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FOREWORD

The Executive Member for Children and Young People has recently adopted a revised Agreed Syllabus for Religious Education, again entitled Mystery and Meaning, and I am very pleased to commend it warmly to all schools.

This syllabus is strongly rooted in its established and valued predecessors, but has been re-shaped and brought up to date in close consultation with serving teachers and experienced professionals with revised and additional materials. Its aim is to continue to raise standards in Religious Education.

South Gloucestershire Department for Children and Young People values the way in which Religious Education contributes significantly to the personal development of individual pupils and enriches the life of schools. I am sure that the use of Mystery and Meaning will enable schools to continue to give pupils ever better access to an understanding of spirituality, to the meaning of religious faith and traditions, particularly of Christianity, and to a sense of respect for people of all faiths and life stances.

Thanks are due to the members of the South Gloucestershire's Agreed Syllabus Conference, to South Gloucestershire's Standing Advisory Council for Religious Education (SACRE), and particularly to the working groups of teachers and other educational colleagues who created much of the new thinking and additional materials for this syllabus.

Therese Gillespie
Director for Children and Young People
South Gloucestershire

Introduction from the Chair of SACRE

Agreed Syllabus 2009

The rate of change in human affairs is unprecedented. On the one hand there are the challenges of science and technology and on the other an ever changing multi-cultural and multi-faith society. Put these together and the result is an exciting opportunity in all aspects of education) but especially in Religious Education.

This situation encouraged the South Gloucestershire Standing Advisory Council on Religious Education (SACRE) to revise the existing Agreed Syllabus 'Mystery and Meaning' to include many topics and issues which were not concerns at the time of the previous publication. We now offer this new one to our schools in the hope that it will be a valuable and comprehensive tool for the delivery of religious education to children and students of all ages.

Religious Education plays a vital part in the development of fully rounded individuals and good society. It is therefore imperative that the interaction of the material and spiritual aspects of life are dealt with in school because, for many young people, there may not be other forums. Ethical considerations arising from issues such as global warming, world hunger, social justice, community cohesion, medical advancement and many more, all have their religious dimensions.

The South Gloucestershire SACRE is made up of working and retired members of the teaching profession plus representatives of Christian Churches and other World Faiths and from Humanism. In addition, the PSHME&C Adviser and the RE Advisory Teacher from the Department of Children and Young People assist it in its work. This Syllabus is the result of well over a year's work by a dedicated team which is united in its desire to assist and encourage the delivery of good quality RE in our schools. I therefore commend its use in every school in the area

Alderman Colin Cradock
Chair, South Gloucestershire SACRE
May 2009.

ACKNOWLEDGEMENTS

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Section 1

RELIGIOUS EDUCATION AND THE LAW

1

RELIGIOUS EDUCATION AND THE LAW an overview

Every pupil or student in a maintained school has a statutory entitlement to religious education. In 2004 the Qualifications and Curriculum Authority published the 'Non-statutory national framework for Religious Education' as guidance for local authorities, Agreed Syllabus Conferences, and Standing Advisory Councils on Religious Education. The framework explains the legal position of Religious Education as follows:

*“Religious education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents. This requirement does not apply to nursery classes in maintained schools.**

Religious education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools, other than voluntary aided schools with a religious character, it must be taught according to a locally agreed syllabus.

Each LEA must convene an ASC [Agreed Syllabus Conference] to produce a syllabus. Once adopted by the LEA, the programme of study of the agreed syllabus sets out what pupils should be taught. The attainment levels set out the expected standards of pupils' performance at different ages. The Education Act 1996 states that an agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain. Each LEA must have a SACRE. The SACRE may require a review of the agreed syllabus at any time. This is in addition to the requirement on LEAs to convene a conference to reconsider the agreed syllabus every five years.

** The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. Parents have the right to withdraw their children from all or part of religious education lessons.”*

The Relationship of Religious Education to the School

- The DFE Circular 1/94 states that, among other things, the school curriculum should promote “the spiritual, moral (and) cultural development of pupils”
- Religious Education is a statutory part of the Basic Curriculum, which also includes the subjects of the National Curriculum. Unlike the subjects of the National Curriculum, Religious Education is administered at a local rather than a national level (s69 SSFA 1998)

“Religious Education has equal standing in relation to National Curriculum subjects” (see DfEE Circular 1/94 paragraph 20)

- All community, foundation and voluntary schools must provide Religious Education for all pupils. This includes pupils at the Foundation stage and all pupils in Sixth Forms, but not those at Sixth Form Colleges or at Colleges of Further Education (see DfE Circular 1/94 paragraph 11). Sixth Form Colleges

must provide RE for all students who wish to receive it. The Education Act (1996) and the School Standards and Framework Act (1998)

The Role of SACRE

- Every Local Education Authority (LEA) shall convene a SACRE (Standing Advisory Council for Religious Education) (s390 Education Act 1996) to advise the LEA with regard to Religious Education SACRE can request the LEA to convene an Agreed Syllabus Conference to revise the Agreed Syllabus. The LEA must comply with such a request (see s391, EA 1996 and para. 3 of schedule 1)
- SACRE and the Agreed Syllabus Conference comprise four groups representing Christian and other religious denominations, the Church of England, teachers' associations and the LEA (see s390, EA 1996) SACRE may include co-opted members

The Implications of the Agreed Syllabus for Various types of School

- South Gloucestershire's Agreed Syllabus is statutory for all Community schools and Foundation schools in South Gloucestershire
- South Gloucestershire's Agreed Syllabus is statutory for all South Gloucestershire's Voluntary Controlled schools, but Voluntary Controlled schools should comply with any parents' request that their child(ren) be taught Religious Education "in accordance with any trust deed or the practice followed before the school became controlled" (see DfE Circular 1/94 paragraph 23, School Standards and Framework Act (1998) Sch 19)
- South Gloucestershire's Special schools are required to teach Religious Education in accordance with South Gloucestershire's Agreed Syllabus "as far as is practicable" (see s342(6) EA 1996)
- If any parents of pupils in South Gloucestershire's Voluntary Aided or Special Agreement schools request that their child(ren) be taught Religious Education in accordance with South Gloucestershire's Agreed Syllabus and their child(ren) cannot conveniently attend a school where the syllabus is in use, the governors or the LEA must make suitable provision, unless the LEA is satisfied that it is unreasonable to do so (see DfE Circular 1/94 paragraph 23)
- Community schools in South Gloucestershire, must continue to teach Religious Education in accordance with South Gloucestershire's Agreed Syllabus or the locally agreed syllabus of any LEA in England or Wales, produced since 1988 (see DfE Circular 1/94 paragraph 22)

Time Allocation for Religious Education

- When drawing up an Agreed Syllabus, a Conference should assume that there will be a reasonable time available for the study of Religious Education (see DfE Circular 1/94 paragraph 39)
- A previous DES Circular states that: "Reasonable time" is not defined, but "the time allocated to the subject should allow for worthwhile study" (see DES Circular 5/92 Annex A, A 12)
- South Gloucestershire's Agreed Syllabus Conference has interpreted a "reasonable time" as a minimum of 5% of curriculum time for Religious Education. Anything less than this will neither allow for "worthwhile study" nor for the statutory requirements of this Agreed Syllabus to be met

Christianity and Other Principal Religions

- The Education Reform Act 1988 states that any new Agreed Syllabus “shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain” (see s375(3) EA 1996)

Respecting the Life Stance of each Pupil

- Religious Education in Community and Voluntary Controlled schools must not seek to convert pupils, or seek to impose on them any particular religion or denomination (see DfE Circular 1/94)

School Inspections

- In a school inspection by Ofsted, Religious Education as such will not be a specific focus, but ‘spiritual, moral, social and cultural development’ must be evaluated by the inspector(s). This may overlap with aspects of Religious Education

Informing Parents/Carers

- Parents/carers must receive a written annual report containing details of the progress of their child(ren) in Religious Education. This applies to all pupils (see DfE Circular paragraph 125)

The Right of Withdrawal from Religious Education

- If the parent/carer of a pupil asks that she/he be wholly or partly excused from Religious Education, the pupil shall be excused (see SSFA s71)
- Under certain circumstances, a pupil may be withdrawn from the school premises to receive Religious Education,(see SSFA s71(3)(c))
- Under certain circumstances, a pupil at a Community, foundation or voluntary Secondary school may receive alternative Religious Education on the school premises, if the parent/carer requests this (see DfE Circular 1/94 paragraph 44 [3])
- Teachers retain the right not to participate in or to conduct Religious Education (see DfE Circular 1/94 paragraph 141).

The South Gloucestershire SACRE has produced guidance to help schools deal with any requests by parents to withdraw their child from RE lessons. This is available from the Clerk to SACRE (see page 5 for SACRE contact details). SACRE has also produced “Essential Information for Headteachers and Governors on Religious Education and Collective Worship in South Gloucestershire Schools.” This is also available from the Clerk. Both publications can also be found on the South Gloucestershire SACRE website:

<http://www.learningwithsouthglos.org/REandSACRE/index.htm>

Section 2

THE CONTRIBUTION OF RELIGIOUS EDUCATION TO PUPILS AND TO THE CURRICULUM

2A

AIMS FOR RELIGIOUS EDUCATION IN SOUTH GLOUCESTERSHIRE SCHOOLS

Religious Education aims to enable pupils to

- understand the nature of religion and what it would mean to take a religion seriously.
- develop a knowledge and understanding of various religious and non-religious interpretations of life
- to explore the spiritual dimension of experience.

These two faces of the subject are sometimes referred to as ‘Explicit’ religious education (AT1 – Learning about) and ‘Implicit’ religious education (AT2 – Learning from).

In order for pupils to understand ‘what it would mean to take a religion seriously’ they will need to develop an empathetic appreciation of how a practising member of a religion lives out their faith in everyday life.

Religious Education does not seek:

- to persuade pupils to adopt a religious viewpoint
- to impose a particular interpretation, Christian or otherwise.

Rather it opens pupils’ awareness to a range of possibilities and life stances including humanism, giving them the means to explore these in an informed and open way.

In order for pupils to understand ‘the nature of religion’ they need to be made aware of those fundamental aspects of human existence in which religion is rooted. This spiritual dimension to life includes experiences, feelings, thoughts and questions that are almost universal. These include

- having a sense that all things are somehow connected;
- having moral convictions;
- questioning the meaning and purpose of life;
- perceiving that reality is ultimately mysterious;
- responding with feelings of awe and wonder to the natural world.

For some individuals, groups and societies, religion has provided a profoundly satisfying interpretation of these spiritual aspects of experience, but it is clear that for others it does not.

Therefore effective religious education needs to provide young people with the concepts, skills and attitudes needed both to learn about religion and to learn from religion.

Effective Religious Education should therefore:

- Enable pupils to appreciate and respect the life stances of others.
- Enlighten pupils in their own quests for meaning and purpose.
- Empower pupils to reach the decisions life calls for in responsible ways.
- Encourage pupils to mature in respect of their own beliefs, attitudes and values.

2B

THE CONTRIBUTION OF RELIGIOUS EDUCATION TO PUPILS' DEVELOPMENT

In religious education pupils, can learn appreciation and wonder by:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

Developing successful learners

Religious Education offers insights into human beliefs, values and behaviour and considers challenging questions and responses. It also encourages pupils to learn about different kinds of thinking and how faith and reason can help people to find meaning in life.

Developing confident individuals

Religious education makes an important contribution to the personal and social development of pupils. The development of secure values and beliefs plays an important part in pupils' emotional and spiritual wellbeing. They learn to be secure in expressing their beliefs and values. Their study of Christianity gives pupils an understanding of one of the key influences in shaping British society and their study of other religions gives them an understanding of the richness of life in the UK.

Developing responsible citizens

Through religious and moral education, pupils can be encouraged to develop an understanding and respect for people of faiths and beliefs other than their own and for those who adopt a stance for living which is independent of religious belief. By considering moral and ethical questions in a secure environment, pupils can develop their own ability to make moral and ethical judgements about right and wrong. They can learn to act with concern for others and for the world in which we live.

Developing effective contributors

One of the most important outcomes of learning through religious and moral education is that pupils put their values and beliefs into action in positive ways which benefit others in the local, national and global communities.

Developing people who make a positive contribution (See Every Child Matters section below)

Religious Education contributes to the Every Child Matters agenda in the following ways:

Enjoy and achieve Pupils can be enthused and inspired by RE. They enjoy exploring beliefs and practices and gain satisfaction from engaging with issues of meaning and value. Investigating the place and impact of religion in the modern world develops pupils' curiosity and imagination. Encountering and making sense of ideas for the first time allows pupils to enjoy their own search for meaning.

Pupils can respond positively to vigorous debates, to the respectful sharing of beliefs and feelings, and to the discovery of places of worship. They enjoy meeting people of different cultures and beliefs. They can rise to the challenge of understanding texts, expressing ideas and dealing with ultimate questions, celebrating their insights and achievements.

Be healthy

Health can be understood on physical, intellectual, emotional, ethical and spiritual levels. When pupils explore the impact of practices and ways of life on how people live their lives, they are helped to make informed choices about ideas and lifestyles. Religions and beliefs can be either life-affirming or damaging in their teaching about the human condition. Evaluating both kinds of beliefs can lead pupils to positive and healthy attitudes. When pupils confront ethical issues such as relationships, drugs, advertising, genetic research or violence, they learn how to make wise decisions, to help or advise others and to understand moral or emotional pressures. By gaining an understanding of ideas such as temptation, desire and emptiness, pupils strengthen their understanding of spiritual and moral perspectives on health and wellbeing.

Stay safe

Young people often wrestle with questions such as 'What can I believe in?' 'Who is a trustworthy friend?' 'Where are the exciting ideas and activities to be found?' 'How do I weigh up the integrity of a person or a group?' RE offers pupils lively opportunities for evaluating the safety of ideas, relationships and practices. By learning about religious and ethical rules governing care of children, respect for friends and neighbours and responsibility for crime, pupils widen their understanding of safe and unsafe situations. By learning from themes such as authority, ethics, relationships, and rights and responsibilities, pupils can deepen their understanding of, and commitment to, safe lifestyle choices.

Make a positive contribution

RE invites pupils to voice their questions and hopes, to engage with major issues affecting their futures and to consider the contributions made by religions and beliefs. RE offers a structured forum for sharing insights and developing an appreciation of different points of view. It encourages pupils to investigate, discuss and build reasoned arguments, giving them experience of dealing with difference respectfully. By engaging with themes such as justice, authority, interfaith dialogue and the environment through local community involvement, pupils learn they can make a difference. Using ICT to discuss these themes with other schools, in the UK or overseas, helps pupils understand that their generation can contribute to, and shape, the future.

Achieve economic wellbeing

RE offers young people the skills for living successfully and ethically in an increasingly complex economic world. Pupils can use their understanding of beliefs and teachings to perceive how economic activity can help or harm humanity, other species and the planet as a whole. Pupils can develop their knowledge and understanding of themes such as equality and justice, prejudice and discrimination, human rights, fair trade, the environment and climate change, and religious rules on financial matters. By considering and responding to these issues, pupils develop their awareness of how economic wellbeing connects to beliefs, attitudes and lifestyle choices. Preparation for the world of work includes understanding the differing needs of others in relation to understanding the nature of a contract and the characteristics of trustworthiness, imagination or empathy. RE can develop pupils'

awareness of the personal attributes that many employers look for. The workplace can also present pupils with specific religious issues such as diet, clothing, use of money, use of time for prayer, or values and attitudes. RE can provide future employees and employers with crucial information on working with a diverse workforce and public and enrich their understanding of economic and social systems.

Promoting spiritual, moral, social and cultural development through religious education

Spiritual development has been described as the development of the awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to.

Religious education provides opportunities to promote ***spiritual development*** through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

In developing pupils' spiritual awareness, therefore, teachers need to start from pupils' own experience, and help them to develop those capacities and skills which will enable them to explore more fully their own feelings, and those of other people.

These will include:

- ability to use all one's senses;
- ability to use one's imagination fully;
- ability to reflect on one's experience;
- confidence to express inner thoughts in a variety of ways;
- appreciation that some of our deepest insights come through stillness and silence;
- appreciation that silence can be a means of communication.

'Stilling' and 'reflective' diaries are practical and valuable ways of enabling pupils to develop inner awareness, and to value this aspect of their being, while 'standpoints exercises' encourage pupils to consider different points of view, and come to decisions as to what they believe on a variety of issues, and why. Teachers may find them useful in developing Attainment Target 2. More information on stilling may be found in Section 7G

Religious education provides opportunities to promote **moral development** through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious people and their leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious education provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting citizenship through religious education

Religious education plays a significant part in promoting **citizenship** through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Promoting personal, social and health education through religious education

Religious education plays a significant part in promoting **personal, social and health education** through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings,
- considering issues of marriage, civil partnership, family life and friendship and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Religious Education also has much to contribute to cross-curricular dimensions and themes such as equal opportunities, and education for life in a multicultural society. That all human beings are ultimately of equal value is a spiritual concept reflected in many religious teachings. This concept underpins the whole understanding of Equal Opportunities. In helping young people to respect and come to a degree of empathetic understanding of cultural traditions other than their own, the purpose of multicultural education is at one with a central aim of Religious Education. It provides a valuable context for children to learn about and appreciate the range of national, religious and ethnic identities found in the United Kingdom.

More specific guidance to schools on SMSC Development is provided in SACRE's 'A Whole School Policy for Spiritual, Moral, Social and Cultural Development.'

2C

THE CONTRIBUTION OF RELIGIOUS EDUCATION TO OTHER CURRICULAR AREAS

Religious Education and the Humanities

In many Primary schools in South Gloucestershire, a Humanities co-ordinator may have responsibility for History, Geography and Religious Education. In many of South Gloucestershire's Secondary schools, Religious Education is a subject taught within the Humanities faculty. At a purely practical level, many Secondary co-ordinators of Religious Education value the support they receive by being a teacher within a Humanities faculty. Examination boards continue to classify Religious Studies as a Humanities subject.

There are sound educational reasons for continuing to preserve the relationship between Religious Education, History, Geography and other Humanities subjects:

- Any view of History will be incomplete unless it takes account of the profound influence of religion upon human activities
- In exploring the relationship between people and the natural environment, Geography cannot ignore the effects of beliefs

However, it is important to appreciate that the methodology used by these two subjects covers common ground from a different perspective, which affects the way religion is perceived. Other options could usefully be explored, for example through the Arts, Science and Literature as follows.

Religious Education and the Creative Arts

In order for young people to understand how religion operates, it is vital that they are given frequent opportunities to explore various creative and symbolic means of expression. In this important aspect of the subject, Religious Education shares a common purpose with creative arts subjects such as Art, Music, Dance, Drama and English. In view of this shared purpose, there is much to be gained from co-ordinating work in specific topics with that done in creative arts. It is important in such instances to maintain the progression set out for RE.

Reasons for placing Religious Education within a Creative Arts faculty:

- The explicit features of religion (the buildings, writings, festivals, symbols, etc) can be seen as a corporate expression of the response of certain human groups to the spiritual dimension of experience
- Many works of art may be described as creative expressions of the response of individuals (artists usually work alone) to the spiritual dimension of experience. Religion and Art have a reciprocal relationship
- Religious responses are expressed through the language of art: painting, sculpture, music, architecture, movement
- Art, in expressing and/or evoking beauty, awe, wonder, mystery, order, harmony, etc., articulates the spiritual aspects of human experiences in which religion is rooted
- Religion deals with transcendence. Because religious truths go beyond the normal, recognised order of things, it is hard to find a way of putting them into

words. This is why religion uses the language of symbol and suggestion. In attempting to express the inexpressible, religion uses language in a way that is essentially non-literal

Religious education and the use of language

Religious education can make an important contribution to pupils' use of language by enabling them to:

- acquire and develop a specialist vocabulary
- communicate their ideas with depth and precision
- listen to the views and ideas of others, including people from religious traditions
- be enthused about the power and beauty of language, recognising its limitations
- develop their speaking and listening skills when considering religions, beliefs and ideas and articulating their responses
- read, particularly from sacred texts
- write in different styles, such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas
- evaluate clearly and rationally, using a range of reasoned, balanced arguments

Religious Education and the use of story

Often story is the only vehicle sufficiently adequate to convey the insight which the teacher wishes to explore; a truth which is self-evident in the teaching styles of the great religious leaders.

It is also important to children's personal development because stories important to our family and community shape our lives and give us our identity.

- Story proposes that the world of experience has pattern and purpose.
- Story alerts children to the range of the human spirit and its capacity for good and evil
- Story provokes insight into oneself and the quest for ones identity
- Story deals with the strength and fragility of human relationships
- Story encourages feelings of empathy and reassures the reader/listener that others also share difficulties and triumphs
- Story enhances awareness and perception of the natural world
- Through imagination, story enlarges the range of experience available and calls attention to feelings, interests and needs and issues that might not touch us otherwise
- Story permits the child to distance that which is difficult or disturbing in personal experience
- Through story, children explore ideas and experiences not previously encountered and can prepare themselves for the future
- Story introduces themes and symbols which are special to religion

Religious Education and the Renewed Framework for Literacy

The Framework requires that from the earliest years children have access to a wide range of stories that help them to understand language and literature.

The Framework has devised certain strategies for pupils to engage with story text, e.g. exploring character, plot, use of metaphor and other non-literal language, the

author's intention etc. All these strategies may be employed when studying and learning from religious stories to extract meaning for the faith community and the children themselves.

Activities that increase understanding of story may include:

- engaging in role-play and drama — hot seating; retelling a story; freeze framing significant moments; retelling with props;
- using poetry — change a story into poetry; create a senses poem around a story; acrostic poems;
- writing activities — diary; letter writing; bubble speech; newspaper reporting; magazines; retelling in booklets; guides; sociograms showing relationships in a story; write alternative endings and 'what if' scenarios; write questions to interrogate a central character; consequences of a character acting differently, inviting and devising questions for visitors;

Non-fiction writing that may include personal reflection and response

- Recount — e.g. retelling events of Holy Week
- Report — e.g. how Hindus carry out puja
- Instructions — e.g. relating in clear steps of how to carry out wudu
- Explanation — e.g. explanation of why Muslims keep the fast during Ramadan
- Persuasion — e.g. design posters to put across a point of view, such as against the arms trade
- Discussion — e.g. weigh up arguments for and against abortion

Points to avoid:

- asking pupils merely to read through a passage and answer questions leading to regurgitation without understanding
- ICT lessons where pupils visit sites with a reading age far beyond their capability and copy information which they do not understand

Resources:

Literacy in RE, Janet Dyson. KS3 Consultant (TLF), Barking and Dagenham LEA in 'Themes in RE: Learning from Religions' Teachers Resource Files, Book 1, Heinemann 2002.

Literacy in Religious Education, KS3 National Strategy Guidance, DFES

Religious Education and Numeracy

Religious education provides opportunities for pupils to develop key numeracy skills including:

- **application of number** through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis

An RE professional journal has argued that there is nothing in this for RE and that a cited example of counting the books in the Bible is pointless. However, tasks which many teachers routinely use, rather than contriving are:

Counting and calculating

- Islam — study of Arabic number patterns;
- Filling in personality questionnaires and charting scores;

- If one candle is lit on the first day of Hanukkah, 2 on the second etc. up to 8 days, how many candles should there be in a candle box?
- Imagine how many years you would live if you kept being reincarnated over and over again;
- The way 613 Commandments of the Torah are symbolised in kabbalistic number e.g. tefillin;
- The number of hours worked by a priest with so many hours allotted for visiting, so many for services etc;
- What is infinity?

Presenting statistics gleaned from surveys or in class standpoints exercises in graphs, pie charts etc. (especially if using ICT) e.g. how many believe in reincarnation? How many have been baptised/christened? How many think you should let a child decide for him/her self? Pollution surveys e.g. How many recycle bottles, newspapers, etc. Who thinks this school has an excessively large/reasonable amount/hardly any litter?

Religious Education and Information Technology

Religious education can make an important contribution to pupils' use of ICT by enabling pupils to:

- use CD-ROMs and the internet selectively,
- research information about religions and beliefs, teaching and practices,
- use email to communicate and analyse information with people of differing beliefs and cultures,
- make appropriate use of the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
- use email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
- research historical and current documents e.g. the statements of current religious leaders, quotes from secular on-line newspapers
- read readings, prayers, meditations and watch live services e.g. meditations from Taize
- compare accounts from members of faith communities to supplement books and combat stereotypical views
- research personal witness that applies beliefs to real life situations, e.g. personal Bar Mitzvah pages, Hajj Information Centre's hajj updates
- discover photos, pictures and images e.g. different images of Jesus
- take virtual tours of religious buildings e.g. a 'virtual tour of the golden temple' in Amritsar, catacombs of Rome
- use music and scripture readings, prayers and hymns from different faiths e.g. the Adhan, Hindu bhajans and Buddhist chants
- read online religious journals, magazines and newsletters that reflect current issues
- explore charities, organisations e.g. CAFOD's 'school zone' or the shared daily online newspaper. 'OneWorld'
- view museums and exhibitions e.g. Anne Frank's house in Amsterdam
- view non- RE Resources e.g. India's tourist board site, NASA photos from the Hubble Space Telescope
- take part in quizzes and Games e.g. BBC 'Education's 'Bitesize Revision'

- use spreadsheets and databases to handle and present data relevant to the study of religious education
- analyse data about belief and practice
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
- use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.
- become aware of the moral impact of IT on different communities
- survey the response of secular and religious groups to the changing world
- present work through desk-top publishing

More guidance on internet issues can be found at:

RE-XS <http://re-xs.ucsm.ac.uk> and <http://www.reonline.org.uk/>

The South Gloucestershire website has hyperlinks to the sites on the following pages from: <http://www.learningwithsouthglos.org/REandSACRE/index.htm>

2D

DEVELOPING SKILLS AND ATTITUDES IN RELIGIOUS EDUCATION

Skills in Religious Education:

Religious Education utilises many of the same skills as other subjects. There are, however, certain key skills which pupils will need to develop and use in order to meet the two Attainment Targets. By using thinking skills, children can focus on knowing *why* and *how* as well as *what* — on learning how to learn. Religious Education naturally promotes critical thinking and can focus thinking for learning in all areas of the curriculum. Five areas are listed in Curriculum 2000. Activities that integrate these skills are encouraged. Careful attention should be given to the planning and development of the tasks, which require pupils to use such skills increasingly over the key stages.

RE teaching is intended to develop

- a) Investigation — including the ability to:
 - ask relevant questions;
 - know how to use different sources to gather information
- b) Application — including:
 - using RE learning in new situations;
 - making connections between religions and personal, community, national and international life.
- c) Reflection — in RE this includes abilities such as
 - reflecting on religious beliefs and practices and ultimate questions;
 - reflecting upon feelings, relationships, and experiences.
- d) Expression— in RE this includes abilities such as:
 - explaining concepts, rituals and practices;
 - identifying and articulating matters of deep conviction and concern in a variety of ways;
 - responding to religious issues through a variety of media;
 - using the arts to communicate questions, thoughts and feelings.
- e) Empathy — includes:
 - considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
 - seeing the world through someone else's eyes.
- f) Interpretation — in RE this includes
 - drawing meaning from artefacts, works of art, symbols, and stories;
 - finding meaning in religious language; suggesting meanings of religious texts.
- g) Analysis
 - distinguishing between opinion, belief and fact;
 - distinguishing between the features of different life stances.
- h) Synthesis — including:
 - linking significant aspects of religion together in a coherent pattern.

- connecting different aspects of life into a meaningful whole.
 - using learning to speculate or explain about new situations
- i) Evaluation — in RE this includes abilities such as:
- developing criteria for judging and evaluating information; the ability to judge the value of what is read
 - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience;
 - drawing balanced conclusions.

The development of these skills is not exclusive to RE. Common ground may be found with other curriculum areas, particularly with Personal, Social and Health Education and Citizenship Education.

Religious education also provides opportunities for pupils to develop key skills including:

- **communication:** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments (see also RE and Literacy on page x)
- **working with others:** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity.
- **improving own learning and performance:** through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work.
- **problem solving:** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.
- **information processing skills:** locating and collecting relevant information; the ability to sort, classify, sequence, compare and contrast; using skills of analysis and interpretation
- **reasoning skills:** giving reasons for opinions and actions; the ability to make deductions, decisions and judgements; the ability to use language precisely and draw inferences
- **enquiry skills:** asking relevant questions, testing conclusions; the ability to pose and define problems; the ability to plan and predict and to test conclusions
- **creative thinking skills:** generating and extending ideas; the ability to use the imagination and to look for alternatives
- **financial capability through considering the responsible use of money:** the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment
- **creativity and culture:** through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts

- **education for racial equality and community cohesion:** through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and co-operation through dialogue between people of different faiths and beliefs
- **effective contributions to scientific, medical and health issue:** through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion
- **links to employment, vocations and work-related learning:** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of religious education to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work, e.g. by exploring diversity and ethical issues in the workplace, the role of voluntary (such as development) agencies and the various ways in which people express their commitments in practice.
- **education for sustainable development:** through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

Attitudes In Religious Education

Encouraging the development of attitudes such as respect, care and concern is a matter for the whole school. Religious Education supports a positive ethos and environment in school where there is consistency between what is taught and what is experienced.

Some attitudes are fundamental to RE for they are prerequisites for entering into studying and learning from them. The following attitudes are to be fostered through the Agreed Syllabus.

a) Curiosity — in RE this includes:

- developing an interest in key questions of meaning and purpose
- exploring the nature of religious practices and teachings
- through mysterious lines of thinking to see where they lead

b) Commitment — in RE this includes:

- understanding the importance of commitment to a set of values by which to live one's life
- the ability to learn, while living with certainty and uncertainty

c) Fairness — in RE this includes:

- listening to the views of others without prejudging
- careful consideration of other views
- looking beyond surface impressions

d) Respect — in RE this includes:

- respecting those whose beliefs and customs are different to one's own
- appreciating that religious convictions are often deeply held
- discerning between what is worthy of respect and what is not.
- recognising the needs and concerns of others and avoiding ridicule

e) Self Understanding — in RE this includes:

- developing a mature sense of self-worth and value
 - developing the capacity to discern the personal relevance of
 - religious questions
 - appreciating the role of belief and tradition in identity and culture
- f) Open Mindedness — in RE this includes:
- developing the confidence in one's own identity to appreciate the identity of others
 - openness to points of view that differ from one's own
 - the ability to argue or disagree reasonably and respectfully (without belittling or abusing others)
- g) Critical Awareness — in RE this includes:
- a determination to examine ideas, questions and disputes about religious and spiritual questions without prejudice.
 - the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.
- h) Enquiry — in RE this includes:
- a desire to seek after the truth
 - an interest in answerable and apparently unanswerable questions
 - a capacity to live with ambiguities and paradox
 - a willingness to value insight and imagination as ways of perceiving reality
 - a desire to explore deeper questions and search for answers
- i) Awareness — in RE this includes:
- willingness to value insight and imagination as ways to perceive reality
 - being prepared to acknowledge prejudice and bias in oneself
- j) Empathy — in RE this includes:
- an ability to appreciate an individual or group with sensitivity and perception
 - developing an ability to consider others' feelings, responses and points of view.

Section 3

THE PROGRAMMES OF STUDY

3A

**THE PROGRAMMES OF STUDY for
ALL KEY STAGES 1, 2, 3 & 4 and Post-16.**

**The Programmes of Study for each Key Stage
are divided into six strands,
3 in AT1 and 3 in AT2.**

**AT1 ‘Knowledge & Understanding of Religion’
(Explicit Religious Education; Learning **about**
religion)**

**Strand 1: Beliefs and Teachings
Strand 2: Practices and Lifestyles
Strand 3: Expression and Language**

***AT2 ‘Reflection on & Response to the
Spiritual Dimension of Experience’
(Implicit Religious Education; Learning **from** religion)***

***Strand 4: Identity and Experience
Strand 5: Meaning and Purpose
Strand 6: Values and Commitments***

3B

INTRODUCTION TO THE PROGRAMMES OF STUDY

The Programmes of Study contained in this Agreed Syllabus stipulate the learning opportunities that must be provided in Religious Education during each Key Stage. Their purpose is to help teachers to plan an appropriate and relevant religious education curriculum, one that provides a balance between breadth and depth as well as achieving continuity and progression.

Teachers may cover aspects of Religious Education that are not included in the Programmes of Study, but this must be in addition to what is prescribed.

The Strands

The Programmes of Study have been divided into 6 strands which run throughout the four Key Stages and Post-16 in order to facilitate continuity and progression. The Programmes of Study are arranged in this way to make them more manageable, enabling teachers to select appropriate content from different strands which can then be combined and taught in an integrated way.

In many ways the strands provide artificial divisions of the subject as the learning opportunities indicated under one strand will be closely related to those given under another, but the intention is to encourage an interweaving and balance between AT1 and AT2 that enhances pupils' learning experience. Therefore there are three strands for AT1 and three for AT2.

Key Questions within each Strand

A set of key questions is provided for each strand from which to draw out clear learning objectives. A range of these as indicated within each key stage, must be covered by all pupils in Key Stages 1, 2 & 3. The only pupils to whom they do not apply are those whose parents have withdrawn them from Religious Education and pupils at Special Schools for whom some of the requirements may have been deemed as 'not practicable'.

For students at Key Stage 4 and Post-16 who are following an examination course in Religious Studies it should be assumed that the requirements of the Agreed Syllabus have been met and they should not be required to follow an additional Religious Education Programme of Study. However, the Religious Education Programmes of Study must be provided for those students not taking an examination course. This does not apply to any students whose parents have withdrawn them from Religious Education and for those students at Special Schools for whom some of the requirements may have been deemed as 'not practicable'.

The key questions indicate general areas of content or themes rather than prescribing specific subject matter.

At **Key Stages 1 and 2** teachers should plan topics that deliver key questions drawn from all the Strands. In order to deliver a coherent picture of what it means to take a religion seriously, teachers should, in planning topic work, make sure that all the Strands are used. Teachers are free to use their own professional judgement in developing modules of work. However, to assist teaching, the key questions have been drawn together into exemplar planning grids to illustrate appropriate content for each faith (see **Section 6**). There is no requirement to list every Strand covered in every R.E. lesson, nor to cover every Strand for every religion studied.

At **Key Stages 3, 4 and Post-16** some resources, ideas and exemplars have been provided to demonstrate how to integrate AT1 'Explicit/Learning about' and AT2 'Implicit/Learning from' aspects of Religious Education (see **Section 6**). Teachers are free to use their own professional judgements in developing modules of work, although examples chosen should be of central significance to the religions concerned rather than peripheral.

In all key stages, some of the Key Questions contained in these Programmes of Study could be covered in other curricular areas. If this is done, then careful planning and co-ordination will be required; the R.E. components must be clearly identified within the appropriate Schemes of Work. An R.E. context can also successfully contribute to the understanding of aspects of other subjects (see Section 2C) (The Contribution of Religious Education to Other Curricular Areas).

3C

RELIGIOUS EDUCATION IN THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is statutory. It sets the standards for learning, development and care for children from birth to 5. Religious Education is statutory for all children as part of the EYFS curriculum.

The new Early Years Foundation Stage Curriculum is based on four key principles which are supported by 4 themes: These principles and themes should underpin all provision for children in the EYFS stage. These principles are

1. Every child is a competent learner from birth who can be resilient, capable, confident and self assured.
2. Children learn to be strong and independent from a base of loving and secure relationships with parents and or key person.
3. The environment plays a key role in extending children's development and learning.
4. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Key Themes

1. A unique child. Religious Education can support this by:
 - developing a sense of identity and belonging
 - providing opportunities for personal reflection and spiritual development.
 - encouraging children to use their imagination and inquisitiveness to develop their appreciation and wonder of the world
2. Positive relationships. Religious Education can support this by:
 - developing respect and sensitivity to others, particularly those who have different faiths and beliefs
3. Enabling environments. The Environment should nurture and extend children's emotional and spiritual well-being through:
 - positive attitudes to differences.
 - resources that combat prejudice and provide an encounter with the unfamiliar.
 - an encounter with different places of worship.
 - opportunities to explore books and visual displays of special times and festivals
 - interaction with and through objects or sacred artefacts and special people in relation to religion.
 - a place to encourage quiet times for reflection.

4. Learning and development.

Religious Education can support children in their development of:

- their understanding of right and wrong
- awareness of beliefs about God in both the Christian and other faiths
- an awareness of the different practices, traditions and celebrations of religions. e.g. prayer.
- a religious vocabulary

These four themes permeate through the six 'Areas of Learning'. Religious Education contributes principally to the areas of learning in:

Personal, social, emotional development by planning to provide:

- positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds
- activities that promote emotional, moral, spiritual and social development together with intellectual development

Examples:

Children use some stories from religious education as a stimulus to reflect on their own feelings and experiences and explore them in various ways. e.g. The Christian parable of the lost coin. From this children may:

- explore feelings associated with losing and finding precious possessions e.g. a favourite teddy, through role play
- explore feelings associated with being lost and found. e.g. in a shop.
- develop sensitivity towards the feelings of others
- begin to understand that some people believe that God takes care of them

From the Islamic story of the crying camel, children could explore:

- the words and actions of characters and decide what they would have done in a similar situation
- how they take care of their pets
- the work of a vet and role-play visiting a vet's surgery
- issues of right and wrong in relation to animals

From the Religious Education QCA non-statutory national framework:

Children can hear about Jesus' parable of the mustard seed. The teacher emphasises that the seed in the story grew into a tree and became a safe place for birds. The children could

- talk about what helps them to feel safe. Role play situations could be set up in which children consider their safety
- observe, discuss tiny seeds and plant seeds
- make up a dance about the growth of a seed or draw what they would like to grow into
- take a walk to look at trees, touch them and discuss how to look after them

Communication, language and literacy by planning to provide opportunities to

- respond creatively, imaginatively and meaningfully to memorable experiences. e.g. having a special meal in response to the Shabbat meal
- respond to a religious celebration. e.g. the children could make a sukkah in response to the festival of sukkot
- talk about the special celebrations in their own lives

- recall some elements of religious stories. e.g. retelling the Christmas story using nativity figures
- respond to artefacts and music from different faiths and cultures, learning about important celebrations

From the Religious Education QCA non-statutory national framework:

In a theme about 'books' or 'favourite stories', children look at a child's Haggadah and are encouraged to ask questions about it. The children are told it is a special book for a Jewish child who is celebrating Passover. The children are told the story of Passover. The teacher talks about the children learning Hebrew and having an important job to do at the celebration meal.

Children can

- learn the words 'Jewish' and 'Hebrew'
- think about where and how they learn and how it feels to do something really well
- discuss and share their favourite books
- look at dual-language books and share stories
- make a class book of 'Favourite stories' or 'Favourite Celebrations'
- learn about the importance of God and prayer to some people
- learn about the importance of remembering events from the past

These experiences can help children to appreciate the importance of stories and sacred texts in religion, develop respect for the beliefs and values of others and extend their vocabulary.

Knowledge and understanding of the world by planning to

- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special education needs and disability issues
- give children information which challenges cultural, racial, social and gender stereotypes

Examples

Children are encouraged to:

- ask and answer questions about religion and culture
- reflect on the idea that the love of God is important for some people.
- explore places of worship. These can also be accessed on the Internet and in such sites as 'Espresso'
- show respect
- handle and explore artefacts with curiosity and respect. They learn the names of some of these artefacts

From the Religious Education QCA non-statutory national framework:

With a theme of 'buildings' or 'special places', children can look at pictures, videos or visits to some places where children may go with their families to worship God, such as a church, mosque or Hindu temple. They can:

- discuss some of the similar and different distinctive features, and observe patterns

- can talk about the building materials used in such buildings and where they are used
- can talk about what happens in the building
- can talk about somewhere they have remembered visiting
- photograph significant places in their local area

These experiences help children to learn about places of worship, and relate this to their own special places. They begin to be aware of their own cultures and beliefs.

Creative development by planning to provide opportunities to explore how religion is expressed through the arts and symbols

Examples

Children could

- use religious artefacts, pictures and symbols to stimulate a response in a variety of ways. e.g. by exploring through the senses, colour, texture and shape and form
- think about and express meanings associated with religious symbols. e.g. looking at Sikh kara (bracelet) symbolising the eternal love of God
- share their own experiences and feelings and those of others, and are supported in reflecting on them. e.g. Use colours to make an abstract picture of how you are feeling. Make a collage of feelings on people faces
- respond to a variety of religious music

From the Religious Education QCA non-statutory national framework:

Look at photographs, DVDs, videos of rivers and waterfalls. Discuss how water moves. The teacher could tell the Hindu story of how their sacred river, the Ganges was formed, and how this can help some people imagine what God may be like. The children could:

- look at Hindus bathing in the Ganges and discuss why the river is important to them
- explore water through play
- create a river collage using a variety of media
- make a river dance, using lengths of coloured fabric and accompany it with percussion music

Through these experiences, children develop their imagination through creative and expressive arts. They think about the importance of water as a symbol in religion and why some people regard particular places as sacred

All areas must be delivered through planned and purposeful play (indoors and outdoors) with a balance of adult-led and child initiated ideas. See Practice guidance for the Early Years Foundation Stage

Assessment: Systematic observations and assessments should be made of each child's achievements, interests and learning styles. See the 'Look, listen and note' section of the Early Learning goals in the 'Practice guidance for the Early Years Foundation Stage.' These will then enable the Practitioner to make judgements against the Early Years Profile Statements if the child is in the last year of the Foundation Stage.

Persona Dolls representing different faiths have been used successfully in the Early Years setting. Some examples of how this might be done are provided with the Schemes of Work

A helpful resource:

Handbook for Religious Education in the Foundation Stage. Solihull Metropolitan Borough Council. Education Department. Tel: 0121 704 6636

3D

KEY STAGE 1 OVERVIEW

What is statutory

Programmes of Study	Studies based on at least one key question from each strand per year.
Number of Religions Taught	At least two religions, one of which must be Christianity
Time Allocation	5% of curriculum time
Assessment	The eight level scale should be used for assessment. Two assessments a year.
Reporting to parents	An annual report informed by the level descriptors, with a level specified at the end of the Key Stage.

What is non-statutory

All the additional advice provided in the Agreed Syllabus on planning, organisation, delivery and resources (Sections 6, 7 and 8)

PROGRAMME OF STUDY

KEY STAGE 1

The key questions below are presented in an order that meets, progressively, the demands of the eight level scale. Teachers should select a minimum of one key question from each strand each year considering which are most relevant to the developmental stage of pupils in their classes. ***However, it is possible to teach all key questions to all eight levels through developing differentiated learning materials, particularly if the schemes of work in this document are followed.***

All references to AT2 are in italics.

Strand Description	1:		Beliefs and Teachings	BT
	2:	AT1	Practices and Lifestyles	PL
	3:		Expression and Language	EL
	4:		<i>Identity and Experience</i>	<i>IE</i>
	5:	AT2	<i>Meaning and Purpose</i>	<i>MP</i>
	6:		<i>Values and Commitments</i>	<i>VC</i>

Strand Description 1: Beliefs and Teachings

Key Question: What might God be like?

L1 Pupils will recall some religious stories that suggest what God might be like.

L2 Pupils will retell some religious stories that suggest what God might be like

L3 Pupils will make links between stories and what members of a faith community believe about God.

Key Question: Which stories help people to understand what God is like?

L1 Pupils will use some religious words and phrases from stories they heard about God

L2 Pupils will identify characteristics of God and his relationship with people from the stories they have heard e.g. The Good Shepherd, Abraham.

L3 Pupils will begin to use a developing religious vocabulary to describe how God is understood through religious stories.

Key Question: What do religious stories mean to members of the faith community?

L2 Pupils will identify how believers respond to important stories and how this makes a difference to their lives. They will reflect upon their own understanding of these stories. i.e. Ruth and Naomi.

L3 Pupils will make links between stories and beliefs in the faiths they have studied.

Strand Description 2: Practices and Lifestyles

Key Question: What happens at the celebration of a religious festival?

- L1 Pupils will name and recognize features of key festivals and celebrations in a faith, e.g. Shabbat, Divali.
- L2 Pupils will identify what happens at a religious festival.
- L3 Pupils will make links between how people celebrate in different faiths.

Key Question: How do religious people demonstrate commitment to their community?

- L1 Pupils will recognize how some members of a faith community demonstrate their faith by their practice and lifestyle.
- L2 Pupils will identify how members of a faith community demonstrate their faith by e.g. services they attend, regular commitments, including prayer and rituals in a holy place.
- L3 Pupils will describe ways in which members of a faith community show their commitment to their community.

Strand Description 3: Expression and Language

Key Question: What stories, poems and teachings are found in sacred texts? Why are they important to people of faith?

- L1 Pupils will name/recognize different types of sacred texts e.g. The Holy Bible, The Holy Qur'an, Torah, Guru Granth Sahib, and will show simple knowledge and understanding of key stories and teachings.
- L2 Pupils will identify the importance of sacred texts to members of a faith community
- L3 Pupils will begin to identify the impact of sacred texts on believers' lives.

Key Question: Where are the places for worship in my locality?

- L1 Pupils will name /recognize sacred buildings in their locality
- L2** Pupils will identify features of sacred buildings
- L3** Pupils will recognize similarities/ differences between places of worship.

Key Question: Why is a place of worship important to believers?

- L1 Pupils will name and recall features of a place of worship e.g., its furniture, artefacts, and important symbols
- L2 Pupils will identify why a place of worship is important to believers e.g. worship, prayer and teaching.
- L3 Pupils will describe some forms of religious expression within a place of worship

Key Question: What can we learn about a place of worship from religious artefacts?

- L1 Pupils will recognize and name some artefacts in a place of worship
- L2 Pupils will identify how artefacts help believers to worship
- L3 Pupils will describe how religious artefacts help people to worship.

Key Question: Which faith stories are linked with different festivals?

- L1 Pupils will recall some stories associated with religious festivals

L2 Pupils will identify stories connected with the traditions and current practice of certain festivals e.g. Christmas, Hanukkah,

L3 Pupils will make links between a story told within a faith and how that story is experienced and expressed in a religious festival i.e. Divali through drama, dance etc.

Key Question: How do people use the Arts and symbolism in a place of worship?

L1 Pupils can recognize some symbols and visual forms of religious expression in a place of worship.

L2 Pupils suggest meanings for religious symbols, icons and other art.

L3 Pupils can describe some symbols and artwork and identify why they are important to believers e.g. calligraphy in the mosque, statues in a church.

Strand Description 4: Identity and Experience

Key Question: How do I celebrate events special to me?

L1 Pupils will talk about and share memories about celebrations in their own experience e.g. birthdays, Baisakhi, birth of a new baby.

L2 Pupils ask and respond sensitively to questions about their own and others experiences and feelings about special events in their lives.

L3 Pupils identify events that are significant to them.

Key Question: How do other people care for me?

L1 Pupils will talk about how people they know show love, care and responsibility towards them e.g. relatives, friends, teachers

L2 Pupils will respond sensitively to questions about their own and others experience of being cared for

L3 Pupils will identify what influences them, making links between their own and others experiences.

Key Question: What books/ stories are special to me?

L1 Pupils will name books that are important to them.

L2 Pupils will identify books that are special to them, giving reasons for their choices and suggesting how they look after their special books e.g. photograph albums, their baby book, books handed down in the family, special interest books about a hobby.

L3 Pupils will identify how some books have influenced them.

Key Question: What places and special objects are important to me?

L1 Pupils will talk about their own and other special places and objects.

L2 Pupils will identify what makes places/objects important, and what memories are associated with them.

L3 Pupils identify places/objects that influences them, making links between others and their experiences.

Key Question: Where do I belong?

L1 Pupils will talk about their own experiences of belonging to different groups.

L2 Pupils will identify the groups to which they belong, the similarities and differences between groups e.g. religious clubs, sports clubs, Beavers, extended family, school. They will identify what it means to belong to a group.

L3 Pupils will make links between their own and others experience of belonging to a group e.g. Christians belonging to a parish church, Muslims to a mosque.

Key Question: Which people are important to faith communities and why?

L1 Pupils will recognise and name important people in faith communities such as leaders and faith members e.g. Vicar, Imam.

L2 Pupils will identify how some people are important to faith communities.

L3 Pupils will describe the roles of faith leaders.

Key Question: Who is important to me and why?

L1 Pupils will talk about people who are important in their lives

L2 Pupils will identify people who guide and lead them in their lives eg parents, grandparents, teachers, club leaders

L3 Pupils will make links between their own and others experience of people who are significant in their lives.

Strand Description 5: Meaning and Purpose

Key Question: What is special about me? What is special about others?

L1 Pupils name their own and others special qualities

L2 Pupils will identify how they might develop/use their talents to help others.

L3 Pupils will describe their own gifts and make links between these and their commitments and values.

Key Question: What do religious stories mean to me?

L1 Pupils recall some religious stories e.g., the crying camel; talking about views about why they like them

L2 Pupils will respond sensitively to religious stories raising their own questions about them

L3 Pupils will identify how religious stories have influenced them.

Key Question: Why do I celebrate? Why/ how do others celebrate?

L1 Pupils will talk about their own experiences of celebration

L2 Pupils identify similarities in the way that people celebrate important events.

L3 Pupils will make links between their own and others' experiences of celebration

Key Question: What do I think about God?

