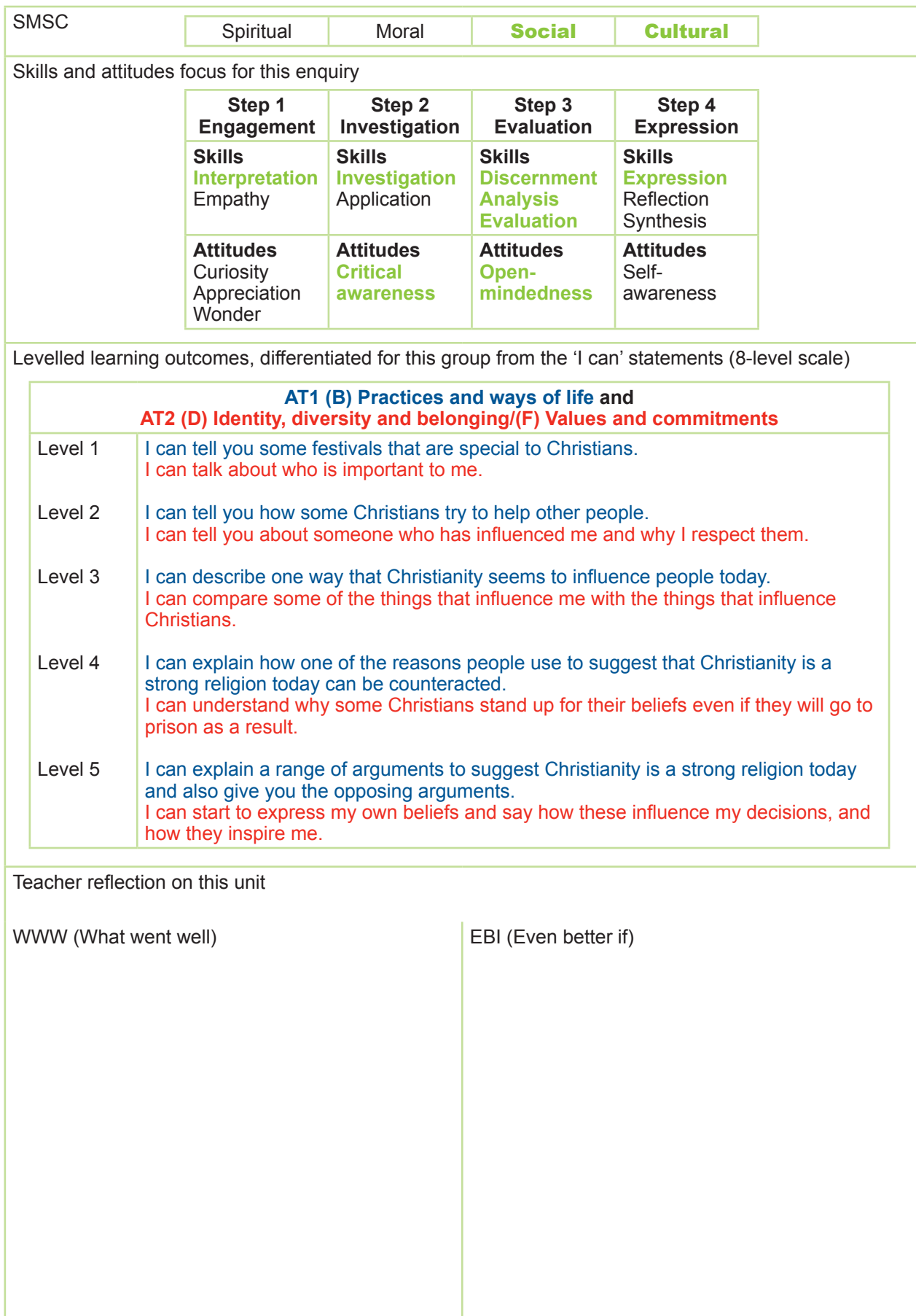




Key Stages 1-3

Medium Term Planning

Year: 6	Term: Spring 2
Theme: Easter	Religion: Christianity
Key question for this enquiry: Is Christianity still a strong religion 2000 years after Jesus was on earth?	
Learning Objectives: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.	
Areas of Focus: Believing/Belonging/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson)AT2 (p) Children list the important/influential people in their lives or who have been in their life at some point and they still remember them. How have those people influenced you? Was it a particularly good teacher who you still remember? What did that teacher do for you that makes you remember them/makes them significant to you? Perhaps it was a relative who has died. What do you remember about that person? What memories do you have of your time together? Do you have any objects that remind you of them? People can still influence you when they are no longer part of your life. Do you still do something that you used to do together etc.</p> <p>Make a class list of the most influential people they can think of through history and present day and think about what and how they have influenced. Has this been for good or brought about bad effects?</p>	
<p>Step 4 Expression (1 Lesson) AT2 (p) What famous people still influence us today and how? E.g. mother Theresa, Martin Luther King etc. How would we like to be remembered?</p>	<p>Step 2 Investigation (3 Lessons) AT1 Introduce the question 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?'</p> <p>Do festivals and symbols show that Christianity is still a strong religion?</p> <p>Give children list of festivals to sort into ones that are Christian festivals and ones that are not. Children may not realise that some of the following festivals are Christian festivals - Mothers Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest etc. Establish the festivals that are Christian festivals and ensure children know what they represent. Whether we are Christians or not, which of these Christian festivals do we celebrate?