L1 Pupils will talk about what they find interesting or puzzling about God

L2 Pupils will respond to and raise questions about belief in God in faith communities and will identify and express their own ideas about God recognizing that some questions are hard to answer and cause people to wonder

L3 Pupils will ask important questions about religion and beliefs.

Key Question: How do I show commitment to a group?

L1 Pupils will name groups to which they belong

L2 Pupils will identify ways in which they show commitment to these groups

L3 Pupils will make links between their own and others experience of commitment to a group.

Strand Description 6: Values and Commitments

Key Question: How do I care for others?

L1 Pupils talk about ways they show care for others;

L2 Pupils will respond sensitively to the experiences and feelings of others

L3 Pupils will make links between their own and others experiences of caring for others, describing their own values and commitments.

Key Question: What do religious stories teach about friendship and care for others?

L1 Pupils will recall some stories that teach about friendship and care for others.

L2 Pupils identify stories that teach about friendship and care and think about what is helpful in these stories for us today e.g. Guru Nanak feeding the poor and needy, Zaccheus.

L3 Pupils will recognize similarities and differences in stories from different religions about how we should show friendship and care for others and make links with their own values and commitments.

Key Question: How do Sacred Books help believers in their daily lives?

L1 Pupils will name a sacred book.

L2 Pupils identify the importance of sacred texts for believers, and identify how the text influences actions of believers. e.g. The Good Samaritan, Muhammad's kindness to animals.

L3 Pupils will begin to identify the impact sacred books have on believers lives.

3E

KEY STAGE 2 OVERVIEW

What is statutory

Programmes of Study	Studies based on at least one key question from each strand per year.
Number of Religions Taught	At least three religions, one of which must be Christianity
Time Allocation	5% of curriculum time
Assessment	The eight level scale should be used for assessment. Two assessments a year.
Reporting to parents	An annual report informed by the level descriptors, with a level specified at the end of the Key Stage.

What is non-statutory

All the additional advice provided in the Agreed Syllabus on planning, organisation, delivery and resources (Sections 6, 7 and 8)

PROGRAMME OF STUDY

KEY STAGE 2

The key questions below are presented in an order that meets, progressively, the demands of the eight level scale. Teachers should select a minimum of one key question from each strand each year considering which are most relevant to the developmental stage of pupils in their classes. ***However, it is possible to teach all key questions to all eight levels through developing differentiated learning materials, particularly if the schemes of work in this document are followed.***

All references to AT2 are in italics.

Strand Description	1:		Beliefs and Teachings	BT
	2:	AT1	Practices and Lifestyles	PL
	3:		Expression and Language	EL
	4:		<i>Identity and Experience</i>	<i>IE</i>
	5:	AT2	<i>Meaning and Purpose</i>	<i>MP</i>
	6:		<i>Values and Commitments</i>	<i>VC</i>

Strand Description 1: Beliefs and Teachings

Key Question: What do faiths teach about God as a Creator?

L3 Pupils will describe beliefs people hold about Creation. They will make links between creation stories and beliefs about God e.g. how and why God made the world

L4 Pupils will show understanding of sources about the creation of the world, describing similarities and differences both within and between religions.

Key Question: What do Creation stories teach about our responsibility for the world?

L3 Pupils will make links between Creation stories and make links between these stories and understandings of stewardship of the Earth.

L4 Pupils will apply ideas about stewardship of the earth to their own and others lives.

Key Question: Who founded the world's great religions?

L3 Pupils will describe some of the world's great religions and key events in the lives of the founder(s) e.g. Guru Nanak, Prophet Muhammad, peace be upon him.

L4 Pupils show understanding of sources and beliefs about the founders of religions

L5 Pupils will explain the impact of founders on a religion.

Key Question: How have religious leaders influenced their faith tradition?

L3 Pupils will describe the beliefs and values of religious leaders and how these impact today on the lives of the worshipping community e.g. Jesus command to love your neighbour as yourself.

L4 Pupils will make links between the beliefs and values of religious leaders

Key Question: How did the founders of faiths use stories to communicate their beliefs and values?

L3 Pupils will make links between beliefs and sources including religious stories told by and about the leaders of the faith communities and their significance for followers today

L4 Pupils will describe how faith leaders communicated their beliefs and values through story.

Key Question: How and why do believers show respect for sacred texts?

L3 Pupils will describe how holy books and other types of religious literature are revered and treated by different faith communities and why e.g. the treatment of The Holy Qu'ran as the revelation of Allah to the Prophet Muhammad, peace be upon him.

L4 Pupils will show understanding of the impact of sacred texts on peoples' lives

Key Question: What do Holy books and sacred writings teach about peoples' relationship with God?

L4 Pupils will describe stories that portray God's relationship with different people. They will describe how these stories had an impact on people in the past and do so today e.g. Abraham, the parable of the forgiving father (otherwise known as the Prodigal Son).

L5 Pupils will explain how Holy Books and sacred writings are used to provide answers to ultimate questions of meaning and purpose and to ethical issues.

Key Question: What names and attributes are given to God by believers?

L4 Pupils will use a developing religious vocabulary to describe believers ideas about the nature of God e.g. 99 names of Allah, the Psalmists descriptions of God as rock, tower, helper.

L5 Pupils will use an increasingly wide vocabulary to explain the impact of ideas about God, understanding that similarities and differences between faiths illustrate distinctive beliefs about God

Strand Description 2: Practices and Lifestyles

Key Question: How do people pray?

L3 Pupils will describe the key features of prayer rituals, kneeling, facing Makkah, making the sign of the cross etc They will make links between the ways in which people pray in different faith traditions.

L4 Pupils will suggest meanings for the way in which people pray

Key Question: What is the purpose and value of prayer for some people?

L3 Pupils will describe, some important prayers and ways in which believers show their devotion to God e.g. the Lord's Prayer, practise of contemplative prayer, prayer in Islam.

L4 Pupils will suggest reasons for the practice of prayer.

Key Question: How do people show their commitment to their faith?

L3 Pupils will identify how believers express their commitment through outward as well as inward signs e.g. dress, diet, fasting, giving to charity etc.

L4 Pupils describe and show understanding of different practices in the religions they have studied.

L5 Pupils will describe why people belong to a religion and explain the impact of faith on practices and lifestyle.

Key Question: What faiths/denominations are represented in the local community?

L4 Pupils will describe religions represented in the locality and make links between them and describe similarities and differences both within and between religions/denominations.

L5 Pupils will understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest reasons for forms of religions within their local community.

Key Question: What is pilgrimage and why is it important to some believers?

L4 Pupils will describe what happens on a pilgrimage and its impact on pilgrims. e.g. Lourdes, Jerusalem, Makkah, Amritsar, They will suggest meanings for forms of religious expression associated with pilgrimage.

L5 Pupils will explain the impact of pilgrimage on individuals and communities.

Key Question: Why are places of pilgrimage considered sacred?

L4 Pupils will describe how and why places of pilgrimage have become sacred ie Lourdes, the vision of St Bernadette, Makkah, Jerusalem. Pupils will raise questions about the importance of pilgrimage.

L5 Pupils will explain the significance of places of pilgrimage to believers.

Key Question: What does a pilgrim learn from their sacred journey?

L4 Pupils will imagine the response of a pilgrim following a pilgrimage. They will raise questions and suggest answers to questions of identity, belonging, meaning and purpose, values and commitments in relation to pilgrimage

L5 Pupils will recognise that the challenge and meaning of pilgrimage for individuals.

Key Question: How is faith expressed through lifestyle?

L4/ 5 Pupils will describe/ explain the key beliefs of a faith and make links with the practices of believers e.g. love your neighbour, Sewa (service to others in Sikhism). Buddhist 8 fold path. They describe/ explain the impact of religion on people's lives.

Key Question: How do different religions mark significant life events?

L4 Pupils will describe how life events, are marked in different faiths e.g. Baptism and Confirmation, Bar/Bat Mitzvah, Sikh naming ceremony at birth, death, marriage. Pupils will describe similarities and differences within and between religions.

L5 Pupils will recognise that similarities and differences in the way that religions mark significant life events illustrate distinctive beliefs within and between religions.

Strand Description 3: Expression and Language

Key Question: What is the purpose and value of a sacred place?

L3 Pupils describe some key features of a sacred building e.g. mosque, church, gurdwara

L4 Pupils will show understanding of how a sacred place provides a focal point for a faith community.

Key Question: How does a holy place help people worship?

L3 Pupils will describe how features of a sacred building help believers to worship

L4 Pupils will show understanding of the practices of worship in a sacred building.

Key Question: What different genres make up sacred texts?

L3 Pupils will describe some different genres within e.g. the Holy Bible

L4 Pupils will show understanding of different genres.

Key question: How do places of worship and worship practices differ within and between religions?

L4 Pupils will describe the similarities and differences in worship practices and the features and purposes of sacred buildings. e.g. how is a Roman Catholic Church the same as/different from a Baptist Chapel?

L5 Pupils will understand that similarities and differences in places of worship illustrate the distinctive beliefs e.g a font in an Anglican Church for infant baptism, a baptistery in a Baptist chapel for adult baptism.

Key Question: How do people of faith celebrate and what impact does this have on the lives of individuals and communities?

L4/5 Pupils will describe/ explain and show understanding of the sources, practices, beliefs, ideas, feelings and experiences associated with key festivals. They can describe similarities and differences in how festivals are marked within and between religions. They can suggest meanings for a range of forms of religious expression e.g, dance, music, art etc. They can suggest how the marking and celebration of festivals can make a difference to individuals and communities.

Key Question: How is faith expressed through the creative arts?

L4 Pupils will describe how a work of art, music, etc expresses an understanding by the artist of a religious story or idea.

L5 They will explain why something inspires them.

Strand Description 4: Identity and Experience

Key Question: Who are our heroes and heroines?

L3/4 Pupils will describe the character of people they admire and identify qualities that are worth aspiring to e.g. loyalty, honesty, justice, tenacity in sports people, entertainers, authors, leaders etc.

Key Question: What makes a leader worth following?

L3 Pupils will describe what makes a good leader and describe the lifestyle of some religious and secular leaders e.g., Ghandi, Jesus

L4 Pupils will show understanding of the leadership qualities of some of the leaders of the world's religions.

Key Question: How does the practice of celebrations impact on the lives of individuals and communities? *

L4 Pupils will describe how an individual prepares for and takes part in a religious celebration and how this impacts on their life, and the life of their community e.g. Diwali, Eid ul Fitr, Christmas

L5 Pupils will explain the impact of a celebration on individuals and communities.

Strand Description 5: Meaning and Purpose

Key Question: What do I believe about God?

L3 Pupils will raise questions and make links between their own and others ideas about belief in God

L4 Pupils will suggest answers to questions about meaning and purpose in relation to ideas about God.

Key Question: What does prayer mean to me?

L3 Pupils will make links between their own and others understanding of prayer.

L4 Pupils will suggest answers to questions about the practice and meaning of prayer.

Key Questions: What inspires / guides me in my life?

L3/4 Pupils will identify/ describe what guides and influences them.

Key question: What commitments are values are important to me?

L3 Pupils will make links between their own values and commitments and their attitudes and behaviour.

L4 Pupils will raise questions and suggest answers to questions of purpose, value and commitments.

Key Question: What can I learn from sacred texts?

L3 Pupils will ask important questions about the teaching of sacred texts and make links between their own beliefs, values and commitments and the text.

L4 Pupils will raise and suggest answers to questions of meaning and truth related to sacred texts

Key Question: How do I express my beliefs, values and commitments?

L4/5 Pupils will use the creative arts to express their beliefs, identity, purpose, values and commitments.

Key Question: How can we make a difference to our local communities?

L4 Pupils will raise ideas for projects to improve their local communities e.g. walk to school, spring clean project.

L5 Pupils will suggest answers to questions about ways to improve the local environment.

Key Question: How does my family mark the significant events in life's journey?

L4/5 Pupils will describe/explain how significant milestones in family life are marked and celebrated, making links between their own experiences and that of others.

Key question: Can we make a difference to our global community?

L4 Pupils will make links between their own ideas and practical steps that can be taken to make a difference to significant world issues. e.g raising money for charities, fair- trade, carbon footprint. Jeans for Genes, UNICEF, Water Aid, sponsor schemes

L5 Pupils will suggest answers to questions about environmental issues that affect their own and others lives.

Strand Description 6: Values and Commitments

Key Question: How do we take responsibility for environment?

L3 Pupils will describe their own values and commitments and ways in which they might take responsibility for their immediate and wider environment e.g. recycling, a schools development project.

L4 Pupils will apply their ideas about environmental issues to their own and other people's lives.

Key Question: What rules do faith communities have?

L3 Pupils will describe the code of living of different faith groups.

L4 Pupils will make links between the code of living for different faith/ secular communities describing similarities and differences between religions and other world views.

Key Question: Why does a community need rules?

L 3/4 Pupils will identify/ describe the importance of codes of conduct and behaviour for different communities and identify why particular communities have particular rules. They will identify/ describe why rules might be needed and if an organisation could function without rules.

Key Question: What rules are important to me?

L3 Pupils will identify rules that have an impact on them, e.g. school/class rules. They will identify the consequences and the responsibilities that removing these rules would bring.

L4 Pupils will explain why some rules influence them.

Key Question: What do faith communities say about the best way to live?

L3 Pupils will describe rules and codes for living from leaders and sacred texts. They will meet people who try to live by their faith and identify simple and appropriate questions to ask

L4 Pupils will suggest answers to questions about living "a good life".

Key Question: Which rules of faith communities are significant for you?

L3 Pupils will ask questions about the rules of faith communities in the light of their own experience e.g. what might be foundational "pillars" for the class community.

L4 Pupils will describe what inspires and influences them from what they have learned from the teachings /rules of faiths they have studied.

Key Question: How do people show commitment to the values of their faith?

L3 Pupils will begin to identify the impact of religion on the lives of people who have lived by the values of their faith e.g. Muller, Eric Liddell, Elizabeth Fry, Ghandi, Cat Stevens (Yusuf Islam)

L4 Pupils will describe how people who have lived by the values of their faith have made a difference to individuals and communities

Key Question: How do people of faith and others respond to the needs of people in other parts of the world?

L4 Pupils will research and describe the work of organisations, charities and individuals that try to redistribute the world's resources more fairly and the practical ways that they might do this e.g. Fair Trade organisations, Bishopston Trading, OXFAM, Kibbutz workers, the Red Crescent. They will make links between people's beliefs and the practical ways they seek to help others.

L5 Pupils can explain what influences them to meet the challenge of responding to the needs of others i.e. Show Racism the Red Card (Footballers video), Send my friend to school campaign.

Key Question: How do people of faith and others express their values and beliefs through action in the local community?

L4 Pupils will describe the impact religion has on a believer's actions in the community.

L5 Pupils will explain how religious ideas are used to provide answers to ethical issues in the local community.

Key Question: What can we learn from people with religious commitment, to world peace / justice / reconciliation?

L4/5 Pupils will describe and explain the actions of people committed to world peace and the part commitment makes in their own lives and experiences. They will describe what is so important to them that they would be prepared to make a sacrifice of time, money and possessions ,eg St. Francis, John Laing (the builder), Eddie Stobart (the haulage contractor), Mahatma Ghandi, Yusuf Islam (Cat Stevens), Anne Frank

3F

KEY STAGE 3 OVERVIEW

What is statutory

Programmes of Study	Studies based on at least one key question from each strand per year.
Number of Religions Taught	At least three religions, one of which must be Christianity. It may be appropriate for pupils to study materials involving all six principal religions represented in Great Britain as well as other belief systems.
Time Allocation	5% of curriculum time
Assessment	The eight level scale should be used for assessment. Minimum of two assessments a year.
Reporting to parents	An annual report informed by the level descriptors, with a level specified at the end of the Key Stage.

What is non-statutory

All the additional advice provided in the Agreed Syllabus on planning, organisation, delivery and resources (Sections 6, 7 and 8)

PROGRAMME OF STUDY

KEY STAGE 3

The key questions below are presented in an order that meets, progressively, the demands of the eight level scale. Teachers should select a minimum of one key question from each strand each year considering which are most relevant to the developmental stage of students in their classes. ***However, it is possible to teach all key questions to all eight levels through developing differentiated learning materials.***

All references to AT2 are in italics.

Strand Description	1:		Beliefs and Teachings	BT
	2:	AT1	Practices and Lifestyles	PL
	3:		Expression and Language	EL
	4:		<i>Identity and Experience</i>	<i>IE</i>
	5:	AT2	<i>Meaning and Purpose</i>	<i>MP</i>
	6:		<i>Values and Commitments</i>	<i>VC</i>

Strand Description 1: Beliefs And Teachings

Key question: What do people believe about revelation?

L4/5 Pupils will describe beliefs about e.g. Muhammad as Allah's messenger, his teaching about prayer, and his desert experience and consider questions arising about the value of being still/quiet.

Key question: What do people believe about life and death?

L5 Pupils will develop an understanding of e.g. Hindu beliefs about Samsara, caste and time as cyclical and compare these with the views of those who see time and life as linear.

Key question: How does belief make a difference to individuals?

L5/6 Pupils will consider how people hold beliefs in common and also differ from one another, e.g. IRA and forgiveness; conduct in business, sport, voluntary work, politics, the Third World, and the environment. Pupils will consider to what extent these beliefs have made a difference to the way they live, or to any ethically committed world view. What would a humanist be committed to? How difficult is it to live a good life without religious beliefs? If 'God is dead' is everything permitted?

Key question: What do people believe about miracles?

L5/6 Pupils will discuss differing interpretations of miracles, both contemporary and historical. They will make a presentation of the various viewpoints e.g. healing stories.

Key question: How do members of the same religion believe differently?

L5/6 Pupils will explain different beliefs e.g. about God in Hinduism.

Key question: Do all religions lead to God?

L5/6 Pupils will explore similarities and differences between religions and consider conflicting truth claims

Strand Description 2: Practices And Lifestyles

Key question: What might belonging to a religion involve?

L4 Pupils will describe practices and festivals and make links with beliefs in the same and in other religions e.g. Passover, Hindu and Buddhist Puja, Hajj, Ramadan, Shabbat, Holy Communion, naming and initiation ceremonies, funeral customs, Simchat Torah, Purim, Good Friday, Easter, Diwali, Yom Kippur. Baisakhi.

Key question: How do religious practices make a difference to individuals and communities?

L4/5 Pupils will investigate the ways in which people pray and meditate, individually and collectively, as members of a religious order or as lay people and/or why people convert to another religion and/or how religious identity makes difference at the workplace and/or how identity makes difference inside a person e.g. guilt and repentance and/or to somebody's lifestyle e.g. living in an ecologically sustainable way and/or explain how Call to Prayer and beliefs about human value developed in Islam - Bilal and what idols do people have today?

Key question: How do people express their beliefs differently (a) from other members of the same religion and (b) from members of a different religion or life stance (e.g. Humanism)?

L5/6 Pupils will compare and contrast rites of passage of different denominations, religions and in non-religious ceremonies and/or compare and contrast worship in Orthodox and Reform Judaism, Roman Catholic, Protestant and charismatic Christian worship styles and/or differences between Sunni and Shi'ah Muslims

Strand Description 3: Expression And Language

Key question: What is sacred?

L4 Pupils will continue to explore their understanding of the sacred e.g. Aboriginal Dreamtime, Anfield Football Ground, Princess Diana's grave and may consider the difficulties of articulating spiritual experiences.

Key question: What beliefs underlie symbols?

L4 Pupils will explore, describe and compare symbols and the beliefs that underlie them, e.g. the cross, the 5Ks, the Buddhist wheel of life, Passover ingredients.

Key question: What beliefs underlie stories?

L4 Pupils will explore parables and other stories and the beliefs that underlie them.

Key question: How are beliefs expressed through the creative arts?

L4 Pupils will explore the beliefs implicit or explicit in poetry, art, architecture, the media, and music, and experiment with a variety of media to articulate their own experiences e.g. after a 'guided fantasy'/mind movie 'Journey to the stars'.

Key question: How does religious language mean different things to different people?

L5 Pupils will explore how symbols are used differently by individuals and communities, e.g. light at Hanukah, Diwali, fire at Holi, Easter, different beliefs about the elements of the Eucharist, how different terms are used e.g. Meditation and contemplation in Buddhism and Christianity.

Key question: How can people express similar beliefs in different ways?

L5/6 Pupils will explore expressions of diversity e.g. in Believers' baptism and confirmation and/or create a wall of wisdom with favourite quotations/sayings/texts.

Key question: How is faith expressed in different cultural contexts?

L6 Pupils will explore how a faith is developing, expanding and changing in different parts of the world. This relates to study of the faith in Britain to compare, contrast and identify links between communities. They will learn about some denominational differences or variations in the expression of a faith in different cultures e.g. the growth of the church in South America (compared to Britain); Islam in Britain and Saudi Arabia, orthodox and progressive Jews, Christian Aid development work, Traidcraft.

Strand Description 4: Identity And Experience

How do life's experiences bring about change?

L4 Pupils will explore the concept of 'Vocation' in the life stories of e.g. Jesus, Guru Nanak, Moses and Burning Bush, Gandhi, Muhammad (pbuh), Chad Varah, Martin Luther King and Malcolm X and compare the views they held with those of e.g. Helen Keller and suffering, belief that humans are created in the image, atman, rebirth and dharma in Hinduism, the five stages of spiritual development identified by Guru Nanak.

Key question: How do members of a religion show their commitment?

L5 Pupils will use technical terminology for and show understanding of symbolism e.g. the Amrit ceremony and its background in the Baisakhi story.

Key question: How do role models help or hinder self-identity?

L5 Pupils will show understanding of the issues arising from the lives of religious leaders e.g. Sikh Gurus challenging the authorities of the time; Jesus as meek and mild or Jesus as a radical.

Key question: What would an 'ideal person' be like?

L5 Pupils will e.g. describe personality as approved by Buddhists, by Paul in the list of love's qualities.

Key question: How do life's experiences change people's belief and behaviour?

L5 Pupils will explain how people have been affected by their experiences e.g. Martin Luther King and Rosa Parks' experiences which led to the bus boycott, Malcolm X's experience of Hajj, Western views of Islam compared with Islamic achievements in science, technology etc., the main elements of Buddha's life story and his ideas about suffering, wealth and 'change'.

Key question: How might 'inspirational' people influence the lives of others?

L5 Pupils will relate their own views of purpose of life to those of 'inspirational' people e.g. Oscar Romero, Maria Gomez and Amnesty International, Harmander Singh's helping of the Dalai Lama, Aung San Suu Kyi of Burma (Myanmar), Confucius, Darwin.

Key question: Why is inter faith dialogue important to some people?

L5/6 Pupils can give an informed account of different reasons why people become involved in inter faith dialogue and express insight into how inter faith involvement helps to develop insights into their own and others' beliefs and practices.

Key question: How does belonging to a religion make you the same but different from someone else who belongs to a different religion?

L6 Pupils can identify ways in which people are the same but different, explain how belonging to different religions provides challenges to life today.

Strand Description 5: Meaning And Purpose

Key question: What views do people hold about issues arising from life experiences?

L4 Pupils will describe the views held by themselves and by others about such issues as fairness, divorce, cruelty to animals, natural disasters, war, poverty and unfair trade, life after death, suffering.

Key question: How /why do people develop their responses to ultimate questions?

L5 Pupils will show understanding of their own and other people's views e.g. about why people die, samsara, miracles, suffering, famine, war, how can an all powerful and loving god allow these?

Key question: How do we respond to the views of others?

L5 Pupils will learn about and respond to the views of others e.g. Shakti and The Deccan Development Society's work with Dalits, to statements made by different people about the purpose of suffering (e.g. ranking exercise), reflect on 'What it means to be human', the existence of a 'soul', views about dreams as spiritual communication.

Key question: Are religious teachings relevant to current day living?

L5 Pupils will relate some religious teachings to their own lives e.g. the Buddhist symbol of the Lotus flower– things that drag me down and things that lift me up above water and/or views expressed in *The Hitchhiker's Guide to Galaxy*, famous people's views about the purpose of life e.g. *Christians in Sport*.

Key question: How do we know about something we have not seen or experienced for ourselves?

L5 Pupils will respond to ideas from faith communities about the nature of God and how they try to express their understanding of God. They will reflect upon their own ideas about the intangible and supernatural and consider how they try to make sense of important questions in their own lives e.g. why am I here?

Key question: Does God exist?

L5/6 Pupils will make informed responses to a range of arguments for and against the existence of God e.g. debate about the existence of God

Strand Description 6: Values and Commitments

Key question: What rules do I live by and what is my view about religious teachings on morality?

L4/5 Pupils will explore their own rules, families' rules and the values that underlie them, compare and make links between different religions' moral statements and their own views and behaviour e.g. about food, sharing and charity Langar, rules, making decisions.

Key question: What perspectives do different religions have towards personal and social ethics?

L5 Pupils will show understanding of religious perspectives on issues like addiction, dharma, forgiveness, love, the Golden Rule – Humanism, justice, global inequality, cheating, violence, working for peace, honesty, stewardship and express insights into the significance and value of religion and other world views on human relationships personally, locally and globally.

Key question: How do people respond to religious teaching about morality and ethics?

L5 Pupils will make informed responses to the ways people demonstrate commitment to the values of their religion e.g. stewardship, conflict and peace, justice, wealth.

Key question: Why do people disagree about social and moral issues?

L5/6 Pupils will explain teachings e.g. of Judaism about divorce, organ donation, prejudice.

3G

KEY STAGE 4 OVERVIEW

What is statutory

Programmes of Study	Studies based on at least one key question from each strand per year, or a GCSE in Religious Studies.
Number of Religions Taught	At least three religions, one of which must be Christianity.
Time Allocation	5% of curriculum time
Assessment	The eight level scale should be used for assessment. Two assessments a year.
Reporting to parents	An annual report informed by the level descriptors, with a level specified at the end of the Key Stage.

What is non-statutory

All the additional advice provided in the Agreed Syllabus on planning, organisation, delivery and resources (Sections 6, 7 and 8)

PROGRAMME OF STUDY

KEY STAGE 4

The key questions below are presented in an order that meets, progressively, the demands of the 8 level scale. Teachers should select a minimum of one key question from each strand each year considering which are most relevant to the developmental stage of students in their classes. **However, it is possible to teach all key questions to all eight levels through developing differentiated learning materials.**

All references to AT2 are in italics.

Strand Description	1:		Beliefs and Teachings	BT
	2:	AT1	Practices and Lifestyles	PL
	3:		Expression and Language	EL
	4:		<i>Identity and Experience</i>	<i>IE</i>
	5:	AT2	<i>Meaning and Purpose</i>	<i>MP</i>
	6:		<i>Values and Commitments</i>	<i>VC</i>

STRAND DESCRIPTION 1: Beliefs and Teachings

Key question: How are religious teachings influenced by their context?

L6/7 Students will explore e.g. the Buddha's Hindu background and/or the roots of Sunni/Shi'a differences and/or New Age beliefs implicit in body/mind/spirit magazines/supplements and/or contemporary views about Evil, After Life, progress.

Key question: How has belief influenced communities and societies?

L7 Students will consider the evidence of whether religion has helped or hindered e.g. the status of women

Key question: How and why have some scientists and religious believers disagreed?

L7/8 Students will distinguish different interpretations e.g. in the Creation versus evolution debate.

Key question: How do people justify their truth claims?

L7/8/EP Students will explore sources of authority e.g. religious, scientific, political and legal.

L7/8/EP Key question: How do people respond to differing truth claims?

Students will investigate e.g. Hindu views about maya and Brahman as ultimate reality, karma and samsara and or claims about near death experiences and their dismissal by reductionists.

STRAND DESCRIPTION 2: Practices and Lifestyles

Key question: How have people's practices and lifestyles differed according to their historical and/or cultural context?

L6/7 Students will relate George Fox and the Society of Friends to the established church of the time and/or study different views, held by Sikh women and youth, about arranged / assisted marriage in Britain from 1960-1980. Why has the Hijab become an important issue?

Key question: How and why have people's practices and lifestyles differed and evolved according to their religious tradition and cultural circumstances?

L7/8 Students will account for different practices which affect people's lifestyles e.g. Roman Catholic views on the indissolubility of marriage contrasted with Protestant and Anglican notions of a 'fresh start', Orthodox and Reform Jewish divorce practices.

Key question: How do pluralism and diversity affect people who hold opposing views?

L8/EP Students will distinguish different interpretations of the Bible e.g. as evidenced by the arguments about homosexuality in religions and the work of the Lesbian and Gay Christian Movement.

STRAND DESCRIPTION 3: Expression and Language

Key question: What historical circumstances gave rise to different interpretations of belief?

L7/8 Students will relate the historical context which gave rise to different groupings within a religion e.g. denominations of the Christian Church and varying types of ceremonial in worship and/or relate the historical context which gave rise to the Genesis and other creation stories and/or how 9/11 has led to a polarisation of belief.

Key question: What are the various ways of expressing responses to experience?

L7 Students will evaluate e.g. verbal, non-verbal, symbolic artistic musical etc. responses.

Key question: How do people differ in their interpretations of religious texts?

L7/8 Students will analyse opinions of fundamentalists, conservatives and liberals and and evaluate critically both the power and limitations of religious language e.g. how much is religious language metaphorical and how much is it intended to be taken literally? Can humanists value religious metaphors?

Key question: How do believers hold different interpretations in light of philosophical questions?

L7/8/EP Students will investigate different interpretations of miracles e.g. literal, as meditation material in Ignatian spirituality and/or investigate the significance of the Genesis creation stories if seen as literal truth or as myth.

STRAND DESCRIPTION 4: Identity and Experience

Key question: What makes people different from each other?

L7 Students will evaluate e.g. views in poems about 'Who am I?' different theories about why people are different and whether this might be advantageous e.g. in the Enneagram, Myers Briggs.

Key question: What experiences might make people give up, change or adopt religious belief?

L7 Students will evaluate e.g. Shlomo Schmalzter's story of why he became an atheist after his escape from Sobibor.

Key question: How is the human experience of suffering and change expressed in different religions?

L7/8 Students will evaluate e.g. dukkha, related to ordinary suffering, pain, death, the frustration of desires and having to watch others suffer, evaluate annica, that things cannot last for ever, theological responses to the Holocaust.

Key question: Can we trust our experience to tell us 'the truth'?

L7/8 Students will look at different ways of accounting for different beliefs e.g. the paranormal, anecdotes about things people say under hypnosis - psychological and mystical views.

Key question: What is 'the truth' or 'reality' of views about human existence?

L8/EP Students will make reasoned judgements about various views about the nature of human existence – three marks of existence in Buddhism, fall and redemption in Christianity.

STRAND DESCRIPTION 5: Meaning and Purpose

Key question: How have various religious beliefs developed in response to people's experience of the world?

L6 Students will explore responses to evil and suffering e.g. Martin Luther King's 'I have a dream' speech.

Key question: What explanations for suffering are most convincing?

L6/7 Students will respond to religious teachings and scientific ideas about evil and suffering e.g. compare Hindu ideas about Karma with genetic inheritance.

Key question: How do different views affect people's lives?

L7 Students will evaluate the responses of different people to teachings about life and death, cremation and burial, conflict e.g. how different Christians responded to events in Nazi Germany, pacifism, Just War, jihad

Key question: What arguments can be put forward to support different views?

L7/8 Students will explore different religious views and make informed and well-argued responses e.g. Is there a God? What happens when we die? Why do we suffer? What meaning in life can be found?

Key question: How significant and influential are philosophical, religious and secular world views?

L8/EP Students will investigate and make reasoned judgements about e.g. atheism, monotheism, monism, extinction or absorption.

STRAND DESCRIPTION 6 : Values and Commitments

Key question: What are the relative merits of different social and ethical opinions?

L6/7 Students will evaluate views about the morality and ethics of e.g. abortion, euthanasia, kashrut, halal, war and pacifism; views in soap operas on moral dilemmas, globalisation.

Key question: What is the best way to seek to change the world 'for the better'?

L7/8 Students will compare liberation theology with Engaged Buddhism (e.g. oppression in Burma and Tibet) and Humanism, and make up their own 10 ways to change the world, democracy, the relationship between government, law and one's own values and when they conflict.

Key question: What historical and/or cultural context gave rise to certain ideas about morality and ethics?

L8/EP Students will place ideas about war in their historical context e.g. the Just War, Natural law and Aristotle, Augustine and Aquinas and/or Enlightenment views about autonomy, Utilitarianism, 20th Century Situation ethics and analyse different views about sources of moral authority, absolutism and relativism.

3H

POST 16 - OVERVIEW

What is statutory

Programmes of Study	To sample a balanced range of key questions drawn from each attainment target, or follow a GCE course in Religious Studies.
Number of Religions Taught	Students may focus on Philosophy and Ethics, drawing on the contributions of the six principal religions and other belief systems.
Time Allocation	A minimum of 15 hours in Year 12 and 10 hours in Year 13.
Reporting to parents	Level descriptors 7, 8 and EP could be used in reporting to parents.

What is non-statutory

All the additional advice provided in the Agreed Syllabus on planning, organisation, delivery and resources (Sections 6, 7 and 8)

PROGRAMME OF STUDY POST – 16

All references to AT2 are in italics.

Strand Description	1	AT1	Beliefs & Teachings	BT
	2		Practices & Lifestyles	PL
	3		Expression & Language	EL
	4	AT2	<i>Identity & Experience</i>	<i>IE</i>
	5		<i>Meaning & Purpose</i>	<i>MP</i>
	6		<i>Values & Commitments</i>	<i>VC</i>

STRAND DESCRIPTION 1: Beliefs and Teachings

Religion & Philosophy

Key Question: Have you got a soul?

Students should investigate definitions of the soul and explore issues relating to the Mind-Brain debate reflecting on whether there is a ‘ghost in the machine’ which enables appreciation of a spiritual dimension, e.g. Students could use a Simpson’s episode ‘Bart sells his soul’ to encourage discussion.

Key Question: Is there life after death?

Students should investigate evidence for and against post-mortem survival and reflect on questions of personal identity, e.g. Students could use selected web-sites to research out of body experiences (O.B.E), near death experiences (N.D.E), after death communications (A.D.C.) etc.

Key Question: Is God guilty of crimes against humanity?

Students should examine the atheist view of a contradiction between the existence of a loving, all-powerful Creator and a world with evil and suffering and then explore various theodicies, e.g. Students could use the evil game from ‘RE Today’ played in groups and resources from R. Kirkwood ‘If I were God, I’d say sorry’.

Key Question: Is your God too small?

Students should evaluate the stereotypical portrayal of God as male & white and reflect on the specific perspective offered by Feminist theology, e.g. Students could consider issues relating to sexism and/or racism in religion.

Key Question: Is God dead?

Students should investigate the secularisation of society and atheistic responses to the concept of God, e.g. Students could consider the contrasting modern parables of the Invisible Gardener and the ambiguous Resistance Leader and/or respond to the views of a visiting Humanist speaker or faith community representative.

STRAND DESCRIPTION 2: Practices and Lifestyles

Religion & Society

Key Question: Who says so?

Students should consider different perspectives on the origin of secular and religious authority (eg divinely derived v. ruling class v. democratic contract) and consequent impact on lifestyles, e.g. Students could visit the House of Commons, the local council chamber and/ or local law court. They could consider the effects of free access to cyberspace in developing extremism.

Key Question: Have you got a conscience?

Students should reflect on our sense of right and wrong and evaluate the contribution of different faiths to law making, e.g. Students could consider Milgram's torture experiment, Amnesty International resources or interview a local politician as to beliefs that underpin their views.

Key Question: Will you stand up for their rights?

Students should study individuals, peoples or movements involved in the struggle for justice and peace and reflect on what responses they might make in their own lives, e.g. Students could evaluate the history of protest movements, consider the legacy of individuals such as Pastor Niemöller or the treatment of asylum seekers.

Key Question: A Multi-Faith Society : Will it all end in tears?

Students should investigate the rise of fundamentalism in different faiths and reflect on the difficulty of balancing tolerance with truth claims, e.g. Students could consider current examples of how the media reports on different religions; e.g. fundamentalists post 9/11 and 7/7.

Key Question: What's your religion: Pic' n' Mix?

Students should investigate to what extent the influence of religion persists, diversifies and expands in a pluralist, syncretistic society, e.g. Students could consider the emergence of New Age groups e.g. Glastonbury; Celebrity choices eg Richard Gere's Buddhism; TV programmes such as Life Laundry; or Feng Shui influences in home and office. Can interfaith groups and dialogue include those of no faith? Why should they? How? What do the religious and the non-religious have in common? What do humanists think about the role of religion in politics, society and the world? What issues do humanists differ on and why?

STRAND DESCRIPTION 3: Expression and Language

Religion & the Arts

Key Question: Are you in touch with your spiritual side?

Students should explore experiences of beauty, wonder and peace, the sense of the numinous, e.g. Students could respond to viewing an art gallery display set up in school, marvels of space on the Hubble web-site, a guided meditation exercise. They could consider such questions as: What would a non-religious "spirituality" be like? The roles of science, nature and art in humanist thinking and feeling. Is Humanism just

another word for philosophy? What's the difference? What are the differences between "agnostic", "atheist", "freethinker", "humanist", "rationalist", "sceptic", "secularist", "non-religious" or "nothing"?

Key Question: Did you hear songs of faith on 'Top of the Pops'?

Students should explore contemporary expressions of faith in popular music, e.g. Students could identify and contrast lyrics of poetry of Search and poetry of Statement.

Key Question: Did you see Buddha or Jesus in the Matrix?

Students should investigate religious themes and symbols in film, e.g. Students could consider and discuss the use of religious language and references in the Matrix or Lord of the Rings.

Key Question: Have you felt the despair in modern stories?

Students should explore the history of despair and search for love and purpose in modern literature and TV dramas, e.g. Students could participate in writing/drama workshops to create alternative endings that reflect religious views for selected final chapters/episodes of novels and soaps.

Key Question: Have you tasted the D'Oh of Homer Simpson?

Students should explore the use of humour on television to communicate ideas about truth and reality in modern mythology, e.g. Students could prepare storyboard presentations of favourite cartoon episodes evaluating their meaning and effectiveness.

STRAND DESCRIPTION 4: Identity & Experience

Religion & Psychology

Key Question: *Is this life just a dream I am dreaming?*

Students should explore ideas about dreams, illusion and reality, e.g. Students could consider Buddhist views about how we make meaning of our lives in a world that is ever changing. They would explore the question of 'real' versus virtual reality on the internet e.g. avatars in games.

Key Question: *Is God mad about sex?*

Students should explore changing attitudes to sexual relationships in a secular society, e.g. Students could consider the issues raised in 'Bend it like Beckham' or the role of dating agencies compared to arranged marriages.

Key Question: *Is forgiveness possible?*

Students should reflect on and evaluate a range of teachings and examples from different religions on forgiveness and reconciliation, e.g. Students could consider the work of the South African Peace & Reconciliation Commission; what is the purpose of remembering the Holocaust; and whether placing flowers at the roadside is a healthy response to loss?

Key Question: Are religious people neurotic?

Students should investigate possible psychological explanations for religious experience and behaviour, e.g. Students could consider the differences between Freud and Jung's attitudes to religion.

Key Question: Where are you on a scale from Stalin to Snow White?

Students should explore biographies of faith as a source of inspiration for one's own life journey, e.g. Students could, in groups, investigate and present the spiritual qualities they admire in someone seen as a role model by many e.g. visit Dalai Lama website & watch extracts from the film Kundun.

STRAND DESCRIPTION 5: Meaning and Purpose

Religion & Science

Key Question: What was God doing a nanosecond before the Big Bang? *Students should explore the Kalam cosmological argument for the existence of God and reflect on other contributions to the debate eg from Stephen Hawking and Paul Davies, e.g. Students could raise questions with a panel of Science and RS teachers.*

Key Question: Where have all the dark peppered moths & green rabbits gone?

Students should explore the extent to which science has replaced religious explanations for life and reflect on the complexities, inconsistencies and tensions between different sets of beliefs, e.g. Students could consider popular misunderstandings of evolution, design or chance debate, probability of life in other solar systems.

Key Question: Does God do magic?

Students should evaluate contrasting claims of modern miracles and reflect on the issues arising from the idea of the supernatural and an interventionist God, e.g. Students could consider Hume's arguments against miracles and attested healings at Lourdes.

Key Question: Have you been genetically modified yet?

Students should explore issues arising from advances in science and the challenges these may present to humanity, e.g. Students could watch extracts from Gattaca or Brave New World and consider the merits and demerits of GM foods, chemical additives, designer babies, organ transplants, cosmetic surgery.

Key Question: Have Scientists become our new High Priests?

Students should explore the extent to which science and religion have conflicted and complemented each other and reflect on future common ground, e.g. Students could evaluate and respond to Equinox programme: God only knows.

STRAND DESCRIPTION 6: Values and Commitments

Religion & Ethics

Key Question: I shop, therefore I am?

Students should evaluate the basis for ethical decision making in the world of leisure, e.g. Students could consider ethical tourism eg respecting local culture and ecology.

Key Question: What's it got to do with me?

Students should reflect upon their own attitudes and values and evaluate those of others, e.g. Students could consider the life choices and decision making process that someone who is poor or homeless or addicted faces daily and the work of charitable agencies to empower them.

Key Question: A right to die; a right to live?

Students should analyse a moral dilemma in medical ethics and consider the responses of different world views, e.g. Students could investigate euthanasia, abortion, embryo research, hospice movement.

Key Question: Should you leave your principles at home when you go to work?

Students should evaluate the basis for ethical decision making in the world of work, e.g. Students could consider the moral challenge of working in the arms industry.

Key Question: Whose money is it anyway?

Students should explore issues linked to globalisation such as sweatshop labour and international debt and reflect on notions of justice, e.g. Students could participate in the Trading Game.

Section 4

ASSESSMENT AND LEVELS

4A

ASSESSING, RECORDING AND REPORTING ACHIEVEMENT

Good assessment strategies will enable the teacher to evaluate the effectiveness of teaching and learning in order to inform future planning.

At the end of each key stage the report to parents/carers should give the level achieved. In all other year groups (i.e. apart from Years 2 and 6) the annual report may refer to what each pupil has achieved within the broad terms of each Attainment Target. Teachers may wish to refer to some of the key skills, attitudes and qualities listed in Section 2.

Assessment should:

- be recorded and reported within the framework established for the whole school
- be part of teaching and learning
- not be an added extra bolted on to the end of planning
- make use of a variety of methods
- be as creative as possible
- be purposeful and specific
- be manageable for teachers.
- be a positive experience for pupils
- focus on the evaluation of what pupils can do
- give each pupil the opportunity to succeed, and to respond in the style most appropriate
- involve pupils directly in their learning
- communicate clearly to parents/carers the progress pupils are making in Religious Education

Self-assessment is valid at all Key Stages. It must be recognised that some aspects of Religious Education (for example, pupils' spiritual development) are not appropriate for formal assessment.

Evidence of achievement:

- should derive from a range of activities, including written, oral, practical and artistic, and may include individual tasks, paired and group work and whole class activities.
- should be gleaned from appropriate responses to tasks built in to the planning of each unit of work
- should be gathered with reference to both attainment targets
- can be gathered at any time during the appropriate Key Stage, but the frequency and extent of the assessment will be left to the professional judgement of teachers. "Assess less, but do it better!" (Lat Blaylock)

Care should be taken in assessing pupils when in groups that the outcomes reflect individual attainment wherever possible.

www.qca.org.uk/ncaction has examples of levelled work in all curriculum areas, including RE and is a useful guide when levelling children's work.

4B

ASSESSMENT REQUIREMENTS AND THE EIGHT LEVEL SCALE

The Programmes of Study (Section 3) set out the learning opportunities that are to be provided for pupils at each Key Stage. This Agreed Syllabus also requires that the learning of pupils be assessed during each Key Stage.

Assessment therefore needs to be an integral part of Schemes of Work in order to identify clearly opportunities for assessment, both formative and summative.

Pupils can be assessed at any time during the Key Stage. Both the frequency and extent of assessment is a matter for the professional judgement of teachers.

Assessment needs to be lightweight and manageable. SACRE advises that two formative assessments per school year, using the eight level scale provided, is sufficient.

The eight level scale provided for this syllabus is from the Non-statutory national framework for Religious Education' (published by QCA and DfES in 2004 and is reproduced on the next page. It is statutory that, at the end of Key Stages 2, 3 and 4, the eight level scale should be used to report to parents.

The scale is made up of eight level descriptions for AT1 and AT2 of increasing difficulty plus a description of exceptional performance. Each level description indicates the capabilities and performance that a pupil working at a particular level can achieve. These level descriptions can provide the basis for making judgements about pupils' achievements at the end of Key Stages 1, 2 and 3. For Key Stage 4, national qualifications GCSE (Full and Short) courses are the main means to assess attainment.

Pupils may attain to different levels on AT1 and AT2; in such cases schools may report both levels or may attempt a best fit of the pupil's performance.

Key Stage	Range within which majority of pupils are expected to work	Age Range	Expected attainment for majority of pupils at end of Key Stage
1	1-3	At age 7	2
2	2-5	At age 11	4
3	3-7	At age 14	5/6

SACRE believe that using the Eight Level Scale will help to raise standards in Religious Education in South Gloucestershire schools because:

1. it will help in formative assessment, so that pupils and teachers will be clearer about what is needed to reach a higher level of achievement;
2. it will help in summative assessment, so that teachers can identify more consistently the standards that pupils achieve.

SACRE recognises that not all that is of value in Religious Education can or should be assessed particularly in relation to some aspects of AT2 (Implicit RE/Learning *from* religion). This should be recognised where appropriate in written comments on reports and should most definitely be celebrated in other ways.

4C

P LEVELS

For those pupils working below Level 1, please refer to the following P Levels.

Pupils	Performance Description for pupils achieving below level one in RE	Summary
P1 (i)	<ul style="list-style-type: none"> • Encounter activities and experiences. • May be passive or resistant. • May show simple reflex responses, e.g. startling at sudden noises or movements. Any participation is fully prompted. 	Encounter (present during activity)
P1 (ii)	<ul style="list-style-type: none"> • Show emerging awareness of activities & experience. • May have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects e.g. becoming still in response to silence. • May give intermittent reactions e.g. vocalising occasionally during group celebrations and acts of worship 	Awareness (fleeting focus)
P2 (i)	<ul style="list-style-type: none"> • Begin to respond consistently to familiar people, events and objects. They react to new activities and experiences e.g. briefly looking around in unfamiliar environments. • Begin to show interest in people, events and objects e.g. leaning towards the source of a light, sound or scent. • Accept and engage in co-active exploration e.g. touching a range of religious artefacts and objects in partnership with a member of staff. 	Attention and response (deliberate but inconsistent)
P2 (ii)	<ul style="list-style-type: none"> • Begin to be proactive in their interactions. • Communicate consistent preferences and affective responses e.g. showing that they have enjoyed an experience or interaction. • Recognise familiar people, events and objects e.g. becoming quiet and attentive during a certain piece of music. 	

Pupils	Performance Description for pupils achieving below level one in RE	Summary
P3 (i)	<ul style="list-style-type: none"> • Perform actions, often by trial and improvement, and they remember learned responses over short periods of time e.g. repeating a simple action with an artefact. • Co-operate with shared exploration and supported participation e.g. performing gestures during ritual exchanges with another person performing gestures. • Begin to communicate intentionally. • Seek attention through eye contact, gesture or action. • Request events or activities e.g. prompting a visitor to prolong an interaction. • Participate in shared activities with less support. • Sustain concentration for short periods. • Explore materials in increasingly complex ways e.g. stroking or shaking artefacts and objects. • Observe the results of their own actions with interest e.g. when vocalising in a quiet place. • Remember learned responses over more extended periods e.g. following a familiar ritual and responding appropriately. 	<p>Participation (with support)</p> <p>Awareness (fleeting focus)</p>
P3 (ii)	<ul style="list-style-type: none"> • Use emerging conventional communication. • Greet known people and may initiate interactions and activities e.g. prompt an adult to sing or play a favourite song. • Can remember learned responses over increasing periods of time and may anticipate known events e.g. celebrating their peers achievements in assembly. • May respond to options and choices with actions or gestures e.g. choosing to participate in activities. • Actively explore objects and events for more extended periods e.g. contemplating the flickering of a candle flame. • Apply potential solutions systematically to problems e.g. passing an artefact to a peer in order to prompt participation in a group activity. 	<p>Involvement (active/intentional)</p>
P4	<ul style="list-style-type: none"> • Use single elements of communication e.g. words, gestures, signs or symbols, to express their feelings. 	

Pupils	Performance Description for pupils achieving below level one in RE	Summary
P5	<ul style="list-style-type: none"> • Show they understand 'yes' and 'no'. • Begin to respond to the feelings of others e.g. matching their emotions and laughing when another pupil is laughing. • Join in with activities by initiating ritual actions and sounds. • Demonstrate an appreciation of stillness and quiet. <ul style="list-style-type: none"> • Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. • Respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects. • Take part in activities involving two or three other learners. • May also engage in moments of individual reflection. 	Gaining skills and understanding.
P6	<ul style="list-style-type: none"> • Express and communicate their feelings in different ways. • Respond to others in group situations and co-operate when working in small groups. • Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. • Carry out ritualised actions in familiar circumstances. • Show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort. • Start to be aware of their own influence on events and other people. 	
P7	<ul style="list-style-type: none"> • Listen to and follow religious stories. • Can communicate their ideas about religion, life events and experiences in simple phrases. • Can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences. 	

Pupils	Performance Description for pupils achieving below level one in RE	Summary
P8	<ul style="list-style-type: none"> • Can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses. • May communicate their feelings about what is special to them e.g. through role-play. • Can begin to understand that other people have needs and to respect these. • Can make purposeful relationships with others in group activity. <ul style="list-style-type: none"> • Can listen attentively to religious stories or to people talking about religion. • Can begin to understand that religious and other stories carry moral and religious meaning. • Are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories. • Can communicate simple facts about religion and important people in religions. • Can begin to realise the significance of religious artefacts, symbols and places. • Can reflect on what makes them happy, sad, excited or lonely. • Are able to demonstrate a basic understanding of what is right and wrong in familiar situations. • Are often sensitive to the needs and feelings of others and show respect for themselves and others. • Treat living things and their environment with care and concern. 	

4D

THE 8 LEVEL SCALE FOR ASSESSMENT OF RELIGIOUS EDUCATION IN SOUTH GLOUCESTERSHIRE SCHOOLS

The assessment scales that follow are presented in a variety of layouts and formats.

The 8 Level Scale in prose format

LEVEL 1

AT 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

AT 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

LEVEL 2

AT 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

AT 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

LEVEL 3

AT 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

AT 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

LEVEL 4

AT 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

AT 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and

other people's lives. They describe what inspires and influences themselves and others.

LEVEL 5

AT 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

AT 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

LEVEL 6

AT 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

AT 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

LEVEL 7

AT 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

AT 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

LEVEL 8

AT 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

AT 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

EXCEPTIONAL PERFORMANCE

AT 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

AT 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

The 8 Level Scale in grid format

	AT1 Knowledge and Understanding of Religion (Learning about Religion)	AT2 Reflection on and Response to the Spiritual dimension of Experience (Learning from Religion)
1	<p>Pupils can recognise and recount</p> <ul style="list-style-type: none"> • outlines of religious stories • features of religious life • features of worship and practice • some religious symbols • some ways of belonging • religious words 	<p>In the religious materials studied, pupils can identify</p> <ul style="list-style-type: none"> • aspects of their own experience and feelings • what they find interesting or puzzling • what they find of value to themselves • what they find of concern to themselves
2	<p>Pupils can</p> <ul style="list-style-type: none"> • retell religious stories • identify some religious beliefs, teachings and practices • know that some of these things are characteristic of more than one religion • suggest meanings in religious symbols, language and stories 	<p>Pupils can respond sensitively to</p> <ul style="list-style-type: none"> • others' experiences and feelings, including those with a faith • their values and concerns in relation to matters of right and wrong • the realisation that some questions which cause people to wonder are difficult to answer
3	<p>For the religions studied, pupils can</p> <ul style="list-style-type: none"> • describe some religious beliefs and teachings and their importance • describe how some features are used or exemplified in festivals and practices • make links between these and the ways in which believers show that they belong by expressing their religion in worship 	<p>Pupils can</p> <ul style="list-style-type: none"> • compare aspects of their own experiences and ideas about questions which are difficult to answer with those of others • identify what influences their lives and communities to which they belong • make links between values and commitments, including religious ones, and their own attitudes, beliefs or behaviour
4	<p>For the religions studied, pupils can</p> <ul style="list-style-type: none"> • describe the key beliefs and teachings of the religion • connecting them accurately with other features within the religion • make some comparisons between religions • use specific religious terminology <p>They show understanding of</p> <ul style="list-style-type: none"> • what belonging to a religion involves • how religious beliefs, ideas and feelings can be expressed in a variety of forms of behaviour or worship • the meanings of some symbols , stories and language 	<p>Pupils can ask questions and suggest answers from their own and others' experiences and ways of seeing the world about</p> <ul style="list-style-type: none"> • significant experiences of key figures from the religions • puzzling aspects of life • beliefs and behaviour • spiritual and religious issues • reasons why particular things are held to be right or wrong <p>They can</p> <ul style="list-style-type: none"> • refer clearly to the teaching of religions • show understanding of different ways of seeing the world

5	<p>Pupils can explain how some principal beliefs, teachings and selected features of religious life and behaviour</p> <ul style="list-style-type: none"> • are shared by different religions • make a difference to the lives of individuals and communities • show how individuals and communities use different ways to worship and express their religions 	<p>In the light of their learning about religions, pupils can make informed responses to</p> <ul style="list-style-type: none"> • the teachings and examples of key figures in religions • questions of identity, belonging and experience, meaning and purpose • other people's values and commitments, including religious ones
6	<p>Pupils can use their knowledge and understanding to explain</p> <ul style="list-style-type: none"> • the principal beliefs and teachings • what it means to belong to a faith community • how religious beliefs and ideas can be expressed in a variety of forms • some of the diversity of groupings, denominations and traditions for the religions studied <p>They correctly employ a range of specific religious terminology and language.</p>	<p>Pupils can explain clearly</p> <ul style="list-style-type: none"> • the experiences of inspirational people and relate them to their own and others' lives • different religious perspectives on questions of meaning and purpose, worship and belief and a range of contemporary issues <p>They relate these to their own and others' ways of seeing the world.</p>
7	<p>Pupils can relate</p> <ul style="list-style-type: none"> • religious beliefs, teachings, practices and lifestyles and their influence on individuals, communities and society to their historical and cultural contexts • to which they also relate the variety of forms of religious expression, including texts, figurative language and symbolism 	<p>Using appropriate evidence and examples from different religions and spiritual ways of seeing the world, pupils can evaluate</p> <ul style="list-style-type: none"> • religious and other views on human identity and experience • questions of meaning and purpose • values and commitments
8	<p>Pupils can use appropriate evidence and examples to analyse and account for</p> <ul style="list-style-type: none"> • the influence of religious beliefs and teachings on individuals, communities and society • different views of religious practices and lifestyles • different interpretations of religious expression in texts, figurative language and symbolism 	<p>In the light of different religious and other views, feelings and ways of seeing the world, pupils can give informed and well argued accounts of</p> <ul style="list-style-type: none"> • their own views, values and commitments regarding identity and experience • questions of meaning and purpose • contemporary moral issues
Exceptional Performance	<p>Pupils can distinguish and actively explore</p> <ul style="list-style-type: none"> • different interpretations of the nature of religious belief and teaching, giving a balanced analysis of their sources' validity and significance • the importance for believers of religious practices and lifestyles and of the issues which are raised by their diversity within a plural society • the meaning of language in religion in the light of philosophical questions about its status and function 	<p>Pupils can make well informed and reasoned judgements about the significance of religious and non-religious views about</p> <ul style="list-style-type: none"> • human identity and experience • the nature of reality • religious and ethical theories concerning contemporary moral issues <p>They explain these views and judgements within a comprehensive religious and philosophical context.</p>

The 8 Level Scale in Pupil-Speak *AT 2 in italics*

Level 1

- I can tell my teacher some things about a religious story I have heard.
- I can recognise some things that religious people do.
- I know about some words and objects used by religious people and can talk about them.
- *I can talk about things that happen to me.*
- *I can talk about what is important to me and why.*
- *I can show how I feel about what I am learning.*
- *I can say what I find interesting or puzzling.*

Level 2

- I can retell some religious stories and talk about why they are important to religious people.
- I can tell my teacher about some things religious people do and why they do them.
- I can talk about some of the things that are the same for different religions.
- *I can ask my own questions and I know that some questions are difficult to answer.*
- *I can talk about feelings and experiences that are important to me and to others.*

Level 3

- I can describe some religious beliefs, using some religious words, that are important to others.
- I can describe the stories and events connected with festivals.
- I know about the beliefs and ideas shown through these stories.
- *I can describe some religious beliefs that are important to me.*
- *I can recognise how people's actions show what they believe.*
- *I can recognise how my actions show what I believe.*

Level 4

- I can give an accurate account of some key beliefs and practices of religion.
- I can look for similarities and differences between religions and suggest questions I would like to ask.
- I can explain how a believer's faith is important to her/him.
- I can explain a range of meanings given by believers to religious stories, symbols and practices.
- *I can describe situations where people have made decisions about how to live their life.*
- *I can recognise what others value, how other peoples values may be different from my own.*
- *I can recognise that people make choices about what is right and wrong.*

Level 5

- I can explain how some of the main beliefs, practices and teaching shared by religions.
- I can demonstrate knowledge and understanding about how religion makes a difference to individuals and communities.
- I can explain how religious beliefs and ideas can be expressed in different ways, e.g. in music, art, architecture, dance

- *I can use what I have learnt in RE to make informed responses to the teachings of key figures, my own identity and experience, my ideas on life and moral issues.*
- *I can compare my views and commitments with those of others, including believers.*

Level 6

- I can explain what it means to belong to a religion and some differences in beliefs, practices and teachings within a faith tradition.
- I can use a wide range of terminology correctly to explain some knowledge and understanding in detail.
- *I can explain clearly and respond to the experiences of inspirational people.*
- *I can explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument.*

Level 7

- I can relate religious beliefs, teachings and practices to their historical, cultural and contemporary context.
- I can explain the use of metaphorical, figurative, poetic etc., language in religious texts and how it is related to its historical and cultural context.
- I can use a specialist vocabulary consistently.
- *I can evaluate a range of religious and other viewpoints about religious identity, questions of meaning and purpose, and moral issues using evidence and examples.*
- *I can give a mature evaluation of religious beliefs and teachings from my own perspective.*

Level 8

- I can analyse and account for different interpretations of religious beliefs and teachings on individuals, communities and societies.
- I can analyse and account for differing explanations and understandings within a religion and how text, language and symbolism are open to interpretation.
- *I can use specialist vocabulary and recognise the power and limitations of language in expressing religious concepts.*
- *I can give an informative and well argued account of religious, non-religious and my own personal views on human identity, experience, the nature of reality, and religious and ethical theories about moral issues.*

Exceptional Performance

- I can distinguish and explore the different interpretations of the nature of religious belief and teaching giving a balanced analysis of sources.
- I can evaluate the extent to which traditional descriptions of religious and world views reflect the range of current beliefs and practice in the world today.
- I can distinguish and explore the issues raised for me of living in a pluralist society, and the impact of this diversity on religious practice and lifestyles.
- I can demonstrate an understanding of the principal methods by which religion and spirituality are studied and the meaning of language in religion.
- *I can give informed, consistent and coherently argued accounts of my own and others views on questions of meaning and ethical issues, recognising conflict, agreement, ambiguity and paradox.*

Section 5

ORGANISATION MATTERS

5A

RE IN THE EARLY YEARS FOUNDATION STAGE

For full guidance on RE in the Early Years and Foundation Stage (EYFS), please refer to page 33 Section 3C.

5B

RE IN PRIMARY SCHOOLS

Religious Education has equal standing in relation to the National Curriculum. In terms of time, staffing, in-service training and resourcing, Religious Education is to be treated on an equal footing with the subjects of the National Curriculum. (DfE Circular 1/94).

The Role of the Religious Education Co-ordinator

In order to ensure that each area of the Primary curriculum is effectively covered, it is usual for teachers to be given responsibility for developing and co-ordinating particular subjects within the school. Their training, interest and experience will equip them for this role so that other teachers can draw on their understanding and expertise. In order to implement the statutory requirements of this Agreed Syllabus, all Primary schools will need to designate a teacher as the 'Religious Education Co-ordinator'. Some of the main responsibilities of this post holder are:

- to enable the school to develop and agree on a policy statement for Religious Education, to develop a Scheme of Work which clearly indicates when and how the Programmes of Study and assessment arrangements are to be delivered and regularly monitored;
- to keep informed of current thinking and developments in Religious Education;
- to be familiar with the range of resources available for Religious Education;
- to build up teaching and learning resources within the school, and to make sure that they are available to teachers;
- to discuss and exchange ideas and practical suggestions about Religious Education with teachers, parents, governors and other interested parties;
- to ensure continuity and progression throughout the key stages by liaising with pupils, previous and future teachers in partner schools.

The Educational Basis of Religious Education

Religious Education in the Primary school is nearly always carried out by the class teachers. It can be a particularly sensitive area and one that can arouse strong feelings. All teachers who deliver Religious Education have a professional responsibility to respect the religious and non-religious backgrounds and cultural traditions of all pupils, whatever their own personal beliefs might be.

Approaches to Religious Education

Planning should be based on this Locally Agreed Syllabus, "Mystery & Meaning".

Religious Education teaching can be planned through a discrete or an integrated approach or a combination of both. This may include:

- Exploring an aspect of a religious tradition in order to develop knowledge and understanding of that tradition and a coherent picture of a particular faith;
- Exploring key religious concepts, for example, celebration, creation, faith, God, symbol, prayer, scripture, etc;
- Exploring significant areas of human experience, for example, growth, belonging, change, identity, etc;
 - Identifying existing topics in the school curriculum, for example, water as a resource in developing countries.

Whatever approach is adopted, work in Religious Education should be focused with learning intentions and concepts clearly identified in the planning.

Where Religious Education may be taught by an adult other than the class teacher e.g. during PPA time, it should remain the responsibility of the class teacher to oversee planning, progression and assessment. It is also suggested that Religious Education should not be handed over by the class teacher to another adult for the entirety of a school year.

5C

RE IN SECONDARY SCHOOLS

There must be a distinctive department within the school (and the faculty where this exists), with a full-time Head of Department. The department should have adequate specialist staffing, specialist areas in which to work, and access to educational equipment as well as a fair allocation of the school's capitation allowance. Religious Education will need to be allocated at least 5% of curriculum time. (DfE Circular 1/94).

Liaison with Primary Schools

Every effort should be made to consult with partner Primary schools to ascertain how best to ensure continuity and progression. There can be fruitful sharing of ideas and resources and it is helpful for Secondary teachers to know about the range of learning experiences their pupils have received at Key Stages 1 and 2.

Links with the Community

It is valuable for the Religious Education department to develop links with the community, making it possible to arrange field work in the local area and to involve representatives of local groups in the Religious Education programme.

Interdisciplinary Work

The Religious Education department must consider the advantages and disadvantages of interdisciplinary work and whether or not its aims and objectives are satisfactorily achieved through this approach or not. There are three main areas within the Secondary schools' curriculum where Religious Education is often involved in interdisciplinary work: Integrated Humanities schemes in Years 7, 8 and 9; PSHE and Citizenship courses in Years 10 and 11; and Sixth Form General Studies. The links between Religious Education and History and Geography are frequently recognised, but it is also important to explore the links between Religious Education and other subject areas, particularly the creative arts, Science and English. (See 2c The Contribution Of Religious Education To Other Curricular Areas). Specialist teachers of Religious Education should be involved in both the planning and the implementation of interdisciplinary work which includes any aspect of Religious Education.

Differentiation

Attainment Target 2 encourages pupils to reflect upon their own experience. Pupils are, themselves, the key resource for this and it is beneficial to have as wide a range of ability grouped together in a class to enable sharing in depth. Despite arguments in favour of setting by ability, Religious Education lessons are greatly enriched by mixed ability groupings for such reflective work. Work for Attainment Target 1 may require differentiation by input, by task or by outcome.

Religious Education at Key Stage 4 and Post 16

Pupils' entitlement to Religious Education at Key Stage 4 and at Post 16 can be met through following a GCSE (full or short course) or 'A' Level course of which Religious Studies is a distinctive and substantial component. A variety of examination courses is available in Religious Studies. Teachers should be familiar with these and should have regard to pupils' backgrounds when planning courses.

All pupils must have the opportunity of opting for a full GCSE course in Religious Studies. Opportunities for examination work should also be available at Post 16.

For those not following a GCSE or 'A' Level course of which Religious Studies is a distinctive and substantial component, schools must ensure that a range of Key Questions from the Programmes of Study for Key Stage 4 and those for Post 16 are covered. Schools must also ensure that Key Stage 4 pupils are assessed.

5D

KEY PRINCIPLES FOR POST-16 (*R.E. for All*)

Provision.

All students on roll aged 16-19 have entitlement to religious education unless withdrawn by their parents. Just as the school provides time for students in this age range to be further informed on careers and sex education and general studies as well as more recently key skills and citizenship, so there has always been a legal requirement from the 1944 Act onwards for Religious Education. Regardless of what other courses Sixth Formers are taking, they must all be provided with Religious Education. Ofsted will include in their inspections the provision of RE for all Post-16 students, not just those who have opted to take an examination in the subject. South Gloucestershire's schools' provision will be legal if all sixth form students are taught according to this Agreed Syllabus.

Aims.

The place of RE as a compulsory subject in the 16-19 curriculum is fully justifiable as it is based on personal search and shared human experience. RE can make a significant contribution to enriching student learning by both supporting and complementing other subject areas. (Refer to chart from QCA document 'Religious Education 16-19'.) The aims of RE at Post-16 still need to reflect the two attainment targets of the earlier Key Stages.

Time Allocation.

It is a statutory requirement of this Agreed Syllabus that South Gloucestershire secondary schools allocate curriculum time for RE for all Sixth Formers. To fulfil the needs of this Programme of Study it is strongly recommended that South Gloucestershire Secondary Schools allocate a minimum of 10 hours for those students committed to following one year courses and for those in Year 13, while 15 hours is the minimum for Year 12 students likely to undertake two years of study. This allocation is lower than at Key Stage 4 as it takes into account the fact that students in the sixth form are not only in post compulsory education but also following a variety of one year and two year courses with examinations at different stages of the school year. This allocation is in line with advice originally given in DfE circular 1/94.

Flexible Delivery.

The allocation of time must be readily identifiable, but obviously not necessarily as a regular fortnightly slot on the timetable. Instead there are a variety of ways that the Programme of Study can be delivered appropriate to different schools: e.g. through day conferences; afternoon workshops; extended assemblies; cross-curricular assignments organised by two or more subjects; supported self-study modules; sharing a regular monthly slot with other entitlements as in a larger general studies programme. Only tokenism is not acceptable.

Planning & Teaching.

It is essential that the Programme of Study should be devised by the RE specialists in the school and preferable that they should deliver at least part, if not most of it. If development of resources is necessary then additional funds will need to be provided for the RE department from within the school's budget.

Reporting & Assessment.

Students taking public examinations in Religious Studies will be regarded as having satisfied the requirements of the Agreed Syllabus. For students taking this non-examination programme of RE, Key Stage 4 levels of attainment may still be relevant and progress can be reported on by reference to the exceptional performance description provided with the eight level scale. As RE at Post-16 utilises the Key Skills of communication, critical thinking and ICT it also affords opportunities for dual-purpose assessment.

Teaching & Learning Styles.

The approaches used should take account of the wide range of ability, interests and experiences of sixth form students as well as their greater maturity. Active Learning methods including discussion and the use of the media e.g. film, will enhance the learning experience. It is important to be pro-active in promoting positive attitudes to the subject. In some of our schools Sixth Form council representatives are consulted in selecting key questions and helping to plan the programme of activities. This is to be encouraged.

Teaching Content.

Taking into account the needs and interests of sixth formers it is important to develop a programme that responds to contemporary issues, that challenges students to deeper thinking and awareness, and that provides a framework of understanding for ultimate questions and values. It may therefore be most appropriate for South Gloucestershire schools to select the majority of examples used from one faith of 'western philosophy' and one faith of 'eastern philosophy' and from Humanism.

The suggestions (Section 3G) for five key questions for each of the six strands over the two years are offered as possible starting points. Sufficient breadth could still be achieved if a school chose to sample a balanced range of key questions from just two strands from each Attainment target, going into greater depth on those. Further guidance and advice on support materials is available from PCfRE and RE Today.

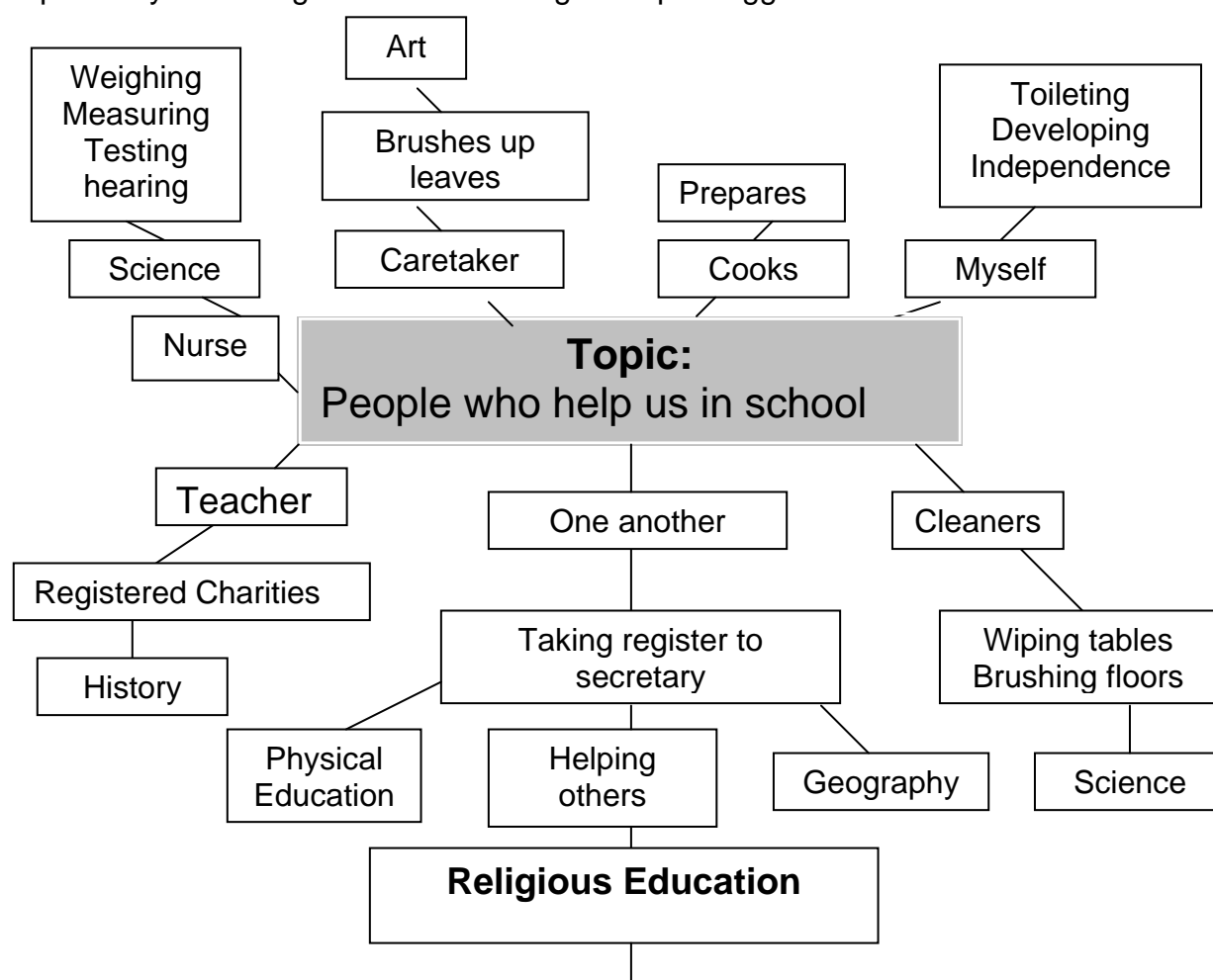
5E

SPECIAL SCHOOLS

All pupils approach RE with differing levels of knowledge and understanding and their own experience of life. Quality RE takes account of the individual pupil and is accessible to those with disabilities, special educational needs, higher and lower achievers and gifted and talented pupils.

In view of this, Special schools will be expected to implement the Programmes of Study and assessment arrangements of this Agreed Syllabus “so far as is practicable”.

Topics may be arranged as the following example suggests:



Stories of families who helped each other; Noah & Sons building the Ark – recall of song/mime; Moses – helped by sister; Joseph & Brothers – recall harvest play; Christmas family – birth of Jesus Christ; Stories told to class by group, reinforced by video, books, pictures as available; outline picture to colour in or own picture drawn; Reinforce ideas of being kind, caring for others – family and in school.

5F

SPECIAL NEEDS AND RELIGIOUS EDUCATION

All RE classrooms include a range of pupil aptitudes; no matter how teaching groups are organised in a school, whether by streams, bands or mixed ability. The effective RE teacher therefore needs to be able to differentiate teaching and learning strategies in order to provide for those pupils with special needs. The Special Needs of those pupils who are gifted and talented must be recognised as must those of pupils who have learning difficulties.

Recognising the gifted and talented in RE

The identification of the most able and gifted and talented pupils in RE relates to distinct RE ability, skills and spiritual understanding.

RE is centrally concerned with skills of questioning, critical thinking, analysis and interpretation. This will include complex and multifaceted phenomena and concepts providing interest and motivation for the most able.

In South Gloucestershire, gifted and talented and most able children should be encouraged to develop and apply knowledge, understanding and skills, in order to demonstrate high levels of understanding, insight, discernment, achievement and maturity. Thinking skills approaches that support argument, reasoning and logical analysis are key.

It is possible to have spiritual insight and understanding without a religious background. The achievements of the student gifted in RE might be distinguished from attainment in other subjects. For example, he/she might show particular skills of insight, application and discernment, making sense of and drawing meaning from religious symbols, metaphor and sacred text at a high level.

Teachers may find it fruitful to compare and contrast giftedness in RE with giftedness in areas such as sport, music or mathematics.

The teacher's professional judgement in RE is crucial. Teachers who know their pupils and their work, and bring a professional approach, expertise and awareness to RE, as with any subject, are best placed to identify and make challenging provision for their pupils.

For those pupils presenting **gifted & talented** behaviour in the classroom teachers may need to modify the curriculum by:

- Providing more challenge through focusing on higher order thinking skills;
- Encouraging questions and speculation;
- Using content and activities from later key stages;
- Demanding use of specialist vocabulary;
- Exposing to range of primary sources: texts and artefacts and testimony;
- Setting extended or open-ended tasks.

*Further advice is available on the national curriculum web-site:
www.nc.uk.net/gt/re/teaching.htm*

Recognising Children with Special Educational Needs

This guidance is based on work prepared for QCA. It focuses on principles for teaching and learning in RE for a range of pupils with Special Educational Needs.

- Valuing the importance of RE for pupils with special needs
- The law requires the Agreed syllabus to be taught 'as far as is practicable'. Quality teaching will tailor the syllabus carefully to the special needs of all pupils.
- Using pupils' experience of difficulty to develop their capacity to understand searching themes in RE.
- Pupils with special educational needs may show particular strengths in some areas and experience of difficulties can lead to a heightened awareness of searching themes in RE. Group work is important to provide space for reflection on experience and meaning.
- Building on pupil's interest in people and what they do.
- Some pupils with special educational needs show more awareness of people's feelings and a curiosity about what people do. This can lead to an interest in how individual religious people lead their lives and a consideration of their own lifestyles.
- Valuing pupil's use of religious language
- Some pupils with special needs use religious and spiritual language without inhibition and this can lead to an engagement with the symbolic.
- Being sensitive to the variety of pupils' understanding of religious concepts.
- Teachers need to be sensitive and respectful in judging the appropriateness of language and concepts with pupils with a wide variety of needs. Some material may be perceived differently by pupils with different disabilities, for example on miracles and healing.
- Allowing pupils to engage with explicit religious material
- Powerful opportunities for spiritual development can result from explicit religious materials brought in to the classroom. A 'small step' approach can block the development of vital and dynamic RE.
- Promoting pupil's use of the arts as a way of expressing themselves.
- Art, Music, Dance and Drama are often very effective with pupils with special educational needs.
- Recognising pupil's intuitive responses to religious issues.
- Moments of intuition expressed through questions, insights or gestures may display leaps of understanding that can be celebrated and noted by the teacher, but providing no written product of achievement.
- Valuing pupil's achievements through creative forms of assessment and recording.
- In order to reflect moments of intuition, insight and response, photos, videos, teacher notes, children's comments displayed on the wall etc all track children's achievement.

Differentiation

Successful differentiation is dependant on planning, teaching and learning methods and assessment. It requires:

- An understanding by teachers of the ways in which pupils learn;
- Matching work to pupils previous experience;
- An understanding of the factors that may hinder or help children's learning;
- An analysis of the knowledge and skills that comprise a particular learning task;

- Structured teaching and learning with explicit learning outcomes;
- Imaginative learning experiences that enthuse and sustain interest;
- Learning to be supported by what is taught in other curricular areas;
- Some choice by the students to reflect interests and needs.

Pupil's achievements

For pupils who have greatest difficulty in learning, it is still vital to enable pupils to demonstrate achievement. The QCA Performance descriptions (P levels) may support this. Levels P4 to P8 refer to skills, knowledge and understanding in RE. The P levels are included in this syllabus in Section 9C

Furthermore, the eight level scale may be broken down into a number of smaller elements and steps that aid planning and celebrate achievement.

Accreditation of RE

The National Qualifications framework accredits the achievements of students at 16 whose achievement is below that of GCSE, with entry level qualifications available from several awarding bodies.

Award grades of pass, merit and distinction roughly equivalent to National Curriculum levels 1,2 and 3 may allow appropriate forms of assessments for students with special needs.

The key features of differentiation are in **pitching** the level of difficulty and in **spacing** the rate of progress expected over a series of lessons. Six key strategies, out of the many available, are suggested below as possible starting points for considering each end of the learning spectrum.

Further advice is available in the QCA Publication: 'Planning, teaching and assessing the curriculum for pupils with learning difficulties - Religious Education' 2001

Section 6

PLANNING THE RELIGIOUS EDUCATION PROGRAMME

6A

PLANNING GRIDS FOR KEY STAGE 1 AND KEY STAGE 2

KEY QUESTIONS KEY STAGE 1

	STRAND		STRAND		STRAND
<p>Thinking about God</p> <ul style="list-style-type: none"> • What might God be like? • Which stories help people understand what God is like? • <i>What do I think about God?</i> 	<p>BT</p> <p>BT</p> <p>MP</p>	<p>Festivals and Celebrations</p> <ul style="list-style-type: none"> • What happens at the celebration of a religious festival? • Which faith stories are linked to different festivals? • <i>Why/how do I celebrate events special to me? Why /how do others celebrate?</i> 	<p>PL</p> <p>EL</p> <p>IE/MP</p>	<p>Caring for myself, caring for others</p> <ul style="list-style-type: none"> • What do religious stories teach about friendship and care for others? • What do religious stories mean to members of the faith community? • <i>Who is important to me and why?</i> • <i>How do people care for me? How do I care for others?</i> 	<p>VC</p> <p>BT</p> <p>VC/IE</p>
<p>Stories and Sacred Writings</p> <ul style="list-style-type: none"> • What stories, poems and teachings are found in sacred texts? • How do sacred books help believers in their daily lives? • <i>What books/stories are significant to me?</i> • <i>What do religious stories mean to me?</i> 	<p>EL</p> <p>VC/ BT</p> <p>MP</p>	<p>Exploring a place of Worship</p> <ul style="list-style-type: none"> • Why is a place of worship important to believers? • What can we learn about a place of worship from religious artefacts? • How do people use symbolism and the arts in a place of worship? • Where are the places for worship in my locality? • <i>What places and special objects are important to</i> 	<p>EL</p> <p>EL</p> <p>EL</p> <p>BT</p> <p>IE</p>	<p>Belonging to a Community</p> <ul style="list-style-type: none"> • Which people are important to faith communities and why? • How do religious people demonstrate commitment to their community? • <i>What is special about me/others?</i> • <i>Where do I belong?</i> • <i>How do I show commitment to a group?</i> 	<p>IE</p> <p>PL</p> <p>MP</p> <p>IE</p> <p>MP</p>

KEY QUESTIONS LOWER KEY STAGE 2

	STRAND		STRAND		STRAND
Creation Stories and Care for the World <ul style="list-style-type: none"> • What do faiths teach about God as creator? • What do Creation stories teach about our responsibility for the world? • <i>How do we take responsibility for our world?</i> 	BT BT VC	Prayer and Worship <ul style="list-style-type: none"> • What is the purpose and value of a sacred place? • How does a holy place help people worship? • How do people pray? • What is the purpose and value of prayer for some people? • <i>What does prayer mean to me?</i> 	EL EL PL PL MP	Rules for Living <ul style="list-style-type: none"> • What rules do faith communities have? • What do faith communities say about the best way to live life? • Which rules of faith communities are significant for you? • Why does a community need rules? • <i>What rules are important to me?</i> 	VC VC VC VC VC
Founders and Leaders <ul style="list-style-type: none"> • Who founded the world's great religions? • How have religious leaders influenced their faith tradition? • <i>Who are our heroes and heroines?</i> • <i>What makes a leader worth following?</i> 	BT BT IE IE	Use of Sacred Texts <ul style="list-style-type: none"> • How and why do believers show respect for sacred texts? • What different genres make up sacred texts? • <i>What can I learn from sacred texts?</i> • <i>What inspires/ guides me?</i> 	BT EL MP	Showing Commitment <ul style="list-style-type: none"> • How do people show commitment to the values of their faith? • <i>What commitments and values are important to me?</i> 	VC MP

KEY QUESTIONS UPPER KEY STAGE 2

	STRAND		STRAND		STRAND
<p>The Nature of God</p> <ul style="list-style-type: none"> • What do holy books and sacred writings teach about relationships with God? • What names and attributes do believers give to God? <i>What do I believe about God?</i> 	<p>BT</p> <p>BT</p> <p>MP</p>	<p>Pilgrimage</p> <ul style="list-style-type: none"> • What is pilgrimage and why is it important to some believers? • Why are places of pilgrimage considered sacred? • What does a pilgrim learn from their sacred journey? • <i>What journey has significant meaning and purpose for me?</i> 	<p>PL</p> <p>PL</p> <p>PL</p> <p>MP</p>	<p>Faith in the Local Community</p> <ul style="list-style-type: none"> • What faiths/denominations are represented in your local community? • How do people of faith, and others, express their values and beliefs through action in the local community? • <i>How can we make a difference to our local communities?</i> 	<p>PL</p> <p>VC</p> <p>MP</p> <p>MP</p>
<p>Life's journey</p> <ul style="list-style-type: none"> • How do different religions mark significant life events e.g birth, marriage, death,. • <i>How does my family mark the significant events in life's journey?</i> 	<p>PL</p> <p>MP</p>	<p>Expressing Faith</p> <ul style="list-style-type: none"> • How do people of faith celebrate and what impact do celebrations have on individuals/ community? • How do places of worship/ worship practices differ within and between religions? • How is faith expressed through lifestyle? • How is faith expressed through the creative arts? • <i>How do I express my beliefs, values and commitments?</i> 	<p>EL</p> <p>EL</p> <p>PL</p> <p>EL</p> <p>MP</p>	<p>Faith in a Global Village</p> <ul style="list-style-type: none"> • <i>How do people of faith and others respond to the needs of people in different parts of the world e.g. Fair-Trade, Red Crescent etc?</i> • <i>Can we make a difference to our global community?</i> • <i>What can we learn from people with religious commitment to world peace, justice and reconciliation?</i> 	<p>VC/PL</p> <p>MP</p> <p>VC</p>

KS1 route map

Autumn	Harvest Festival 2 Weeks		Christmas Celebrations: Nativity/ Carol Concerts 2-4 weeks	Spring		Lent and Easter 2-3 weeks	Summer	
Rolling programme Cycle A				8-10 weeks Term 2 →			Festivals and celebrations 8-10 weeks Term 3 → Term 4	
Term 1				Exploring a place of worship 8-10 weeks Term 3 → Term 4			Belonging to a community 12 weeks Term 5 → Term 6	
Rolling programme Cycle B		8-10 weeks Term 2 →						
Term 1								

The six schemes of work can be arranged in any order to suit your rolling programme.

Lower KS2 route map

Autumn	Harvest Festival 2 weeks		Spring		Lent and Easter 2-3 weeks	Summer	
Rolling programme A Cycle Creation stories and care for the world		8-10 weeks		Rules for living 8-10 weeks		Prayer and worship 12 weeks	
Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
Rolling programme B Cycle Founders and leaders		8-10 weeks	Use of sacred texts 8-10 weeks	Showing commitment 12 weeks			
Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	

The six schemes of work can be arranged in any order to suit your rolling programme.

Upper KS2 route map

Autumn		Spring		Summer	
Rolling programme A Cycle	Harvest Festival 2 weeks	Christmas Celebrations: Nativity/ Carol Concerts 2-4 weeks	Pilgrimage	Lent and Easter 2-3 weeks	Faith in the Local community
The Nature of God			8-10 weeks		8-10 weeks
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rolling programme B Cycle			Expressing And Celebrating Faith		Faith in a Global Village
Life's Journey			8-10 weeks		12 weeks
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

The six schemes of work can be arranged in any order to suit your rolling programme.


Belonging to a community. Years 1/2 on a rolling programme			
Background Story/ Information This unit of work helps children to understand where they belong- and how they can belong to different groups. Commitment to a group is explored. Children learn about baptism into the Christian community, which is a sign and symbol of a new beginning and a welcome. The Aqiqah ceremony initiates children into the Muslim community The words of the call to prayer are whispered in the baby's ear and the baby is named and is given something sweet and bitter to taste to symbolise that they will have to taste the reality of life (good and bad times). The parents traditionally buy a sheep or a goat and the meat is shared out as away of saying thank you to Allah. Sikh children are named from the Guru Granth Sahib and are given the Sikh name, Singh or Kaur. The kara a steel bangle and one of the 5 Ks are often given to children at the naming ceremony. It symbolises the eternal love of God.. The children will learn about the leaders of the different faith communities as those who ensure that the worship of God and the way of life of members of the community are sustained and developed.			
Cross Curricular Links PSHE, Geography, Literacy, DT, Science		Key Vocabulary Vicar , Priest, Baptism , Christening, Font, Baptismal candle, holy water, promises, clubs , organisations, belonging, Aqiqah, Imman, Qura'n, Mosque, Rabbi, Synagouge, Torah, Bible, Guru Granth Sahib, Granthi, Kara, Singh , Kaur, Gurdwara	
Skills Interpretation, Communication		Attitudes Self Awareness, Respect, Appreciation and Wonder	
Key Questions Where do I belong? How do I show commitment to a group? What is special about me? How do religious people demonstrate commitment to their community? What stories are told about founders of faith communities that show how people should behave to each other? Which people are important to faith communities and why?			
Learning Objectives To recognise groups to which they belong and identify how they show commitment	Possible Teaching/Learning Activities Lesson 1/2 Discuss with the children the groups/organisations they belong to e.g family, class , school, Rainbows/Brownies, sports clubs religious groups. Make a pictorial representation of the different groups to which the children belong. Talk about what it means to be part of the groups and identified by e.g dress, badges, expectation of behaviour, promises, rules etc. and what is of value to them and others as a member of each group.	Learning Outcomes To be able to talk about the groups to which they belong and how they show commitment to these	Resources Clothes, badges, pictures associated with clubs/ organisations to which the children belong



<p>To describe what happens at a Christian baptism and give some reasons why baptism is important to Christians.</p> <p>To describe what happens at an Aqiqah service and give some reasons why the ceremony is important to Muslims.</p> <p>Reflect on their own experiences of good things in life</p> <p>To be able to describe what happens at the Sikh naming ceremony and explain its importance to Sikhs.</p>	<p>Lesson 3 Learn about the practice of Christian Baptism where children are received and welcomed into the Christian church. Invite the local vicar to create a re-enactment either in the church if possible or at school. Explore the signs and symbols associated with this event e.g water, sign of cross, baptismal candle, christening gown, godparents, special cards etc. Discuss why this a special day for the family and the baby Make a card to welcome the baby into the Christian family with a suitable message inside.</p> <p>Lesson 4 Learn about Aqiqah ceremony to welcome a Muslim baby into the community. The words of the adhan, the call to prayer, are whispered into the baby's ear. The baby's hair is cut or shaved, and sometimes weighed so that that weight of gold can be given away. The baby is named and something sweet and something bitter is placed on the baby's tongue The family shares a meal together Make a collection of sweet and bitter/ salty/savoury tastes. Which do the children prefer? Sweet things are given to the baby in the hope that they will experience good / sweet things in life. Can the children recognise some good / sweet things about their own life?</p> <p>Lesson 5 Show the children a kara (steel bracelet worn by Sikhs). Explain that this is something very precious to Sikhs which is often given to Sikh children when they are given their name. The kara is a special sign to Sikhs of God's never ending love. It is made of steel and is very strong. The strong steel stands for the strong love between Sikhs and God. Sikhs wear it all the time to show that they belong to God and each other. The Kara has no join, no beginning and no end. In this way it is like the love of God that goes on forever.. When Sikh children are given the kara and are named they go as tiny babies to the Gurdwara, the Sikh's Holy building. Special words about God are whispered in the baby's ear. The words of this prayer talk about what God is like- <i>There is only one God Whose name is truth</i></p>	<p>To identify what happens at a Christian baptism and its significance to Christians</p> <p>To identify what happens at the Aqiqah ceremony and its significance to Muslims</p> <p>To respond sensitively to their own and others' experience of good things in life</p> <p>To identify what happens at the Sikh naming ceremony</p> <p>To explain why it is important to Sikhs</p>	<p>Baptismal candle, robe, cards, certificate, service card</p> <p>Watch- Places of Worship – Christianity BBC Dottie and Buzz C4 www.request.org.uk in infants section Home and Family – the role of religion –edited by Joyce Mackley – Developing Primary RE Series, page 3</p> <p>Pictures of Aqiqah ceremony</p> <p>Tastes of different sorts</p> <p>Kara Pictures/ video of gurdwara.</p>
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<p>To identify the different aspects of the role of a school leader.</p>	<p><i>God the Creator</i> <i>Is without fear</i> <i>Is without hate</i> <i>Is Timeless and without shape</i> <i>Is beyond death, the enlightened one</i> <i>And is understood through God's grace.</i></p> <p>At the same time a drop of honey is placed on the baby's tongue. The baby's name is chosen from the Sikhs' Holy Book, the Guru Granth Sahib. The Granthi (Sikh leader) opens the book, looks for the first letter of the prayer on that page. A name is then chosen for the baby that begins with that letter. Demonstrate this by opening a book randomly and picking the first letter of the page on the left. In talk partners children can think of names beginning with that letter.</p> <p>Sikh children are also given another name – all boys are called Singh (lion) and all girls are called Kaur(princess). Sikh parents call their boys Singh because they want them to grow up to be brave in standing up for what is right. They must always be strong and courageous, kind and fair. Girls are called Kaur because each is as precious as a princess to her family and all their friends at the Gurdwara</p> <p>Discuss how their name was chosen for them and what animal name they might choose to describe them selves and why.</p> <p>The children could discuss some of The Sikh ideas about God (see prayer above)-</p> <p>Lesson 6</p> <p>Ask the children to think about the head teacher in your school as a leader of the school community. What sort of responsibilities/roles does he/she have? –ask the head teacher to explain to the children what their leadership role is. Take a photograph of the head teacher and scribe around it words that describe his leadership role.</p> <p>Lesson 7</p> <p>Invite a leader of a Christian community/ church into school from your locality. Ask the children to prepare questions to ask about their job and role. Link to the head teacher's responses i.e. Caring for others, helping people to live wisely, helping people to take responsibility for themselves and others and the role of faith leaders- e.g. performing rites of passage, visiting</p>	<p>To recognise some of their own desired character traits</p> <p>To identify what a school leader</p>	<p>Camera</p>
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<p>To identify the different aspects of the role of a church leader.</p>	<p>the sick, helping people to draw closer to God, to understand the teachings of the faith from the Holy Book, performing ceremonies, celebrating festivals, organising worship and prayer, looking after the building etc. Talk about clothes/ or outward appearance associated with their role. Take a photograph as before.</p> <p>Lesson 8/9 The Rabbi is primarily a teacher of the Jewish faith- his job is to help the Jewish community apply the commandments to their everyday lives. Some of the things that Jewish people are told to do are:</p> <ul style="list-style-type: none"> • Show respect to parents. • Put God first in your life • Keep your hands off what belongs to other people • Don't be jealous of what others have got • Love and keep God's law. Remember it and think about it all day long. • Don't tell lies about people • Keep one day a week to rest, be with your family and think about God. • Respect God's name. <p>Talk to the children about what they think of these rules. Would they be difficult to keep? Ask the children to think of five rules that might be important for their own families or for the class. Remind the children about the special clothes that Jewish men and boys wear to show they belong to the Jewish community. Explain to the children that the tallit, worn by Jewish men when they pray, has carefully counted and knotted fringes. These remind them of the rules that they must live by (five books of the Law and 613 commandments which Jews are required to observe). Jews will say a blessing before putting on their tallit. The tallit gives them a feeling of security and safety with God. The children could make some plaited ribbons or wool to remind them of the rules they have thought of.</p> <p>Lesson 10 Learn about the role of the imman in the Muslim community i.e.</p> <ul style="list-style-type: none"> • calls the people to prayer • teaches the people in the Mosque • looks after the Mosque building 	<p>does and what qualities they need.</p> <p>To identify the role of a particular faith leader.</p> <p>To identify some teachings of particular faiths and relate these to their own values and commitments.</p>	<p>Pictures /videos of Rabbi, imman , priest</p>
<p>To identify the different aspects of the role of a Rabbi.</p> <p>To be able to identify some ways that Jews show that they belong to their community.</p>	<p>Tallit</p>		

<p>To identify the different aspects of the role of an Imam</p> <p>To be able to identify some ways that Muslims show that they belong to their community.</p>	<p>The imam helps Muslims to apply the teaching of the Qura'n to their own lives i.e.</p> <ul style="list-style-type: none"> • Worship only Allah • Be kind to your parents and family and those in need • Speak respectfully to people • Pray to God • Give to others <p>Talk to the children about what it means to speak respectfully to other people. Role play some situations within the children's experience where words are changed/ created to display (a more) respectful attitude</p> <p>What do they give to others? Friendship, care, sharing , help</p> <p>Show the children some prayer beads telling the children that Muslim children will often use these to help them remember how God wants them to behave. Although Muslims call God Allah they have many other names for him. Muslims often carry the beads in their pocket and this helps them to remember that they are Muslims and of how God wants them to be respectful; and caring to others</p> <p>The children could use wooden beads or make clay beads to remind them of the ways in which they should be respectful to others in their class.- for a class display.</p> <p>One of the most important jobs of the imam is to call people to the Mosque to pray. Listen to the call to prayer. Ask the children why they think it is important to Muslims (and others) to pray.</p>		<p>Prayer beads (Subha or Tasbih)</p> <p>Call to prayer</p>
<p>Assessment Opportunities</p> <p>Identify groups to which they belong.</p> <p>Identify what happens at some welcoming ceremonies from different faiths.</p> <p>Identify the role of secular and religious leaders.</p> <p>Recognise their own values in relation to the values of faith communities.</p> <p>Respond sensitively to questions about their birth and naming.</p>			


<p>Christianity: Caring for Myself – Caring for Others Year 2 or Year 1/2 on a two year rolling programme</p>			
<p>Background Story/ Information The Bible teaches Christians that God is love and that they should 'do unto others as they would have done unto them'. Christians therefore believe that they should care for each other and for the world around them.</p>			
<p>Cross Curricular Links Literacy (including speaking and listening, drama), PSHE, Art SMSC </p>		<p>Key Vocabulary caring organisation charity forgiveness protection parable disciple friendship</p>	
<p>Skills Investigation – I can use appropriate questions (e.g. Why do Christians help others?) Analysis & Evaluation – I can voice my opinions and ideas (e.g. I think it is good to help people because...)</p>		<p>Attitudes Empathy – I value others.</p>	
<p>Key Questions What do faith stories teach about care for others. What do these stories mean to the Christian community Who is important to me and why? How do people care for me? How do I care for others? How does it feel when you do something for someone else? Do you think it is a good idea to treat others as you would want to be treated and why?</p>			
<p>Learning Objectives To identify ways in which they care for others</p>	<p>Possible Teaching/Learning Activities How do I care for others? Lesson 1/2 Introduction:</p> <ul style="list-style-type: none"> Bring in a photograph of someone/something you care about – use this to discuss and explore ways in which you care for others and why. <p>Children could:</p> <ul style="list-style-type: none"> Create a 'Hands for Caring' display– present ideas of who we care for and how we care for them on cut out 	<p>Learning Outcomes I can say how I care for others and give reasons why(AT2)</p>	<p>Resources Photographs from home of someone/something they care for.</p>