</p> <p>Recap on festivals - what symbols/objects do we associate with each festival? Investigate. Many people wear a cross necklace - this represents Jesus being crucified, Easter egg to represent the stone covering the tomb where Jesus was buried, bread and wine in communion to represent Jesus' flesh and blood, presents at Christmas etc.? Do we know the symbol for Christianity? What is the significance of a fish in Christianity (see on car bumpers etc)?</p> <p>If Christianity was motivating people to do good in the world, would this show it is still a strong religion?</p> <p>Children research Christian charities doing good work to alleviate poverty etc (CAFOD/Christian Aid/Traidcraft/Salvation Army) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to "Love your neighbour"? (Mark 12:28-31)</p> <p>If some countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today?</p> <p>Direct teaching (sensitively) about Christians who are suffering because they are standing up for their beliefs. Examples to be found by googling "Christians who are suffering for their beliefs" and for statistics see www.opendoorsusa</p> <p>Where else in British society do you see the influence of Christianity?</p> <p>Eg People take the oath in court by swearing on the Bible/National anthem has reference to "God save our gracious queen"/ Legal system...does this reflect the 10 Commandments?eg no death penalty in this country.</p>
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Children write a newspaper article giving at least 2 arguments for and against, maybe including interviews with people eg Christians from Christian charities/Humanists who believe they do good in the world because it the right thing to do and there is no need for Christianity to motivate people to do this etc</p>	
Evidence in books: Newspaper article.	