<p>To identify why they care for others and feelings associated with caring for others.</p>	<p>hands. Use hands to create a care tree. ☺ </p> <ul style="list-style-type: none"> • Look at a picture of someone caring for others. Explore what has happened before the picture and what will happen later, how both people feel and <i>how</i> one person is caring for the other. Why do you think they are caring? • Freeze-frames of caring scenarios. Who is in the freeze-frame, why and how is someone caring? • Read some secular stories about caring for one another e.g. 'The Rainbow Fish' or 'Can't You Sleep Little Bear' <p>Plenary:</p> <ul style="list-style-type: none"> • Talk about ways to care for one another in the classroom. 	<p>I can say how I care for others and give reasons why(AT2) I can talk about how I feel when others care for me.</p>	<p>Picture of someone caring for someone else.</p> <p>'Can't You Sleep Little Bear' by Martin Waddell ISBN 1844284913</p> <p>'The Rainbow Fish' – Marcus Pfister North-South Books ISBN 3-314-21368-9</p>
<p>To identify that Christians believe that they should care for others.</p> <p>To be able to give some reasons to explain why Christians care for others.</p> <p>To share their feelings about participating in a 'Caring Event'</p> <p>To ask relevant questions. To be able to identify how a religious leader cares for others</p>	<p>Lesson 3 Children could:</p> <ul style="list-style-type: none"> • Discuss ways in which the children's families care for others • Talk about fundraising events in school • Organise a 'Caring Event' to help care for people in school (e.g. set up a buddy system), the local community (e.g. bring in unwanted toys to take to a local pre-school) <p> Brainstorm suggestions</p> <p>Lesson 4 How do Christians care for others? Introduction ideas:</p> <ul style="list-style-type: none"> • Invite a visitor from the local Christian community to talk about how members of the church community care for people in the neighbourhood or further afield. 	<p>I can give examples of how Christians care for others and their reasons for doing so (AT1)</p> <p>Through taking part in a 'Caring Event', I can share my feelings about this (AT2)</p> <p>I can explain how a religious leader cares for others.</p>	<p>Visitor from local Christian community</p>


<p>To identify in the story of The Two Sons some of Jesus' teachings about how Christians should care for others.</p>	<p>Lesson 5 What we do is more important than what we say. Introduction:</p> <ul style="list-style-type: none"> • Listen to the story of 'The Two Sons'. <p>Children could:</p> <ul style="list-style-type: none"> • Role-play the story. Stop at certain key points within the story – who seemed the caring son to begin with, compared with the end? • Innovate the story to make it relevant to today. • Paint/draw a scenario where they have/haven't done as they have said. Write a speech bubble/thought bubble to go with their picture. SEN and all abilities • Use puppets to tell the story of 'The Two Sons' or your innovated story. • Who showed that they cared in these stories? How did they show it? 	<p>I can recall/ retell the story of 'The Two Sons'. (AT1) and suggest who showed the most love and care in this story.</p>	<p>'The Two Sons' – Inkpen and Butterworth ISBN 0551030770</p> <p>Puppets</p>
<p>To recognise how Jesus showed his care for Zaccheus</p>	<p>Lesson 6/7 How Jesus showed he cared Children could hear the story of Zaccheus</p> <ul style="list-style-type: none"> • Put a puppet (Zaccheus) on a chair in the middle of a circle. Read the first part of the story. Say/shout all of the uncaring things the crowd would have said to him. Read the second part of the story, where he changes. What might they say to him now? (each child can say a caring comment) In each case, think about what the story is teaching Christians. • Make a frieze of Zaccheus in the tree – make brown leaves with the uncaring things said about him, and green leaves with the caring things after he had changed. • Or explore the feelings of Zaccheus, before, during and after his meeting with Jesus. Hot seat Zaccheus or any member of the crowd who might have been there. Re-tell the story and explain about why Zaccheus was so isolated and lonely and how Jesus changed his life. How did Zaccheus have to change before he could make new friends? How could we encourage people to change so that they can make more friends? • Make a class recipe for a good friend or make a 	<p>I can use the story of Zaccheus to explain how Jesus recognised Zaccheus's loneliness and isolation, and showed him care and friendship so that he could change his life. (AT1)</p>	<p>'A Nasty Little Cheat' – The Lion First Bible by Pat Alexander ISBN 0 7459 3210 X , pg414</p> <p>Puppet (Zaccheus)</p>

	<p>friendship cake.</p> <ul style="list-style-type: none"> • Innovate the story to make it relevant to today. • Discuss who might be seen as unpopular today Work in groups to explore we can show how we can show friendship to everyone in our school. e.g if someone was lonely at playtime----if someone was finding their work difficult---if two people were having an argument--- 		
<p>To learn who some of Jesus' special friends were and why he chose them.</p> <p>To be able to say why it is important to listen to our friends.</p> <p>To identify that Jesus showed, through his actions, that Christians should protect others.</p> <p>To give their own views about the importance of caring for themselves and others.</p> <p>To be able to identify the main features of what caring means.</p> <p>To be able to care for my "egg" and protect it from harm.</p>	<p>Lesson 8 Describe where Jesus lived e.g beside the Sea of Galilee. Who do you think Jesus met there? fishermen – show some pictures. Read "Jesus' Special Friends" in Lion Storyteller Bible, page 70. Jesus' special friends are called disciples. Discuss how Jesus friends might have helped and supported him in his work. Jesus also had good friends who were women. They were called Mary and Martha (see Lion Storyteller Bible, page 82) Mary and Martha had different ways of showing their friendship. Why did Jesus think Mary had made the right choice? Why is it important to listen to our friends? Create a listening time/space where children work in pairs and each take a turn to be a talker and a listener reporting back in groups of four.</p> <p>Lesson 9 Jesus as a friend - protecting Introduction:</p> <ul style="list-style-type: none"> • Read/act out the story of 'The Storm' – discuss how Jesus cared for his friends and the relevance of this to Christians. i.e that Christians believe that Jesus can bring peace and reassurance into their lives when they are worried or afraid <p>Children could:</p> <ul style="list-style-type: none"> • Think about how times when they have felt frightened and who has helped them to feel less afraid and how we can help others when they are worried about events in their lives. <p>Lesson 10 Set a challenge Can you keep an egg safe for a day? The children will decorate an egg and then actually look after it and protect it, e.g make a safe carrier, keep it safe at play time (physical protection). They could compliment each other's eggs and you can think about the idea of protecting their egg from criticism (emotional protection). Discuss preparations needed, problems you encountered and how you overcame them in order to keep your egg/ creature</p>	<p>I can retell the story of the call of the disciples and suggest why Jesus needed friends</p> <p>I can suggest why it is important to listen to friends.</p> <p>I can use the story of The Storm to explain how Jesus helped his friends (AT 1)</p> <p>I can show how I take care of my friends and the importance of this (AT 2)</p> <p>I can take care of my "egg" and show care to others.</p>	<p>The Very Scary Storm – The Lions First Bible by Pat Alexander ISBN 0 7459 3210 X pg330</p> <p>Protective clothing etc</p>

	<p>protected. Why is it important you care for your egg?</p> <ul style="list-style-type: none"> • Alternatively children could create their own model figure [e.g. from clay, wool...] to look after for the day. • Discuss how you look after your friend and keep them safe. Around an item of protective clothing, place thought bubbles of how they care and protect their friends. • Caring promises box – each day take out a new caring promise. Can we keep this promise today e.g. 'I will share' 		Eggs! (preferably soft boiled!)
Assessment Opportunities	<p>Re-tell the story of– Zaccheus – identifying who cared for who in this story, how and why? Identify how Christians today try to care for others Talk about or re-enact the ways in which I do and could care for others.</p>		

<p>Caring for Myself , caring for Others Year 2 or Year 1/2 on a two year rolling programme</p>			
<p>Background Story/ Information The Jewish faith teaches that each individual person is unique, wonderfully made” in the image of God. Each individual is of infinite worth and value to God and therefore each individual may have confidence in themselves and their unique and special gifts. Some stories from the Torah illustrate how individuals have cared for others including family and friends - e.g. Ruth and Naomi, David and Jonathan.</p>			
<p>Cross Curricular Links Literacy ICT PSHE, drama, art SMSC </p>		<p>Key Vocabulary Unique, special, Family , Friendship, Memory</p>	
<p>Skills Communication Interpretation Investigation</p>		<p>Attitudes Self awareness Appreciation</p>	
<p>Key Questions What does the Torah teach about care for myself and care for others? What do these stories mean to members of the Jewish community? Who is important to me and why? What is special about me /others? Assessment opportunities are indicated by a ☺ throughout the document</p>			
<p>Learning Objectives To consider how each person in the class is special</p> <p>Reflect on the Jewish belief that God created each of us to reflect his glory.</p>	<p>Lesson 1 Sitting the children in a circle pass a decorated box with a concealed mirror in the bottom. Explain that the children will find something very special hidden in the bottom of the box and that this must remain a secret from others. When the box has been round the circle, share the “special secrets”. Discuss with the children what makes each child in the class special and unique e.g. what they are good at, what they would like to get better at, what I like / dislike. Tell the children about the Jewish belief that God made everyone</p>	<p>Learning Outcome I can talk about why I or someone else is special.</p> <p>I can talk about the Jewish belief that God created us and knows all about each one of us.</p>	<p>Resources Box with mirror in the bottom</p>

<p>Reflect on the value of their own friendships</p>	<p>to remember the good and happy times they shared together? Jewish people love stories about King David because they believe David was a good King but he would never have been so great without the friendship and love of his friend Jonathan . How do your friends help you to be a better person? Draw a picture of a past or present friend and say how they have helped you.</p>	<p>I can identify a good friend and describe what makes them a good friend.</p>	
<p>Assessment Opportunities I can talk about my own special qualities and those of others I can re-tell the story of Ruth and Naomi I can retell the story of David and Jonathan I can suggest why it is important to appreciate my friends and family</p>			

<p>Caring for Myself , caring for Others Year 2 or Year 1/2 on a two year rolling programme</p>			
<p>Background Story/ Information The Hindu faith emphasises the importance of family ties and respect for all members of the family. Hinduism promotes the importance of belonging to an extended family and particular respect is shown to the elderly (Sanatan Dharmsa) In the Hindu family children are taught to live in caring ways. Hinduism teaches that we should not only learn how to live <i>with</i> each other but learn to live <i>for</i> each other. Raksha Bandhan is a festival celebrated in the home when girls tie bracelets around their brother's wrists as a demonstration of love and commitment in the Hindu family (raki). The story of Krishna and Sudhama emphasises the meaning of true friendship and the Hindu belief that when we help others we are serving God.</p>			
<p>Cross Curricular Links Literacy ICT PSHE, drama, art SMSC </p>		<p>Key Vocabulary Unique, special, Family , Friendship, Raksha Bandham, raki God</p>	
<p>Skills Communication Interpretation Investigation</p>		<p>Attitudes Self awareness Appreciation</p>	
<p>Key Questions What does Hinduism teach about care for myself and care for others? What do these stories mean to members of the Hindu community? Who is important to me and why? What is special about me /others? How do people care for me? How do I care for others? Assessment opportunities are indicated by a throughout the document</p>			
<p>Learning Objectives To reflect on the meaning of family relationships</p>	<p>Lesson 1 Talk to the children about their own families- immediate and extended. Talk about how often they meet with family members and on what occasions. Tell the children that extended Hindu families often live in the same house e.g. Grandparents , aunties, uncles (this could be introduced by creating a persona for a particular Hindu child) Hindu children are taught to love and respect and take care of all family members particularly their grandparents.</p>	<p>Learning Outcome I can say why my family is important to me.</p>	<p>Resources Photographs that the children might bring</p>

<p>To be able to talk about what happens at Raksha Bandhan</p>	<p>Talk to the children about which family members they would like to share their home with. Each child could create a portrait of their family for display. Write a sentence about the importance of their family to them</p>		
<p>To reflect on the significance of Raksha Bandham to Hindus</p>	<p>Lesson 2 Show the children a raki (woven bracelet like a friendship bracelet). On a special celebration day called Raksha Bandham Hindu girls tie such a bracelet around their brothers wrists to show their love and gratitude for their brothers (traditionally care and protection) This is a time when the whole family show their love and care for each other. It is a time for forgetting quarrels and a time for making each other feel really special Often wrapped presents and cards are also given to all family members A Hindu girl often says a special prayer for her brother as she ties the raki onto her brother's right wrist. What do you think she might say in the prayer?</p>	<p>I can explain what happens at Raksha Bandhan and say why it is an important celebration for Hindu families.</p>	<p>Raki</p>
<p>To reflect on their own family relationships</p>	<p>Lesson 3 Talk about the children's own relationships with their brothers and sisters. Write a prayer or special thought for your brother or sister Make a raki or card Alternatively organise an occasion (tea- party) to invite grandparents into school.</p>	<p>I can talk about why my family is important to me.</p>	
<p>To understand the main points in the story of the friendship between Krishna and Sudama</p>	<p>Lesson 4 Hear the story of Krishna and Sudama. When Krishna was a young boy his best friend was Sudama . One day they were asked to go to the forest to collect firewood. There was a sudden storm and the ground became flooded. Krishna and Sudama climbed up a tree and sat on a branch. They were cold, wet and hungry. Sudhama suddenly remembered that he was carrying some puffed rice. But he was so hungry he did not tell Krishna about it and when Krishna was not looking he quickly ate it all. But Hindus believe that Krishna is God and that he knows everything that is happening. So of course he knew that Sudama had not shared his rice but he kept quiet. When the storm passed the boys went home. Many years passed and Krishna and Sudama went their separate ways. Krishna became a king but Sudama was very poor because he couldn't find any work. He</p>	<p>I can retell the story of Krishna and Sudama and explain what the main point of the story is.</p>	

<p>To reflect on times when they have shared with others</p>	<p>decided to visit his old friend Krishna to ask for help but he worried about taking a present for him. His wife had a little puffed rice left in her cupboard. "Lets give Krishna this as a present" What a silly thing to offer a King said Sudama but his wife said – "there is nothing else – let us give what little we have" When Sudama reached Krishna's palace Krishna ran out to meet him. He was so happy to see his old friend. Sudhama felt ashamed of his little gift and tried to hide it. But Krishna saw it and was delighted with this small gift. He began to eat it and something magical happened. -Sudama's hut turned into a palace. Hindus believe that this story teaches us that we should share what we have with others. As soon as Sudhama recognised this his life changed. Hindus believe that by serving others we also serve God. Because it is God who lives in everyone.</p> <p>Draw your favourite part of the story (perhaps a turning point in the story when Sudama changed) or sequence some pictures of the main events in the story.</p> <p>Talk about times you have shared what you have with others. Discuss how this can sometimes be difficult.</p>	<p>I can talk about times when I have shared with friends and friends have shared with me.</p>	
<p>Assessment Opportunities I can talk about my own family life I can re-tell the story of Krishna and Sudama I can suggest why it is important to appreciate my friends and family I can suggest why the ceremony of Raksha Bandam is important to Hindus</p>			

<p>Christianity –Exploring a place of worship– The Church Year 1 or Year1/2 on a two year rolling programme</p>			
<p>Background Story/ Information Christian churches can be ancient or modern but they all display key features and symbols. The church is used for worship on Sunday but may also be used for a range of activities during the week. Although the church building is important to Christians as a place where they come to worship God, Christians regard the church as the body of all Christian people who follow the way of Jesus.</p>			
<p>Cross Curricular Links Art Literacy Science</p>		<p>Key Vocabulary Church, worship, Christian, family, font, baptistry, lectern, altar, dove, stained glass, Bible, sacred, holy.</p>	
<p>Skills Investigation, Interpretation, Communication</p>		<p>Attitudes Respect, Appreciation, Wonder</p>	
<p>Key Questions Why is the church a holy building for Christians? How do the signs and symbols in the church help Christians? How do works of art in the building help Christians learn and think about God. What helps Christians feel they belong to the church? What places/objects are special for me? What are the important buildings in our community? Where are the places of worship in our community?</p>			
<p>Learning Objectives To identify significant buildings and their use in the local area. To identify the different uses of the church buildings.</p>	<p>Possible Teaching/Learning Activities Walk around your local area, ask the children to identify significant buildings and their use. Take photographs, make class book or display. Look at some pictures or photographs of your local church [either ones you have taken yourself or on a website]. Ask children what they think the building is and what it is used for? Ask the children if/when they have visited a similar building and about their experiences there. Make a display with photographs e.g. - went to 'a church when....' From this identify some different uses of the church building e.g. weddings, baptism, playgroup, concert, etc...</p>	<p>Learning Outcomes I can say why some buildings are important in our community. I can say how people use the church for different purposes.</p>	<p>Resources Visit www.saled.org for RE links www.request.org.uk www.re-xs.ucsm.ac.uk/re.places</p>

<p>To experience how it feels to be in a church building and to put these feelings into words.</p> <p>To respond sensitively to others' thoughts and feelings about what it feels like to be in a church building.</p> <p>To identify some objects, symbols in the Church that are significant to Christians.</p>	<p>Prepare for a church visit or use a virtual tour. Before the visit ask the church to provide some photographs of people who help there and their role. (might include photographs of a child who attends the church)</p> <p>Introduce a specific child, either real (as a member of the congregation) or imagined (use persona doll or pictures,) and talk about the church as a place where the child and their family belong.</p> <p>Ask children to think of good questions to ask when they visit the church and arrange for the vicar or a guide to be present.</p> <p>When in the church ask children to notice: - Smell, sound, etc...</p> <p>-Special objects, symbols-Link these to Christian belief e.g.: <u>Cross</u>- the sign of Jesus <u>Dove</u>-the sign of God's spirit <u>Font</u>- where babies are welcomed into the church family <u>Baptistry</u> - where adults receive baptism as Jesus did <u>Altar</u>- Where bread and wine are shared (holy table) <u>Candles</u>- symbol of Jesus, the "light of the world" <u>Lectern</u>- Holds the big Bible that is read to the people.</p> <p>Ask the children what helps the people in this church to worship God?</p> <p>Note down children's comments on how they felt when they were in the Church.</p>	<p>I can ask and respond sensitively to questions about what happens in the church.</p> <p>I can talk about how I feel in the church and listen to the ideas of others.</p> <p>I can recognise objects, symbols in the church and talk about their importance.</p>	<p>CD rom – Mark's Family available from Gloucester Diocese 01452 385217</p> <p>Use sense grid to indicate what they can see, hear, smell, touch in the church and to draw a face expressing what they feel [with helper in groups]</p>
<p>To identify places that you feel are special to you and be able to say why.</p> <p>To be able to suggest how other people may feel in a place that is special to them.</p> <p>To be able to describe ways in which the church is significant to Christians.</p> <p>To express ways in which they</p>	<p>Take some photographs and on return to school give pairs of children some photographs to discuss 'why is this an important part of the church' -</p> <p>Children can make notes</p> <p>Look back on comments children made about their feelings in the Church. In what other places have they felt like this? Draw a picture of a place that you think is special. Choose appropriate colours for the drawing/mounting. Annotate picture highlighting what makes it a special place.</p> <p>Discuss why the church building might be an important place for Christians. Invite a visitor from the local church to explain in simple terms what happens in a church during Sunday worship i.e. reading from the Bible, singing praises to God, praying to</p>	<p>I can talk about special places and draw my own special place</p> <p>I can say what makes a place special for me.</p> <p>I can talk about why the church is a special place for Christians</p>	<p>Photographs of the church</p>

<p>can make people feel welcome in the communities to which they belong e.g. school, family</p> <p>To show knowledge and understanding of the features of a church building.</p>	<p>God, sharing bread and wine together etc. Explain that Christians feel they belong to the church family when they meet. How do Christians help others to feel welcome in the church? How do we make others feel welcome in homes, class, school, worshipping community?</p> <p>Create a model, using big construction sets or a big chalk drawing to make the outline of a church. Fill in with appropriate furniture, photos, etc Or link with art curriculum by making a collage of a church focusing on using the different materials and surfaces...</p>	<p>I can talk about my own experience of making others welcome I can talk about how I belong to particular communities</p> <p>I can identify some key features of a church</p>	
<p>Assessment Opportunities</p> <p>AT 1. Recognise and name symbols and features in a church, and their importance for Christians. Talk about why the church is a special place for Christians AT 2. Talk about a place that is special to me, identifying what makes it special to me.</p>			

<p>Unit title KS1 Why is the synagogue a special place for Jews? What buildings are important in my own community? Year 2</p>			
<p>Background Story/information The Orthodox Synagogue is not only the Jewish place of worship. It is a house of prayer, and school or schull (its first purpose) and the centre of the community. It is believed that they first originated during the Babylonian exile when Jews could no longer get to the temple. They were at first homes in which the Jews met to learn about the Torah. Today they contain particular artefacts and furniture that facilitate the Jewish worship of God. For prayer in a synagogue 10 men must be present a Minyan. The tallit is worn by Jewish men when they pray. It has carefully counted and knotted fringes to remind them of the five books of the Law and 613 commandments which Jews are required to observe. The ten commandments given to Moses are a key part of the Torah (usually displayed in the synagogue). Jews will say a blessing before putting on their tallit. The tallit gives them a feeling of security and safety with God. Hanukkah is the celebration of the victory of the Macabees and the restoration of the Temple (See Resources) Reformed synagogues developed in Europe in the 19th century, they are heavily influenced in layout by the design of Christian churches.</p>			
<p>Cross curricular links Art , PSHE, English</p>		<p>Key vocabulary worship, sacred, prayer, commandments, symbol, Tallit, Kippah, menorah, Rabbi, Ner Tamid, scroll, ark , Hanukkah</p>	
<p>Skills Questioning, discussing, describing, making connections.</p>		<p>Attitudes Respect, empathy,</p>	
<p>Key questions Why is the synagogue a special building for Jews? What might we see in the synagogue? What can we learn about the synagogue as a place of worship from the artefacts and symbols there? What places/objects are significant in my life and why?</p>			
<p>Learning Objectives To be able to describe some of the main features of a Synagogue.</p>	<p>Possible Teaching/Learning Activities Use DVD /internet /pictures /artefacts to introduce children to some key aspects of the synagogue, including</p> <ul style="list-style-type: none"> • <i>Torah... scrolls</i> • <i>Ark of the Covenant</i> • <i>Candle , menorah</i> • <i>Lamp...Ner Tamid</i> • <i>Seating arrangements[orthodox]</i> <p>Explain what happens in the synagogue with help of pictures and books or show video clip , include</p>	<p>Learning Outcomes I can describe some of the main features of a Synagogue. I can explain some of the religious actions performed in the Synagogue and say what I think they mean.</p>	<p>Resources Video web sites go to RE on line for connexions 'Visiting a synagogue' Ruth Nasen Start up Religion Poster Pack Special Places- Developing Primary RE, page 14- 15</p>

<p>To reflect on places of communal activity that are important in their own lives, explaining why they are important.</p>	<ul style="list-style-type: none"> • <i>Prayer, worship, reading from the sacred texts, learning more about the faith [children may go to schul]</i> • <i>Rabbi is the leader of the Jewish community</i> • Display a picture of a synagogue and around this display reasons for going to the Synagogue or questions about this? • or draw three things that Jewish people might see as important features in a synagogue and write a sentence about why these things are special to Jews. • Ask children to talk together about own special places [might be where they go for clubs, Brownies, ice skating, sports training, dancing, as well as Sunday School or place of worship] <p>Activity Draw a picture of your special places. Around the picture write labels to include any special clothes or equipment, feelings about the place or activity, any colours that are important [e.g. team colours], what other people are involved? [Girls and boys?] What you do there.</p> <p>How do Jews pray in Synagogue? Show actual artefacts, pictures or video, to children of; <i>Prayer shawl[tallit], Kippah[skull cap] women might also cover their heads</i></p> <ul style="list-style-type: none"> • Children to describe features of the above, explain the significance of covering the head[sign of respect] and the knotted tasselled fringe of the Tallit.[to remind them of God's commandments] Sometimes Jewish men will use their prayer shawls to create a quiet , private space for prayer by putting the tallit over their heads. • Make and decorate a kippah using some Jewish symbols saying why you have chosen to decorate it in the way you have. <p>The Torah scrolls</p> <ul style="list-style-type: none"> • The Torah scrolls correspond to the first 5 books of the Old Testament. People of the Jewish faith believe these to reveal the word of God and to be sacred. These writings include the 10 commandments. They are therefore very reverently treated and kept in a special place rather like a sort of cupboard or box called the ARK. This is the focal 	<p>I can describe places that are important to me and explain why they are important.</p> <p>I can identify the prayer shawl [Tallit] and Kippah and know that they are special clothes worn by some Jewish men and boys.</p> <p>I can explain why these clothes are worn.</p>	<p>.Exodus 19-20 32-34 ' My Jewish Faith' [pub.Evans]</p>
<p>To know what clothes some Jewish people wear for special occasions and be able to explain why they are worn.</p>			

<p>To know that the Torah and the Ark are very important to Jewish worship in the synagogue and to be able to give some reasons why.</p> <p>To be able to say why light is important to them and why it might be important to others.</p>	<p>point of the synagogue.</p> <ul style="list-style-type: none"> Investigate how a Torah Scroll is made, what happens if the scribe makes a mistake? (the scroll is destroyed) Look at a Yad, how is it used? Why? Consider why the scroll is the most valuable possession of the community. How is protected? Why do you think they do this? Make a scroll. <p>Background information: The Ner Tamid [a lamp] hangs above the ark and is always lit. It is a symbol of the eternal presence of God. Jewish people use candles to help them reflect on the presence of God with them. They are used at particular festivals e.g. The Menorah is a branched candle stick [usually 7]</p> <p>Discuss with children/children to discuss in pairs and feedback to the whole class:</p> <p>Why might light be important to them? What is it like without light? How does darkness make them feel? What difference does it make when you put the light on? Can you think of times when candles or special lights are used in your life? [Birthdays, church, power cuts, Christmas, Christingle, scented candles, Baptismal candle] Draw and label some of the above. Draw a candle in the middle of a page and words around it to explain /describe the symbolism of light.</p>	<p>I can identify why the scrolls are important to Jewish people and that they contain the 10 commandments.</p> <p>I can talk about special lights that are used in the synagogue</p> <p>I can recognise that there are some occasions in my life when special celebration lights are used.</p>	<p>'I am a Jew'. Series ' My Belief' [published Franklin Watts]</p> <p>Internet sites</p> <p>Words of wisdom , Page 10,14</p> <p>To make scrolls: Lollipop sticks or dowel, long strips of paper, glue or staples. Felt or special paper to make in to cylindrical shaped scroll cover.</p> <p>Faith Stories DVD/video(Watch series-BBC)</p> <p>Torah Tots-www.torahtots.com</p> <p>See Symbols of Faith , page 29- Hide and Describe</p>
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Assessment☺-

Children can identify some features and symbols in the synagogue and their importance for Jews.

They can respond sensitively to the ideas of others about their special places, about their hopes for the future and about their own celebrations.

They can identify important rules in their experience.

Unit Title: Exploring A Place of Worship-Why is the Mandir a special place for Hindus? (KS1)			
Background Story/ Information. A Hindu temple is called a Mandir. When Hindus enter the temple they take off their shoes and ring a bell to alert the gods to their presence. They show their love for their favourite God/goddess by offering food, milk, incense. After worship in the mandir prasad is shared with the people. This is food that has been previously offered to the gods/ goddesses, It is usually a sweet concoction or fruits and nuts.			
Cross Curricular Links Art, Literature		Key Vocabulary- Mandir, worship, holy, murti, arti, “Namaste” commitment. loyalty, respect , values, Aum	
Skills Investigation – I can use appropriate questions (e.g. Why do Hindus help others?) Analysis & Evaluation – I can voice my opinions and ideas (e.g. I think it is good to help people because...)		Attitudes Empathy – Respect, open –mindedness, appreciation and wonder	
Key Questions What is a place of worship? Why is it special/holy to believers? How do Hindus worship and show devotion to the gods and goddesses? Why do Hindus use the “Namaste” to greet each other? How do Hindus use symbolism and the arts to help them think and learn about God? What places/ special objects are important to me?			
Learning Objectives To be able to say what makes the Mandir a holy building for Hindus.	Possible Teaching/Learning Activities Either visit a mandir or use a video or pictures or internet to look at the interior / exterior of the building .Ask the children about the sort of building they are looking at. What do they think happens there? - That this place where Hindus come to worship God. What other places of worship do the children know about already? What can they remember about them? Ask the children what questions they have about the Mandir. (Children might notice murtis (statues) decorations, pictures, lights etc. Allow the children to work in pairs to make a list of good questions for the whole class to discuss. Using a persona doll or through role play learn about what Hindus do when entering the Temple i.e removing shoes , ringing the bell, covering of Heads bowing and offering to the gods, greeting the priest and the murtis with “Namaste”- Hindu greeting –Bowling with the palms of the hands pressed together. Namaste means “I bow to God in you: I love and I respect you, as there is no one like you. “Talk to the children about why Hindus	Learning Outcomes I can identify some features of the Mandir and their importance for Hindus	Resources www.therewebsite.org.uk www.bbc.co.uk/religion www.bbc.co.uk/schools/religion Lets Find out about Hindu Mandirs- Anita Ganeri- pub by Raintree

	<p>might do these things? – acknowledging that they are in a holy place and there to worship God.</p> <p>Do the children visit any special buildings where they need to show respect?</p> <p>Hindus say that the gods and goddesses help them to know something special about God. Recap with the children what they remember about worship in the home e.g. use of incense and the arti lamp. Learn how light is offered to the murtis in the arti ceremony in the Temple and received by the people and how prashad is shared after the service. As the lamp is passed in front of the people they can pass their hands over the flame and over their foreheads and hair. In so doing they feel they have a blessing from God. Before and after this ceremony worshippers will hear a special sound “aum”. This sound helps Hindus feel close to God.</p> <p>Talk in pairs about what surprised them in their learning about the Temple and report back from their partner</p>		.
<p>Assessment Opportunities Children can identify what happens in worship at the Mandir They can raise questions about the Mandir and the worship there.</p>			

Unit Title Exploring a place of worship - How is God worshipped in a Hindu home? Year 1/2			
Background Story/ Information In Hindu homes there is a shrine where the family can offer worship to God (puja). Hindus believe in one God but worship many gods and goddesses. They believe that the faith's many deities are all aspects of one Supreme Being. The home shrines are dedicated to the different gods/ goddesses.			
Cross Curricular Links Literacy ,Art, ICT		Key Vocabulary God, Hindu, puja. Ganesha, shrine , garland, murti, worship, respect, incense	
Skills- Investigation, Communication. Interpretation		Attitudes- self awareness, respect, open- mindedness, appreciation and wonder	
Key Questions- How do Hindus worship God in their home? What places/objects are special to me in my home? When do we have worship time in our school? What can we learn about the Hindu faith from the artefacts used in home worship?			
Learning Objectives To recognise that certain places in their homes have special significance for them.	PossibleTeaching/Learning Activities Tell the children that today we are going to be thinking about special places in our homes. Ask the children to imagine themselves visiting their own home e.g. "go up the path and push open the front door, what's the first thing you see?" "Imagine yourself sitting on the couch in your living room, what do you like to look at----- etc" Talk to a friend about your favourite place in the whole house. Why do you like to be there? Ask children to report back on behalf of their partner Children could draw their favourite things from their home. (Teacher might give own examples and photographs)	Learning Outcomes I can identify significant places in my home	Resources I am a Hindu- Manju Aggarwal pub by Franklin Watts
To be able to describe how Hindus worship in the home	Use pictures, books, and/ or build a persona for a Hindu persona doll, Rita. Talk about her family, where she lives, what she likes to do etc. Explain that in Rita's home there is a place set aside for a small shrine. This is a place where Rita comes everyday to say her prayers to God and to worship God. Using artefacts , create an example of how the shrine might look, (or show a picture) and demonstrate Rita's actions When everything is ready Rita sits quietly in front of the shrine. Rita's shrine is a place for her to welcome Ganesha. It is through Ganesha that her family worships God. Rita rings the bell to wake Ganesha up, then she lights the incense stick to make the air	I can recognise and name artefacts used in puja. I can explain the meaning of the word "puja".	Pictures / images of Ganesha, small water pot, spoon, a puja tray with incense sticks/stands, diva lamp, a bell. Fruit and arti lamp, red kum –kum powder(turmeric or saffron powder used in worship) , flowers or flower petals <i>Home and Family- Developing Primary RE, Page 29 see also websites listed in the back of Home and Family</i>

	<p>around Ganesha smell sweet. Mum washes the murti (image) of Ganesha by sprinkling milk mixed with water over it and dries it by stroking it with cotton wool. A garland of flowers is put around Ganesha's neck. Then the diva lamp is lit. Rita uses the small spoon to mix the kum-kum powder into a paste with some water. She then puts a mark on Ganesha's head and on her own head to show she belongs to God.</p> <p>Rita puts some flower petals around Ganesha's feet. This is a way of saying thank-you to God for all the good things in her life. She then gives Ganesha some fruit and water. She moves the light around Ganesha. , and then she lies down in front of the shrine to show that she belongs to God.</p> <p>Ask the children to choose one artefact from the shrine and explain what it is used for.</p> <p>Encourage the children to be aware of the use of all the senses used in puja i.e what do you see, hear, smell, taste, touch?</p> <p>The shrine is a very important place in Rita's house.</p> <p>Give the children pretty paper shaped like petals on which the children can write or draw some things they might want to say thank-you for. Place in a pretty basket.</p>		Kedar's Book – Gift to the Child
To be able to retell a story about Ganesha	<p>Put a murti (statue of Ganesha) in a bag and encourage the children to feel it and guess what it is. Tell the children that Rita loves to hear stories about stories about Ganesha. Some are sad stories, some are exciting and some are funny. Today we are going to hear a funny story about Ganesha. Tell the story of Ganesha and of how he loved to eat sweet things.</p> <p>Give an outline of Ganesha to the children and encourage them to fill in missing details and recall the story. Place around the picture a collection of sweet wrappers. Rita likes this story because it helps her to understand that there are lots of different ways to know about God. Rita likes to think that God sometimes laughs with us about things that happen. What do you think that God might laugh about?</p>	I can retell a story about Ganesha.	Gift to the Child-Teachers Source Book-Puja for Ganesha-page 38. Murti of Ganesha Feely bag
To make suggestions about what could be included in a special friendship corner	<p>Talk to the children about creating a special place (Shrine to Friendship) in the classroom where friends can go to talk to each other. Ask the children what they might need in this special place to help them to appreciate their friends e.g an instant camera to produce an image, materials to make a garland, (or ready made garlands) a box to leave messages , soft cushions to sit on, drawing materials to create a symbolic picture of what your friend</p>	<p>I can describe what makes a good friend.</p> <p>I can suggest some items to put in a special Friendship corner.</p>	Resources to create "a shrine to friendship"

<p>To reflect on times of worship in school describing what happens and saying what we like and dislike about it.</p>	<p>means to you. Create together some "rules" for using the Friendship corner e.g – creating a rota, make sure no-one is left out, saying only kind things etc.</p> <p>Talk to the children about what happens when you attend worship time in your school? What special things happen in school/class worship? What do you see, hear, smell, and touch. What at do you like/not like about worship in school</p>	<p>I can talk about what happens in school/class worship. I can say what I like/dislike about school worship.</p>	
<p>Assessment Opportunities Children can talk about how Hindus worship God in their home and can identify some artefacts used in the puja ceremony and their significance They can talk about their own ideas about God and are beginning to understand how God can be known in different ways.</p>			

Unit Title – What stories are important to Hindus? How is Divali celebrated? Year 1/2			
Background Story/ Information Stories employ metaphor, symbol and fantasy and drama to express and interpret the intangible. Hindu stories, like the stories of other great faiths, offer layers of meaning which require reflection and engage the reader or listener in making meaning and the consideration of ultimate questions that arise from the human condition. Hindu stories contain much that is unfamiliar to Western understanding but they are a rich resource as children grapple with the unfamiliar to engage with the mystery that the story explores. Many stories are told at Divali about gods and goddesses, particularly stories about Vishnu and his wife Lakshmi, but the most significant is the story of Rama and Sita. Divali celebrates Ram’s triumphant return to his kingdom (Ayodhya) and his crowning as king. Rama is a popular Hindu god who is worshipped for his bravery, goodness and wisdom. He is Lord Vishnu in human form (an avatar), who intervenes in human affairs to restore the balance between good and evil. The story is about the triumph of good over evil. Lakshmi is the wife of Vishnu and is born whenever he is born. When he descends as Rama she is born as Sita, when he is Krishna she is Radha. She is the goddess of wealth, good fortune and beauty. Worshippers pray to her for health and prosperity for their family. Hindus celebrate Divali by cleaning their houses, preparing food, giving gifts, having fireworks and most significantly by lighting divas to display in the house and along the garden paths to welcome Rama and Sita home.			
Cross Curricular Links Art ,Literature, dram , art		Key Vocabulary- Divali, Rama, Sita, divas	
Skills Investigation – I can use appropriate questions (e.g. Why do Hindus help others?) Analysis & Evaluation – I can voice my opinions and ideas (e.g. I think it is good to help people because...)		Attitudes Empathy – Respect, open –mindedness, appreciation and wonder.	
Key Questions Why do Hindus celebrate Divali? What happens at Divali? What celebrations are important to me? How is the story of Rama and Sita celebrated at Divali? What does the story of Rama and Sita help us to know about Rama? What “evils” in the world would I like to see overcome? What are the “blessings” of my life?			
Learning Objectives Reflect on their own and others’ celebrations	Possible Teaching/Learning Activities Lesson1/2 Before the lesson, alert the children to the fact that they will be thinking about celebrations and ask them to bring photographs, cards etc to the lesson about their own family/community celebrations e.g. anniversaries, birthdays etc. Talk to the children about the meaning of the word celebration. Show some pictures of people celebrating and discuss feelings of anticipation, excitement, enjoyment, happiness that you can see expressed in the pictures. Can the children tell you about times when they have participated	Learning Outcomes I can identify what people do when they celebrate.	Resources Pictures of people celebrating ;

<p>Explore an epic story which has a deep meaning for Hindus</p> <p>Ask questions and suggest answers to Rama and Sita's experiences</p> <p>Suggest meanings for religious actions and symbols</p>	<p>in celebratory events? What were they for? How did they have to prepare? What special things happened at the celebrations? Were there special food, clothes etc.</p> <p>Make a list of things that are common to all celebrations e.g. special food, clothes, cards etc. Make a display with the children about many different families, community celebrations.</p> <p>Lesson 3/4 Tell the story of Rama and Sita, explaining to the children that it is one of the most important stories for Hindus. Explore the story, asking the children what they liked, found puzzling or interesting about the story. Find a way for the children to retell the story in drama, movement, art, puppets etc particularly focusing on the character and attributes of Rama.</p> <p>Show some other pictures and murtis of Rama, explaining to the children that Rama helps Hindus to understand what God is like. Ask the children what Rama does this in the story. Think of some words to describe the character of Rama. Tell the children that this story helps Hindus to understand what God is like. Explore aspects of Rama's character e.g. kind, brave, loving help. In Rama, Hindus see some aspects of God (explain that people find it very difficult to talk about what God is like but that they often tell stories to help others understand how they see God). Hindus believe that in times of trouble God will help. Can the children think about situations in their experience where they might ask God for help?</p> <p>The children could make a puppet or a mask of Ravanna and attach to this "bad things in the world today. Make a picture or mask of Rama and display the "good things"</p> <p>Lesson 5/6 If possible, use children in the school to tell their classmates about what happens in their homes, with their families and at their community centre for the celebration of Divali. If you have no Hindu children then explore this through Sita's family life or a good retelling of the story linking it to practice e.g. "Hindus get ready by cleaning their houses and by preparing special food.</p>	<p>I can retell the story of Rama and Sita suggesting meaning for the symbols in the story.</p> <p>I can identify some of the characteristics of Rama</p> <p>I can recognise situations where people might ask God for help.</p>	<p>Faith Stories RE Today Services , Page 18</p> <p>Rama and the Demon King By Jessica Souhami- pub by Mantra</p> <p>Hindu Stories- Anita Ganeri- pub by Evans.</p>
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<p>Reflect on matters of right and wrong within their own experience.</p> <p>Learn how Divali is celebrated in a Hindu home</p>	<p>Split the class into groups so that some children: make divas, a Divali card or sweets.</p> <p>Light the divas and explore with the children how even a small light can make a difference to darkness, and many lights can burn together to create great brightness. Create an experience of this in the classroom, thought shower words about feelings associated with the spreading of light. Ask the children why Hindus use divas at Diwali.</p> <p>Explain that the Divali cards are given to friends and relatives as greetings at this special time and that presents are also exchanged and new clothes are purchased. Fireworks are often let off to demonstrate the chasing away of evil by the loud noise of the fireworks.</p> <p>Children could complete the sentence: Hindus celebrate at Divali by ----- because-----</p>	<p>I can identify some ways in which Hindus celebrate Divali</p>	<p>Coming Home” by Jamila Gavin, published Hodder/Wayland 2002 0 7502 3659 0.</p> <p>www.hindunet.org www.sanatansociety.org Special Times, page 13-16</p>
<p>Assessment Opportunities AT1 – Children can identify what happens at a Divali celebration and the significance of the story of Rama and Sita for Hindus AT2 –Children can identify what happens at their own celebrations. They can suggest times when people might ask God for help.</p>			

Unit Title- Islam Festivals and Celebrations			
Year 1/2			
Background Story/ Information Eid-UI –Fitr is the celebration that lasts up to three days which marks the end of Ramadan, a month long period of fasting, prayer and pilgrimage. It is a time of happiness and thanksgiving for the many blessings of Allah. It is a time to make amends for any wrongdoing or unkindness and to restore and cherish relationships. Families come together and efforts are made to ensure that everybody is cared for and included. At the sighting of the new moon over Mecca the celebration begins. Prayers are said and the fast is broken. Street processions and parties may be seen. New clothes are worn and children look forward to receiving gifts and money.			
Cross Curricular Links Literacy, Science		Key Vocabulary Eid –UI- Fitr, Ramadan, Allah, Wedhmi	
Skills Investigation, Interpretation, Analysis and Evaluation, Communication		Attitudes awareness, respect, open-mindedness, appreciation and wonder	
Key Questions Why is Eid important to Muslims? How do they celebrate? What happens at Eid – UI – Fitr? How do you celebrate events special to you?			
Learning Objectives To learn about the celebration of Eid – UI-Fitr	Possible Teaching/Learning Activities Lesson 1 Many religious celebrations are based around the phases of the moon. Ask the children to keep a diary of the phases of the moon over a period of time. Explain that Muslim children look forward excitedly to the arrival of the full moon around the beginning of October. For Muslim families this marks the end of a period of self denial when they have eaten only before and after sunrise. Ask the children what celebrations they eagerly await and how do they know they are coming. Eid is celebrated by the giving of presents, feasting, cards, new clothes etc. Commitment to Allah is renewed and Muslims think about the blessings in their life The celebrations draw the community together. Muslims are asked to give 2 Kg of basic foodstuffs or the money equivalent for those in the community who might need them. These are collected at the Mosque The children could undertake some weighing activities, weighing	Learning Outcomes I can talk about celebrations that are important to me. I can identify what happens at the celebration of Eid and why it is important to Muslims	Resources Eid cards


	<p>out 2 Kg of dried fruits etc Or they could make an Eid card, researching on the internet what these might look like and the sort of messages they contain.</p>		
<p>Assessment Opportunities I can identify why Eid is special to Muslims and what celebrations I look forward to.</p> <p style="text-align: right;">-</p>			

<p>Unit Title- Festivals and Celebrations Year 1/2 Why is Guru Nanak a special person for Sikhs? How is Guru Nanak's birthday celebrated?</p>			
<p>Background Story/ Information Guru Nanak was the founder of the Sikh faith (1469-1539). Guru Nanak trusted God and taught Sikhs how they should show their love of God. The songs and teachings of Guru Nanak are found in the Sikh Holy Book, the Guru Granth Sahib. The Sikh community celebrates Guru Nanak's birthday which starts off with prayer. Hymns are recited which were written by the Guru himself. Sweet Kara Prashad is shared to celebrate the sweetness of God's name.</p>			
<p>Cross Curricular Links Literacy (including speaking and listening, drama), PSHE, Art</p>		<p>Key Vocabulary Guru Nanak, Guru Granth Sahib, founder, God</p>	
<p>Skills Investigation – I can use appropriate questions (e.g. Why do Christians help others?) Analysis & Evaluation – I can voice my opinions and ideas (e.g. I think it is good to help people because...)</p>		<p>Attitudes awareness, respect, open-mindedness, appreciation and wonder</p>	
<p>Key Questions Why is Guru Nanak important to Sikhs Why do celebrate Guru Nanak's birthday? How do Sikhs celebrate Gutu Nank's birthday?</p>			
<p>Learning Objectives Reflect on people who are important to us Learn about Guru Nanak and why he is important to Sikhs important for Sikhs.</p>	<p>Possible Teaching/Learning Activities Introduction: Bring in a framed photograph of someone who is special to you? Where do you keep this picture? Talk about why the person is important to you and why you have a beautifully framed photograph of that person in a special place Show a picture of Guru Nanak and explain that Sikhs often have such a picture in their homes , displayed in jewellery etc because Guru Nanak is such an important person to Sikhs Hear the story about Guru Nanak's birth</p>	<p>Learning Outcomes I can identify people who are important to me I can retell the story of Guru Nanak's birth and/ or a story about his life</p>	<p>Resources Photographs from home of someone Picture of Guru Nanak</p>

	<p><i>Long ago in India, little Nanaki (Nanak's sister) was very hot and very excited. Soon her baby brother would be born. Her Father knelt beside her bed, "You must try and go to sleep," he said. "How long will it be before my baby brother is born?" said Nanaki. "Ah, well," said her father, "babies choose their own time." Nanaki was fed up with waiting, "As soon as I hear the baby cry, I will know," she thought to herself. Suddenly, the lady who had been with her Mum rushed into the room. "The baby is born, it's a boy!" she said. "I didn't hear the baby cry," said Nanaki, jumping up. "Can I see him?" "It was very strange," said the lady, "he didn't cry but as soon as he was born he smiled, it was a lovely smile and it made me feel very happy." Nanaki and the lady knew that babies don't usually smile until they are six weeks old and they thought that this baby must be very special. When Nanaki saw the baby she thought that he was the most beautiful baby she had ever seen, "I will love him forever," she said. Nanaki's mother smiled at her, "His name is Nanak and you can help me look after him." It is true that Nanak was a special baby, as we know. We know that he grew up to be a very special person who would love God and teach other people to love God too.</i></p> <p>A wise man said that he would become a very important person and a great teacher. His parents loved him dearly but there are many stories about his childhood which show how Guru Nanak tested his parent's understanding and patience e.g. Bhai Bala, where Guru Nanak gives away some of his father's wealth to some poor men. Discuss with the children if this was the right thing to do? Sikhs believe that it is important to show the love of God by following Guru Nanak's example and by serving and helping others.</p> <p>Use an ICT package to create a border for a photo- frame for someone who is special to you.</p>		<p>'Story of Bhai Bala in Sikh Stories by Anita Ganeri 0-237-52037-0</p>
<p>To identify how Guru Nanak's birthday is celebrated by Sikhs.</p>	<p>Talk about how birthdays are celebrated in the children's families. Explain that Sikh children, bathe and dress in Sikh clothes (salwar kameez for girls; sequined shoes, tunic and trousers for boys. Sikh children might like to bring their special clothes) Show an incense stick and light. These are placed all over the house. The family say prayers to Guru Nanak and eat specially prepared, vegetarian food.</p>	<p>I can identify what happens for a celebration of Guru Nanak's birthday.</p> <p>I can talk about how I celebrate my birthday.</p>	<p>The Guru's Family- Pratima Mitchell- Hodder Wayland</p>

	<p>All the family visit the Gurdwara. They light a candle in prayers together. Special sweets are eaten In the evening a birthday party is held at home for Guru Nanak and a candle is lit in every room which makes the house look very beautiful. Visitors come to the house for the party. They celebrate together and at the end of the evening they go into the garden to have fireworks. The children could make a picture showing the celebrations for Guru Nanak's birthday explaining why Sikhs celebrate this special day Discuss with the children why birthdays are important in families. Make a birthday card for someone special to you explaining why they are special.</p>		
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Assessment Opportunities
Recognise that Guru Nanak is an important person to Sikhs.
Recall some elements of stories about Guru Nanak.
Know some of the ways Sikhs show their love of God
Talk about the special qualities of some of the people they know.
Know how Guru Nanak's birthday is celebrated in Sikh communities
Talk about the significance of their own celebrations

Unit Title What Festivals are important to Jews? Year 1/2			
Background Story/ Information - The Jewish people have a number of celebrations and festivals throughout the year which help them to recall important and significant events in the past. These celebrations help Jewish people to understand the history of their people and reveal through stories important Jewish beliefs about God and about life and its purpose. The Shabbat meal commemorates the Creation of the World and God's command to rest on the seventh day. The Festival of Hannukah commemorates the story of the miracle of the enduring light that followed after the rededication of the desecrated Temple in Jerusalem. Judas Macabbaeus established the festival in 1064 BCE. It has become a symbol to celebrate the spiritual survival of the Jews. It lasts for 8 days.			
Cross Curricular Links - literacy, art, drama, history, SMSC 		Key Vocabulary - celebration, festival ,story, symbol,	
Skills - investigation, interpretation, communication, analysis and evaluation		Attitudes - self awareness, respect, appreciation and wonder	
Key Questions – How does the celebration of festivals help Jewish people to remember their past and their relationship with God? What celebrations are important or significant to me, what helps me to remember them? What influences me and /or has meaning for me?			
Learning Objectives Know what happens at the Jewish celebration of Shabbat and explain why it is important to Jews. To learn about the festival of Rosh Hashanah. To identify the key features of the festival of Rosh Hashanah and explain why it is important to Jews.	Possible Teaching/Learning Activities Lesson 1/2 Talk about different activities that the children are occupied with on different days of the week. Explain that Friday is a very special day for Jewish boys and girls because on that day they hurry home from school to get ready for the Jewish celebration of Shabbat. (Cleaning the house and laying the table for a special meal). Show the children the artefacts that are associated with the Shabbat celebration- white cloth, two silver candlesticks with white candles, challah bread with cover and a kiddush cup. As it grows dark the family sits for the meal and the mother lights the Shabbat candles and, passing her hands over the flames, she waves the light out to her family. This is a blessing for all. The Father says a special prayer “Blessed are you, O Lord our God, King of the Universe who has made us holy and commanded us to light the Shabbat candle.” The prayer reminds everybody that Jews believe God made all of the world and everything good and beautiful in it. Joe’s family believe that all people are made to be holy like God Himself. Everyone is happy because work is ended for the week and now the family can relax together and say thank-you to God for all the good things in their lives. The challah loaf is shared and after the meal the Havdalah candle is lit. (Light marks the beginning and ending of the meal). The Shabbat meal	Learning Outcomes I can identify what happens at the Shabbat meal. I can name some artefacts that are important in the celebration of Shabbat. I can talk about significant times in my own family.	Resources Artefacts- connected with particular festivals. Watch Video- Shabbat Home and Family- Developing Primary RE , page 22,24

<p>Recognise that there might be some events in their own lives for which they would wish to apologise</p> <p>Know that the story of Jonah is an important story that explores the theme of forgiveness.</p> <p>Learn about the festival of Yom Kippur and why it is important to Jews</p> <p>Reflect on experiences of forgiveness</p> <p>Learn about the Hannukah celebration and why it is important to Jews.</p>	<p>marks the beginning of the Sabbath and Jewish people will spend the next 24 hours with their family resting and relaxing together. The children could sequence the events of the Shabbat meal. They could talk about special meals that they share with others.</p> <p>Lesson 3 Tell the children that they are going to learn about another Jewish festival- Rosh Hashanah which lasts for 10 days. This time marks the beginning of the Jewish New Year and during this time Jews will look back over the past year and reflect on their lives during that time. They ask God to forgive them for their wrongdoing. It's a time for returning to God. During Rosh Hashanah special foods are eaten, notably apples/ sweet bread dipped in honey as a sign of asking God for a sweet and happy year. Jewish people try to think about how they might lead better lives in the future at this time e.g. give money for good causes Sometimes Jewish people throw crumbs into the river or sea as a sign of repentance and throwing away wrongdoings. Children could think back over the past week and identify times when they have felt sorry for something they have done or said. Use a symbolic action such as screwing or tearing pieces of paper on which they written or drawn secretly something for which they feel sorry or ashamed. And /or give children pieces of apple or challah bread to dip in honey. As they do this they might like to think quietly about something in their life they might want to change.</p> <p>Lesson 4 Recap on the story of Jonah. See Thinking About God unit. The story of Jonah is retold in the synagogue at the festival of Yom Kippur which is the culmination of Rosh Hashanah At this ceremony the Shofar (ram's horn) is blown at the beginning of the service and at the end to mark the solemn nature of the service. Listen to a recording or blow your own horn for the children to hear.</p> <p>Discuss the children's experiences of being forgiven by another person, at school and at home --what that felt like and what they had to do. Also explore their experiences of forgiving others, how that felt and what the other person needed to do to make that possible e.g. in the playground someone pushes you, what would</p>	<p>I can identify some key features of the festival of Rosh Hashanah. I can explain why Rosh Hashanah is important to Jews.</p> <p>I can identify some actions/thoughts /words for which I might wish to say sorry I can identify some things I might like to change in my own life.</p> <p>I can make links between the</p>	
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	<p>you expect them to say/do to enable you to forgive them? In pairs/groups create some scenarios where it is hard to forgive and role play this situation.</p> <p>Lesson 5 Show the children a hannukiah and hannukah card. Explain Hannukah is a celebration that happens in November or December and commemorates an important occasion in Jewish history. Read the story- <i>Long ago the Jewish people had a building that was very special to them because it was where they went to pray to God. It was very big with golden decorations that shone in the sun. It was called The Temple.</i> <i>One day some bad people came and wrecked their beautiful building. They smashed the golden ornaments and the lanterns and broke all the furniture. Can you imagine how you would feel if someone did that to your house? Some of the Jewish people joined together to chase the soldiers out of the Temple and then they set about cleaning and putting everything back in its right place. They wanted to light a lamp so that everyone could see that their building was ready to use. It was now a place where it would be good to pray to God. The Jewish people only had enough oil to light the lamp for one day, (if possible show the children an oil lamp), but to their amazement, the Jews found that the lamp stayed burning for eight days until some fresh oil was found. It was a miracle!</i></p> <p>Show the hannukiah nine-branched candlestick and light the eight candles to remember the story and what God did. (The ninth candle is the "helper" used to light the others.) The Jewish family light eight candles on their candlestick, one more every day for eight days to help them remember their special story. It helps the family remember the wonderful thing that happened long ago. The hannukiah helps Jewish people to remember what happened and what the Jewish people did to create a holy and special place to worship God. The hannukiah is placed in the window of the Jewish home How do you think people feel when they see this? Why do you think that this might be an event worth remembering for Jewish people?</p>	<p>story of Jonah and the Jewish belief in God's forgiveness for all.</p> <p>I can suggest why the festival of Yom Kippur might be important for Jews. I can explore my own values and commitments/ feelings on the theme of forgiveness</p> <p>I can retell the story associated with Hannukah I can identify what happens at the Hannukah celebration</p>	<p>Shofar</p>
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	<p>As well as sending cards, the Jewish family make some delicious potato pancakes and doughnuts to eat at their celebration. These are cooked in oil as a reminder of the oil in the Temple lamp. The children could make some potato pancakes to share.</p> <p>There is a special game to play at Hannukah. Show some dreidels it may be necessary to have several dreidels that can be passed around so that the children can examine these for themselves). What do you notice about them etc?</p> <p>The dreidel is spun to play a game.</p> <p>Sometimes if the dreidel lands in the right way, the children will win some sweets. (Devise a simple game to play with a dreidel.)</p> <p>The children could design and make a simple hannukiah with clay and/or play a simple game with the dreidel.</p> <p>Talk with the children about times that they think are worth remembering. Why is it important to remember important events in our lives?</p>		
<p>Assessment – Children can describe some key Jewish festivals and the stories, symbols and beliefs associated with these. They can identify how they are influenced by their own stories and celebrations</p>			

<p>Christianity: Special Celebrations – Easter Why is Easter a special time of celebration for Christians? Which celebrations are special to me? Year 1 or Year 1/2 on a rolling programme</p>			
<p>Background Story/ Information Easter is a major Christian celebration when Christians remember the events of Holy Week, the death of Jesus and celebrate the Resurrection.</p>			
<p>Cross Curricular Links Science, Art, Literacy, Drama</p>		<p>Key Vocabulary Easter , Resurrection, Spring, Palm Sunday, hope, sadness, joy, growth, dead , alive</p>	
<p>Skills Interpretation, Communication</p>		<p>Attitudes Self awareness, Respect, Appreciation and Wonder</p>	
<p>Key Questions Why is Easter a time of sadness and joy for Christians? What do Christians believe about Jesus? How do Christians mark the events of Holy Week in the church?</p>			
<p>Learning Objectives</p> <p>Recognise Spring as a season of growth and new life.</p> <p>Know the story of Palm Sunday. Know how this is celebrated in the church.</p>	<p>Possible Teaching/Learning Activities</p> <p>Look at a range of bulbs and some different kinds of seeds. Talk about the experience of planting- what will happen as growth occurs? Sort some natural objects into dead/alive categories and note how some things that appear dead can be waiting to show signs of new life. Discuss what we might do to help the seeds and bulbs grow and plant them with the children – place a sign beside them –“We are waiting for ---“ Discuss how Spring is a time for growth and new life in many forms</p> <p>Use the Lion Storyteller Bible or another children’s Bible to hear the story of Palm Sunday. Talk about experiences of being part of a large crowd- feelings etc. Use drama to explore what it might have been like to be a child in the crowd that welcomed Jesus.</p>	<p>Learning Outcomes</p> <p>I can talk about my experiences of planting, growth and recognise signs of new life around me.</p> <p>I can recall some elements of the story of Palm Sunday. I can express my own</p>	<p>Resources</p> <p>Bulbs, seeds, plant pots, twigs, pictures of new born animals, frogspawn etc.</p> <p>Lion Storyteller Bible by Bob Hartman, page 102 0 7459 3607 5</p>

<p>Begin to understand that Jesus was recognised as a king by some people on that day. Reflect on times when they have been part of a big crowd and express that experience through drama.</p> <p>Begin to understand the events of Easter as particularly significant for Christians</p>	<p>Christians remember this event in their local churches every year. All the people march together, sometimes waving the leaves from palm trees. Often a real donkey is used in a procession and all the people will follow it singing songs of praise to Jesus. Show the children a palm cross. All the people in the church will receive a palm cross on this day. It reminds them of the excitement of Palm Sunday but also of the way that Jesus was to die on a cross later on.</p> <p>Discuss what the children know about how Easter is celebrated- Easter eggs etc. Read from the Lion Story Teller Bible or a children's Bible some of the Easter stories. Reflect on Easter as a time when Christians remember what happened to Jesus and how he came back to share his new life with his friends. Open a hollow Easter Egg to illustrate the empty tomb that Jesus' friends found on the first Easter Day. Design an Easter card with an appropriate picture and message that Christians might send</p>	<p>experiences of being part of a large crowd through drama. I can talk about what happens in the church on Palm Sunday</p> <p>I can identify a symbol that reminds Christians of what happened at Easter. I can recall some of the stories that Christians share at Easter. I can ask questions about the Easter events</p>	<p>Pictures of Palm Sunday celebrations</p> <p>Palm cross</p> <p>www.request.org.uk <i>The infant section includes: The story of Easter Good Friday and Easter Sunday video clips Information about Easter food Information about how Christians celebrate Easter Pictures/photos/art image to support teaching about Easter.</i></p> <p>Hollow Easter Egg</p>
<p>Assessment Opportunities Children can recognise that the Christian faith community celebrates Easter as a special time, recall key features of the Easter story and how some aspects of Easter are celebrated in the church. They talk about relevant personal experiences and feelings.</p>			

<p>Christianity – Stories and Sacred Writings – the Bible. Why is the Bible a Holy Book for Christians? Year 2 or Year 1/2 on a two year rolling programme</p>			
<p>Background Story/ Information Children will learn about the Bible as a Holy Book for Christians. know that the Bible is split into Old and New Testament and that the Bible is full of stories and poems about God and his love for people. There are many different versions of the Bible. The Bible helps Christians to understand the right way to live.</p>			
<p>Cross Curricular Links Literacy Science</p>		<p>Key Vocabulary Bible Old and New Testament miracle Christian</p>	
<p>Skills Investigation – I can ask appropriate questions Analysis & Evaluation – I can look for reasons Interpretation- I can see implications</p>		<p>Attitudes Empathy – respect for others</p>	
<p>Key Questions Why is the Bible a holy book to Christians? How does it help them in their daily lives? What stories, poems and teachings are found in the Bible? What do religious stories mean to me? What different books are special to me?</p>			
<p>Learning Objectives Children can talk about why a book is special to them. Children can talk about the way in which books have different purposes and values. Children can describe a way a book has influenced them.</p>	<p>Possible Teaching/Learning Activities Children could: Lesson 1-What book is special to me? (Before this lesson, ask the children to bring in a book that is special to them)</p> <ul style="list-style-type: none"> • Introduce your own special book and explain why it is special. Children bring in a special book from home. Circle time activity to discuss why it is special. 'This book is special to me because...' • Children promote their book giving reasons why others would like to share it. 	<p>Learning Outcomes I can say why a book is special to me and why books might be special to others AT2 level 1/2 I can describe the way a book has influenced me. (AT 2 Level 3).</p>	<p>Resources Special books Digital camera</p>

<p>Children can name and recognise the Bible as the special book of the Christian community.</p> <p>Children can recognise how the Bible is important to the life of a Christian and how it influences them.</p>	<p>Lesson 2-What is the special book for Christians?</p> <ul style="list-style-type: none"> • Show a range of Bibles of different types e.g. Children's Bible, Family Bible. Explain that the Bible is full of stories about God. One part of the Bible is called The Old Testament. The second part of the Bible is called the New Testament and this has many stories about Jesus and his friends. • Arrange a visit from local vicar/minister/ church member who could then introduce the Bible as a special book for them Minister/Christian could show how the Bible is used on a daily basis and how it helps them to understand what God is like and how God wants them to live. • Children ask prepared lists of questions about the Bible. What do they want to find out? • Christian/minister to read/retell favourite parts from the Bible and say why it is important to them. • Write a letter of thanks to the person, expressing something they have learnt about the Bible. 	<p>I can name the special book for Christians. (AT 1 level 1).</p> <p>I can understand how the Bible is important to Christians. (AT 1 Level 2).</p> <p>I can describe the way the Bible has influenced and helped Christians. (AT 1 Level 3).</p> <p>I can ask questions. (AT 2 level 2).</p>	<p>Different types of Bibles (foreign languages/old/children's/family etc.).</p> <p>Visitor from a local church</p>
<p>Children learn about the story of Joseph as a story which helps Christians and Jews understand that God is with them in every event of their life.</p> <p>They learn that the Bible contains stories about people and families and their relationship with God</p> <p>Children reflect on the shared human experiences of jealousy etc.</p>	<p>Lesson 3 Joseph's brothers were jealous.</p> <ul style="list-style-type: none"> • Explain that the children are going to hear a story from the part of the Bible called the Old Testament. • Read the first part of the story of Joseph up to his departure to Egypt. Discussion on his dreams and actions. Should he have done it? How would you feel? • Circle Time on Jealousy-'I am jealous when....' Children mime and photograph facial expressions associated with this feeling. • Paint/draw pictures of Joseph in his multi coloured coat and write sentences to suggest how the brothers felt when they saw him in it. Write in colours to show the different feelings. • Drama. Act out the story of Joseph so far. Encourage the children to think about the things the brothers might say to each other. (you may like to use a conscience alley activity) • End with the visit to dad. How was he feeling? What might happen next? Predictions. 	<p>I can retell the story of Joseph. (AT 1 level 1/2).</p> <p>I can respond sensitively to the story of Joseph recognising the shared human experiences of jealousy, fear, hope, forgiveness and Joseph's trust in God</p>	<p>Lion First Bible by Pat Alexander Pages 74-81 ISBN 0 7459 3210 X</p> <p>Genesis Chapter 37 Dorling Kindersley Bible</p> <p>BBC Animated Bible Series</p>

	<ul style="list-style-type: none"> • David was a shepherd boy who made up songs and sang these when he played his harp. He sang songs about his friendship with God. • Read with the children one of the best known of these songs – Psalm 23 - explaining to them that this song is used in Christian and Jewish worship today. David wrote this Psalm because he faced dangers from wild animals and he must often have felt afraid. • From this Psalm Jews and Christians learn that God is like a shepherd watching over and guarding his sheep from danger. God is like a shepherd who leads his sheep to where there is green grass and cool water. God is like a shepherd who leads his sheep along safe paths. David wrote about the love and kindness of God. • If possible listen to some sung versions of the Psalm. • Talk about what makes you afraid and what brings you comfort. <p>Hear the story of David and Goliath [1 Samuel 17 v1 -50]</p> <ul style="list-style-type: none"> • Discuss David's bravery which stemmed from his trust in God. • Discuss how he showed courage in the face of danger. • Christians today believe that God wants them to stand up for people who are being bullied or hurt by others and they trust God to help them find ways to do this. • Retell the story e.g. using drama, comic strip, concertina book. 		
<p>Children learn about the story of the healing of blind Bartimaeus and reflect upon its significance for Christians</p>	<p>Lesson 5 Blind Bartimaeus trusts Jesus. Tell the children that they will hear some stories from the New Testament about Jesus and some of the things he did.</p> <ul style="list-style-type: none"> • <u>Blind Bartimaeus.</u> Tell the story to the children. Discuss how it must feel to be blind and the need to trust others totally. 	<p>I can retell the story of Blind Bartimaeus. (AT 1 level 1/2).</p> <p>I can give my views about the feelings of Bartimaeus</p> <p>I can recognise that this is an important story for Christians</p>	<p>Mark chapter 10 or Luke chapter 18</p> <p>Blind folds Braille Sandpaper</p>

	<ul style="list-style-type: none"> • In pairs, one child blind folded, other child steers him through/around the classroom or ready made obstacles. He/she must trust the other person to keep him/her safe. Swap and discuss feelings. Stress how/why it is important to be trustworthy. • Discuss how blind people can be supported today. Arrange a visit from a member of the local community who understands what it is like to be visually impaired. Use Braille machine. Ask a representative to demonstrate how it is used. Show and use an example of Braille writing. • Make sandpaper letters for your name to show the sense of touch is very important for the blind. • Write a diary or a day in the life of blind Bartimaeus. Who could he trust, who helped him? • Discuss how Bartimaeus trusted Jesus to help him. How did his life change after he met Jesus, not only could he see but...! • Talk about how Christians value this story because it helps them to understand that Jesus came to show God's love in action. Jesus did this by healing those who were sick or troubled. • Talk about how Christians might try to show God's love in action today to those in need. 	<p>because it helps them understand that Jesus healed people and showed God's love in action. [AT1 level 1]</p> <p>I can suggest how Christians might show God's love today</p>	
<p>Learn about the story of the feeding of the 5000</p> <p>Reflect on ways in which they can share with others</p>	<p>Lesson 6 How Jesus looked after the 5,000.</p> <ul style="list-style-type: none"> • Take a lunchbox and attempt to share between the class. Discuss how little there would be for each child. Use this to lead into the story of Feeding of the 5,000 and how a small boy gave up his own lunch to help others. • Read the story. What is special about the story? Jesus wanted to help the people when they were hungry. He showed how special he was through the miracle but the miracle was made possible by the offering of the boy's lunch. • Role play. You are a person in the crowd telling someone at home what had happened. Look at the picture of the feeding of the 5000 by Eularia Clark - see Methodist art collection. What do children like/dislike about the painting? Imagine yourself as a person in the painting. What might you be saying or thinking? 	<p>I can retell the story of the Feeding of the 5,000. (AT 1 level 1/2).</p> <p>I can give views about how I might share with others and make a difference.</p> <p>I can give views about why Christians believe that they should share with others.</p>	<p>Matthew 14 Mark 6 Luke 9 John 6 Lion First Bible by Pat Alexander Pages 74-81 ISBN 0 7459 3210 X</p>

	<ul style="list-style-type: none"> • Circle Time- talk about ways in which we share what we have with others. • If this teaching coincides with Harvest Festival celebrations, invite the local vicar/minister to talk about Harvest and its importance to the Christian faith community. Relate to sharing our resources • Discuss why the story is important to Christians e.g. because it shows that Jesus cared about the physical needs of people, and that he used the small amount of food that the boy was willing to share for the good of many. • Talk to the children about the small things that they can do that can make a big difference. 		<p>Visitor from a local church</p>
<p>Assessment Opportunities</p>	<ul style="list-style-type: none"> • Children write a letter to the visiting minister explaining what they have learnt about the Bible as a holy book from him/her. • Retell a story e.g. through a drama activity, discuss and explain why this story might be important to Christians • Children can describe the purpose and value of a book that is important to them. • Describe how they can make a difference in small ways. 		

Unit title KS1 (Year 1/2 on a rolling programme) Stories and Sacred Writings	
Background Story/information. Hindus believe in one Being that is Supreme and from whom everything comes. This Supreme Being they call Brahman. Hindus believe that each living thing, a person, animal or plant embodies something of Brahman. Brahman has many aspects or faces and the many deities express aspects of God. The stories about Krishna are appealing to many Hindus because they display an aspect of God which shows God as mischievous, fun-loving and very "human".	
Cross curricular links -literacy, dance, art. drama	Key vocabulary Krishna, God, Brahman
Skills investigation, interpretation, communication, analysis and evaluation	Attitudes Empathy Respect
Key questions What stories are found in the sacred text? Why are these stories important to Hindus? How do these stories help a Hindu in their daily lives?	

<p>Learning Objectives Learn why stories about Krishna are important to the Hindu Community.</p> <p>Become familiar with some Hindu stories about Krishna.</p>	<p>Lesson 1 Explain that the children are going to hear some stories that are important to Hindus. These stories are about Krishna. One day, when Krishna was just a little boy living in India, his Mum churned some milk to make some fresh butter. She put it in a pot where it would keep cool and she put the pot on a high shelf so that Krishna could not reach it, or so she thought. Krishna was a very curious little boy, always wanting to find out about everything. When he saw the pot on the high shelf he was curious to know what was inside. So he climbed on a stool and reached up to the little pot, but oh dear, as he put his hand on the pot to pull it down, he knocked it to the floor with a crash! Then Krishna saw the lovely golden butter that his mother had made. He dipped his hands into it and crawled into a corner to eat it. It tasted rich and creamy and he was enjoying the butter very much, when a monkey wandered into the house and Krishna began to share his butter with the monkey. When Krishna's mother saw what was happening, she was very cross with Krishna and to keep him out of mischief she took a piece of rope and tried to tie him to the table leg. But it seemed that as she struggled to do this Krishna was getting bigger and bigger before her eyes and the rope would not fit around him. Hindus believe that this is because Krishna is all powerful and everywhere in time and space, so that it is impossible to tie him up. Krishna could never be prevented from doing anything he wished and certainly could not be stopped by tying him with ropes. But Krishna loved his mother and so he secretly smiled to himself and allowed her to fasten the rope around him so that she could think that he was safe. As soon as Krishna's mother had finished what she was doing she undid the rope and gave him a great big hug.</p> <p>What did you like about the story? Do you have any questions about it? Why do you think this story is important to Hindus? Children could re-enact the story or retell it as a cartoon. They could draw what they consider to be the main part of the story in the middle of a page and annotate it with key words that they draw from the story.</p>	<p>Learning Outcomes I can begin to understand the importance of the stories of Krishna to the Hindu community</p> <p>I can retell a story about Krishna</p>	<p>Resources</p>
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<p>Learn why stories about Krishna are important to the Hindu Community.</p> <p>Become familiar with some Hindu stories about Krishna</p> <p>Recognise that some questions are difficult to answer.</p>	<p>Lesson 2</p> <p>Krishna lived long ago in the far-away land of India. He had a brother called Balarama and Krishna and Balarama often used to play together in the forests. Usually like most brothers they played happily together but sometimes there were arguments. One day there had been a big argument and Balarama wanted to get Krishna into trouble so he ran to his mother and told her that Krishna had been eating soil! Their mother sighed, what had Krishna been up to now? She called Krishna to her. "Krishna," she said, "it's not a good idea to eat soil, let me look in your mouth."</p> <p>Krishna opened his mouth and his mother was astonished. For there she could see all the stars, all the planets, the sky, the sun, the moon, the whole world itself with all its beautiful and wonderful creatures. She could even see the house where she lived and Krishna sitting there on her knee.</p> <p>Krishna's mother was amazed. She felt she must be dreaming! It was as if she was looking into the mouth of God.</p> <p>And then suddenly everything was back to normal. Krishna closed his mouth, gave his Mum a cheeky grin and a big hug. Hindus like this story because they believe that as well as being a little boy, Krishna was also God and that was why his Mum saw all those amazing things in his mouth. Sometimes it is very difficult to understand what God is like but Hindus believe that they can understand just a little bit of what God is like by listening to stories about Krishna as a little boy.</p> <p>The children could retell the story through drama.</p>	<p>I can recognise that this story presents questions that are difficult to answer and cause people to wonder.</p> <p>I can explain why this story is important to Hindus.</p>	<p>.</p>
<p>Assessment</p> <p>I can retell some stories about Krishna and talk about why they are important to Hindus. I can ask questions about these stories.</p>			

<p>Stories & Sacred Writings Islam Why is Muhammad (pbuh) important to Muslims? Year 2 or Year 1/2 on a two year rolling programme</p>			
<p>Background Story/ Information The Prophet Muhammad (pbuh) is believed to be a descendent of the Prophet Ismael, the son of the Prophet Abraham. He was born in Makkah in Arabia in 570 CE and his prophetic mission began when he received the first divine revelation in 610 CE. He died in 630 CE. For Muslims, Muhammad (pbuh) is important because he is the supreme example of faith and devotion to Allah. He is revered as a prophet and a messenger of Allah. Many prophets are important to Muslims e.g. Moses, Noah and Jesus and we read about them in the Qur'an. The revelation of the words of Allah to prophet Muhammad [pbuh] on the Night of Power by the angel Jibril is a powerful story. Muhammad (pbuh) memorised these words and the revelations that were to follow. These were later written down after his death in the Qur'an (literally "that which is read or recited") Many Muslims, but not all, will use the term 'Peace Be Upon Him' (pbuh) after the name of Muhammad. This is a useful way to introduce the concept of respect but it is not necessary to insist that pupils use the term. Teachers should remember that Islam developed against a background of Idol worship. Therefore, Muslims avoid drawing images of Allah, Muhammad, other prophets or angels. Out of respect, in this unit children should not be asked to draw pictures of the characters and events in the life of Muhammad.</p>			
<p>Cross Curricular Links Literacy</p>		<p>Key Vocabulary, Muhammad , Prophet,</p>	
<p>Skills Investigation, Interpretation, Analysis and Evaluation, Communication</p>		<p>Attitudes Self Awareness, Respect, Open- Mindedness, Appreciation and Wonder</p>	
<p>Key Questions Who was Muhammad (pbuh)? What stories are told about Muhammad? What teachings are attributed to Muhammad? How do these stories/teachings help Muslims in their daily lives? What do these stories mean to me? What books/stories are special to me?</p>			
<p>Learning Objectives To learn about the significance of the Qur'an for Muslims.</p>	<p>Possible Teaching and Learning Activities Lesson 1 Show the children a copy of the Qur'an. The Qur'an is a very holy book that is very important to Muslims everywhere. Muslims believe that the Qur'an contains the words of Allah to them.</p>	<p>Learning Outcomes I can name the Qur'an as the Muslim holy book and suggest how and why reverence for the book is shown</p>	<p>Resources Qur'an , Qur'an Stand</p>

<p>To hear some stories about the Prophet Muhammad (pbuh) and to reflect on the significance of these for Muslims.</p> <p>To reflect on the significance of these stories in today's world.</p>	<p>Show the children how the Qur'an is treated- i.e. wrapped and handled with clean hands and with reverence and placed on a Qur'an stand.</p> <p>The special words in the Qu'ran were given to the Prophet Muhammad (pbuh). They were not written down at first but because Muhammad (pbuh) was God's special messenger he remembered all the words well so that they could be written down later.</p> <p>Have you ever been a messenger with some important words to remember?</p> <p>When the words were written down they were written in Arabic language .The children could try copying some calligraphy, perhaps the name of "Muhammad" (pbuh) which means "the one praised". Tell the children that when Muslims speak or write the name of Muhammad, they usually follow it with the words "Peace be upon him"</p> <p>Prophet Muhammad (pbuh). is very important to Muslims because he was God's special messenger. The special words that Muhammad (pbuh) brought from Allah were written down in the Qur'an so that Muslim people everywhere can hear and learn to read them from the Qur'an. Muslim children go to a special school so that they can learn Arabic,the language of the Qur'an. They learn passages from the Qur'an to recite(show video clip)</p> <p>Lesson 2</p> <p>Muslim children love to hear stories about the Prophet Muhammad (pbuh). These stories are not part of the Qur'an but part of the Muslim tradition and these stories help Muslims to understand how they should follow the example of Muhammad (pbuh) in their own lives, loving God and being faithful to God. The Prophet was a very wise man who listened to God and tried always to do what he thought God wanted. There are many stories about Muhammad's (pbuh) care for animals and birds which he said were all part of God's creation and deserved to be treated with kindness.</p> <p>Tell the children some of these stories e.g. Muhammad (pbuh) and the ants/kittens/ or the crying camel (suitable for this age group)</p>	<p>I can identify why the Qu'ran is important to Muslims</p> <p>reonline.org.uk www.icteachers.co.uk/teachers/links/tre.htm</p> <p>I can describe why the Prophet Muhammad is important to Muslims.</p>	
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<p>To hear some stories about the Prophet Muhammad (pbuh) and to reflect on the significance of these for Muslims.</p> <p>To reflect on the significance of these stories in today's world</p>	<p>Muhammad (pbuh) and the Ants The ants had a very busy day. They had been working so hard going backwards and forwards taking food to their nest. They were looking forward to a good long rest but suddenly clouds of smoke came drifting their way. The air began to get hotter and hotter. It was a fire! All the ants began to run as fast as their little legs would take them. Then suddenly far above them, they heard a loud voice. It was the voice of the Prophet Muhammad (pbuh) "Look what you have done," he said, "you have built your fire too close to the ant's nest- the poor little creatures will get burnt!" As soon as the men heard Muhammad (pbuh) they brought some water to put the fire out. The ants were saved. Then Muhammad (pbuh) spoke again- "no matter how small or large creatures are, they are all important to God and everyone should take care of them." Discuss with the children why it might be important to respect all animal life.</p> <p>Lesson 3 Tell the story of Muhammad (pbuh) and the Kittens One day Muhammad (pbuh) and his friends were looking for a cool place to shelter from the sun. The day was very hot and the sun beat down from the sky. Muhammad (pbuh) saw a palm tree with big wide leaves. Just the place to find some shade. As they lay under the tree, Muhammad (pbuh) and his friends began to fall asleep- they didn't notice that a cat had come to join them. The cat saw Muhammad's (pbuh) brightly coloured cloak, gave it a little pat with his paw and then hurried off. I wonder where she was going? In a moment, the cat returned carrying something in her mouth. It was a very small and fluffy black kitten that she placed carefully on Muhammad's (pbuh) cloak. Then the mother cat walked away again and this time she returned with a little silvery kitten in her mouth. She put it gently next to the black kitten. Muhammad (pbuh) felt a tug on his cloak, and he opened his eyes. He smiled at the little kittens playing on his cloak and then, to his amazement, along came the mother cat with kitten number three. And then there was kitten number four, and five, and six, and seven, to join the others on Muhammad's (pbuh)</p>	<p>I can retell some stories about Muhammad (pbuh) and suggest meanings for the actions of Muhammad (pbuh) in these.</p> <p>I can suggest how some of these stories might be relevant today</p> <p>I can describe why the Prophet Muhammad is important to Muslims.</p> <p>I can retell some stories about Muhammad (pbuh) and</p>	<p>Faith Stories , Developing Primary RE, page 26</p>
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<p>Hear a story about Muhammad (pbuh) growing up and reflect on how that story portrays for Muslims the special nature of Muhammad (pbuh)</p> <p>Hear a story about Muhammad (pbuh) growing up and reflect on how that story portrays for Muslims the special nature of Muhammad (pbuh)</p>	<p>cloak. The mother cat snuggled down with her kittens to feed them with her milk.</p> <p>Then Muhammad (pbuh) noticed that his friends had woken up and wandered off. Muhammad (pbuh) wanted to join them but what should he do about the kittens? He had an idea! He took a knife and carefully cut through the cloak. As he walked away he could hear the sound of gentle purring as seven little kittens and their mother slept peacefully on his cloak, in the cool shade of the palm tree. Muhammad said to his friends, "How wonderful Allah's world is- how wonderful are all his creatures. We should always do our best to love and take care of them all."</p> <p>Think of some words with the children that describe the actions of the Prophet. What sort of person do the children think the prophet was?</p> <p>Lesson 4</p> <p>Tell the story of Muhammad (pbuh) and the Camel -</p> <p>One day the prophet was walking through some shady gardens when he heard a terrible wailing. He looked over towards the trees nearby, where there were several people sheltering in the shade from the heat of the sun. Then in the corner of the garden he saw a camel tied to a post crying miserably. The midday sun was beating down on it. Its bones were sticking out and it could scarcely stand. The prophet walked over to the camel and gently stroked it." Who owns this camel he said. One man who had been resting in the shade laid claim to the camel. The Prophet Muhammad (pbuh) said to the man "don't you know this camel is just as much a part of God's creation as you or I? It is our duty to treat the camel well, to feed it and to make sure that it has enough to drink. The owner of the camel looked very ashamed and promised to care for the camel in the future.</p> <p>After sharing these stories with the children discuss how the story tells us that Muhammad (pbuh) took care of animals and why this was important to the Prophet.</p> <p>How do you take care of animals? Why do you think it is important to take care of animals?</p> <p>Lesson 5</p> <p>Hear the story about Muhammad (pbuh) growing up- Do you enjoy stories? I love stories and so does my young master, Muhammad (pbuh). Muhammad's (pbuh) grandfather told the</p>	<p>suggest meanings for the actions of Muhammad (pbuh) in these.</p> <p>I can suggest how some of these stories might be relevant today</p> <p>I can suggest why this might be an important story for Muslims</p>	<p>Sayings of the Prophet <i>God does not look at your appearance or your</i></p>
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<p>Reflect on people who have an influence on their lives</p> <p>Learn about some of the sayings of the Prophet Muhammad,</p>	<p>most wonderful stories. But before I tell you about Muhammad's (pbuh) family let me tell you a little about myself. My name is Qaswa and I am not a person but a camel. In the hot desert land where I live people say that God has 100 names. 99 are known to human beings. The 100th name is known only to God and the camel. That is why I have such a superior expression. Muhammad (pbuh) lived with his grandfather because his mother and father had died. Muhammad (pbuh) loved his grandfather very much. He told him wonderful stories. At night we would sit outside around a fire. Muhammad (pbuh) would sit with his back resting against my hump wrapped in his grandfather's coat. With millions of stars twinkling in the sky we would stay up together late into the night listening to those wonderful stories. But this was soon to come to an end. Sadly Muhammad's (pbuh) grandfather died and there was only one person left who could look after Muhammad (pbuh) - that was his uncle who was a merchant who spent all his time worrying about what he might sell and how he might make money for himself. Muhammad's (pbuh) uncle took good care of him. When Muhammad (pbuh) was twelve years old he got ready to go on a long journey with his uncle, over mountains and across deserts to the land of Syria. At the end of their journey they heard the sound of bells being rung to tell the Christians in the city that it was time for their prayers to Jesus and to God. As we listened to the bells an extraordinary thing happened. One moment I was standing in the hot sun listening to the sound of then bells, the next moment I was in the shade. I looked up and to my amazement I saw that a palm tree was bending right over so that its leaves and branches could shade Muhammad (pbuh) from the sun. Then we saw a man coming towards us. He was a holy man who was a Christian and he said that when he was praying a picture came into his mind. A picture of a camel, which was just like me with a boy on his back! Above the boy's head was a little cloud that moved as he moved keeping the boy in the shade all the time. The man looked at Muhammad (pbuh) and said "you are the boy I saw in my mind. There isn't a cloud over your head, but look how the tree is bending over to give you its shade. This is God's way of showing that you are a very special person. You will grow up to be a man that is good and kind, honest and trustworthy. You will talk to people about God. You will be a great leader and many people will follow you." How proud I was to be carrying Muhammad</p>	<p>I can suggest why this might be an important story for Muslims</p>	<p><i>possessions, but he looks at your heart and the things you do.</i></p> <p><i>The person is not a proper Muslim who eats till he is full but leaves his neighbours hungry</i></p> <p><i>No man is a true believer unless he wants for his brother that which he wants for himself.</i></p> <p><i>What actions are most excellent?</i> <i>To gladden the heart of human beings,</i> <i>To feed the hungry,</i> <i>To help the afflicted,</i> <i>To lighten the sorrowful</i> <i>And to remove the suffering of the injured</i></p> <p><i>There is a polish to take away rust from everything: And the polish of the heart is the remembrance of God</i></p>
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Christianity- Thinking about God Year 1 or Year1/2 on a two year rolling programme			
Background Story/ Information Christians believe that God created the world and all living things, and that we should care for this world. They believe that each human being is unique made in God's image, and that God is a loving father to all			
Cross Curricular Links Literacy ,Art, ICT		Key Vocabulary Creator Creation Unique God Jesus	
Skills Interpretation Analysis and evaluation Communication		Attitudes Self awareness Appreciation and wonder Respect for all	
Key Questions What might God be like? What do Christians believe about God? What do I think about God? What faith stories help people to understand what God is like?			
Learning Objectives To know the Creation story.	Possible Teaching/Learning Activities Lesson 1 The Creation Story Introduction: <ul style="list-style-type: none"> • Read the creation story from the Bible. • Read the beginning of 'Wonderful Earth' (up to the page where you are created "HOORAY!") Children could: <ul style="list-style-type: none"> • Create a frieze of the creation story. • Make a book of the 7 stages of creation. • Create a dance with scene changes e.g. investigate the different poses you could take for each stage of creation (e.g. be a lion when God created the animals). Teacher signals change with a shake of a tambourine. • Take photos outside/find pictures/find objects of the stages of creation. Create a class collage. 	Learning Outcomes I can recall some aspects of the creation story	Resources The Lion Storyteller Bible by Bob Hartman has a nice version of the Creation story. ISBN 0 7459 2921 4 'Wonderful Earth' by Butterworth and Inkpen (ISBN 1-85608-005-6)

	<ul style="list-style-type: none"> Look at a nature poem, which explores the wonder of the world – make a class poem. <p>Plenary:</p> <ul style="list-style-type: none"> Talk about the Christian belief that God created the world a good and beautiful place for us to enjoy. What do you particularly enjoy looking at, hearing, touching, and smelling in the world? 		
<p>To understand that the Creation Story is important to Christians because it shows God as Creator.</p> <p>To express their ideas and feelings about their own amazing world.</p>	<p>Lesson 2 Our Wonderful World</p> <p>Introduction:</p> <ul style="list-style-type: none"> Discuss how the Creation story comes from the Bible, the special book for Christians. Remind the children about how Christians believe that God is creator of all things, and how the Creation story explains how God made the world. <p>Children could:</p> <ul style="list-style-type: none"> Look at ‘In Creation’ – use as a basis for provoking thoughts or create a treasure chest of natural objects that appeal to all the senses which children can add to over time Take photos/paint/make a collage/create a dance/movement about an amazing aspect of the world e.g. the sea, the planets, a forest, animals Look at a photo/picture/power point presentation of the amazing world around us (e.g. a sunset, forest scene). How does it make you feel? <p>Plenary:</p> <ul style="list-style-type: none"> Read the story ‘God of Small Things’ and invite the children’s comments about this book Sit quietly outside and have a moment of reflection. 	<p>I can recognise the importance of the Creation Story to Christians (AT1)</p> <p>I can express what I find amazing about the world around me (AT2)</p>	<p>Bible</p> <p>‘Encounter Christianity – In Creation’ by Alan Brown & Alison Seaman (ISBN 0-7151-4949-0) (Big book)</p> <p>Google images has a wide selection of photographs (www.google.com)</p> <p>‘God of Small Things’</p>


<p>Learn that Jesus told stories to help people understand more about God.</p>	<p>Lesson 3 Introduce the unit by showing the children some pictures of Jesus at different stages of his life from a good children's bible e.g. The Lion Illustrated Bible for Children – Retold by Lois Rock. What questions/comments do the children have? What do they already know about Jesus? Explain that Jesus is the person that Christians love and follow.</p> <p>Jesus was a storyteller, who told stories about God. Tell the children the story of the Lost Coin (Lion Storyteller Bible , page 92) Use props to tell the story Re-enact with the children searching for the lost coin (hide some coins for them to find). Discuss how it feels to lose something precious and how you feel when you find it. Explain that this story is important to Christians because it helps them to know how precious they are to God - as precious as the coin that the woman lost and searched for. What do Christians believe this story shows them about the love and care of God?</p> <p>Read the story of Dogger to explore the feelings associated with losing something precious Explore the feelings of Dave throughout the story by using a "feelings graph or "faces showing different expressions e.g. happy, sad, worried, lonely, jealous ,excited,</p>	<p>I can recall elements of the stories Jesus told I can talk about my experiences of losing and finding things and feelings associated with this.</p> <p>I can talk about people who are important to me. I can recall some elements of this story about Jesus. Talk about/raise questions about God</p>	<p>Lion Storyteller Bible , page 92 by Bob Hartman ISBN 0 7459 2921 4</p> <p>Coins</p> <p>Dogger by Shirley Hughes- Red Fox (0 09 926709 8)</p> <p>Lion Storyteller Bible,page 90</p>
<p>Learn about the story of the lost Coin /sheep as stories that Jesus told to show how precious we are to God</p>	<p>Lesson 4 Introduce the story of the Lost Sheep by telling the children that Jesus told another story about something precious that was lost. When Jesus was growing up in Palestine he saw shepherds protecting sheep on the hills around his home. Tell the story (Lion Storyteller Bible, page 90) Create a collage with flaps to hide sheep. Talk to the children about the shepherd's search for the one lost Sheep and how Christians believe that God cares for them as individuals as the shepherd cared for the lost sheep.</p>	<p>I can recall elements of the story and talk about what I find interesting / significant</p>	

<p>To reflect on a story of a miracle performed by Jesus. To consider why Christians view this story as significant.</p>	<p>Lesson 5 Jesus is not only special to Christians because he told stories but also because they believe he made sick people well. The Bible tells us that Jesus became very famous and that lots of people tried to see and hear him , especially those who were ill. Tell the story of “A Great Idea” (healing of the paralysed man who was brought to Jesus by his friends and lowered to him through the roof of the house where he was teaching) in The Lion First Bible, page 342. Who helped the sick man in this story? Why did the man come through the roof? Draw a picture of what happened or sequence events and complete the following cloze: The man said----- His friends said----- Jesus said----- Somebody in the crowd said-----</p>	<p>I can retell the story of the Paralysed man. I can suggest reasons why Christians would say that this story is important and what it tells them about Jesus.</p>	<p>The Lion First Bible by Pat Alexander ISBN 0 7459 3210 X page 342.</p>
<p>Recall elements of the story and talk about what they find interesting / significant</p>	<p>Lesson 6 We know that Jesus grew up to be very famous but even when he was young his Mum and Dad realised that he was someone very special. Read the account of Jesus’ visit to the Temple when he was twelve years old in Lion Storyteller Bible, page 66 or page 310 in The Lion First Bible. Have you ever got lost? How did the person looking after you feel? How did <i>you</i> feel? Jesus always wanted to find out more about God. He was always asking important questions. What important questions do you have about God? Make a class book with the title “Our questions about God”. Who could answer your questions? Are there some questions that are difficult to answer?</p>	<p>I can recall elements of the stories Jesus told I can talk about experiences of losing and finding things and feelings associated with this. I can talk about people who are important to them. I can recognise that some questions are puzzling and difficult to answer... I can ask puzzling questions.</p>	
<p>Recognise and link the name of Jesus to the Christian faith community</p>	<p>Lesson 7 Talk to the children about their preparations for Christmas. Tell the children that every year Christmas is celebrated by Christians all over the world because Christmas is the time when Christians remember when Jesus was born Show a nativity set and use the figures to tell the Christmas story. Either provide/ make nativity figures so that the children can re-tell the story in groups</p>	<p>I can talk about my own preparations for Christmas I can recall elements of the Christmas story</p>	

	<p>And/Or use Christmas cards to cut out and sequence the parts of the Christmas story. Or use a story cube / puzzle to retell the story</p>		<p>Nativity Set Christmas cards Story cube</p> <p>The story of Jesus Published by Usborne (07460 62656) www.usborne.com</p> <p>Children's Bible</p>
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Assessment Opportunities

- Recall some aspects of the creation story (from the frieze).
- Show some understanding of the Christian belief of God as creator and as loving father.
- Recall some elements of stories told by Jesus to help Christians understand more about God.
- Talk about my own ideas about God.

<p>Islam – Thinking about God Year 1 or Year 1/2 on a rolling programme.</p>			
<p>Background Story/ Information - Muslims believe in the oneness of God (Allah). Allah has no equal or no partner. The aim of the Muslim believer is to submit to the will of Allah. Muslims believe that Allah is the Creator of the world (but separate from the world) and that he alone should be worshipped. Allah is known by many names, which describe his attributes e.g. Most Merciful, Protector, Provider. The story about Abraham is included because Abraham is a key figure for Jews, Christians and Muslims, the founder of the world's monotheistic faiths.</p>			
<p>Cross Curricular Links Literacy (including speaking and listening), Art, Science, SMSC </p>		<p>Key Vocabulary Allah , Creator, Creation, Paradise, Prophet Muhammad</p>	
<p>Skills Investigation Analysis & Evaluation Interpretation</p>		<p>Attitudes Empathy , Open- Mindedness, Respect, Appreciation and Wonder</p>	
<p>Key Questions What do Muslims believe about Allah? What do I think about God? What questions do I have about the natural world? What can I learn from some Muslim stories?</p>			
<p>Learning Objectives</p> <p>Have the opportunity to respond to places of natural beauty, natural objects and to raise questions about these.</p> <p>To know that Muslims believe Allah is the creator of a good and beautiful world.</p>	<p>Possible Teaching/Learning Activities</p> <p>Lesson 1 Show the children some posters/pictures/Power Point presentation of beautiful places in the world.-children can contribute with their postcards/photographs of “beautiful places we have visited”. Ask the children to look in pairs at a picture of a beautiful place or use some natural objects e.g. shells/wasps nest etc- what do the children notice about the picture/objects? – What comments/questions do they have about these? The children could create their own treasure chest of beautiful (natural) objects.</p> <p>Lesson 2 Listen to the story of Ibrahim (Abraham) who lived long in the city of Ur. Ibrahim wanted to know all about God. He looked at the starry sky at night and at a particularly bright star- “That must be God,” said Ibrahim but then the star faded and he saw the moon</p>	<p>Learning Outcomes</p> <p>I can talk about places of natural beauty that I know about.</p> <p>I can talk about what I think and feel when I look at the</p>	<p>Resources</p> <p>Pictures , natural objects</p> <p>Computer images of the night sky</p>

<p>To know that Muslims believe Allah is the creator of a good and beautiful world.</p> <p>To consider our responsibility to care for the world.</p> <p>To introduce children to a story about the Prophet Muhammad that explains the Prophet's care for natural resources.</p> <p>Have the opportunity to raise questions and suggest answers about what God might be like</p>	<p>casting a silvery shadow. "That must be God" said Ibrahim but when the bright hot sun rose Ibrahim realised that the moon had disappeared. "The sun must be God," thought Ibrahim because it is the biggest and hottest thing in the sky. But when the sun set Ibrahim realised that God must be a being far greater than the stars, the moon or the sun. A being that did not disappear, but which was always the same. He believed God was the Creator of everything, so Ibrahim told all his family and friends about his wonderful Creator God.</p> <p>The children could write about their reactions to observing the night sky on a star shape and hang these from a mobile.</p> <p>Lesson 3 Muslims believe that the world God created is a good and beautiful world for us to live in. It was like a beautiful garden called Paradise. Create a 2D or 3D garden using craft materials or natural objects. Talk to the children about the garden they have made and how they would like others to treat it. Muslims believe that they must always try to look after the beautiful world Allah has made for us. Discuss with the children happy memories of gardens or parks- the teacher could scribe the ideas around the displays.</p> <p>Lesson 4 Tell the story about the Prophet Muhammad (pbuh) and his visit to the river. The Prophet Muhammad (pbuh) lived in a country where the weather was often very hot and water was precious. But water is precious to us, too. Talk to the children about the importance of this story for Muslims and how it helps them to think about caring for the natural world. Ask the children to suggest ways in which they could try to save water especially in the hot Summer.</p> <p>Lesson 5 Talk to the children about their ideas of God and write these ideas down for the children to see. What questions do you have about God? –scribe the children's questions.- Acknowledge that some questions about God are very difficult to answer.</p> <p>Introduce a few names given to Allah by Muslims e.g. Mighty,</p>	<p>night sky and suggest why Ibrahim thought that God was a wonderful creator.</p> <p>I can give views about how we can care for places of beauty.</p> <p>I can retell a story about the Prophet Muhammad (pbuh) and suggest how this story might help Muslims to think about stewardship of the natural world.</p> <p>I can talk about my own views</p>	<p>Materials for making gardens</p> <p>The Prophet Muhammad (pbuh) was washing in a plentiful flowing river. He scooped up just a small bowlful in which to wash. His companions asked him why he did this as there was plenty of water in the river. He replied that even where there is plenty one should not waste anything.</p>
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<p>Know some of the names given to Allah by Muslims</p> <p>Recognize the characteristics of someone special to them.</p> <p>Know the story that Muslims use to help them understand that Allah is wise.</p>	<p>Wise, Everlasting, Compassionate, and talk to the children about what these names mean – how do they help Muslims to understand what God is like.</p> <p>Think of someone who is very precious to you. What name(s) would you choose to describe the way they are (their character). Allow the children to create a poster with their chosen name(s) on it e.g. My Gran is a comforter - decorate with colours. Patterns and glitter.</p> <p>Lesson 6</p> <p>Tell the story of Mullah Nasruddin. Show the children the effect of a falling watermelon and walnut.</p> <p>Mullah Nasaruddin was sitting under a walnut tree to shade from the hot sun. Mullah Nasruddin was a great thinker, always wanting to understand more about God. He happened to catch site of a patch of large water melons growing on the ground nearby and asked himself the question, “If God is so wise, then why did he arrange for this huge tree to have such small fruits whilst the huge water melons grow on a small and straggly vine.” As he was thinking a. walnut fell on his head. “Now I know why God arranged it this way!” he said. If I had arranged it I would have been hit on the head by a huge water melon.</p> <p>Draw a picture of the story and after discussion write- Mullah Nasruddin decided that God was wise because-----</p> <p>Summarise for the children what Muslims believe about God i.e. God is Creator, he is wise, and that Muslims have many names for God that describe his attributes.</p>	<p>of God.</p> <p>I can recognize some names given to Allah by Muslims and suggest why Muslims might wish to use these names.</p> <p>I can recognize some aspects of the character and personality of someone I care about and what this means to me.</p> <p>I can retell the story and talk about its significance for Muslims.</p>	
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Assessment Opportunities

AT1 – Recognise special names and attributes of Allah.
 Retell stories from the Qur’an, the Hadith and the life of the Prophet Muhammad [pbuh] that help Muslims understand what God is like.