Key Stages 1-3

Medium Term Planning

Year: 6	Term: Summer 1
Theme: Beliefs and moral values	Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?	
Learning Objectives: We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson) AT2 (p) What is meant by a good life? In what ways do children demonstrate leading good lives? (this could be done through a circle time approach) Why do children lead good lives? Why do other people lead good lives? (Reasons why could be collected on post it notes and then shared) Explore rewards and consequences that can motivate people. Should people lead a good life because they want whatever reward is on offer or because they don't want the consequence or because it is the right thing to do?</p> <p>Have four large pieces of paper on each of the four walls in the classroom (graffiti walls) with the titles 'heaven' 'hell' 'right' and 'wrong'. Children to move round each of the walls and jot down their thoughts, ideas and opinions for each. Go through each sheet and allow children's ideas to generate discussions. Where did children get these ideas from? Church? Parents? Music? Books? TV? Brainstorm reasons why people believe in heaven? Because they are scared of going to hell, they think it will be a good reward, they have hope they will see loved ones that they have lost and this reassures them. Look at statements under 'right' and 'wrong'. And explore whether doing one right thing is enough to get to heaven e.g. being kind, helping people etc. What if you killed someone or stole something? Does this mean you go to hell? What if it was self defence? What if you are sorry and ask to be forgiven? Would this be enough to get to heaven?</p>	
<p>Step 4 Expression (1 Lesson) AT2 (p) Some people believe heaven is an actual physical place, some people believe that it is a state of mind or how they feel inside e.g. no suffering, no pain, nothing bad happening etc. So could this life be like heaven? Could it be like heaven on earth? Children write a poem 'What does heaven mean to me.'</p>	<p>Step 2 Investigation (3 Lessons) AT1 Introduce question: Does belief in Akhirah (life after death) help Muslims lead good lives? Who was Muhammad? Explain that Muhammad was the prophet, messenger of God. Watch clip 4606 BBC learning clips online 'Muhammad, Allah and the Qur'an' which explains who Muhammad was and information about his life and being chosen as a messenger of God. What does it look like for a Muslim to put other people in front of him/herself? Collect children's ideas on post-its and stick on flip chart under the heading 'putting others first'. What does it look like for a Muslim to put God in front of him/herself? Collect children's ideas on post-its and stick on flipchart under the heading 'putting God first'. Now watch clip 320 BBC learning clips online 'The Qur'an'. This clip explains that the Qu'ran instructs Muslims how they should worship God and how they should behave towards each other. Ensure children understand that 'how Muslims should worship God' is part of 'What does it look like for a Muslim to put God in front of themselves'. Children can now add any additional ideas to their original collection of post-it notes. 'How we behave towards each other' means the same as 'What does it look like for a Muslim to put other people in front of themselves'. Children can also add their ideas to this question. How Muslims should worship God is about the way Muslims lead their lives as well as the five pillars (the children should already have knowledge of the five pillars from the Autumn term). Look at ideas surrounding how Muslims should behave towards each other. Why is it important to Muslims that they behave like this towards each other? Now watch clip 3031 BBC learning clips online 'What does it mean to be a Muslim' This clip outlines the Muslim belief in heaven. Explore what heaven looks like to a Muslim and therefore why it acts as a motivation to lead a good life. (use quotes from the Qur'an - www.themeaningofislam.org/beliefs/afterlife/heaven) look at the eight doors of heaven. Note that one of the doors is Jihad and children will look at this in more detail in the next unit. en.wikipedia.org/wiki/jannah If time, children could explore what each door would mean in terms of how a Muslim behaves in daily life.</p> <p>Explain that we will continue to explore the ways in which Muslims lead good lives. In small groups, children research 'Muslim beliefs/attitudes towards food, clothes, women, marriage, family life, older people and education. Each group presents what they have found out and explains how this would help Muslims to lead a good life? Would how they behave and their attitudes make a difference to whether they would expect to go to heaven?</p>
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Recap on the main learning so far, focussing on the arguments for/ against the key question 'Does belief in Akhirah (life after death) help Muslims lead good lives? This could be reinforced using goldfish bowl activity. Inner circle argues that belief in life after death does help Muslims lead good lives. Their partner in the outer circle tries to argue the opposite. Outer circle moves two partners to the right and repeats the exercise and so on, so that children hear lots of different arguments.</p> <p>Balance Scale Children draw a balance scale, where one side is "for" the key question and the other side is "against" the key question. Children decide which is the heaviest side and write their arguments on each side of the scale.</p>	
Evidence in books: Balance scale with arguments. Poem.	



SMSC	Spiritual	Moral	Social	Cultural
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Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)

AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging	
Level 1	I can tell you something Muslims believe about how they should try to live good lives. I can tell you how I try to treat other people well.
Level 2	I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave. I can give examples of when I try to respect other people's feelings.
Level 3	I can describe some of the ways that Muslims try to lead a life respectful to God. I can identify some of the ways in which I try to lead a good life and compare these with how Muslims try to lead good lives.
Level 4	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Level 5	I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)