AT2 - Talk about their own ideas/ questions about God and the natural world.

<p>Unit Title – Year 1 /2 Thinking about God What do Jews believe about God? What do I believe about God?</p>			
<p>Background Story/ Information –A Psalm from the Torah will provide an example of the Jewish belief that God is Creator . God as a father? Making a Mezuzah will help children to understand how Jews should love God and how they remind themselves of this. The children will hear the story of Abraham from the Torah and from this will learn about how he trusted in God's promises. The story of Jonah will help children to understand Jews believe God is everywhere, forgives and loves everyone.</p>			
<p>Cross Curricular Links - Dance , Music, Art, Citizenship, Science, PSHE</p>		<p>Key Vocabulary- Creation,</p>	
<p>Skills - interpretation, understanding</p>		<p>Attitudes - Respect for beliefs of others.</p>	
<p>Key Questions What might God be like? What do Jews believe about God? What do I think about God? What faith stories / poems help people to understand what God is like?</p>			
<p>Learning Objectives</p> <p>To know the story of Creation and its importance in the Jewish faith</p>	<p>Possible Teaching/Learning Activities</p> <p>Lesson 1. If you have not already looked at the creation story in Christianity, you may want to do this.</p> <ul style="list-style-type: none"> • Read a children's version of the biblical story of creation[Genesis 1 and 2] • This story is to show God's power and the wonder and beauty of Creation • Discuss this through the text and illustrations[related art work] • Emphasise the importance of the seventh day when God rested • Art activities[paint collage etc] to depict days of Creation • Dance activities to explore elements of creation, space, animals, plants, water, rest 	<p>Learning Outcomes</p> <p>Children can recall elements of the creation story including that God rested on the seventh day</p>	<p>Resources</p> <p>The Lion Picture Bible Kingfisher Picture Bible Versions of the creation story Genesis Chap 1 and 2</p> <p>Picturing Creation-Developing Primary RE</p> <p>Stories About God, Developing Primary RE Pages 6-11</p> <p>Home and Family Developing Primary RE Page 24</p>

<p>To learn that God is a creator.</p>	<ul style="list-style-type: none"> • compose music to depict days of creation • Make a colour chart showing God's creation [e.g. the blue segment could show sea, sky etc; the yellow segment daffodils, the sun, bananas and so on] <p>If you have already looked at the creation story in Christianity, you may want to do this.</p> <p>Read Psalm 8, a song of praise from King David written over 300 years ago and is recorded in the Torah. Steve Turner, a poet has written a modern interpretation.</p> <ul style="list-style-type: none"> • This poem shows God's power and the wonder and beauty of Creation. Discuss this through the text and illustrations. <p>The children could create their own illustrations.</p>		<p>www.torahtots.org</p> <p>Stories About God, Developing Primary RE Page 11. God Said World- Steve Turner (The day I fell down the toilet)</p>
<p>To learn that it is important for Jewish people to love God.</p>	<p>Lesson 2</p> <p>Look at a Mezuzah. Show how there is a tiny little roll of paper with some special words written on it. The words say: "Hear, O Israel!</p> <p>The Lord is our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your strength."</p> <p>Explain that many Jewish families will have a mezuzah on the doorposts of their house to remind them of God.</p> <p>A Jewish persona doll's mezuzah can be used to introduce this. Discuss with the children what it might mean to love God with all your heart, soul, mind and might?</p> <p>The children could decorate a matchbox, make a scroll and on it write some words for the front door of their house to show that their home is a special place.</p>	<p>Children can discuss the importance of Jewish people remembering God and how they do this.</p>	<p>Mezuzah. Jewish persona Doll.</p> <p>Matchbox, scroll.</p>
<p>To learn that Abraham knew he could trust God's promises.</p>	<p><u>Lesson 3 Covenant with Abraham</u></p> <p>Abraham was an old man living in Mesopotamia with his wife Sarah. They had no children</p> <p>God told Abraham to move all his family, livestock and possessions to Canaan.</p>		<p>Children's bibles: Kingfisher pages17, 18 Dorling Kindersley.</p>

FOUNDERS AND LEADERS		Christianity -Who was Jesus? Abraham, a key leader for three faiths. Additional units on Islam, Hinduism and Sikhism.	
Key Questions: AT1: Who founded the world's great religions? How have religious leaders influenced their faith tradition? How do the founders use stories to communicate the religious beliefs and values of their faith? AT2: What makes a leader worth following? Who are our heroes and heroines?			
Background Story/ Information Children will learn about some aspects of Jesus' life as told in the gospel stories. They will make links between Christian beliefs about the significance of Jesus and key gospel sources. Children will learn about some aspects of Abraham's life from the Bible and Torah. Children will learn about some aspects of Muhammad's and Guru Nanak's life.			
Cross Curricular Links Literacy Music Drama Art /Technology S.E.A.L.		Key Vocabulary Leader, healer, comforter, protector, temptation, miracles, parables, Kingdom of God, Gospel, Guru, (pbuh) Peace Be Upon Him, wilderness, prophet, belief that Jesus is the son of God. Abraham, Muhammad, Guru Nanak.	
Skills Investigation, Interpretation, Communication, Empathy, Expression.		Attitudes Self-awareness, Open-mindedness	
Further questions; What do the Gospel writers tell us about the life of Jesus as a great leader? What do I find significant in the life of Jesus?			
Learning Objectives	Possible Teaching/Learning Activities	Learning Outcomes	Resources
To share what we already know about Abraham. To identify key moments from the life of Abraham. To identify what we can learn from the life of Abraham.	Lesson 1: Who is Abraham? Background information: Abraham is a significant leader for Christians, Jews and Muslims. His covenant with God was a sacred story in the Bible, Genesis 22 and the Torah Bereshit. www.ishwar.com Surah 37: 102. 12. God then blessed Abraham and made him a promise (covenant) Abraham is known as the father of many races to Christians, Jews and Muslims in the human family. Think about how members of families should treat one another. Reflect on these quotes.	AT2 L2 I can retell a religious story about Abraham AT 1 L3 I can describe some key moments in Abraham's life	Good News Bibles Newspapers Background information about the Gospel writers Animated Bible series Ch4. RE today: Faith stories by Joyce Mackley.

<p>To share what we already know about Jesus.</p> <p>To learn more about Jesus through asking questions and listening to stories about his life.</p> <p>To be able to describe what sort of leader Jesus was.</p>	<p>'Through your children all the nations of the earth will be blessed because you have obeyed me.' OR in Cambridge version: 'That in blessing I will bless thee, and in multiplying I will multiply thy seed, as the stars of the heaven, and as the sand which is upon the seashore. And in thy seed shall all nations of the earth be blessed; because thou has obeyed my voice!' Discuss the ideas and language in the two quotes in the plenary. Reflection: Imagine Abraham looking up at the night sky. God's promise to him was that he would be the father of many people, the head of a huge family: just like stars in the sky. What might people who are Jews, Christians and Muslims learn from this? Discuss whether we can live together in harmony and unity.</p> <p>Lessons 2: Who are our heroes and heroines? Name ten. What characteristics make them heroes / heroines? Who is Jesus? Introduce Jesus from a children Bible or piece of Art. 'Thought shower'/ spider diagram with the children what they know already about Jesus. Share a story every afternoon to build up a bank of information about Jesus' life. Include a sum up of his birth, visiting the temple, his miracles, Jesus meeting his disciples, a parable and the build up to the Easter story.</p> <p>Lesson 3. Children use a children's Bible to record what they consider to be important moments in Jesus' life. Choose ONE of the following as a possible way of recording this</p> <ul style="list-style-type: none"> • Time line of Jesus life • Individually/ in pairs as a story board • Each child to choose one area and write/draw about it then produce a class biography. • Frieze framing – record with a digital camera. <p>What does this information tell us about what sort of person and leader Jesus was/ why Christians think he is significant?</p>	<p>AT1 L3 I can make links between Christian beliefs about the significance of Abraham.</p> <p>AT1 L4 I can describe how and why Christian/ Jew and Muslim beliefs about Abraham arise from the Gospels.</p> <p>AT2 L2 I can retell a religious story about Jesus</p> <p>AT 1 L3 I can describe some key moments in Jesus' life</p> <p>AT1 L3 I can make links between Christian beliefs about the significance of Jesus</p> <p>AT1 L4 I can describe how and why Christian/ beliefs about Jesus arise from the Gospels.</p>	
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<p>To find out more about what Jesus was like and make further links about how and why Christians believe that Jesus is a great leader.</p> <p>To be able to outline some of Jesus' teachings.</p> <p>To be able to say why Christians would consider these teachings to be important.</p> <p>To be able to express what Jesus' teachings mean to me.</p>	<p>Hot seat one of the disciples on the boat - children to ask questions and 'hot seater' to answer in their role.</p> <p>Lesson 5. Read the Story of Jairus' daughter (Matthew 9 v. 18; Mark 5 v.21; Luke 8 v.40). Discuss the story. What does this account tell us about Jesus? How do Christians interpret this story? (Jesus caring, very powerful, can raise someone from the dead, have faith in God). What would the children consider to be miraculous today? (Advances in medicine/ technology etc) Imagine you are a newspaper reporter what headline would you write for this miracle. What does this information tell us about what sort of person Jesus was/ why Christians think he is significant?</p> <p>Lesson 6. What did Jesus teach? Learn about some of Jesus teachings and sayings in the Beatitudes- What did Jesus mean when he said,</p> <ul style="list-style-type: none"> • <i>'Love your enemies. Do good to those who hate you.'</i> • <i>'Treat others just as you would like them to treat you',</i> • <i>'Be merciful, just as your Father is merciful'</i> • <i>'Do not judge others, and you will not be judged.'</i> <i>'Do not condemn, and you will not be condemned.'</i> • <i>'Forgive others, and you will be forgiven.'</i> • <i>'Give and gifts will be yours in good measure.'</i> <p>Discuss. At this time there was much cruelty and punishment for minor crimes.' An eye for an eye and a tooth for a tooth was enshrined in Jewish law. The authorities objected to Jesus' revolutionary teachings. Write a short story or plan a drama to illustrate one of these teachings i.e. treat others as you would wish to be treated could involve a bully at school.</p>	<p>Jesus and key Gospel sources</p> <p>AT 1 L4 I can describe how and why Christian beliefs about Jesus arise from the Gospels.</p> <p>AT2 L2 I can discuss matters of right and wrong. AT1 L3 I can describe and show understanding of some of Jesus key teachings and sayings making links to my own and others experiences. AT2 L2 I can express my personal view of what Jesus was like and why he was a significant leader.</p> <p>AT 1 L3 I can make links between Christian beliefs about the significance of Jesus and key Gospel sources</p> <p>AT 1 L4 I can describe how and why Christian beliefs about Jesus arise from the Gospel.</p>	<p>Trevor Dennis – the Book of Books- The Bible Retold.</p>
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<p>To find out more about what Muhammad was like and make further links about how and why Muslims believe that Muhammad is a great leader.</p>	<p>Information for Teachers: The Prophet Muhammad (pbuh) is believed to be a descendent of the Prophet Ismael, the son of the Prophet Abraham. He was born in Makkah in 570CE and his prophetic mission began in 610CE when he received the first divine revelation. He died in 630CE. Muhammad (pbuh) memorised these words and revelations which were to follow. These were written down after his death in the Qur'an (literally "that which is read or recited") The Qur'an has 114 surahs (chapters) and 6000 verses. Since these are the words of Allah it is important to know it in the original Arabic. It is translated but this is not considered to be the real Qur'an. Read the story of Muhammad visiting a sick lady who turned him away. Children share their findings about this important leader. Discuss similarities/ differences with Jesus.</p>	<p>AT2 L2 I can discuss matters of right and wrong. AT1 L3 I can describe and show understanding of some of Muhammad (pbuh) key teachings and sayings making links to my own and others experiences. AT2 L2 I can express my personal view of what Muhammad (pbuh) was like and why he was a significant leader. AT 1 L3 I can make links between Muslims beliefs about the significance of phrases from the Qur'an AT 1 L4 I can describe how and why Muslim beliefs arise from the Qu'ran.</p>	<p>RE Today and REonline, Folens Islam Expresso on Islam</p>
<p>To find out more about what Muhammad was like and make further links about how and why Muslims believe that Muhammad is a great leader.</p>	<p>Lesson 10. The story of Muhammad's (pbuh) night journey and ascension. The Night of Power was when the Qur'an was revealed to him by the angel Jibril, Children could sequence cards to retell the stories. Talk about each card and then discuss how Muhammad would be feeling at that point in the story or create a feeling graph. Write a letter or a diary entry that his wife Khadijah might have written.</p>	<p>AT1 L2 I can retell the story. AT1 L3 I can describe some of the Muslim beliefs that are found in stories AT2 L3 I can make links between the action in the story and Muslim beliefs AT2 L3 I can talk about links between their own values and the values of Ahmed in the story</p>	
<p>To identify the key points from the story of The Thirsty Camel. To be able to explain what they can learn from the story.</p>	<p>Lesson 11. The Story of the thirsty camel. Muhammad used stories to advise the people on how to live their lives. Using a copy of the story ask children to discuss the following. What values does Ahmed have? (thinking of himself, enjoying himself, not getting caught etc) What was he thinking about when he arrived at the oasis? What do you think is the meaning of the story for Muslims, for us? Ask questions about values of their own experience from the story.</p>	<p>AT1 L2 I can retell the story. AT1 L3 I can describe some of the Muslim beliefs that are found in stories AT2 L3 I can make links between the action in the story and Muslim beliefs AT2 L3 I can talk about links between their own values and the values of Ahmed in the story AT1 L4 Describe the most important Islamic ideas in the story.</p> <p>I can draw out the main issues from the story of The Thirsty Camel.</p>	

<p>To learn about Guru Nanak as the founder of the Sikh faith To know some of his key beliefs.</p> <p>To create a piece of music for reflection and worship.</p>	<p>Lesson 12: Why are the Gurus important to Sikhs? Look at a picture of Guru Nanak. Ask children if they recognise him, if he looks special, if he looks religious etc. Ask children what he might be thinking about and how they would describe the expression on his face. Introduce Guru Nanak as the founder of the Sikh religion, and consider some of his teachings, e.g. the oneness of God and equality of all people, duty to defend the weak. e.g. Bhai Bala where Guru Nanak gives away some of his father's wealth to poor men. Suggested excellent resource: Animated World Faith 'The life of Guru Nanak' or www.Sikhnet.com website. Remind children that Guru Nanak was the founder of the faith. Watch Programme 1 Pathways video – One God and 10 human gurus sections or: General Information: Tell the children there were 10 Gurus and tell some of the stories about them from the book. N.B. - Sikhs believe in one God who sees and knows everything, is a creator of the world and is powerful. The 10 gurus taught people how God wanted them to live. Sikhs believe that it is important to show the love of God by following Guru Nanak's example by serving and helping others. Activity: Talk with the children in a circle time activity about ways we can help and serve others in the class when people are feeling lonely, sad, unwell, hurt or hungry.</p> <p>Lesson 13. Listen to Guru Nanak's song in praise of God which Sikhs still sing today. These are written in the Guru Granth Sahib – the Sikh's holy book. Activity: In pairs give the children a quiet instrument each and invite them to respond to the words 'Night and day, sing my praise.' Ask pupils if they can think of a phrase that could become a song for a religious leader OR to use a 'Come and praise' and look for catchy lines to some hymns. Could you persuade others to follow you with a song?</p>	<p>I can explain what I have learned from the story with regard to me own beliefs.</p> <p>AT1 L2 I can retell the story. AT1 L3 I can describe some of the Sikh beliefs that are found in stories AT2 L3 I can make links between the action in the story and Sikh beliefs AT2 L3 I can talk about links between their own values and the values of Bhai Bala in the story AT1 L4 Describe the most important Sikh ideas in the story about equality.</p> <p>AT2 L3 Identify that music can influence people's lives.</p> <p>AT2 L3 Make links between the leadership qualities of 2 different founders.</p>	<p>RE Today Faith Stories is a good resource</p> <p>Animated World Faith 'The life of Guru Nanak' or www.Sikhnet.com website.</p>
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Assessment Opportunities

I can describe some key moments in a Leader's life as described in the Gospels and make links with Christian beliefs about Jesus as a leader. I can give my views on the teachings of Jesus and raise questions and suggest answers to the significance of his leadership today. What makes a leader worth following? I can describe key moments in a leader's life such as Abraham, Muhammad, and Guru Nanak. I can make links with Islamic beliefs about Muhammad as a leader. I can make links with Sikh beliefs about Guru Nanak as a leader. I can make links between the leadership qualities of two different founders. I can make a Venn diagram of two founders - what is different and the same.

<p>CREATION STORIES AND CARE FOR THE WORLD; Christianity, Islam and Hinduism. Key Questions: AT1 What do faiths teach about God as creator? What do Creation stories teach about humankind’s responsibility for the world? AT2 How do I take responsibility for my world?</p>			
<p>Background Story/ Information Christians believe that God created a good and beautiful world and gave human beings stewardship of the earth and its resources. In Islam ‘Khalifah’ is an Arabic word meaning trusteeship, responsibility and care. Therefore, Muslims believe that they should look after all Allah has created. At the heart of Hindu creation stories is the concept of divine play (lila)</p>			
<p>Cross Curricular Links Science, Citizenship.</p>		<p>Key Vocabulary Creation, Creator, responsibility,</p>	
<p>Skills Interpretation, Communication, curiosity, reflection, critical awareness, respect.</p>		<p>Attitudes Self Awareness, Respect, Appreciation and Wonder</p>	
<p>Further Questions: How do people of faith believe they are responsible for the Earth and its resources? How do others see this responsibility? How did the world come into being? Who is responsible for the world and its resources?</p>			
<p>Learning Objectives To know the Creation story in the Book of Genesis. To begin to understand the Christian belief that God created the world “good” and beautiful and that human beings were given stewardship of the earth and its resources. (Christians believe that man is made in the image of God and that we are meant to be co-creators with God, continuing to ensure that the world is good and beautiful.)</p>	<p>Possible Teaching/Learning Activities Lesson 1. Wrap a globe in wrapping paper with two labels- on one “Fragile” and “Handle with care!” and on the other-“To all of you, with love from God.” Explain that this action expresses the Christian belief that God created the world as a gift to humankind with the expectation that they should care for it. Discuss the implications of this. Ask the children what questions they would have liked to ask God before he created the world. Make a display of their questions and discuss some of the following: What is the Creator like? Why/how is the world created? What happens next? How is the world described? Why are humans/animals made? What are they expected to do?</p>	<p>Learning Outcomes AT1 L2 I can suggest meaning in the story of Creation. AT1 L3 I can make links between religious stories my appreciation of the natural world (and later in unit) AT1 L4 I can describe the key beliefs and teachings of the Creation story and make comparisons between religions.</p>	<p>Resources Gift wrapped globe Copy of the Creation Story- Genesis 1:1-2:9 Prepared cards for “days” of Creation</p>

<p>To recognise our responsibilities with regard to the natural world.</p> <p>To recognise the need for respect and care for the natural world.</p>	<p>What responsibilities do they have? Why do you think this story is important to many people? Write an introduction to a creation story explaining its significance.</p> <p>Lesson 2. Read the Creation story from Genesis and discuss why Christians believe that they should be responsible for the gift of the world. Discuss “ what sort of writing is this”- poetry, story, scientific account--- Put the children into six groups, giving each a different day from Creation – use art, music, dance or computer programme to illustrate each day. Practise and perform. Take photographs for pupils to annotate in RE books. Extension; Use Artists work to initiate a dance, drama workshop with the slides shown on the wall of the classroom.</p> <p>Lesson 3: Use a guided visualisation/ poem PowerPoint/DVD that would help children appreciate the wonder, beauty and variety of the natural world. Listen to the Hayden’s Creation piece, C. Stevens ‘Morning has broken.’ Or Nat King Cole’s ‘What a wonderful world.’ Children can draw their ideal garden and explain to a friend why it is perfect OR create a short power-point. Display pieces of art around the room. Read Michael Foreman’s story of caring for the world (A Dinosaur and all that Rubbish) Discuss how humans have spoilt our world and what the pupils would do to rectify this? OR take photos or bring pictures of a place of natural beauty. Children to express their reaction to these photos. Discuss how human beings pollute and destroy the natural beauty of such places. What can be done about this? Extension: Choose four gifted and talented pupils to lead a panel of “experts” on how to encourage families to look after the world.</p> <p>Lesson 4: Read the Temptation of Adam in <i>Ten Minute Miracle Plays</i> by Margaret Cooling or a version in a Children’s Bible e.g. Murray</p>	<p>AT1 L2 I can retell a religious story. AT 1 L3 Describe the important religious belief of the Creation story.</p>	<p>“ Different days of creation” on cards</p> <p>DVD Creation Stories Channel 4</p> <p>Kate Neal’s ‘Picturing Creation.’</p> <p>Hayden’s Creation or similar music</p> <p>Read ‘A Dinosaur and all that Rubbish’ by Michael Foreman</p>
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<p>To know the story of Adam and Eve and recognise its significance to Christians today</p>	<p>Watts - The Lion Bible For Children. Discuss the story. How did God make Adam and Eve? Describe the garden of Eden. What did God tell them? How did the serpent tempt Eve? What did she choose to do? What did Adam choose to do? What would you have done? How did God know they had eaten the fruit? What were the consequences? Hot seat one of the characters from the story. Children answer questions from the class in role. Complete speech bubbles of the conversation between Adam and Eve before they ate from the tree. What choices are difficult in your life? Plenary: What do the children think might be the importance of this story today for Christians/others?</p> <p>Lesson 5: The Story Of Noah. This story tries to explain the consequences of human wickedness. Read Noah's flood in "Ten Minute Miracle Plays" or from a children's Bible. Children to retell the story of Noah including within it prayers that Noah might have written at different points in the story.</p> <p>Lesson 6: The story of the flood contains the truth that God gave the world a "fresh start" by destroying what was wicked and by entering into a new covenant with Noah and his descendents. There would be a sharing when building a" new world"- humans would have an important role in God's creative work so that the natural world could be restored to harmony. Discuss what "wickedness" you would like to sweep from the world today. How do you think human beings can help to restore the world today? Write suggestions on post-it notes on a map of the world.</p>	<p>AT1 L2 I can retell the story of Adam and Eve.</p> <p>AT 1 L3 I can describe the story of Adam and Eve and show understanding of the Christian view that it was humankind's disobedience to God's laws that caused evil to flourish in the world.</p>	<p>Ten Minute Miracle Plays by Margaret Cooling Available at RE resource Centre, Bristol.</p>
<p>To know the story of Noah and its significance for Christians today, reflecting on the key themes of selfishness and greed, trust and obedience, promise and responsibility. To begin to understand the Jewish / Christian belief that God enters into a relationship with believers expressed in the idea of covenant /promise</p>	<p>Lesson 5: The Story Of Noah. This story tries to explain the consequences of human wickedness. Read Noah's flood in "Ten Minute Miracle Plays" or from a children's Bible. Children to retell the story of Noah including within it prayers that Noah might have written at different points in the story.</p> <p>Lesson 6: The story of the flood contains the truth that God gave the world a "fresh start" by destroying what was wicked and by entering into a new covenant with Noah and his descendents. There would be a sharing when building a" new world"- humans would have an important role in God's creative work so that the natural world could be restored to harmony. Discuss what "wickedness" you would like to sweep from the world today. How do you think human beings can help to restore the world today? Write suggestions on post-it notes on a map of the world.</p>	<p>AT1 L2 I can retell the story of Noah and explain the Jewish/Christian view of the "promise" between human beings and God to work together for peace and harmony. AT2 L2 I can respond sensitively, explaining why we should value our world. AT2 L3 I can suggest a commitment to the stewardship of our world. AT2 L4 I can retell the story of Noah as a diary extract reflecting on the moral and religious issues e.g. selfishness and greed, trust and obedience, promise and responsibility.</p>	

<p>To consider some of the things that humans do today to spoil the world Make suggestions about how they might take more responsibility and encourage others to do the same in taking care of the school environment.</p> <p>To be able to describe some key features in the Muslim approach to caring for the world.</p> <p>To be able to describe some key features in the Muslim approach to caring for the world.</p>	<p>Lesson 7 This idea is continued in many places throughout the Bible see Isaiah 11,6,7,9 where hopes for the future harmony of the world are expressed. Create some writing, poetry or a piece of art work on the theme – “Some day, One day” AND/OR Write a letter to the school governors suggesting how improvements could be made to the way the school environment is cared for and protected.</p> <p>Lesson 8 Islam Muslims, Jews and Christians share the story of Creation, (however in Islam Adam and Eve are forgiven.) 'Khalifah' is an Arabic word meaning trusteeship, responsibility and care. Therefore, they believe that they should look after all Allah has created. 'It is He who hath made you His agents, inheritors of the earth.' Qur'an 6:165 Quotes from Muhammad (pbuh) 'The seven heavens and the earth, and all beings therein, declare his glory. There is not a thing but celebrates his praise, and yet ye understand not how they declare his glory.' Muslims believe that animals also praise God. What do you think of this idea? 'No harm should be inflicted or reciprocated in Islam.' 'One woman is qualified to enter Hell fire just because of her behaviour towards a cat. She imprisoned it, and neither did she feed it nor did she release it to seek for its food from the open land.' Activity: Ask the children to retell the story of the woman and the cat. It should include a visit from the Prophet or a neighbour explaining how and why as a good Muslim she should look after the cat. How do you care for the animals in your care?</p> <p>Lesson 9: Teacher to select quotes from the Qur'an that encourages stewardship of the world. Make up ten environmental commandments a Muslim should follow from knowing the Qur'an.</p>	<p>AT1 L3 I can describe some religious beliefs and teachings and their importance. AT1 L4 I can describe key beliefs and teachings and make some comparison between religious creation stories.</p> <p>AT1 L3 I can describe some religious beliefs and teachings and their importance. AT1 L4 I can describe key beliefs and teachings and make some comparison between religious creation stories in a circle time scenario.</p>	<p>Selection of Creation stories.</p>
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<p>To be able to compare Muslim, Hindu, Buddhist, Sikh creation stories</p> <p>To be able to explain the concept of play in Hindu creation stories.</p> <p>To research and retell a Hindu creation story.</p> <p>To be able to describe some key features in the Hindu approach to caring for the world.</p>	<p>Create a poster of your ideas using ICT or Art to stimulate a discussion with your class. What could everyone else learn from following these commandments?</p> <p>Lesson 10. Read some Creation stories from other cultures and consider the following questions: How do Hindus/Buddhists/ Sikhs believe the world was created? Create a class book comparing some of these stories for a younger class.</p> <p>Lesson 11. Hinduism Information: At the heart of Hindu creation stories is the concept of divine play (lila) The Hindu creation story considers play in several different ways: one is that the universe is born from God’s deep desire to play. Another is that the world is not as real as we think..... it’s a playful illusion, all held in the mind of god. And the third is that we are part of an enormous game, the goal of which is to remember who we really are.... that we are really one with god. Activities: On the internet locate Lord Vishnu’s legend of the creation with the Mighty serpent. Using music and drama or dance, retell the story to share with another class.</p> <p>Lesson 12 In India cows are loved and protected. ‘Where do you seek your God, overlooking him in various forms, in front of you?’ ‘He who serves God best is kind to his creatures.’ “Whoever sees the one spirit in all, and all in the one spirit, from then on cannot look with contempt on any creature.” Swami Vivekananda 1863-1902 “Cow protection is one of the most wonderful phenomena in all human evolution, for it takes the human being beyond his species. Man, through the cow, is enjoined to realise his identity with all that lives. Cow protection is the gift of Hinduism to the world.” Mahatma Gandhi. What do these quotes say about how Hindus should look after animals? How can they do this in practice?</p>	<p>AT1 L3 I can describe some religious beliefs and teachings and their importance. AT1 L4 I can describe key beliefs and teachings and make some comparison between religious creation stories.</p> <p>AT1 L3 I can describe some religious beliefs and teachings and their importance. AT1 L4 I can describe key beliefs and teachings and make some comparison between religious creation stories.</p> <p>AT1 L3 I can describe some religious beliefs and teachings and their importance. AT1 L4 I can describe key beliefs and teachings and make some comparison between religious creation stories.</p>	<p>Words of Wisdom. ISBN:</p> <p>Selection of Creation Stories.</p> <p>See www.becomingme.com</p> <p>Re today Exploring Beliefs in action in the World. By J. Mackley.</p>
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Assessment Opportunities. Make links between the stories heard and what people of faith believe about the world and their responsibilities to the natural world. Understand that beliefs about the natural world can be shared with those of other faiths and worldviews. Reflect on and raise questions about own lifestyle, values and commitments to the environment e.g. write a speech if you were a leader of a political party that wants to encourage the stewardship of the world. Describe how Creation stories reflect on questions of meaning, purpose and truth.

Prayer. What is prayer? Why do people pray? What do I think about prayer?			
Background Story/ Information Christians believe prayer is an important part of daily life. Jesus said, 'When you pray, you talk to God.' There are different types of prayer. Prayer can be done individually, collectively, and in different settings. (church, home, school, countryside)			
Cross Curricular Links Literacy, Art, DT, PSHE and Citizenship, Speaking and Listening, Numeracy, Science, ICT, SMSC		Key Vocabulary Prayer, pray, God,	
Skills Investigation Interpretation Communication		Attitudes Respect - being sensitive to the feelings and ideas of others Open mindedness – being willing to learn and gain new understanding	
Key Questions What is prayer? What do people do when they pray? Why do people pray?			
Learning Objectives Children will reflect on how we communicate (with people we see, can't see, are known/unknown)	Possible Teaching/Learning Activities Lesson 1 Thought shower/in groups draw or write ways to communicate e.g. <ul style="list-style-type: none"> - phone - facial expressions - writing, letters, postcards, birthday cards etc - mobile phones, texts - e-mail - talking, [arguing, persuading ,shouting, sympathising, joking...etc] - listening - singing - signing, ask a deaf person to school Suggestions grouped into	Learning Outcomes I can recognise different ways of communicating, including ways of communicating with people I can't see.	Resources Paper, pencils, pictures of phones, computers, cards, mobile phone, Braille.

<p>Children will learn that Christians believe prayer is a way of talking and listening to God</p> <p>Children will be able to identify a range of occasions when people might pray and explain why prayer is important to some people.</p>	<p>-face to face communication -communicating with those we cannot see -communicating with people we don't know Look at suggestions in each group and compare the suggestions. What do the children notice? (The aim is to get the children to understand that they can communicate with people they see, <i>cannot see and those who are known/unknown.</i>) Introduce children to the understanding that through prayer believers can talk and listen to God,</p> <p>Lesson 2 Show the children some examples of prayer books for children (choose some that are less traditional). Read some of the prayers and ask the children which ones they have enjoyed listening to and when they think these prayers might be used e.g. ' before a meal, at bedtime, when someone is ill etc Talk with the children about who the prayers are addressed to and about how they begin and end. Discuss with the children when they have seen others pray or when they have prayed themselves. Show the children some pictures of people praying in different ways and in different places, alone and in groups. Invite the children to write a prayer or special thought that could be used at a particular time of day or on a particular occasion. Find an interesting way to display e.g around a clock signifying different times of the day.</p> <p>Light a candle and sit quietly watching the flame. Prayers/reflections that have been written could be read as an end to the lesson.</p> <p>Lesson 3 Different kinds of prayers. Prayers can be for <i>anything</i>. <i>Christians believe it is having a conversation with God</i>. When Christians pray they often find a quiet place to sit and think about what they want to share with God.</p> <p>Find a selection of prayers that cover as many different themes.</p>	<p>I can talk about what I find interesting in the way that people communicate with each other.</p> <p>I can talk about what I find interesting or helpful about the prayers I have listened to or know.</p> <p>I can recognise that prayer is important to some people. I can talk about which prayers might be suitable for different occasions</p> <p>I can talk about the different ways in which people pray.</p> <p>I can recall some of the different types of prayer that Christians use</p> <p>I can respond sensitively to the importance of prayer for many people.</p>	<p>Book of Children's' prayers www.northumbriacommunity.org see section 'pray the office'</p> <p>www.cofe.anglican.org see section on 'Daily prayer'</p> <p>google images Folens Primary RE</p>
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<p>Learn about why Christians pray and different types of Christian prayer.</p>	<p>Read some to the children or the children read some to themselves or with a partner.</p> <ul style="list-style-type: none"> - praise (what a wonderful world you have made for us) - thank you (thank you God for this new day) - asking (please God, can you help me to be brave?) - saying sorry (I am very sorry for hurting my friend) - awe and wonder (these flowers are so beautiful they make me smile) - healing (God please help my Nan to feel better) <p>Model some everyday statements that convey these sentiments. Write a simple prayer.</p> <p><u>OR</u> An acrostic poem using the word 'prayer'.</p> <p><u>OR</u> Design a banner with a simple prayer phrase.</p> <p><u>OR</u> Go for a 'Senses Walk'. What do you see, hear, feel or smell? Draw or write what you did. What sort of prayer might a Christian say in response to a Senses Walk?</p>		
<p>Assessment Opportunities</p> <p>I can recall elements of a Bible story which show people talking with God</p> <p>I can recognize that Christians believe they can talk and listen to God through prayer</p> <p>I can talk about some ways in which I communicate</p> <p>I can give examples of how Christians pray and the sort of prayers they use.</p>			

<p>PRAYER AND WORSHIP: CHRISTIANITY (Lower KS2) Hinduism and Islam to be found at the end of this unit.</p> <p>Key Questions: What is the purpose and value of a sacred place? How does a holy place help people worship? What do believers say is the purpose and value of prayer? What is prayer? Why do people pray? Where do people pray? How do believers pray? What does prayer mean to me? What questions do I have about prayer?</p>	
<p>Background Story/ Information</p> <ul style="list-style-type: none"> This unit should introduce children to prayer and help them to understand what prayer means to Christians and be able to reflect on their own experiences. Christians believe that prayer facilitates a relationship with God. Prayer can take many forms: individuals talking and listening to God. Christians may use a focus for prayer e.g. a candle, rosary, natural objects, an icon, a piece of music, a special place. Christians pray to God for help, guidance, praise, thanks, repentance, to express emotion. They pray for themselves and on behalf of others. In the Bible we can find examples of prayer e.g. in the Psalms, the Lord's Prayer. 	
<p>Cross Curricular Links</p> <p>Music Art Literacy ICT Dance SEAL</p>	<p>Key Vocabulary</p> <p>Prayer Community Reflection Feelings Emotions Relationships Psalms Bible</p>
<p>Skills</p> <p>Investigation Interpretation Synthesis Application Communication</p>	<p>Attitudes</p> <p>Self-awareness Respect Open-mindedness Appreciation and Wonder</p>

<p>Learning Objectives</p> <p>To begin to understand that through prayer Christians can express their feelings to God.</p> <p>To enable pupils to learn to explore and express their own feelings and listen to and respect the feelings of others.</p> <p>To give pupils the opportunity</p>	<p>Possible Teaching/Learning Activities</p> <p>Lesson 1</p> <p>Using a selection of positive and negative images expressed through art, music, artefacts and multi-media presentations, and newspapers. Ask children to explore images and think about how they feel in response. Choose words and mount on coloured background appropriate to the feeling expressed. Discuss.</p> <p>Christians use prayer to express their emotions and feelings to God. In groups, thought shower why Christians pray :</p> <ul style="list-style-type: none"> to feel close to God and to express what we are feeling to him. 	<p>Learning Outcomes</p> <p>I can explore and communicate my feelings.</p> <p>I can identify where or to whom I could go if I needed help.</p> <p>I can identify how / why Christians pray</p>	<p>Resources</p> <ul style="list-style-type: none"> Pictures of beautiful scenery, nature, people, natural disasters, poverty etc. A piece of calm music such as classical music or 'Enya'. Possible news footage e.g. hurricanes Newspapers
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<p>to raise questions about the practice of prayer.</p>	<ul style="list-style-type: none"> • to thank God for his goodness • to say sorry to God for the wrong things we have done and said • to ask for help for themselves/others • listening and thinking (reflecting) about our response to situations • sharing concerns in a community • because God wants to be close to us • because Jesus prayed and taught his disciples to pray. <p>Look at some pictures of people praying – discuss the positions and emotions expressed. Find a selection on Google images: people praying. Pupils can create a collage of these or their own images.</p>		
<p>To enable pupils to explore and understand how Christians pray in many different ways.</p>	<p>Lesson 2 Looking at different kinds of prayer Either, give a selection of quotes from prayers, Hymns or a Psalm 69, a help prayer or thank you prayer Psalm 136. Pupils could use a highlighter pen to highlight these and write in the margin (see page 147f in the Lion Bible for Children) Or compare a range of different prayers noting how the author of the prayer has expressed feelings and concerns. The language of some prayers is often not contemporary language. Ask the children to rewrite a prayer as an email or text.</p>	<p>I can investigate a range of prayers and identify how beliefs and feelings are expressed.</p>	<p>Lion Bible for Children. Selection of prayers.</p>
<p>To enable pupils to understand why Christians pray to God because they believe in a relationship with God as a Father.</p> <p>To provide pupils with the opportunity to identify some prayers, which are important to Christians, and explore the meaning of religious vocabulary.</p>	<p>Lesson 3 God as Father Teacher could bring in artefacts of a cross, statue of Mary, rosary beads, candles, a crucifix on a chain, a religious picture on their wall, embroidered kneelers, photographs of the above. Why do these artefacts help people pray? Brainstorm and demonstrate different ways that people pray throughout the world, alone or in groups: Kneeling, being prostrate, raising hands, bowing head. Explain to the children that when Jesus prayed he went to a quiet place and addressed God as Father. Christians believe that when they pray they enter into a loving relationship with God. Introduce children to the Lords Prayer Project using a whiteboard or give children copies of the Lords Prayer.</p>	<p>I can understand that Christians pray to God their Father.</p> <p>L2 I can read the Lord’s Prayer as a prayer which is important for Christians.</p> <p>L2 I can investigate a range of prayers</p> <p>L3 I can understand how and</p>	<p>Prayer book such as “Lion Treasury of Children’s Prayers”</p> <p>www.interviewwithgod.com</p>

<p>To begin to identify the importance of prayer for the Christian Community.</p> <p>To understand that Christians express beliefs and feelings in different ways.</p> <p>To enable pupils to make links between their own experience and responses and the experience of others, using and developing religious vocabulary.</p>	<p>Remind children of the words of the Lord's Prayer. The children could create some collages of words or phrases in the Lord's Prayer using magazines, newspapers, 'Google images' to express the meaning of the prayer. Or Children could 'rewrite' parts of the Lord's Prayer, keeping the original meaning but using more modern words/ phrases/ expressions.</p> <p>Lesson 4 How does the local church pray? Invite a local Christian to visit to talk about ways in which the Christians in the church pray e.g. prayer requests/ groups, prayer lists, prayer partners, prayer breakfasts, who they pray for in the local /wider community, what sort of prayer takes place on a Sunday in the church etc. Ask about what helps Christians focus on their prayer e.g. candles, artefacts, stillness, and music. Children could design and set up a reflective area based on the Lord's Prayer. They need to think about how their "Special area" could help people either pray or quietly think about the topic chosen.</p> <p>Lesson 5 Discuss and research some photos of Prayer trees, prayer wheels or flags (Hinduism: further information at the end of the Scheme of work) As a class think about the concerns we have for ourselves and others relating to world disasters and local news. Where do you see prayers? Sometimes in a newspaper or on a headstone in a graveyard, but also in a child's prayer book, outside a church, on a car window? Do you think prayers should be shared or are they special thoughts to keep in your head? Make a Target Board starting at centre with thank you prayers for ourselves, moving outwards with prayers for class, school, local community. Nation, world. (use pictures or words) Pupils could write a 'help me' prayer or a prayer asking for forgiveness prayer under a flap in their RE book. This would enable a private reflection which doesn't need to be shared. (Link to SEAL work on relationships and personal goals.) Secondly, the class could prepare a piece of a paper chain expressing a hope of what they believe a happy and fulfilled class would be like. Eg no more bullies, sharing and team work, caring for each other. If attached together with an Amen at the end it could be displayed in the class or quiet reflection area.</p>	<p>why Christians pray for themselves, their community and the wider community.</p> <p>L3 AT2 I can write a prayer in response to my own feelings and the needs of others.</p> <p>I can describe various ways in which Christians pray and say why they pray.</p> <p>L3 AT2 I can write a prayer in response to my own feelings and the needs of others.</p> <p>L4 AT2 I can write a prayer that describes what inspires and influences others and myself.</p>	<p>image/word/music version of the Lord's Prayer</p> <p>Pupils and teacher's photos of special people- parents, friends, children etc. A copy of the Lord's Prayer.</p> <p>Pause for Reflection pack written by Schools Advisers from Dioceses in the SW of England. Available from Gloucester Diocese – Jumping Fish Publications</p> <p>Target board if made</p> <ul style="list-style-type: none"> • A3 paper & pens • Display materials • Music for a dance
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<p>To learn about key features of two churches and the similarities/ differences between them.</p> <p>To ask important questions about the nature and purpose of the churches.</p> <p>To consider and reflect on what they have seen in the two buildings.</p> <p>To be able to explain the impact of key features of the church building on those who worship there.</p> <p>To compare and contrast what they have seen in learning about two places of worship and extend their religious vocabulary.</p> <p>To learn how Hindus worship at home and in the Mandir.</p>	<p>Lesson 6 Visiting places of worship. If possible, take pupils on a tour of 2 of your local churches. Alternatively, use the internet to find photographs of two denominations to explore similarities/ differences ie Font or Baptistery Highly decorated/plain ceilings, pictures, statues Place of pulpit, pews / chairs Choir stalls/ no choir Altar or plain wooden table Confessional/no confessional Votive candles/ no candles Water stoup or not Position of the lectern As the children move around the church, invite questions. Blotac or place questions in different areas. Research/discuss answers to the questions raised with the tour guide.</p> <p>Lesson 7 Make a class list of the things that the two churches studied have in common and then: Create a guide for one of the churches, alerting visitors to important features and why they are significant. Make a Power Point presentation/ or series of photographs in pairs to introduce the church to a visitor, explaining the significant features of this particular building and how some of these things might help people to worship God. Extension work: If one of the churches has a particular “story” e.g. is named after particular Saint, or has historical links with the history of the local community, then children could also research this information from a church guide or the internet.</p> <p>Additional Units: Hinduism and Islam. Lesson 8 Hinduism: The puja tray. Background information. Hindus use a puja tray to pray to their Gods at home or in the Mandir. This can be borrowed from the RE resource centre. On this silver tray are a bell, incense holder, arti lamp, water cup, beads, kum kum powder, silver spoon, statue of a Hindu God, diva lamp. Discuss the importance of each</p>	<p>L2 AT1 I can describe some key features of two buildings used for worship.</p> <p>L3 AT1 I can make links between ways in which believers show they belong by expressing their religion.</p> <p>L2 AT1 I can describe some key features of two buildings used for worship.</p> <p>L3 AT1 I can make links between ways in which believers show they belong by expressing their religion.</p> <p>L2 AT1 I can describe how Hindus worship in the home.</p> <p>L3 AT1 I can describe, using religious vocabulary, why puja</p>	
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<p>To learn why the Durga Puja festival is special to Hindus.</p> <p>To learn about what happens at the Festival of Durga Puja</p>	<p>item starting with the bell to call their Gods at the start of their worship. Discuss how worship for Hindus involves the use of all the senses i.e. in worship what do Hindus; See - decorations, lights, colourful murtis, light from the flame etc Hear- songs of worship-bhajans, the ringing of the bell the ohm Taste- prashad Smell –incense, fruit Touch –foreheads to the ground and physical movements in the arti ceremony, and namaste Activity: Sketch the puja tray and label the items on it on a double page of their RE book. On the next page draw the items pupils saw on the altar when they visited a Christian church. Explain that the chalice and bread are often only put out during a service. Ask the children to think and note any similarities or differences with the items on the puja tray. Do Christians use water in any service? Do Christians use a bell in a service? Do Christians have a picture of God? Do Christians give God flowers or fruit? What symbol do Christians use when they approach the altar for bread and wine?</p> <p>Lesson 9: Durga Puja festival. Explore what happens in the Mandir on the nine days of celebration for the festival of Durga Puja. e.g. The people bring food and flowers to the Mandir. All the people sit around a shrine with a special image of the goddess and the priest begins to bang the drum to a rhythm and the people clap. Then the priest performs arti. This is followed by circle dancing and stick banging with the women and children. Then the men take over. A large conch is blown – lots of noise and fun! At the end of the Festival the image is taken through the town and dunked into a river or pond. The children could write an account of the festival in a letter or email to a friend. Or children could re-enact the festival placing their picture of Durga in the middle of a circle and could learn some dance actions and stick dancing.</p> <p>Lesson 10 Islam. Prayer. Background information: Muslims can pray to Allah at any time</p>	<p>is important to Hindus and that worship is in the Mandir or at home.</p> <p>L2 AT1 I can describe what happens at the Festival of Durga Puja</p> <p>L3 AT1 I can describe, using religious vocabulary, why some festivals are important to Hindus.</p> <p>L3 AT1 I can ask questions about Muslim beliefs and the Muslim way of life.</p>	<p>www.koausa.org/Gods/God12.html Google search - hinduismforkids</p> <p>Symbols of Faith by RE Today</p> <p>www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Images/Hindu/Deities.html Exploring Religion Around Me- Listening to children speak- ed by Joyce Mackley- RE Today Services www.reonline.org.uk/allre/tt_links.php 139</p> <p>www.btinternet.com/~vivekananda/schools.htmHindu Stories –Anita Ganeri pub by Evans</p> <p>Puja tray or small Shrine set up in the classroom- for observation-to include flowers , or flower petals, fruit, murti or picture of gods /goddess small water pot , spoon, a puja tray with incense sticks/stands , diva lamp, a bell. arti lamp, red kum –kum powder ,</p> <p>Stories about God- RE Today</p>
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<p>To give pupils the opportunity to raise questions about the Muslim faith and way of life.</p> <p>To enable the pupils to know how and why Muslims pray.</p> <p>To enable the pupils to compare and contrast what they have seen in learning about two places of worship and extend their religious vocabulary.</p>	<p>(du'a) but are required to observe five daily acts of prayer at set times. Facing Mecca to the East is a central part to Muslims' prayer. This they do kneeling with their head touching the mat to show respect and submission, bowing to their greatness. Show the children a prayer mat. How does it help a Muslim concentrate on their prayer? How does it make the place where they are praying special? Use some examples of Islamic patterns to design their own prayer mat. Research the ritual washing (wudu) that a Muslim performs before prayer. How does this help them to prepare for prayer?</p> <p>Lesson 11 The call to prayer. Salah - Hear the call to prayer and listen to the story of Bilal and the First Call to Prayer. Muslims can pray to Allah at any time (du'a) but are required to observe five daily acts of prayer at set times. These can be performed anywhere although Muslims will visit a mosque if practicable. These acts of prayer are performed in a ritualistic fashion- Rak'ah where Muslims adopt particular positions at different points in the prayer. See website. Can the children interpret each movement and the feelings of the worshipper? Create a diamond nine activity to discuss/ prioritise with the pupils the significance of Prayer to Muslims.</p> <p>Lesson 12 If possible visit a mosque or Hindu temple. Virtual tours can be found on the internet. 'Virtual tours of mosques' will show several that are appropriate for children. Compare and contrast with Christian church or Hindu temple. This could consist of labelling significant areas inside the church/ temple and describing two essential parts of that faiths worship and fellowship in that building.</p>	<p>L3 AT1 I can describe how Muslim worshippers express their beliefs in the way they pray</p> <p>L3 AT1 I can describe key features of Islam recognising similarities and differences.</p> <p>L4 AT1 I can use a developing religious vocabulary to describe practices and beliefs and make links within and between religions.</p>	<p>Services, page 20-21 www.hindukids.org/pray/god_goddesses/durga/index</p> <p>Faith Stories- Developing Primary RE- page 26</p> <p>Folens Ideas Bank Islam ISBN1-85276-858-4 Symbols of faith – Conveying meaning- edited by Joyce Mackley-1-904024-47-5</p> <p>www.jannah.com/learn/prayer1.html</p> <p>www.interfaithkiklees.co.uk</p>
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Assessment Opportunities

Identify some prayers that are important to Christians and the beliefs expressed in some prayers.

Explain to a non-believer six important features in a place of worship. Use religious words to describe some different ways in which people show their beliefs.

Compare what practices and experiences may be involved in belonging to different religious groups, i.e. compare the way Christians and Muslims or Hindus might pray.

<p>Rules for living - Christianity. Additional units on Buddhism, Islam, Sikhism. Key Questions: What do faith communities say about the best way to live life? What rules do faith communities have? What do you think about these ideas? Why does a community need rules? What rules are important to me?</p>			
<p>Background Story/ Information In this unit children will learn about codes for living from different faith communities in relation to the environment, their neighbours and their fellow citizens, and will consider their own response to these.</p>			
<p>Cross Curricular Links Science Literacy Art ICT Drama Dance Thinking Skills</p>		<p>Key Vocabulary Creation, creator</p>	
<p>Skills Interpretation Communication Reflection Stillness</p>		<p>Attitudes Awe & wonder Respect</p>	
Learning Objectives	Possible Teaching/Learning Activities	Learning Outcomes	Resources
<p>Children will reflect on their responses to a range of photographs of natural scenes and the spoiling of the environment</p> <p>Children will learn that people have diverse views about the world and will learn about the teaching of world faiths about the environment.</p>	<p>Lesson 1 How do you feel about the natural world?– the big scale of it including deserts, ice caps, jungle and mountain areas. Show 5 pictures from Google. Do we all see the same things? The space, plants, wildlife, weather, the atmosphere of a place?</p> <p>Give each child a beautiful natural scene from a habitat or climate zone such as a lake, glacier, mountain, meadow, desert, beach or forest. Play quiet reflective music. Allow children to concentrate “Look at your picture, concentrate on it in detail. Imagine that you are in the picture. Choose exactly where you are in your picture.” As you are considering rules for living it might be good to provide some pictures about pollution, forest destruction, rubbish tips etc so children have something meaty to discuss. Paired Work: When I look at a picture, I see what I see, and may miss what you see.</p>	<p>AT2 L1 I can say how I feel about a beautiful picture AT2 L2 I know that other people have different views about the world AT2 L3 I can generate questions about a picture</p>	<p>Scenes from nature –different climate zones</p> <p>Response to a photo sheet Or use of DVD Planet Earth. ‘What on Earth.’ Poems with a conservation theme edited by Judith Nicholls, ISBN 0-571-15262-7</p>

	<p>Set up observation structures which help pupils listen to the insight of others. This is good for developing empathy. Photos can often provoke and enable a range of responses, and pupils can get deeper insight from these by exploring them together. One way of doing this is to give them 'post it' notes, five or six each, and ask them to write comments about the photos, anonymously, then post them around the picture. These comments can become themselves a focus for learning from each other</p>		
	<ul style="list-style-type: none"> • What do they see in the picture? • What do you like about your photo? • What do you dislike? • What does the photograph make you think about, notice question or consider? • What else would you like to say about the photograph? • Choose five questions to ask about your photo. Place your questions in order and explain why your top question is your most important or interesting 	<p>I can describe what different faiths have to say about conservation</p>	
	<p>Plenary: Discuss the different views expressed on the pictures. Do you think people are looking after today's world for the next generation? If we respect nature are we more likely to take care of it as a gift? Consider if you make a contribution to the stewardship of our world. Read 'Mummy, oh mummy' in "What on Earth", poems with a conservation theme. Learn about the different views about caring for the created world from the different world faiths.</p>		
<p>The pupils will learn about the story of Moses and the receiving of the ten commandments.</p>	<p>Lesson 2. Moses and the ten commandments. Exodus 19 – 20. People create rules that help to create a good society /community. Hear the story of the Israelites who were slaves in Egypt .Because they were slaves the rules for the Egyptian citizens did not apply to them and they had very hard lives. Moses became their leader and asked the Pharaoh to "let them go" but he refused. A number of calamities befell the country. The final disaster was the death of all the first born children in the Egyptian household. Moses finally led the people out of Egypt.</p>	<p>AT1 L3 I can make links between the stories I've heard and actions of Christians I have learnt about</p>	<p>Music can be used from The Fiddler on the Roof CD. Sunrise, sunset piece. Art materials Musical instruments ICT</p>

<p>The pupils respond to some moral dilemmas.</p>	<p>Respond to the story through art or dance so that the children can express their responses.</p> <p>Contrast the long walk and journey to the moment when Moses comes down from Mount Sinai with the tablets of stone.</p> <p>Phrases in the dance or story boards in Art could represent</p> <ul style="list-style-type: none"> • Moses telling the Israelites to wash themselves and their clothes before God to remind them how pure and clean they need to be in God's presence. • The people wanting to run away with fear as the thunder crash and a horn blew. • Moses building an altar of twelve large stones to represent the twelve clans or tribes descended from the sons of Israel as a sign of the covenant with God. <p>Show another class your storyboards or Dance. Ask them to evaluate the work. Can they describe/ retell the story? What was the climax? Was there a turning point? How would it have felt to be following Moses with a new generation of Israelites? These rules were meant to bind the people together as the people of God. How do you think they might have achieved that?</p> <p>Lesson 3</p> <p>Class rules, what are they? Why do we have them? Are you a 'good neighbour?' What does this mean? Discuss with a partner. Have you ever been blamed for something you did not do? How did it feel? What is a consequence? Do we ever think of the consequence when we do something wrong?</p> <p>Activity: Pretend you are an Agony aunt for a teenage magazine. Pick a problem from a list and write some suggestions the Agony Aunt would give the reader.</p> <ul style="list-style-type: none"> • You stole 1 packet of crisps from the local shop. You are worried that the shopkeeper will let your mum next time she goes there. Should you tell your mum? • You borrowed your brother's bike and crashed it. What should you do? • You copied your best friend's homework without them knowing. The teacher has guessed but do you tell your dad before parents evening? <p>Ask for volunteers to discuss the Agony Aunt pages of advice.</p>	<p>AT1 L2 I can retell religious stories about rules from the Bible and suggest meanings for members of the Jewish faith community.</p> <p>AT1 L3 I can make links between the Passover festival and understand why this festival is a custom for Jews today.</p> <p>AT2 L2 I can express my response to a number of moral dilemmas.</p> <p>AT2 L3 I can identify what makes a good friend/ citizen.</p>	<p>Children's comics with Agony Aunt pages.</p>
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<p>The pupils should express why a community needs rules.</p>	<p>Who has given suitable advice? Share a time when it has been really hard to be a 'good neighbour.'</p> <p>Lesson 4 Why do communities have rules? On computers, design a new town with its own rules. Use resource sheet provided in RE today : Ask the following questions: Which are the buildings used by the whole community? Do we encourage others to see our places of worship? Which places are there to help and support people, old, young, new members of our community, ill people, homeless people? Mind map: Write 'What is a good friend?' on a Venn diagram with two circles overlapping. In the other circle write 'What is a good citizen?' Which qualities/ attitudes/ values have you written in the middle? Share your findings.</p>	<p>AT2 L2 I can respond sensitively to others values and concerns in relation to matters of right and wrong.</p> <p>AT2 L3 I can identify what influences people's lives and the communities to which they belong.</p>	
<p>Pupils should explore the relevance of the Ten Commandments today and put them in order of importance, giving their reasons.</p>	<p>Lesson 5 The ten commandments are still important today. God wrote these commandments on two tablets of rock. View the last part of The Prince of Egypt where Moses leads the Israelites out of Egypt. Do you think Moses was right to lead his people into danger? Why do you think Pharaoh wanted to keep his slaves? What are your thoughts on slavery? What do you think about the ten commandments? Are they relevant today? Do a ranking exercise with the ten commandments or with a partner on whiteboards order them, giving reasons for your choice verbally in the plenary.</p>	<p>AT1 L2 I can retell religious stories about rules from the Bible and suggest meanings for members of the Christian / Jewish faith community.</p>	<p>Pathways of belief video; Judaism programme.</p>
<p>Pupils should describe features that are exemplified in the Passover Festival.</p>	<p>Lesson 6: The Passover is celebrated four weeks after Easter. What does the meal symbolise? Read about what happened that final night before the Pharaoh released the Israelites. Exodus 14. Activity: Show the pupils a seder plate. Draw it and write why this festival is so important to Jews.</p> <p>Lesson 7 Jesus taught that it was not the keeping of rules that was important but the willingness to love God and to live in loving relationships with others. Jesus taught that his followers should love their enemies and do good to them who hate you, treat others as you yourself would like to be treated.</p>	<p>AT1 L3 I can make links between the Passover festival and understand why celebrating this festival is a custom for Jews today.</p> <p>AT2 L2 I can respond sensitively to others values and</p>	<p>The Prince of Egypt video by Dreamworks home entertainment.</p>

<p>Children will learn about the teaching of Jesus</p> <p>Children will reflect on their each other's responses to a debate on a topical issue.</p> <p>Children will know that people have a range of views but that listening to each other opinion is important in a multicultural world.</p> <p>Pupils will understand the rules that Buddhists live by.</p>	<p>Be merciful and do not judge or condemn others. Forgive others and give generously to others. Discuss-Do you think that the "Golden rule, Love God with all your heart and strength and your neighbour as yourself could replace all other rules?</p> <p>Lesson 8 You are an important person in 2009 society. Do you want to write new rules/ laws for your society, giving reasons? Perhaps you will be a Prime Minister of the future? Set up a debate some current issues with a chairperson who will let all parties speak if they approach the chair. This could be about</p> <ul style="list-style-type: none"> • immigration, • law and order, (teenagers carrying knives) • people in prison having a vote • people being under arrest without a trial <p>Link to vote for Student Council next term (adapt for maturity of group) How can the school council set up priorities for the school community? --</p> <p>Lesson 9: Additional Units: Buddhism. Buddhists live by 5 precepts (promises)</p> <ol style="list-style-type: none"> 1. Not to harm any living thing. 2. Not to take anything which is not freely given 3. Not to be greedy 4. Not to tell lies or say unkind things. 5. Not to take drugs or drink but to keep a clear mind. <p>Discuss why you think these are considered to be the 5 most important rules. What can people learn from these rules? How easy are these promises to live by? Children to make a poster of one of the rules.</p> <p>Additional lesson Using RE today 'Exploring religion around me,' read an interview with Buddha by pupils at Dharma School. What are their 'big questions'? Where would they go to find the answers? Which religious figures today or in history would you wish to interview and why?</p>	<p>concerns in relation to matters of right and wrong.</p> <p>AT1 L2 I can identify some Buddhist beliefs, teachings and practices. AT1 L3 I can describe Buddhist beliefs and practices and their importance. AT1 L4 I can show understanding of what belonging to a religion involves.</p>	
<p>Pupils learn about the rules that Muslims live by.</p>	<p>Lesson 10 Islam Introduce the idea to the children that Muslims live their lives according to five Pillars, or five duties (principles) The Five pillars support Islam.</p>	<p>L2 I can identify some Islamic beliefs, teachings and practices. L3 I can describe Islamic beliefs and practices and their</p>	<p>Islam for kids: www.jamaat.org/islam/Muhamad.html Kid's corner:</p>

<p>Pupils will relate what they have learned about the 5 Pillars of Islam to their own experience</p> <p>Pupils begin to understand the importance of the 5 Ks to Sikhs</p> <p>Pupils reflect on the Sikh teaching that all people are equal before God.</p>	<p>Shahadah-declaration of faith – all the time God is kept in mind Salat – Prayer which is carried out five times a day Zakat – charitable giving from monthly wages Swam – fasting which is carried out annually in the feast of Ramadam Hajj – pilgrimage to Makkah, carried out once in a life time. Activity: Discuss what it might be like following the 5 Pillars for British Muslims. Use art/craft/ICT materials to design a building supported by five pillars where Muslims might choose to worship.</p> <p>Lesson 11 Talk to the children about principles/ values that they might use to govern their lives on a daily, monthly, annually, always basis. The children could make a visual representation 2D or 3D to illustrate their “five pillars”. With the title – These are the values I am committed to---. These values help me to-☺</p> <p>Lesson 12 Sikhism Remind the children that Sikhs wear some special symbols to show who they are. Place the 5Ks in a closed cardboard box with armholes for the pupils to feel an item. Working in pairs/ fours, ask the pupils to describe each item to a partner who tries to draw it. Place the 5 Ks on a cloth and tell the children about their significance. Create a wall display showing members of the Sikh brotherhood, the Sikh flag and the 5Ks displayed on foil covered paper plates. Children could write about the 5 Ks outlining their significance to Sikhs i.e 5 Ks are the outward signs of commitment to the teachings of the Gurus and the Sikh way of life</p> <p>Lesson 13 Talk to the children about the word “respect” and its meaning. Who do the children have respect for? How do we treat people we respect?</p>	<p>importance. L4 I can show understanding of what belonging to a religion involves.</p> <p>L2 I can identify some Sikh beliefs, teachings and practices. L3 I can describe Sikh beliefs and practices and their importance. L4 I can show understanding of what belonging to a religion involves.</p>	<p>http://islam.org/KidsCorner/</p> <p>Several sets of the 5K’s</p> <p>Kesh-uncut hair – a gift from God. When tied neatly in a pakta or a turban it is assign of Sikhism that is easy to see. Kangha- a comb -used to keep the hair clean and tidy Kara- a bracelet made of steel-the circle reminds the Sikhs of God. Like God it has no beginning and no end. Steel is strong and Sikhs must be strong in their faith. Kachha- baggy shorts- In the days when the Khalsa first started they made fighting easier.</p>
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	<p>As well as wearing special clothes Sikhs believe that their religion is shown in the way they live their lives. Because Sikhs believe that God can be found in all creation and in every living thing, one of the marks of Sikhism is to treat all people and animals with respect and to treat everyone equally.</p> <p>Remind the children of practical ways that this is done in the Gurdwara- all sitting on the floor, sharing food and serving each other.</p> <p>Make a list/ poster /charter- How can we make sure that all are treated equally in our class? How can we serve others?</p> <p>Another sign of the value of each person is the hospitality and welcome given to all who come to the Gurdwara. Can the children think of ways in which they could welcome people to their school? Revisit the story of Guru Gobind Singh being imprisoned because he championed the cause of poor and weak people and his refusal to take his freedom and leave others in prison.</p> <ul style="list-style-type: none"> • Do you think Guru Gobind Singh was right to do this? • What does it mean to treat people fairly and equally? Teacher could demonstrate with distribution of sweets / raisins to a group of children where the sweets are distributed unequally. Allow children to intervene to make the situation fairer • Sikhs believe that all people should be treated equally and fairly because all are important and valuable to God. • If we were to live in this way what would it mean in terms of e.g. Payment of wages to The Prime Minister and a bus driver, the amount of wealth the queen has, how our government should help other countries poorer than ours, etc. • Play a game such as The water Game from Christian Aid to illustrate how this might work. <p>Encourage the children to devise a charter for making the world a fairer place.</p>		<p>So they remind Sikhs that they must be ready to defend the weak.</p> <p>Kirpan is a sword – this reminds Sikhs that they may sometimes have to fight to defend others and what is right. Sometimes today Sikhs see this as a sign of fighting their own temptations.</p> <p>www.Sikhs.org www.sikhkids.com</p>
<p>Assessment Opportunities: I can show understanding of what belonging to a religion involves. I can give my views and raise questions with others and I can discuss rules for living and how people of faith choose to live. By learning about the rules that faith communities have I can explain why rules are important to me.</p>			

Showing Commitment: Christianity and additional units on Sikhism, Hinduism and Judaism.

Key questions: How do people show commitment to their faith?

What can we learn from the life stories of people with faith, past and present?

What commitments and values are important to me?

Year 3 and 4 on rolling programme.

Background Story/ Information

In this unit children will explore similarities/differences in the way in which commitment to faith is expressed both within and between religions. They will have the opportunity to express their own ideas about commitment, including religious commitment, and make links with the experiences of others. The children will explore the commitment of individuals and communities to the values of their faith.

For background information www.chabad.org www.bbc.co.uk/religion/religions www.woodlands-junior.kent.sch.uk www.cumbriagridforlearning.org.uk

Cross Curricular Links

Thinking & questioning skills
ICT: research and power point
PSHE
SEAL
Literacy

Key Vocabulary

Commitment	Reverence
Respect	Give
Care	Sacred
Responsibility	Praise
Compassion	hymns
Challenge	offering
Identity	naming ceremony
Respect	love, neighbour,
Parables,	Christian,
follower,	community

Skills

Investigation
Interpretation
Synthesis
Making Connections
Empathy
Communication

Attitudes

Self-awareness
Respect
Open-mindedness

Further Questions

What are the similarities/differences between how commitment to a faith is expressed?

How do I show my commitment?

Learning Objectives Reflect upon what makes a good community and how you would recognise that you belong to a community	Possible Teaching/Learning Activities Lesson 1 Discuss what sort of communities you are part of: home, nuclear family/ extended family/ school family/ church/ scouts/ brownies/ beavers/ neighbourhood/ parish/ country. Place 'post it' notes on a simple target board to illustrate this. Link to Citizenship/ ICT the global gang by Christian Aid. Thought shower around the word "Community" Pretend with the class in a small group activity that you are going to a new undiscovered planet/ or being shipwrecked on a desert island with a group of people of different ages, and with different skills. Generate 'I wonder...?' questions about how you would want to live, what would make a cohesive community, e.g rules, who would lead you, how would problems be solved, how would each person contribute? What would be important values for your community? Or ask children to pose questions about the sort of community that might be formed.	Learning Outcomes AT2 L2 I can respond sensitively to questions about my commitments. AT2 L3 I can ask important questions about living in community AT2 L4 I can raise, and suggest answers to, questions about living in community.	Resources Tribes by Will Ord P4C – philosophy for children website. Global gang game: Christian Aid web site.
Research people of different faiths who show outstanding commitment.	Lessons 2 & 3 Research Explain the task set: Research & produce a presentation about a person who lived by the values of their faith eg Catherine Booth, Elizabeth Fry, Eric Liddell, William Baden Powell. (Christian) Baljit Singh, (Sikh) Pandurang Shastri Athavale (Hindu) Cat Stevens (Yusuf Islam) (Muslim) or any others of your choice. Catherine Booth. Background: She was born in Ashbourne, Derbyshire in 1829. She met William Booth in 1852. Catherine was a feminist who believed in the equality of women. She disagreed with William when he called women the "weaker sex". He also disapproved of women preachers, but changed his mind after hearing Catherine speak. In the Salvation Army, women have equal rights. 1864 they moved to London. They started the Christian Mission, which became the Salvation Army. Organised Food-for-the-Million shops, which gave a 3-course meal for 6d. They were so concerned about working conditions at Bryant & May matchmakers that they started their own factory – producing 6 million match boxes a year. Catherine died of cancer in 1890. The Salvation Army do invaluable work with the homeless and missing persons.	L2 AT2 I can identify what values might influence me. L3 AT2 I can describe in simple terms how members of faith communities use the teaching of their faith to guide them in their life L4 AT2 I can raise and suggest answers to questions of values and commitments in my own and others' lives.	Matthew Chapter 6.

	<p>Key points: Equality for women, compassion for the poor and a wish to take direct action to help a worthy cause.</p> <p>Elizabeth Fry – Background. Elizabeth was born in 1780 and was brought up as a Quaker in Norwich. When she was seventeen she heard the American preacher William Savery and this changed her life. As a married woman she worked tirelessly to improve conditions in prisons, to give children an education and provide activities for the inmates. She travelled as far as Russia to try to improve conditions.</p> <p>Key points: Elizabeth had a wealthy background but she was told in a Quaker meeting that God had special work for her. She dedicated her life to helping prisoners.</p> <p>Baljit Singh(Sikh) Background: Baljit was brought up in Hounslow, London. He took a lorry of supplies over to Kosovo in the 1990's and helped Refugees escape the conflict in their country.</p> <p>Key points: 'Seva' means selfless service and in many ways is the essence of Sikhism. Serving other people is a way of serving God and does not matter which race or creed you are.</p> <p>Eric Liddell. Background: Born in China in 1902 of Scottish parents. He did not go to Scotland until 1920. At University he played rugby for Scotland, but decided to concentrate on running. He did not run in the 100m in the 1924 Paris Olympics because the heats were on Sunday! He held the world record of 9.7 seconds, which was not broken for 37 years. He knew months before and when the British couldn't get the day of the heats changed he concentrated on 400m. He won gold with a world record of 47.6 seconds. He left for China in 1925 and died in a Japanese POW camp in 1945.</p> <p>Key points: Eric's principle of his Christian Faith mattered more than a medal. He also gave up a sporting career to go back to China as a missionary.</p> <p>Cat Stevens (Yusuf Islam) Background Cat Stevens was in the pop charts at eighteen years old. He was a Greek orthodox Christian who converted to Islam and gave up his fame to found Islamic schools in London and start the charity 'Small Kindness.' He now releases some religious songs.</p> <p>Key points: convert from Christianity to Islam. Gave up a wealthy life</p>	<p>AT1 L2 I can identify some examples of religious commitments</p> <p>AT1 L3 I can describe how a believer expresses their commitment to a faith community</p> <p>AT2 L4 I can raise, and suggest answers to, questions about the value of the communities to which I belong.</p> <p>AT2 L3 I can express my own ideas about commitment including religious commitment. I can make links with the experience of others.</p> <p>AT1 L4 I can describe and show understanding of similarities and differences both within and between religions in the chosen area of study</p>	<p>Faith in the Community directory – Google search</p> <p>See websites above Suitable books e.g. Curriculum Visions Series World Faiths Series I am a ...series</p> <p>Websites listed on www.reonline.org search for KS2 resources. Google for research.</p> <p>Ten Girls who changed the World by Irene Howat.</p> <p>Ten Boys who changed the World by Irene Howat.</p> <p>RE today: Special people of Faith and Action.</p> <p>Watch an extract from Chariots of Fire (Eric Liddell)</p>
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<p>To learn about Gandhi's protest and what it stood for.</p>	<p>style to concentrate on education and charity work. Refer to the five pillars of Islam as a way Muslims can reflect and grow on their commitment to their faith.</p> <p>Task : You need to discuss with the class what they need to find out, how you gather information, to share out tasks, what form your presentation will take: Mind map, poster, power-point, flip chart.</p> <p>Plenary: Conclude by talking about how your research has helped you understand more about what it means to belong to a community living by certain values</p> <p>Lesson 4 Hinduism: Mohandas Gandhi. Background: He is a considered a significant leader who lived by Hindu principles and ideals. Read the story of the Salt March. Discuss or write considered arguments about violent or peaceful solutions and their consequences to a range of pre-selected newspaper articles/ adverts for expensive goods; e.g. a mugging, a burglary, a neighbour dispute, children's curfews. What would Gandhi's response be to these? OR Act out the story. Predict what might have happened next? Write speech bubbles for the two conflicting parties.</p> <p>Key points: Gandhi said," Peace is the most powerful weapon of humankind. It takes more courage to try to talk things through than to start a war." Eventually Gandhi's peaceful protest spread and gained freedom for India.</p> <p>Lessons 5/6: Groups Presenting research. Each group could set a time frame of ten minutes in which to feedback their presentation. The rest of the class will then be asked to highlight a) one fact they didn't know b) One feature of the presentation that thought was particularly good. Teachers could use presentations as an assessment activity.</p> <p>Other possible activities Research some of the teachings from these famous people's legacy or religions that they live by. Why are they important to them? What can people of other faiths or no faith learn from them? What questions would you ask each person at different stages of their lives? i.e. How did Gandhi first notice the unjust treatment of his people? How did he feel on the Salt Marsh? How did he maintain a</p>		<p>Exploring Codes for Living: Re</p>
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<p>Reflect on commitments and values that are important to me?</p>	<p>simple life of prayer? Possibly the teacher could be interviewed or 'hot seated' for some of this lesson.</p> <p>Lesson 7: Working out your own commitments. Create a thought shower reflecting on your commitments. Order in a pyramid or a diamond nine. Share with a talk partner and swap groups. What are other people committed to? Make a class commitment pyramid. Play The Values Game then play it again as the person you researched. Using the life of the person you researched make a diamond nine or pyramid of their commitments. How is it different / the same as yours? Display around the classroom. An excellent resource is www.retoday.org.uk Working out your commitments gameboard. Can you work out and prioritise your top five commitments? OR Which of these do the children think has most influence on them? School rules; parental expectations; faith community influences; what your friends think; what the T.V says. Set up a debate. Express everyone's view before voting on the biggest influence.</p>	<p>L3 AT2 I can express my own ideas about commitment including religious commitment. I can make links with the experience of others.</p> <p>L4 AT2 I can ask and suggest answers to questions of identity related to how others apply these values to their lives.</p>	<p>today services ISBN 978-1-905893-07-2 What are your commitments? board game p30</p> <p>Special Times – RE Today – edited by Joyce MacBorrow Sikh, Hindu, Islamic resources from All Saints resource Centre.</p> <p>Pathways of Belief Video Islam, Hinduism, Sikhism The Values Game Folens Photopack: Sikhism (includes teacher's notes) or Nelson Photopack</p>
<p>Learn about clothes and artefacts that symbolise commitment and how different groups and communities identify themselves through symbols and clothes</p>	<p>Lesson 8/9 Sikhism Look at a selection of photographs and pictures showing people wearing clothes and/or symbols that identify them as members of particular communities. E.g. police, cubs, brownies, footballers etc. Do the children know of any religious groups that are identified by the clothes they wear e.g. Sikhs who wear a turban e.g. Hardeep Singh, Christian priests, some Muslim women, Christians who wear a cross etc. These clothes and symbols identify the wearers as members of a particular faith group and are symbols of their commitment to that group. Design and make a tee shirt that identifies what you are committed to in your life.</p>		<p>5K artefacts Folens Ideas Bank – Sikhism www.bbc.co.uk/schools/religion/sikhism - very good for teachers' background knowledge)</p>
<p>Learn how Sikhs show commitment to their community and to others To learn about the</p>	<p>Lesson 10 Hear the story of the Founding of the Khalsa. Activity: Ask children to imagine they were part of the crowd in the story of Guru Gobind Singh and the founding of the Khalsa and give their reaction to the story in pictures and words. Committed Sikhs are identified by the wearing of the 5 K's Before they can wear these they become members of the Khalsa by taking part in</p>		<p>Pathways of Belief video Islam, Hinduism, Sikhism Sikh stories – Anita Ganeri (ISBN 0237520370) Picture of Guru Nanak Video – Animated World Faiths S4C www.sikhnet.com/ www.sln.org.uk/storyboard/stories</p>

<p>founding of the Khalsa and the ceremony that Sikhs go through to join the Khalsa today. To reflect on some principles of the Khalsa in their own experience. To know that the festival of Baisakhi celebrates the foundation of the Khalsa.</p> <p>To learn about Guru Nanak as the founder of the Sikh faith To know some of his key beliefs</p>	<p>a special ceremony Either show video (Programme 2 – 1st section, The Khalsa) or tell the story from a book, or through website. Discuss with children why the Khalsa is important to Sikhs today. Learn about the celebration of Baisakhi marking the founding of the Sikh Kalsa in 1699. The ritual taking of Amrit is a reminder of the founding of the Khalsa and shows commitment to the Sikh faith. Consider how the story of the founding of the Khalsa demonstrates what true commitment is. Discuss how children show their commitment to family , organisations etc and how commitment leads to a response e.g change in lifestyle etc</p> <p>Plenary: Discuss what it means to be “pure of heart.”</p> <p>Lesson 11: Look at a picture of Guru Nanak Ask the children to pose their own questions about this picture Remind children that Guru Nanak is the founder of the Sikh religion, and consider some of his teachings, e.g. the oneness of God and equality of all people, duty to defend the weak etc. Suggested excellent resource: Animated World Faith ‘The life of Guru Nanak’ or www.Sikhnet.com website. Guru Nanak taught that his followers should –</p> <ul style="list-style-type: none"> • get up each day before sunrise to bathe • meditate on God’s Name and recite the Guru’s hymns to clean the mind • continuously remember God’s Name through the day with every breath • work hard and earn for the family, to live a family way of life • practice truthfulness and honesty in all dealings • share what one has with others before considering oneself. <p>So to live as an inspiration and a support to the entire community. Discuss which of these the children would find easy/hard.</p> <p>Activity: Either</p> <ul style="list-style-type: none"> ➤ Draw (or give children a small picture of) Guru Nanak. Around the picture write the important points about his life and teaching or ➤ Have a large picture of Guru Nanak for a group of children. Complete above activity as a group. <p>Extension Children consider the following: I think Sikhs respect Guru Nanak because....</p>	<p>L2 AT1 I can identify some examples of religious commitment L3 AT1 I can describe some commitments of others L3 AT2 I can make links between a religious idea and a commitment of mine. L4 AT1 I can show that I understand some examples of religious commitments L4 AT2 I can apply ideas like commitment, influence or hypocrisy for myself.</p> <p>L3 AT1 I can describe key features of the Sikh’s 5 Ks and explain their significance. L4 AT1 I can describe the impact of the 5Ks to a Sikh’s life. L3 AT1 I can describe key features of the Khalsa Ceremony and explain its significance to Sikhs L4 AT1 I can describe the impact of this ceremony to a Sikh’s life.</p>	<p>www.allaboutsikhs.com/youth/gstories Book -The Life of Guru Nanak www.woodford.redbridge.sch.uk/RS/year9/khalsagurdwara.html</p> <p>Hindu stories by Anita Ganeri. Storyteller series. ISBN 0237532328</p> <p>Exploring Leader and followers: RE today services.p10 ISBN 978-1-904024-91-0</p>
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<p>To learn how committed Hindus live their lives</p>	<p>Consider the values of Sikhism i.e that all human beings are equal and worthy of respect, that Sikhs should show love for all living things, that every person has a right to life but also responsibilities and duties, that Sikhs must live in a family and should provide for and nurture their children. Sikhs should give 10% of their earnings to charity and they should develop their personality.</p> <p>Lesson 12 Learn about the Hindu concept of dharma. This is not an easy concept to define but it is about: Making the best of the circumstances in which we find ourselves Resolving not to hurt any living thing by word or deed, or by thinking ill of others. Not accepting what is wrong in society Knowing when we have done wrong. Seeking the truth in all things. Perhaps it is best summed up as being the person you are meant to be, being true to yourself by fulfilling the role that has been given to you, so that you can be of use to others.</p> <p>Ask the children to think about the sort of person they are, what they are good at, how they fulfil roles that have been given to them by family, friends, school and other organisations. How does fulfilling these roles help other people? How do you know when you have done wrong? To a Hindu, dharma is that which prevents one from going down hill, it is all that makes for one's welfare, progress and well-being. Generally taken to mean "right conduct" but what is right conduct for one person may not be so for another. Explore through a day in the life of a Hindu child how dharma may be practised in family life e.g. by: offering puja/having faith in God. caring for living things (a pet) being kind to guests recognising the different between right and wrong telling the truth not stealing behaving non-violently not being too attached to possessions This could be done in the form of an "up –hill" cartoon picture illustrating events in the day of a Hindu child</p>	<p>L3 AT2 I can describe how a good Hindu might live and give reasons for this. L4 AT2 I can describe the impact of the concept of Dharma to Hindus.</p>	
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<p>To learn how karma affects Hindus lives.</p>	<p>Or take one of these ideas e.g. respect for living things particularly. Explore the Hindu idea that everything living is sacred. And discuss the comment from the Bhagavad-Gita Gait, “By devotion to one’s own particular duty, everyone can attain perfection. By performing one’s own work, one worships the Creator who dwells in every creature. Such worship brings that person to fulfilment.” Discussion -In what ways do we show respect for/ commitment to living things in our community?</p> <p>Lesson 13 Recap on the Hindu understanding of dharma and tell the pupils that they are going to be learning about some other important Hindu ideas that explore what Hindus believe about God and about how they should live their lives. Discuss the pupil’s own beliefs about life after death. Explain that Hindus believe that every action however small has a consequence. This understanding lies at the heart of karma. Each person gathers good or bad karma in life depending upon personal actions for good or bad. This karma is gathered to the eternal soul of each person (atman) and affects the next existence or re-birth of that soul. Human beings can affect their karma by making the right decisions. Activity: Draw out some examples from family, classroom or school life that illustrate how actions have consequences. Discuss with the pupils how different actions might have led to different consequences. Explore from current news events how some actions lead to good outcomes and others to bad. Discuss with the pupils what helps them to decide whether actions are good or bad. Give the children some dilemma cards and ask them to decide what they think they ought to do and what influences them in their decision-making. Would their decisions give them good or bad karma? Or play “Conscience Alley”.</p> <p>Lesson 14 How do Jews show commitment to the Torah? By trying to keep the commandments and laws laid down in the Torah about all aspects of life – i.e. respect parents, be happy in obeying God’s law, put God first in your life, don’t kill anyone, love others as you love yourself , don’t love anything more than God, respect other people’s property, don’t be jealous of what others have, keep one day a week to worship God,</p>	<p>L4 AT2 I can describe the impact of the concept of Karma to Hindus.</p>	<p>Words of Wisdom, Developing Primary RE, edited by Joyce Mackley, ISBN 1-904024-45-9, page 26)</p>
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<p>To learn how Jews show their commitment to the Torah</p> <p>To learn how Christians show commitment to their faith</p>	<p>don't tell lies about others, respect God's name</p> <p>And /or consider some Wisdom literature see Words of Wisdom- Re Services Today page 15- (Proverbs 15,) asking about the meaning of the proverb /saying for today</p> <p>By celebrating Simchat Torah-celebration of the reading of the Torah- a joyous celebration with dancing, singing, sweets etc</p> <p>By celebrating Shavot- celebrating the giving of the Torah to Moses- rich foods are eaten to celebrate the promise of the " land of milk and honey"</p> <p>Discuss – what/ who helps you to form your own commitments. Perhaps construct a mind map and compare individuals.</p> <p>Lesson 17 Visit REonline, connect to RE Quest "Talking heads" to explore how some contemporary Christians show commitment to their faith. Or NATRE's website has a database called 'Children talking,' which provides a useful insight into children's' views of their faith.</p>	<p>I can describe how Jews show commitment to the Torah by how they behave towards others</p> <p>I can describe what happens at Shavot and Simchat Torah</p> <p>I can reinterpret some Proverbs for today</p> <p>I can raise questions about commitment in a Christian's life</p>	
<p>Assessment Opportunities:</p> <p>Describe how some people have shown commitment to the values of their faith</p> <p>Describe the 5ks and identify their meaning for Sikhs.</p> <p>Describe some key features of the Sikh faith (e.g. equality in the langar), Hindu faith or Jewish faith.</p> <p>Reflect on their values, commitments and make decisions about their commitments in the future.</p>			

<p>Use of Sacred Texts Years 3 & 4 Christianity: Additional units on Judaism, Islam at the end.</p> <p>Key question. How and why do believers show respect for sacred texts? What different genres are found within sacred texts? What can I learn from sacred texts? How do believers use sacred texts to inform their values and commitments? What can I learn from sacred texts? What inspires / guides me in my life?</p>			
<p>Background Story/ Information In this unit children will learn about the Bible as a source of Christian belief and teaching. They will learn that the Bible includes many books and is divided for Christians into the Old and New Testament, that the Old Testament is from the Jewish tradition, that it includes different types of literature e.g. story, law, poetry. They will learn that Christians use the Bible for daily devotions and that different Christians use it in different ways. Abraham is a fascinating figure: a pioneer of faith for Judaism, Christianity and Islam, who is seen in the scriptures as a forerunner of Israel. Abraham received the promise of land, descendants and “blessing for all the nations” because of his risk taking faith: a universal father of faith. Shavuot celebrates the giving of the Torah to Moses on Mount Sinai. The Prophet Muhammad (pbuh) is believed to be a descendent of the Prophet Ishmael, the son of the Prophet Abraham. He was born in Makkah in Arabia in 570CE and his prophetic mission began when he received the first divine revelation in 610 CE. He died in 630CE.</p>			
<p>Cross Curricular Links Links to PHSE- difficult decisions Difference and diversity links.</p>		<p>Key Vocabulary Bible, Old Testament, New Testament, books, chapters, verses, prophecy, rules, parable, commandments. Abraham. Sinai, Torah. Shavuot promise , trust , faith, Covenant, faithfulness, obedience, sacrifice Muhammad, Qur’an, revelation, Allah.</p>	
<p>Skills Investigate, Interpret, Analyse and evaluate and communicate</p>		<p>Attitudes Self-awareness, respect</p>	
<p>Further Questions What is the Bible? How do Christians use the Bible? What is my view of the Bible? What is the Torah? How do Jews use the Torah? What is my view of the Torah? What is the Qu’ran? How do Muslims use the Qu’ran? What is my view of the Qu’ran? Why is the Prophet Muhammad (pbuh) important to Muslims? How and why do Muslims believe Allah communicated with his people?</p>			
<p>Learning Objectives Why is the Bible a special book for Christians? Do you have a book that is important to you?</p>	<p>Teaching/Learning Activities Lesson 1 Which book is the world’s bestseller? Establish that this is the Bible. Ask the question ‘What is the Bible?’ and scribe the children’s ideas. Give children copies of Bibles- maybe different versions. Children have ten minutes to see what they can find out about the Bible. Share ideas. Children to find a phrase that means something to them from one of the gospels (Matthew, Mark, Luke or John.) Set up a wall of wisdom, to build on in the following weeks.</p>	<p>Learning Outcomes AT1 L3 I can identify features of the Bible and why it is important to Christians. AT1 L4 I can describe the value of the Bible to</p>	<p>Resources Bibles of different varieties e.g. The Lion Bible for Children by Murray Watts ISBN 0 7459 4046 3 Margaret Cooling “Best seller- exploring the Bible and its influence”</p>

		Christians as a source of inspiration, learning and authority.	The Lion Graphic Bible by Jeff Anderson and Mike Maddox ISBN 0 7459 4598 8 RE today- Words of Wisdom
<p>How is the Bible divided? What is the difference between the Old and New Testament? To understand that there are different books in the Bible and they fall into different genres.</p> <p>Why is the Bible important to Christians? Is the Bible important to you? Where do you go for advice when you don't know what to do?</p> <p>Pupils will appreciate how Christians use Bible stories to reinforce Jesus' teachings.</p>	<p>Lesson 2 Hold up a Bible and ask how many books are in it. Have a two-minute challenge to open the Bible and count how many books are in it. Offer a reward for the first to get there! (66!) Ideas for the main part of the lesson: Did you notice that the Bible is divided into two sections/ what are they called? Old and New Testament. Does anyone know what the differences are? Explain that the Old Testament is from the Jewish tradition. It is important to Jews, Muslims and Christians. Story of Abraham and how he is the Father of Faith – his descendants became followers of Judaism, Christianity and Islam. Ask the pupils to select and read one Old Testament story and one New Testament passage using a contents page so they can find a familiar story or favourite if they have one. Brief them to where they could find Creation stories: Genesis, Joseph and his brothers, David and Goliath, Abraham, Jesus' birth, miracles, parables, the Easter story. Ask pupils to feed back with a two minute resume of any particular/ or family favourites.</p> <p>Lesson 3 Ask a Christian speaker what the Bible means to them. Individual reading can provide support in daily lives, some turn for guidance when in trouble or ill health, many go to Bible study sessions, many hotels provide a Bible for travellers away from home. Take one example of a story and ask what it means to Christians. What would Christians learn about God from this story? e.g. The lost sheep, the parable of the lost son, the good Samaritan, the mustard seed, the sower and the seed. Dramatise a turning point with a brief play script. Ask the pupils to create a play script of one scene to share to the class or for an assembly one week. Plenary. What might Christians learn about how they should live their lives/ behave/ act from this story?</p>	<p>AT1 L2 I can identify some of the different writings to be found in the Bible. AT1 L3 I can describe the value of the Bible to Christians as a source of inspiration, learning and authority.</p> <p>AT1 L2 I can identify some of the different writings to be found in the Bible. AT1 L3 I can identify the value of the Bible to Christians daily lives. AT1 L4 I can describe the value of the Bible to Christians as a source of inspiration, learning and authority.</p>	<p>Bibles These websites tell you how old and new testaments are divided into the different genres www.juniors.reonline.org.uk/topiclist.php?5 www.request.org.uk/main/bible/bible01.htm</p> <p>Post Bag by Margaret Cooling</p> <p>Pathways of Belief DVD the Bible.</p>

	<p>Lesson 4 Organise a debate using the story of the Good Samaritan as a theme. (Background...the parable would have surprised the original Jewish hearers who would have expected help for the injured man to come from the priest and Levite who passed by. Instead of this help came from a despised Samaritan, someone who normally Jews would have no contact with.) Retell the story and stop and discuss each person's view of the scene and their decisions. Who would the pupils expect to help them? I think you should.... because.... I didn't want to help because..... Give some planning time to the groups for or against the motion. Select a confident pupil to sum up the debate. Vote for the best argument not their friends. Discuss if they have found the true meaning that Jesus told the story to teach the importance of being kind and caring to everyone, no matter whom they are or where they came from. Human bar chart- should you help? Discuss each person's dilemma on a scale of 1-5. Plenary. Return to the mind map from the start of the unit and add further suggestions.</p>	<p>AT2 L2 I can describe what inspires and influences me. AT2 L3 I can make links between their learning about the impact of the Bible on the lives of Christians. AT1 L4 I can describe the value of the Bible to Christians as a source of inspiration, learning and authority.</p>	<p>The Gospels Unplugged by Lucy Moore published by BRF. Christian Stories by Anita Ganeri. Storyteller series ISBN 0237527529</p>
<p>If you have a difficult decision how do you decide what to do? What might a Christian do? How do Christians use the Bible?</p>	<p>Lesson 5 Give children a scenario of a difficult decision. For example have you ever trusted a friend and they have let you down? Perhaps you have told them a secret and they told others. Conscience Alley activity. In a situation like this a Christian might look to the Bible for help. Scroll down website (right) to find section on let down by a friend. Show link to the Bible. Draw picture illustrating difficult situation with a think bubble showing where they would go for advice on what to do next e.g. health problems - Doctor, eye sight - optician, bullying – teacher, etc moral dilemma – friend/priest/vicar/Bible. Plenary: use Gideon Bible for quotes to use with different problems.</p>	<p>AT2 L3 I can identify a source of authority in my own life. AT1 L4 I can make links between my learning about the impact of the Bible on the lives of Christians and sources of authority.</p>	<p>www.request.org.uk/main/bible/bible01.htm How do Christians use the Bible? Best Loved Bible verses- Mary Joslin The Lion Bible for Children by Murray Watts ISBN 0 7459 4046 3 page 330-333 Paul's letters simplified for children Gideon Bible</p>

<p>How does a Christian use the Bible?</p>	<p>Lesson 6 Last week we found out how some Christians look to the Bible for guidance in difficult situations. Today we are going to look at other situations where a Christian might use the Bible. Reading in groups- some Christians come together in groups to study the Bible. Do you come together with friends to share? How does it help? In groups of 3-4 discuss the parable of the workers in the vineyard. Matthew Ch 20. What do you think it means? What does a Christian learn from this parable? Today many people do not read the Bible. Why do you think this might be? Can you design a modern cover for this special book? You can use pictures, words, symbols or phrases. Plenary. Share your ideas with the class and vote on the 'best seller.'</p>	<p>AT1 L2 I can describe some key writings in the Bible and how the Bible might be used by Christians.</p>	<p>Whiteboard Internet access Five minute Bible stories-Lois Rock Lion Publication ISBN 0 7459 4757 3 The Lion Bible for Children by Murray Watts ISBN 0 7459 4046 3 page 331 for True Love from 1 Corinthians 13 Visitor from a local Christian community Pathways of Belief DVD the Bible.</p>
<p>How does a Christian use the Bible in a service?</p>	<p>Lesson 7 Bible reading often takes place in Church worship services. Here is a video clip of one www.educhurch.org.uk/pupils/citadel/gospel_reading.html How is the Bible treated? What does she say/do etc.? Why do you think it is important to read the Bible in Christian worship? In ceremonies like marriages, funerals, Remembrance Day etc- a reading from the Bible might be used. Has anyone been to a baptism/christening? Focus on a ceremony e.g. wedding and read Bible reference (1 Corinthians 13) why would Christians want this reading at their wedding? Offer a sheet with a picture of a Bible in the centre. Children draw a spidergram or mind map to show how a Bible might be used by Christians.</p>	<p>AT1 L2 I can describe some key writings in the Bible and how the Bible might be used by Christians.</p>	
<p>How does the Bible influence a Christian's life?</p>	<p>Lesson 8 Present the children with a dilemma. For example, your playground bully /enemy yesterday told you that you are fat and ugly, but today the same bully has fallen over and seriously injured themselves just as you are coming in. You are the last person on the playground. What do you do? What would influence you? What do you think a Christian should do? Write a short play-script about tackling a bully and how a person of faith might react to a person in need.</p>	<p>AT1 I can describe some key writings in the Bible and how the Bible might be used by Christians.</p>	<p>Ten commandments See Exodus 20 Jesus' commandments See Matthew 22 v 37-40 Pathways of belief video Toolkits-Creative Ideas for using the Bible in the classroom by Margaret Cooling What is the Bible?- Sue Graves</p>

<p>Holy Books: the Torah Why is the Torah sacred to Jews? What covenant did God make with Abraham? What happens at Shavuot? What does 'promise' mean to me?</p> <p>Learn about the importance of the Torah and its importance to Jews.</p>	<p>Lesson 9 Judaism: The Torah. Background Information: Exodus 19-20 describes how the people of Israel gathered at the foot of Mount Sinai while Moses went up the mountain to receive the ten commandments from God. For the next forty days and nights Moses learnt the rest of the Torah in order to teach it to the Israelites. Shavuot was one of the annual pilgrim festivals to Jerusalem when all Jews would try to go to the Temple to offer the first fruits of the harvest. Nowadays, the home and synagogue are decorated with flowers and greenery reminding the people of the flowers and greenery that bloomed over Mount Sinai at that time of the year. The Book of Ruth is read in the synagogue on the day of Shavuot. Use DVD /internet /pictures /artefacts to remind children of key aspects about the Torah.</p> <p>Lesson 10. Background information. The Torah scrolls correspond to the first 5 books of the Old Testament. People of the Jewish faith believe these to reveal the word of God and The Torah scrolls are sacred texts for the Jewish people. Torah means law, teaching or instruction and comprises Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. It contains God's message to the people of Israel, providing laws, rules on which they should base their lives. The Torah is recited and read in Jewish homes at Shabbat and other festivals. The Torah is treated with great reverence. In the synagogue it is kept in the Ark and is a focal point for Jewish worship.</p> <p>Lesson 11 Hear about Simchat Torah, an annual joyous occasion where there is dancing, singing, parading of Torah scrolls seven times around the synagogue. (See Expresso or Google images) How are the people feeling? Do we have a celebration like this in church? At school? Maybe the most similar experience is when house cups are paraded at Sports day. Does this help you to reflect on the importance of this Jewish festival as the scrolls are shown off and revered for all to see? In twos, create a mind map to show all you remember about the Torah. Plenary; collate into a whole class chart or poster or overhead/screen.</p>	<p>AT1 L3 I can identify why the Torah is sacred to Jews. AT2 L4 I can begin to understand the impact of the Torah on the lives of Jews.</p> <p>AT1 I can describe what happens at Simchat Torah.</p> <p>I can remember that the Torah scrolls are the sacred writings that guide the people of the Jewish Faith.</p> <p>I can also remember some of the teaching in the Torah.</p>	<p>Jewish resources: www.schoolszone.co.uk atschool.eduweb.co.uk/ Judaism</p>
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<p>Learn about the significance of Abraham to Jews and Christians.</p>	<p>Lesson 12 Covenant with Abraham Abraham was an old man living in Mesopotamia with his wife Sarah. They had no children. God told Abraham to move all his family, livestock and possessions to Canaan. Despite the distance and uncertainty Abraham did as God commanded. Not all the family remained convinced. Lot argued with Abraham and did not continue. After a long and eventful journey Abraham and his family arrived in Canaan where God made a promise to Abraham that the land would be his, that Abraham would have many descendants and that God would be with him and his descendants. (key word :COVENANT) Despite her great age Sarah gave birth to Isaac. Activity: Discuss with talk partner the notion of promises and trust. How hard is it to trust? Who could you trust absolutely? What qualities do these people have which make you feel that you can trust them? What might Abraham and Sarah have thought about God's commands and his promises? Why do you think they trusted God? On a simple map of the Holy Land draw in the route, annotate and illustrate. Dance activity. Use the idea of Follow the Leader to create a partner/trust dance. Dancer A leads and Dancer B follows. Reverse and repeat. Now do this where the follower has to close eyes and hold hand of leader. Explore other ideas of leading and following in large group, varying speed, direction and level. OR Try hot seating a gifted and talented pupil pretending to be Abraham. Why is he a key figure for Jews? Why was he chosen a leader? How did he feel when Sarah had their first child? Why is the Torah sacred to Jews? What happens at Simchat Torah? What happens at Shavuot?</p> <p>Lesson 13 For Muslims Muhammad (pbuh) is important because he is the supreme example of faith and devotion to Allah. He is revered as a prophet and a messenger of Allah. Many prophets are important to Muslims e.g. Moses, Noah and Jesus. The revelation of the words of Allah to Prophet Muhammad (pbuh) on the Night of Power by the angel Jibril is a powerful story. Muhammad (pbuh) memorised these words and the revelations that were to follow. These were later written down after his death in the Qur'an. (literally "that which is read or recited"). Read The First Revelations</p>	<p>AT1 L3 I can make links with the ideas of others about who we might always be able to trust. AT2 L3 I can talk about what it feels like to lead /follow/trust.</p> <p>L3 AT2 I can identify some key events in Muhammad's [pbuh] life. L4 AT2 I can describe why Muhammad inspires Muslims.</p>	<p>Stories about God developing Primary RE Edited by Joyce Mackley</p> <p>Tell me about the prophet Muhammad' Saniyarnian Khan 81-87510-11-3</p>
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<p>How did the Prophet Muhammad [pbuh] receive the Qur'an? Why is the Qur'an sacred to Muslims?</p> <p>To know how Muslims believe the Qur'an was revealed to Muhammad (pbuh).</p> <p>Explore values and beliefs that influence their own lives</p>	<p>or The Night of the Journey. Select and write some "Did you know...?" statements from the stories to retell to the class. Discuss how a sacred text written a long time ago can help people in their life in the 21st century. Highlight with pens sections or phrases which have meaning to you in some way.</p>		<p>The Qur'an and Islam –Anita Ganeri-0-237-52346-9 Islamic stories by Anita Ganeri. Storyteller series ISBN 0237527510</p> <p>Mohammed and Islam Kerena Marchant 07502 37104</p>
<p>Assessment Opportunities: I can identify how a person of faith might use their sacred text. I can identify what the sacred text means to Christians/ Muslims/ Jews. I can select a phrase or text that means something to me.</p>			