Key Stages 1-3

Medium Term Planning

Year: 6	Term: Summer 2
Theme: Beliefs and meaning	Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?	
Learning Objectives: We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.	
Areas of Focus: Believing/Behaving	
Teaching and Learning Activities	
<p>Step 1 Engagement (1 Lesson) AT2 (p) How far would you go to stand up for something you believe in? Give children a scenario and ask them to stand on a continuum line to show how strongly they agree/disagree with the person's action in the scenario then give them some more information about the scenario to see if that makes them change their mind about where they have placed them self e.g. 'a person puts a knife into another person's stomach' children decide. Add 'person is a surgeon operating to save the other person's life' Children decide again. Ask children why they made their decisions? A stranger grabs a child/the child was about to be run over, a person shoots another person/that person was about to blow up a building, (this is about the motivation underlying people's actions) a man robs a bank. What could his motivation be? Use this lesson to explore how sometimes people do 'bad' things for selfish reasons and other times people do 'bad' things for reasons they think are good. Show several visuals of war scenes including WW2, Iraq (not ALL with Muslim involvement) How do you feel about war? Why does war happen? Is war ever right/justifiable? Explore children's ideas. (e.g. to protect freedom/human rights?) Ensure children understand that people have very strong opinions about this. Would anything make you want to fight in a war? Would you fight if this country was invaded/ if your family was in danger?</p>	
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<p>Step 4 Expression (1 Lesson) AT2 (p) Look at some optical illusions - what are children's interpretations of what they see? We don't all see things in the same way or interpret things in the same way. Show children e.g. a woman walking her dog in the park. Give some children role cards e.g. gardener, dog warden, fashion editor and ask them to describe what they see e.g. gardener will focus on flower beds, fashion editor will focus on clothing etc. Can children think of any other examples of misinterpreting something? Discuss stereotypes the world could live without. Give children the following quote from the Qu'ran 'Sacrifice is a selfless offering to God of something that one cherishes and not an attempt to win favours from Him' how could this be interpreted? E.g. sacrifice eating during Ramadan, 2.5 per cent of income, ones own life etc.</p>	<p>Step 2 Investigation (3 Lessons) AT1 Look again at the question 'Does belief in Akhirah (life after death) help Muslims lead good lives? Introduce the concept of 'jihad' explain that this is an Arabic word meaning to struggle against evil. Watch clip 3038 'Jihad' on BBC learning clips online. Ask children to list some of the things Muslims might consider to be evil/wrong and therefore struggle to make right. What is it that they may try to make right? Collect examples e.g. poverty, helping people to become better Muslims etc. Highlight that these are very positive 'struggles' Now watch clip 3224 on BBC learning clips online 'The Arab - Israeli conflict' help children to understand that this conflict is about Muslims (Palestinians) fighting to get back the land they believe belongs to them, which was taken by Israel. (Jews) The Qur'an teaches Muslim to lead peaceful lives and only to fight as a very last resort. The Palestinians believe they are fighting as a last resort to reclaim a country of their own. Sensitively unpack the issue of terrorism/ suicide bomber discussed in the clip. Why did the teenager become a suicide bomber? (Fighting for justice and a belief that he would be rewarded with heaven) refer back to Jihad being one of the eight gates to heaven. Ensure children know most Muslims would not want to fight as they want to lead peaceful lives. Watch clip on BBC Wales learning clips online for teachers 'Imam discusses Ummah and Jihad' and discuss how important it is for Muslims to lead peaceful lives and how most Muslims would feel about terrorism? Challenge children's thinking through some situations involving stereotyping for example 'a police officer beats up a criminal - does this mean all police officers do this? A woman backs into a lamp post. Does this mean that all women are bad drivers? Why do many people associate Muslims with war and terrorism. Explain that this is stereotyping from media presentation of events. Refer back to clip and the fact that Muslims do not like to harm any living creature. Why does this not make it into the news? The majority of Muslims try to lead good and peaceful lives. Invite a Muslim to visit to discuss these issues.</p>
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Look back at the question 'Does belief in Akhirah (life after death) help Muslims lead good lives? ' Have cards with various situations e.g. giving money to charity, fasting, looking after your family, killing someone, fighting for your country etc. (to cover learning from this term's units) In groups children to sort into those which will and won't help get a Muslim to heaven. Children to write a balanced argument to answer the key question and to conclude with their opinion.</p>	←
<p>Evidence in books: Children's writing answering the key question.</p>	