<p>Expressing Faith. Christianity and additional units Hinduism, Sikhism.</p> <p>Key Questions: How do people of faith celebrate and what impact does it have on the lives of individuals and communities? How do places of worship/practices differ within and between religions? How is faith expressed through lifestyle? How is faith expressed through the creative arts? How do I express my beliefs, values and commitments?</p>			
<p>Background Story/ Information: Art is not meaningful for all religious groups. E.g. Quakers. Until recently art has been the major way for people to feel close to God. Churches were decorated portraying bible stories and images of God to help people learn and understand them, as the majority of people could not read. Muslims concentrate on the beauty of Allah's creation by using shape, pattern and calligraphy to decorate and adorn their Mosques and other important places. Jews are not allowed to have pictures of people or statues in synagogues. Therefore this unit will tackle how faith is expressed through the Arts and further units will focus on Sikhism and Hinduism.</p>			
<p>Cross Curricular Links Art, music, drama, dance, speaking and listening, Literacy, playscripts, citizenship, SEAL.</p>		<p>Key Vocabulary: Contemplation, worship, thanksgiving, meditation, openness, emotions, disciple, apostle, Holy Spirit, Holy Ghost, Pentecost, vestment, altar coverings.</p>	
<p>Skills Interpretation, Communication</p>		<p>Attitudes Self Awareness, Respect, Appreciation and Wonder.</p>	
<p>Further Questions: Why are festivals and celebrations important to me? Can I explain why something inspires me? Can I explain why a work of art, expresses an understanding by an artist of a religious story or idea. Can I communicate what I believe in a similar way?</p>			
<p>Learning Objectives To recognise that expressing faith involves feelings and emotions.</p>	<p>Possible Teaching/Learning Activities Lesson 1. Show some pictures of people praying and worshipping God, celebrating a religious ceremony and grieving. Ask the children to identify what kinds of emotions are being expressed? Design a thought shower of ways that people can share their emotions ie diaries/ letters/ songs/ drama/ dance/ paintings / greeting cards/ sculptures. Select two contrasting pieces of music or film extracts from DVDs from the list of religious stories. Choose one piece and reflect on the artist's use of music to evoke the emotions demonstrated. In response draw/ paint/ collage / design a billboard to advertise the music highlighting the feelings, i.e. Joseph being rejected by his brothers, Moses finding out he was an Israelite.</p>	<p>Learning Outcomes AT1 L3 I can make links between faith and expressing your feelings. AT1 L4 I can raise questions, and suggest answers to how people express their faith through the arts.</p>	<p>Resources Jesus Christ superstar, Joseph and the technicolour coat. Songs of creation by Hayden. Popular songs by Cliff Richard. Taize music. Negro-spiritual music. Modern and traditional hymns. Handel's Messiah The Prince of Egypt by Dreamworks. Miracle Maker Selection of hymns.</p>

<p>To recognise in some religions, music is a form of expressing faith.</p>	<p>Lesson 2. Select three pictures or photos of situations with very different moods associated with them e.g. a wedding celebration, a funeral and someone praying quietly. Can the children think of a piece of music that they would use to accompany the photograph or give children a selection of pieces of music to decide when and how they could be used. Listen to examples of music used in different religions. Explain links between devotional scriptures and music. With prompt cards that focus on e.g. rhythm, structure, instruments reflect on their response to how the music makes them feel. Do they think the music would help them/ people to feel closer to God? Help the children to realise that music can be a vehicle to help people feel closer to God and have a quiet time of contemplation or joyous celebration. Can the students suggest ways to create a time of 'stillness' that would allow them a period of reflection?</p>	<p>L3 AT1 I can express my feelings through music as a form of religious expression. L4 AT2 I can express my feelings through music and use a developing religious vocabulary. L4 AT2 I can describe how music inspires me. L5 AT2 I can explain what inspires and influences me, expressing my own and another's view.</p>	<p>www.jango.com for free music via internet radio</p> <p>Percussion instruments.</p>
<p>To recognise in some religions, music is a form of expressing feelings and sharing a faith.</p>	<p>Lesson 3: Using a range of instruments, compose a short piece of music in small groups for expressing feelings of joy</p> <ol style="list-style-type: none"> i. At a naming ceremony of a baby. ii. At a wedding celebration. iii. Christmas. <p>Children to present their music to the class and explain their decisions of instruments and sounds. One group could practice for an assembly.</p>	<p>L3 AT1 I can express my feelings through music as a form of religious expression L4 AT2 I can express my feelings through music and describe how it inspires me.</p>	<p>A collection of vestments, altar coverings.</p>
<p>To know colour can be used to express religious feelings and ideas.</p>	<p>Lesson 4: Invite a local clergy person to talk about the colours used in the church for the festival of Pentecost. (The Acts Ch2 v1-7) Tell the story of the coming of the Holy Spirit to the disciples, emphasising the range of emotions in the story – sorrow to joy. Talk about the symbols used to describe the Holy Spirit e.g. wind, dove, and flames. By using the colours and symbolism to express the Christian understanding of the Holy spirit, create a banner, stained glass window or move different coloured ribbons in dance. The movement can express the stillness, activity, energy and rest of the Pentecost. One pupil could volunteer to film the activity and interview pupils with the question of what they interpret the meaning of this story.</p>	<p>L2 AT1 I can retell a religious story and suggest meanings for religious actions and symbols. L3AT 1 I can describe the important religious belief of the Pentecost story. L4 AT1 I can describe the impact of religion on people's lives.</p>	<p>A range of Bibles. Good news, Lions storyteller.</p>

<p>To explore how art can be sacred and spiritual for believers.</p>	<p>Lesson 5/6 Ask the children to suggest why people engage in artistic activity. Study famous artists' portrayal of the life, death and resurrections of Jesus. El Greco's The Adoration at the name of Jesus, Christ driving out the traders from the temple are both good examples on the National Gallery website that has a zoom in function to examine the work in detail. Explore how the artist uses symbolism, colour and texture to express meaning. Use icons/ tapestries/ sculptures to compare modern and traditional religious art. To raise questions what they would like to ask the artist about their piece of artwork i.e. How does the work of art make you feel? How do you think the artist felt? How are images used to teach religious beliefs to instil moral values or to inspire passions? How much do artists try to illustrate religious text authentically or present personal interpretation? Activity: Cut out an outline of your body and write 'I am' above them. Inside the figure add magazine cuttings, symbols and drawn examples that represent each 'I am' saying for Jesus. I am the bread of life (John 6:35) I am the door of the sheepfold (John 10.7,10) I am the good shepherd (John 10.11, 14) I am the light of the world (John 8. 12) I am the resurrection and the life (John 11. 25) I am the vine and you are the branches(John 15.1) I am the way, truth and the life (John 14.6) Choose one of the sayings. What do you think it means? Exhibit the figures and discuss which best portray the meanings. Create an 'I am' statement for yourself.</p>	<p>AT2 L3 I can make links between my own and others response to art. L4 AT1 I can show understanding of how feelings can be expressed in a variety of forms of worship. AT2 L5 I can begin to recognise diversity in which artists express their beliefs.</p>	<p>www.nationalgallery.org.uk/ The National Gallery website. The Wilton Diptych The Crucifixion Trtptych El Greco's work Salvador Dali Contemporary religious art: Christ Art by Kate Austin: examples: the morning star Jesus through Art pack.</p>
<p>To recognise Mary's significance to Christians through some works of Art.</p>	<p>Lesson 7. The importance of Mary to Roman Catholics. Collect Christmas cards or find images depicting Jesus's mother. Are they all similar? Do they show her character? Look at 'The annunciation' on the National Gallery website which shows Mary's submission and acceptance of God's requests. How do you think this is shown? Describe the background, the lighting, the focus and the characters faces. How could you create an image that captures a turning point in a story? Paint a picture or create a collage of a turning point in Mary's life. Use the hymn 'The Bakerwoman' as a stimulus.</p>	<p>AT1 L3 I can identify a turning</p>	

<p>To recognise in some religions, poetry is a form of expressing feelings and sharing a faith.</p> <p>Explore the Christian Symbolism in the story of the Lion The Witch and The Wardrobe.</p> <p>Reflect on the ways in which Film and Literature can be used to convey different meanings and feelings</p>	<p>Or With an art package encourage the children to create an icon with a sacred image that would have special meaning to them. Encourage the pupils to evaluate each others' work saying what they think it means to them and finding if anyone share these meanings, including the artist.</p> <p>Lesson 8 Poetry. RE today website has examples of children's poetry on reflections on God, life and faith. Choose some examples to inspire the children to compose their own poems or reflect on the meaning in famous poems. Or discuss the setting and meaning in Sir John Betjeman's 'Diary of a church mouse.' Is church a forgotten place or a sacred building for worshippers? Charles Causley's 'Ballad of the Bread man' features a modern Mary having God's child in a modern day setting. Would we spot this 'Mary' today? Do we rush to make judgements of people?</p> <p>Lesson 9/10 How can film and Literature be used to express religious ideas? The Lion, The Witch and the Wardrobe. Explain that the Lion the Witch and the Wardrobe was written by C.S.Lewis, a great friend and contemporary of J.R Tolkien (author of the Lord of the Rings saga). They both liked to use stories of mythical lands to express deeper truths and ideas. Lewis was a Christian and his stories reflect many key Christian ideas. He wrote this book during the second world war. Some claim he came up with the story when he had to entertain evacuee children that he had had to take in during the Blitz.</p> <p>Read passages from the book or show scenes from the film of 'The Lion the Witch and the Wardrobe' a) showing Lucy finding the way to Narnia but Edward lying about going through – b) The White Witch who, like the devil, tempts Aslan and allows him to sacrifice himself for Edward.</p>	<p>point in Mary's life and why it is significant to Christians. AT1 L4 Pupils raise questions and suggest answers to why Mary is significant to Christians.</p> <p>AT1 L2 I can suggest meanings in religious poetry linked to symbolism. AT1 L3 I can suggest a key religious belief and how it is conveyed in the poem. AT1 L4 I can show understanding of how religious beliefs, ideas and feelings can be expressed in poetry.</p> <p>AT1 L2 I can suggest meanings in religious stories linked to symbolism. AT1 L3 I can suggest a key religious belief and how it is conveyed in the story. AT1 L4 I can show understanding of how religious beliefs, ideas and feelings can be expressed in a film.</p>	<p>The Bakerwoman translated by Hubert Richards www.boston-catholic-journal.com</p> <p>Paints/ various media, chalks, material. Coloured cellophane. Coloured ribbons</p> <p>www.poemhunter.com</p> <p>Spirited Poetry : reflections about God, Life and Faith edited by Lat Blaylock for PCfRE ISBN 978-1-85175-348-2</p>
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<p>Pupils should learn that drama is used to retell famous Hindu stories that important to their worship.</p> <p>Pupils should learn that Hindus believe it is a religious duty to marry, have a caring relationship and bring two families together, sharing your faith and love.</p> <p>Pupils should learn that drama is used to retell famous Sikh stories that religious devotion is meaningless without action.</p>	<p>Discuss good overcomes evil, that people have to sometimes suffer for their faith OR the fact that sinners were saved by Jesus' death on the cross i.e Aslan. Is the film effective? Is the message clear? Would CS. Lewis enjoy the film version of his book? Write a short paragraph as if you are a cinema's film critic.</p> <p>Lesson 11/12 Hinduism and Sikhism. Using one of the stories of Rama and Sita, Ganesh or Guru Nanak and Bhai Lalo write a short playscript. Using music and dance to enact the story. Puppets could be used for the main characters or paper plates used as masks. Share with another class. The Ramayana, or the story of Rama and Sita has been retold for thousand of years. It is the most important Hindu story and Rama is a very popular Hindu God. He is worshipped for his bravery and goodness and he is the human form of Lord Vishnu and therefore an avatar. Many Hindu scriptures have layers of meaning and Rama and Sita is not just a love story but a tale of good winning over evil, and of honour. Activities could include hot seating the main characters, researching how Divali is celebrated today by Hindus or a group re-enacting a section of the story having made a story board.</p> <p>Lesson 12: One of the Hindu rites of passage is Vivaha, marriage. Hindus celebrate marriage with a big celebration that has an impact on the lives of individuals present, the joining of two families and communities involved in their rejoicing. Discuss whether marriage is important to the pupils. Who would they invite? Would their neighbours come? Would their grandparents come and celebrate? What is the key essential ingredient in a successful marriage? Should Christian marriages involve a larger community to witness the vows?</p> <p>Lesson 13: Sikhism: The story of Guru Nanak and Bhai Lalo is about putting beliefs into practice. Every week Sikhs eat a special meal together in the gurdwara and as the community talk frequently,</p>	<p>AT1 L3 I can suggest a key religious belief and how it is conveyed in the story. AT1 L4 I can show understanding of how religious beliefs, ideas and feelings can be expressed in a play.</p> <p>L3 AT2 I can reflect on the ingredients of a happy marriage. L3 AT1 I can describe the importance for Hindus of Vivaha, the marriage ceremony.</p>	<p>Book of The Lion Witch and the Wardrobe by CS Lewis DVD The Chronicles of Narnia for short extracts. (The second in the series Prince Caspian is a PG film) Extracts are obtainable through film education: Teaching trailers Primary DVD. www.filmeducation.org</p> <p>Developing Primary RE Faith stories by Retoday .ISBN 1-904024-23-8 Hindu Kids www.hindukids.org www.hindunet.org Primary Hinduism by Seeta Lakhani From VivekanandaCentre http:// www.vivekananda.co.uk Rama and Sita story book: The Divali Story by Anita Ganeri ISBN 0-237-52471-6</p>
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	<p>they believe they can more easily help and support each other. In the story Guru Nanak visited the poorest man in the town although he had had an invitation from the richest! The miracle that followed showed the special nature of Guru Nanak: can rich people be good or do they harm others to achieve that wealth? Design a poster for your school showing that all are equal whether rich or poor OR stating 'actions speak louder than words.'</p>	<p>L3 AT1 I can describe the lifestyle of a devoted Sikh. L3 AT2 I can reflect on the importance of putting belief into practice and make connections to other faiths.</p>	<p>Developing Primary RE Home and family edited by Joyce Mackley ISBN 1-904024-37-8 Retoday services.</p> <p>Pathways of Belief BBC video aged 7-10. available from www.bbc.schoolshop.com Teaching RE Sikhism.(CEM) www.sikhkids.com</p>
<p>Assessment Opportunities Pupils can ask and suggest answers from their own and others experiences and ways of seeing the world through the Arts. Understand that the Arts can be shared with those of other faiths and world views. Reflect on and raise questions about how commitments to the Arts support people's faith and worship. Describe how literature/ poetry/ plays reflect on questions of meaning, purpose and truth.</p>			

Faith in the Local Community

Year 6 or Year 5/6 on a two year rolling programme

Key questions

What faiths / denominations are represented in your local community?

How do people of faith, and others, express their values and beliefs through action in the local community?

How can we make a difference to our local community?

Background Story/ Information; Teacher to have researched the faiths / denominations in their local area beforehand and arrange for local representatives of them to visit school to answer questions devised by the class or send relevant information.

Towards the end of the unit it is suggested that you arrange a visit to one or more of a local place of worship. See "Visits & Visitors document sent to schools October 2008 or available from Margaret Murphy, RE Advisory Teacher (margaret.murphy@southglos.gov.uk). Please ask for permission to take photographs inside and outside.

Cross Curricular Links

Art
Thinking Skills
Literacy
ICT
Geography

Key Vocabulary

Community, denominations, projects, aspects of worship, caring, service times, Church of England, Baptist, Methodist, Evangelical, Catholic, Buddhist, Hindu.

Skills

Investigation
Enquiry
Reflection
Empathy, Reasoning,
Synthesis
Communication

Attitudes

Self-awareness
Open-mindedness
Appreciation and Wonder

Learning Objectives

To learn about the faiths and denominations represented in the local community.

Possible Teaching/Learning Activities

Lesson 1

In groups, children could use a variety of resources such as maps, directories, books, ICT to find out what evidence there is of religious traditions in the neighbourhood. This could lead to a short walk to locate these various places in the neighbourhood. Which places have you discovered?
Identify physical features that help members of the local community e.g. playgrounds, ramps, rails, crossings, mirrors, doggy bins. Is there a caring community? What is faith?

Learning Outcomes

L4 AT1
I can describe the differences / similarities between different faiths / denominations in my local community.

Resources

Maps, directories, books about the local area.

<p>To learn how people of faith and others express their values and beliefs through action in the local community.</p>	<p>Does it mean the same thing to each individual? MIND MAP ideas to share.</p> <p>Lesson 2 Children can write a letter to the local faiths or denominations asking for information about the days and times of the services, the activities they offer to the local community e.g. playgroups and if they link or support anyone in the further community and world. If there is more than one faith / denomination represented children could do this in groups.</p>	<p>AT1 L3 I can use developing religious vocabulary to describe key features of a religion. AT1 L4 I can describe the impact of religion on people's lives.</p>	<p>Addresses of local places of worship.</p>
<p>To learn about the beliefs of the different faiths and denominations in the local community.</p>	<p>Lesson 3 Children to devise questions for a visitor to answer or what they would like to know about the faith/ denomination and its role in the community. Such questions could be: Where do they go to worship? What do they believe and what are their goals? What projects are their organisation involved with and why? How do they feel welcomed in that group? Why is worshipping there important to that believer? Put these questions to a visitor from a local faith group.</p>	<p>L4 AT1 I can describe how people of faith and others, express their values and beliefs through action in the local community.</p>	<p>A visitor.</p>
<p>To learn about a place of worship in the local community.</p>	<p>Lesson 4 and 5 Class / groups to further research the faiths/ denominations represented – the main beliefs and traditions, the leadership, activities for children and adults, festivals, the services, the contact details, how they care for others. Groups to share their findings with the rest of the class in their chosen way. E.g. poster, power point, mind map. Allow time for other pupils to give critical feedback and comments. If possible, establish an internet link with a school in Bristol to investigate the religions and places of worship in their area. Compare and contrast this with your own locality.</p>		<p>Research materials: pamphlets, books, internet.</p>
<p>To identify differences and similarities between 2 different faiths / denominations represented in the community. To explore a place of worship</p>	<p>Lesson 6 Visit the local place of worship. If possible ask for a guided tour. Possible activities include sketch the outside and distinctive features inside, take photographs, compile information about the activities in which caring for others is demonstrated e.g. disabled access, screen for visually impaired, ear hoops for hard of</p>	<p>L4 AT1 I can use religious vocabulary to describe and show understanding of the sources, practices and beliefs.</p>	

<p>and be able to identify the main features.</p> <p>To learn how I can make a difference to our local community.</p> <p>To consider what Jesus would want to see in a caring community.</p> <p>To consider what a Christian/ Hindu/ Sikh/ Muslim would want to see in a caring community.</p>	<p>hearing. Teacher to devise a checklist of distinctive features in this place of worship.</p> <p>Lesson 7 The Detective game. Test your powers of observation, identify and discuss the differences between the visited place of worship and the other faith / denomination represented in the local area. This could be achieved by a virtual tour of a cathedral. From the checklist and photographs, what evidence is there about their aspects of worship? Does this raise any other questions about the way they worship or practice their faith? Can they suggest answers? Is caring for others emphasised within the building? Double Bubble activity.</p> <p>Lesson 8 and 9 Pupils to discuss with their parents what they would like to do to show how they could make a better community. Pupils to make a presentation of their ideas and how they can be implemented. The class to vote for the best ideas. If possible, address the issues raised. For example, ask a local councillor into school to discuss the pupils' ideas. Pupils to discuss what they would like to do in their local community to demonstrate how they care for others. E.g. litter pick, painting over graffiti, allotment society, visiting neighbours and if possible to go around the area making the improvements themselves. ☺</p> <p>Lesson 10 Brainstorm and recap on the values that Jesus taught e.g. be kind, love one another, caring for the poor, justice. If Jesus came back in person to your local community, what good things would he see there? What do you think he would like to change? On a cross template, draw the community Jesus would like to see. ☺ OR A new Prime Minister wants every place of worship knocked down to make one central building for people of faith. Discuss with the children. What are the pros and cons? Would this concept work? What would the different faith groups think? Which are the buildings used by the whole community? Do we</p>	<p>L4 AT2 I can raise questions and suggest answers to questions of identity, belonging, meaning, purpose, truth, value and commitments.</p> <p>L4. AT2. I can apply my ideas to my own and other people's lives.</p> <p>L4 AT1 I can describe the impact of religion on people's lives. L4 AT2 I can apply my ideas to my own and other people's lives. L5 AT1 I can recognise diversity within and between religions</p>	<p>Virtual tour of a cathedral. Westminster, Durham, Norwich and Gloucester have websites.</p> <p>Double Bubble activity sheet – RE Today</p> <p>Cross template. A2 sugar paper</p>
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	<p>encourage others to see and visit our places of worship? Which places are there to help and support people, old, young, new members of our community, ill people, homeless people? Activity: Could you design a building that would suit the needs of two faith groups you have studied? Evaluate each others' designs and make a checklist of essential features/requirements.</p>	<p>L5 AT2 I can express my own or others' views on the challenges of belonging to a religion today.</p>	<p>Photos of various places of worship.</p>
<p>Assessment Opportunities See Lesson 9 and 10. Write a letter to a local councillor about how the churches support the local community or with any new ideas how school children can support local communities, rural or inner city. Display your leaflet or work on local faith groups in the school or public library or for the school Governors or in the local Church.</p>			

Faith in a Global Village.

Year 5 and Year 6

Key Questions: How do people of faith and others respond to the needs of people in different parts of the world? How can we make a difference to our global community? How do places of worship and worship practices differ within and between religions?

Background Information: All religions have an ethical dimension derived from the beliefs and teachings of the faith and the example of their founder. Members of faith communities are called to reflect on how they should respond to issues of global significance. UNICEF has a Declaration of Children's Rights and Responsibilities. Your pupils will learn that many children do not have these e.g; shelter, food. Some of these rights are enshrined in the religious teaching of different faiths. Many of the main faiths have provided aid because of their religious beliefs. There are individuals such as Martin Luther King, who have made a global difference. Fair Trade is a concept developed to try and redistribute the world's resources more fairly and give reasonable wages to employees. The culture of a country influences the way the same faith is expressed and can demonstrate variations in the same denominations. Eg: Christianity in Africa.

Cross Curricular Links
Speaking and listening, Literacy, Citizenship, SEAL.

Key Vocabulary: Need, want, health, wealth, essentials, medicine, faith, community, refugee, equal opportunities, wages. sharing, being fair, equal opportunities, reasonable pay, denomination.

Skills
Interpretation, Communication

Attitudes
Self Awareness, Respect, Appreciation and Wonder.

Further Questions:
How can we support others as a school? Is it better to support a person or a group? Who is needy at this time? What are their needs?

Learning Objectives

To learn about children's rights and that for many children there is no shelter or food.

Possible Teaching/Learning Activities

Lesson 1.

UNICEF Declaration of Children's Rights and Responsibilities. Discuss children's rights. Make a list of their wants and needs. (WANTS mobiles, TVs, certain foods, sweets, ipods etc NEEDS water, food, housing, medical care, education etc) Prioritise – Diamond 9 or ranking activity. Which are the most important? Which could they live without? Which are necessary for survival? What other rights could they have? Freedom of speech, religion etc. (All countries have signed the Declaration except USA and Somalia). Discuss the other rights children have. What do these rights mean in practice? Do these rights link with what the pupils perceive is happiness? Discuss what makes them happy, quality experiences or material comforts? Make a poster of their responsibility towards one or more rights. Play The Values Games.

Learning Outcomes

L4 I can show understanding of UNICEF's Declaration of Children's Rights and Responsibilities.
L4 I can describe my needs and wants and suggest answers to the meaning and purpose of life.

Resources

Look through the UNICEF booklet available on the UNICEF website.


<p>Reflect on the teachings of different faiths on how we should live. Explain their values and commitments in a 'Golden Rule' for living.</p> <p>To learn about how people of faith respond to the needs of people in different parts of the world.</p> <p>How do Christians make a difference to life in the global community?</p>	<p>Lesson 2 Religions and Rights. Compare and contrast the rules for living from 2 or more different faith communities and the statements from UNICEF's Declaration of Children's Rights and Responsibilities (see Lesson 1) and examples from REtoday 'Exploring Codes for Living'. Or the 10 Commandments (Judaism), the Beatitudes (Matthew ch 5 vs 3-15) and Jesus' commandments, "Love God with all your heart, mind and strength. Love your neighbour as yourself." (Matthew Ch22 vs 36-39), Guru Nanak's teachings, (Sikh Missionary Society), 8-fold path Buddhist, and Islam Al_Qur'an 2,177. REonline will also give free information. What do you notice? Ask the children to notice the rules that relate to how we should show responsibility for other people and promote justice for all. Ask the pupils to write one rule that encompasses as many of the rules that they can. Introduce the idea of the 'Golden Rule': "Always treat others as you would like them to treat you." Ask the pupils to find a hymn/prayer/poem/song which expresses to them some codes for living and maybe to add a verse or write their own from scratch? Has the school got a favourite hymn or a school song? OR Design a banner for your classroom with symbols or photos of the 'Golden Rules' the children have written. Post them on your school's website.</p> <p>Lessons 3/4 What is the work of the aid agencies? Which ones have a religious foundation? Research CAFOD, Christian Aid, Red Crescent, Small Kindness (Set up by Yusuf Islam – Cat Stevens) in small groups on computers or for homework? Do they have a mission statement or slogan? What is it and where does it come from? How do they put their beliefs into action? What does each of these charities do for children, women, adults, the environment etc? Devise with the children beforehand a chart to guide them when deciding what information to record.</p> <p>Look at the work of e.g. CAFOD (Catholic Agency for Overseas development), Christian Aid, Traidcraft.</p>	<p>L4 I can describe similarities and differences between religions with reference to rules for living. L4 I can write a 'Golden Rule' expressing my own values and commitments relating these to my own and other people's lives.</p> <p>L4 I can describe how and why charities respond to the needs of others, making links between them. I can describe the impact of religions on people's lives.</p>	<p>The Values Game – RE Today</p> <p>REtoday 'Exploring Codes for Living.' REonline Sikh Missionary Society</p>
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<p>To learn about some differences or variations in the expression of a faith in a different culture.</p>	<p>Mother Teresa –poor and sick in India Schindler – rescuing Jews in Nazi Germany John Sentamu, C of E Archbishop of York – standing up for justice and peace. Aung San Suu Kyi Burmese democratically elected but army will not allow her to take power. What stand did they take? How do/did they help the people? How did/does their faith help them to make the stand they do? Which teachings do they live by? What are the most difficult decisions they have to make? How do your values and beliefs influence how you can we make a difference to our global community? Make a class/school action plan and share it with your head teacher.</p> <p>Lesson 9 Research some of the differences in the ways Christianity is expressed in the church in Africa e.g. visit the website Anglican Church of South Africa. This gives a picture of the expressions and concerns of the Anglican church in a different cultural setting.</p> <ol style="list-style-type: none"> 1. What visual image do you see when you first enter the site? 2. What is its link with a Christian understanding? 3. What items of news/issues are highlighted on the Home page? 4. What is the church’s response/support to these concerns? 5. Are there any statements about the churches’ position regarding political situations e.g. Zimbabwe? 6. How do any prayers on the site express what the church believes about the rights and needs of African people? 7. What impressions do you get of the work of the church in Africa from the pictures/ slogans/ letters etc? <p>OR Invite your local C of E vicar into school to explain the diocesan links with the church in Uganda. Or contact Bristol Dioceses Church House, 22/23 Great George St, Bristol BS1 5QZ 0117 9060100</p>	<p>and beliefs. L5 I can explain how people of faith respond to the needs of others.</p> <p>L5 I can compare the expression in a different parts of the world with my own local experience and I can suggest reasons for different practises and response</p>	<p>Internet Books Representatives of different faiths. www.anglicanchurchsa.org</p>
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Assessment Opportunities

Pupils describe what inspires and influences them relating their ideas to their own and other's lives.

They can describe and show understanding of different expressions of faith suggesting reasons for this e.g. how people respond to the needs of others: charities, protests, prayer etc.

Journey Of Life Year 5/6			
Background Story/ Information Children will reflect on different stages/characteristics of life. They will recall some birth and initiation rites, reflect on the meaning of life and Jesus' teaching on this. They will learn about attitudes to death and beliefs about what happens after death.			
Cross Curricular Links Art Thinking Skills Literacy ICT Geography SMSC 		Key Vocabulary Life – cycle, Birth, Death, Baptism , Holy Spirit, font, light, Father, Son and Holy Spirit, Adham, Allah, Tahneek, Aqeeqah, Khitan, Aum, Guru Granth Sahib, Gurdwara, romala, Amritz, Singh, Kaur , kara, reincarnation, Heaven, Paradise	
Skills Investigation Interpretation Analysis and Evaluation Synthesis Communication		Attitudes Self-awareness Open-mindedness Appreciation and Wonder	
Key Questions How do different religions mark significant life events e,g birth , death, marriage? How does my family mark significant events in life's journey?			
Learning Objectives To reflect on the different stages/characteristics of life and to relate it to their own experience.	Possible Teaching/Learning Activities Lesson 1 Explain to the children that life can be seen as a journey with different stages and characteristics Read together two poems on the stages of life and discuss: <ul style="list-style-type: none"> • The Duration of Life or the Seven Ages of Man • A Time for Everything- Ecclesiastes ch 3,v.1-12 Analyse the important events of your life so far explaining their significance and what you have learnt from them -this activity could be recorded on a line graph. What would you call the axes? Discuss. Reflect on what stage of your life will be the most challenging/exciting /happy. What do you hope for in the future?	Learning Outcomes I can describe some events on my life's journey and say why they are important to me. I can describe how some commitments in my life require some sacrifices and choices.	Resources Mystery' approach and other active learning strategies can be found in 'A to Z Practical Learning Strategies ' by Joyce Mackley and Pamela Draycott Produced by RE Today The Duration of Life by Jacob and Wilhelm Grimm

<p>Know the significance of welcoming ceremonies in communities.</p> <p>To reflect on how children show maturity and take responsibility in their lives. Learn how different faiths mark the transition from childhood to adulthood</p> <p>Reflect on the meaning and significance of life</p>	<p>Lesson 2/3 Prior to the lesson suggest children bring in artefacts/ photographs associated with any naming / welcoming ceremony of which they have been a part. Show artefacts and give children the opportunity to talk about them. Discuss what “gift “you would give to welcome a new baby and how the birth of a new baby is very significant for family/friends/community. All faiths have ways of bringing children into community. In pairs, children can recall (From Key Stage 1) and research ways in which this is done. Find out</p> <ul style="list-style-type: none"> • When the ceremony takes place • what is done • how symbols are used to express the significance of the occasion • Why the ceremony takes place. <p>Report back</p> <p>Lesson 4/5 Discuss with the children the responsibilities they have as pupils at the upper end of the school. Consider in small groups – When do people become adult / what makes a mature person? Report back Introduce the idea that religions mark the transition from childhood to adulthood i.e. a time when young people commit themselves to their religious community and take responsibility for their own actions. For the community it’s a way of acknowledging that the young person has a valuable part to play in the life of the community Display some posters around the room of different initiation ceremonies. Ask the children to pose questions around these and to stick them around the poster. Encourage a variety of questions by suggesting What, Why, How, When, Who, and Where. In small groups, children choose one religion and try to find out the answers to these questions. Report back and look for similarities/differences between faiths.</p> <p>Lesson 6 Give each child 4 post its. On each one they should write a response to –“ Life is for----- In 2s or 4s agree on and select six statements which are the most</p>	<p>I can describe the importance of one or more welcoming ceremonies to a faith community.</p> <p>I can raise and suggest answers to questions about belonging, meaning, purpose and commitment.</p> <p>Pupils can describe and show understanding of the impact of events on their own lives</p> <p>I can explain what makes a person responsible and express a view on the challenge of belonging to a religion</p> <p>I can describe the impact of initiation ceremonies and similarities and differences between faiths. I can make links where possible.</p> <p>I can suggest answers to questions of the meaning , identity and purpose of life</p>	<p>The Seven Ages Of Man by William Shakespeare www.pit.edu/-dash/type0173.html Passage from Ecclesiastes</p> <p>Books on Birth Customs/Naming Ceremonies Birth Rites posters by Folens, Nelson</p>
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<p>Use some metaphors to describe the journey of life.</p> <p>Know what Jesus taught about how Christians should live their lives.</p> <p>Reflect on what life is for</p> <p>Know what happens at a wedding in two faith communities</p> <p>Reflect on what makes a good marriage.</p> <p>Pose questions related to death and after To begin to understand some religious views on death and after.</p>	<p>important. Each group places their suggestions on the whiteboard and class discusses the response. Each child should select and rank in order what they think life is for. Use a Diamond 9 or pyramid. Add own ideas as appropriate. Justify reasons for the top 3 or 4 choices. And/OR use the suggestion in Exploring the Journey of life and Death on page 32 to think up some interesting , funny or thoughtful metaphors for life.</p> <p>Lesson 7 Give the children some cards with some key teachings of Jesus on how those who follow him should live their lives e.g.</p> <ul style="list-style-type: none"> • Forgive others • Love your enemies • Do not store up treasure for yourself on earth • Give to the poor and needy without drawing attention to yourself • Visit the sick • Feed the hungry • Do not worry about material things <p>Write/ draw your own guidance for living a good life in a series of statements/ drawings</p> <p>Or write a rap that explains how a Christian should live or create a piece of writing that describes/explains the purpose of life for a Christian.</p> <p>Lesson 8 Children work in pairs to compare and contrast the wedding ceremony of two faiths. Particularly look at the promises that couples make to each other on their wedding day. Create a recipe for a happy marriage e.g caring for each other in "sickness and in health"- being together forever. Or sort cards and rank them see "Exploring the Journey of Life and Death" edited by Joyce Mackley. Discuss whether marriage is a good thing and why. Who would your ideal wife/ husband be? Why? Would you like someone you trust to help you choose a partner or would you rather choose yourself?</p>	<p>I can apply the idea of metaphors for life to my own understanding of what life is like /for.</p> <p>I can make links between Jesus' teaching and how Christians choose to live their lives.</p> <p>I can express my own ideas about living a good life.</p> <p>I can compare and contrast the wedding ceremonies of two faiths.</p> <p>I can show that I understand what might make a strong marriage and identify the most important ingredients for a happy marriage.</p>	<p>Exploring The Journey of Life and Death Edited by Joyce Mackley- RE Today</p>
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<p>Reflect on how beliefs in what happens after death affect values and commitments in life</p> <p>Reflect on ideas about heaven</p> <p>Learn about how the end of life is marked in different communities.</p>	<p>Lesson 9 Ask children to pose questions that they would like answered about death and dying. Explain that different people/ faiths have different answers to these questions: Christians believe that when they die they are with God and that at some time in the future there will be a day of Resurrection when all will be judged and the dead will rise again. Hindus believe that when a person dies his/her soul is born again in a different body, This cycle is repeated until the individual is able to break out of the cycle of death and rebirth (moksha) and become one with God. Hindus also believe in various heavens as places where the gods/goddesses live and where the soul rests. Hear the story of Nachiketa and the king of death. Muslims believe that death is the end of present life but it is only a temporary separation from loved ones who will, god willing, all be brought back to life on the Day of Judgement. Sikhs accept death as part of life and that death is a "short sleep". The words and deeds of the dead are considered their true memorials. The Jewish faith teaches that only the body dies. The soul, the spirit of a person returns to God, the Maker of all.</p> <p>Lesson 10 Explore the Hindu / Buddhist belief that our actions in this life have consequences for future lives. Introduce a ladder to symbolise the idea of each life cycle as a chance to progress up / down the ladder. Relate to the children's own lives, what might move them up/ down the ladder.</p> <p>Lesson 11 Some faiths believe in a physical place where the dead rest with God- Heaven, Paradise. Create a piece of music/picture that expresses your own or a religious idea of heaven see Anita Ganeri's book " The Children's Encyclopaedia of Heaven"</p> <p>Lesson 12 Give the children resources so that they can research some practices associated with the end of life e.g prayers used, burial</p>	<p>I can raise questions and suggest answers about what happens when we die.</p> <p>I can give some answers to the question of what different faith communities suggest about what happens when we die, using appropriate vocabulary</p> <p>I can explain the effect of beliefs about life after death on a believer's actions</p> <p>I can express my own understanding of what heaven might be like</p>	<p>Listening to Children Talking www.pcfre.org.uk/db</p> <p>Books that explore death rituals. E.g Anita Ganeri Journeys End 023752841</p> <p>The Children's Encyclopaedia of Heaven by Anita Ganeri Steve Turner Poems 075948022</p> <p>Journey's End – Rita Ganeri 0237 52841</p> <p>Exploring The Journey of Life and Death Edited by Joyce Mackley- Re Today</p> <p>For Heaven's Sake Sandy</p>
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<p>Reflect on how modern fiction deals with death and dying</p>	<p>or cremation? Mourning practices etc. Report back.</p> <p>Lesson 13 Read some fiction that explores the theme of living and dying e.g. Badger's Parting Gift, Water Bugs and Dragonflies, The Farewell Boat. Discuss in pairs how these books deal sensitively with death. Do the children think that these books would be helpful to someone who was bereaved?</p>	<p>I can describe how death is marked in different communities.</p> <p>I can suggest how fiction might be helpful in dealing with questions of death and bereavement.</p>	<p>Eisenburg 1580230547 Badgers Parting Gift – Sue Varley 0006643175 Heaven -Nicholas Allen 978009948814</p>
<p>Assessment Opportunities Recognise ways in which religion influences peoples lives (birth , initiation , marriage , death and understanding the meaning of life.) Describe similarities and differences between religions reflecting on life's journey. Make informed responses to questions about the nature of existence with reference to religious and non- religious teachings.</p>			

<p>Pilgrimage Christianity and additional units on Judaism, Hinduism, Islam. Year 6 or Year 5/6 on a two year rolling programme</p> <p>Key questions: What is pilgrimage and why is it important to some believers? What is the purpose and value of a key/ sacred place of pilgrimage? What does a pilgrim say that they learn from making a sacred journey? Why are places of pilgrimage considered sacred?</p>			
<p>Background Story/ Information People from many different faiths undertake pilgrimages to significant places. The experience of pilgrimage is not only an outward journey but also reflects an inner journey and a time for spiritual renewal. For many believers life is also seen as a journey in which they grow in understanding of self and God.</p>			
<p>Cross Curricular Links Art Thinking Skills Literacy ICT Geography</p>		<p>Key Vocabulary Faith, duty, commitment, reverence, respect, give care, sacred, responsibility, praise, compassion, hymns, challenge, offering, identity, journey, respect, special, anticipation, enjoyment, sharing, sadness, pilgrim, pilgrimage, belief, commitment, devotion, The Hajj, Jerusalem, sacrifice</p>	
<p>Skills Investigation Interpretation Analysis and Evaluation Synthesis Communication</p>		<p>Attitudes Self-awareness Open-mindedness Appreciation and Wonder</p>	
<p>Key Questions Some questions may need sensitive handling depending on the experiences of the children within your class. How have different experiences changed you for good or not so good? Do bad experiences always have negative outcomes? Do good experiences always make us change for the better? What common experiences do we share? What special journeys have you taken part in? What sacrifices do we make for our commitments? Why do Muslims take part in the Hajj? How does pilgrimage change peoples' lives? Why is Jerusalem important to Christians, Jews and Muslims? Why is the River Ganges sacred to Hindus?</p>			
<p>Learning Objectives To consider the reasons for making journeys. To introduce the idea of special journeys. To consider the reasons for making special journeys and</p>	<p>Possible Teaching/Learning Activities Lesson 1 Pupils to write or draw what journeys they have been on. Encourage pupils to think - How did I travel? Where did I go? What did I see? Pupils could discuss what special journeys they have been on through class discussion or Talk partners. Encourage pupils to</p>	<p>Learning Outcomes AT2 L3 To describe how they prepared for such a journey with a purpose. AT2 L4 Pupils can raise and suggest answers to questions</p>	<p>Resources Pupils photo albums. Link to SEAL.</p>

<p>the feelings associated with them</p> <p>Pupils should learn that life can be understood as a journey.</p>	<p>think - What makes this journey special? How did you prepare for it? How did you feel before, during and after the journey? What did you bring back? (Happy journeys- to a holiday, outing. Sad journeys - to a hospital, funeral).</p> <p>Write or draw an account of your preparation for this special journey-perhaps as a cartoon strip or using Photo Story.</p> <p>Lesson 2/3 Introduce the idea of life as a journey. As a class, pupils could sequence paintings of Jesus' life journey and place them around the room. In pairs, annotate the pictures with post-its describing aspects of his experience/ feelings e.g. friendships, betrayal, being alone, preparation. Or As a class discuss what pupils know about Jesus' life journey. Pupils create a lifeline to show key events in Jesus' life.</p> <p>Introduce the idea of <i>their</i> life as a journey. Discuss the key question : Sometimes people describe their lives as being like a journey. Do you think this is a good way to describe life? Why/Why not? Pupils could make a multimedia collage of their own life [or the life of someone close to them] as a journey☺. Photos and feelings words could be included. What does their artwork say about them? How have different experiences changed them for good or bad? Do bad experiences always have negative outcomes? Do good experiences always make us change for the better? What common experiences do we share? ICT link – scan photos and arrange in a document with words and clip art etc. SEAL encourages a pupil of the week display area on these lines. Or, after reflecting as a class on their life experiences, each pupil could write a poem expressing a key event in their lives and how it changed them. Or pupils write an autobiography extract link to Literacy in the style of Roald Dahl.</p>	<p>about belonging, meaning, purpose and commitment.</p> <p>AT1 L3 Pupils can describe and show understanding of Jesus' life journey.</p> <p>AT2 L3 Pupils can describe people and events that have influenced them.</p>	<p>Paintings of Jesus at different stages in His life, e.g. Picturing Jesus- RE today Series, ISBN: 0-904024-44-0 and Jesus through Art by Margaret Cooling with Diane Walker and Jane Taylor RMEP ISBN 1 85175 119 X</p> <p>www.nationalgallery.org.uk</p> <p>Various art resources.</p>
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<p>To introduce the concept of pilgrimage- that it is a journey undertaken for a religious reasons.</p>	<p>Lesson 4 Thinking about the impact of pilgrimage on believers' lives. Introducing pilgrimage as a common concept within faith communities e.g. Christianity, consider why Lourdes is a particular site that has gained importance to the Christian faith and what it might mean to a believer. Ask the pupils to mind map any questions they have. E.g. How do pilgrims prepare themselves for their pilgrimage? How do they feel: when they depart? Whilst on their journey? When they arrive? What is a vision? What is a miracle? Why do people go to Lourdes? What do they do there? Why? Introduce the concept of pilgrimage by reading or listening to a recent pilgrimage to Lourdes, Makkah or a region your school studies. If possible, talk with someone who has been on a pilgrimage. Ask what they have learnt from their pilgrimage. Listen to an account of St Bernadette's life, experiences and her vision of the Virgin Mary. Listen/watch an account of a recent pilgrimage to Lourdes.</p>	<p>AT1 L3 I can describe pilgrimage to Lourdes AT1 L4 I can describe and show understanding of why Christians visit Lourdes.</p> <p>AT2 L3 I can express my own ideas about pilgrimage and I can make links with the experience of others.</p> <p>AT2 L4 I can raise, and suggest answers to, questions about the value of pilgrimage to the believer.</p>	<p>Lourdes video on Catholic Church website</p>
<p>Pupils should learn about the commitment to and experience of bathing in the Ganges for Hindus.</p>	<p>Lesson 5 Hinduism. Visiting the Ganges. The river Ganga or Ganges River (as called by westerners) is considered sacred. It is worshipped by Hindus, and personified as a goddess in Hinduism. Hindus believe that bathing in the river on certain occasions causes the remission of sins and facilitates the attainment of salvation. Many people believe that this effect can be obtained from bathing in Ganga at any time. People travel from distant places to immerse the ashes of their kin in the waters of the Ganga; this immersion also is believed to be meritorious, as the ashes are believed to go to heaven. Several places sacred to Hindus lie along the banks of the river Ganga, including Haridwar, Allahabad and Varanasi. Some Hindus also believe life is incomplete without bathing in the Ganga at least once in one's lifetime. Activity: Read this boy's extract and highlight his feelings as he journeys to his sacred place. Discuss. "It seemed too far to go when my father showed me the map, but I could see his excitement as he explained to my younger brother</p>	<p>AT1 L3 I can describe pilgrimage to the River Ganges AT1 L4 I can describe and show understanding of why Hindus visit the river Ganges.</p>	<p>Google to view images. www.msnbc.msn.com world news: Hindus throng to Ganges for bathing Festival. Wikipedia.org</p>

<p>Pupils should learn about the commitment to and experience of the Hajj for Muslims.</p> <p>Pupils should learn about the importance of Pilgrimage for Christians, Jews and Muslims.</p>	<p>that he couldn't join us. This was my time to go with Uncle and father and I was happy to be with the men in my family. I won't bore you with our journey but it was too long and too dusty. I fell asleep having stared out of the window for several hours. I awoke to see many Hindus in bright clothes close to the car as it slowly entered a town with narrow streets and interesting smells. I didn't know what to anticipate, but my tummy was in a knot. We parked our old car and followed the growing crowd with my father and uncle each side of me. After half an hour of walking we turned a corner and saw the vast brown, rippling water of the Ganges. My heart soared as I saw hundreds of people gathering, stripping, wading in, bathing. Many were singing and praying. Brightly coloured cloth was strewn over the banks and steps leading to the river. Every person was worshipping their God as they splash water on their thin bodies. The atmosphere was electric!"</p> <p>Have you ever done anything that made you feel like this? What? How would you describe the feeling? Compose and perform a piece of music to convey the emotions involved.</p> <p>Lesson 6 Pupils could watch a video clip showing Muslims taking part in the Hajj. Ask them to make notes responding to the question: 'Why do Muslims go on the Hajj? Ask them to notice the commitment and preparation involved in this journey and make notes on a whiteboard. Pupils could use an 'envoying' approach to research: Working in groups, pupils research an aspect of the Hajj per table. They then send one pupil to every other table to gather additional information. If possible invite a Muslim visitor into school to talk about their experience of going on Hajj. Based on their learning about the Hajj, pupils could prepare a power-point presentation that Isma'il might show to his friends on his return from Hajj, which describes his experiences and the commitments, sacrifices and how the experience might have changed him.</p> <p>Lesson 7 and 8 Compare and contrast religions. Understanding that Jerusalem is important for three faith communities.</p>	<p>AT1 L3 Pupils can describe a journey to the Hajj for a Muslim.</p> <p>AT2 L4 Pupils can describe and show understanding of the impact of the Hajj on the lives of Muslims</p>	<p>Video clip of Muslims taking part in the Hajj. Books, CD ROMs, Internet resources on the Hajj.</p>
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	<p>Pupils research Jerusalem and explore how and why it is a holy site for Christians, Muslims and Jews. This could be undertaken using one of the following approaches: Use a TASC wheel to help pupils gather and present information [see: www.nace.co.uk]. Give the pupils the following questions to consider: Jerusalem is important to Jews, Christians and Muslims as a site of pilgrimage. Why? Which places are significant for each faith community? What do you think are the particular issues that this creates between the 3 faith groups?</p> <p>Children consider: What do we know already? How would we find out the information? (research) How would we communicate this? What have we learned? (create presentation) Or Research using books, CD ROMs, Internet etc. Use the information gathered to prepare a presentation or booklet for another class about pilgrimage and the importance of Jerusalem as a holy site for three faith communities. This could be a photo of the Wailing wall and simple bullet points about why Jews find this site sacred. (The only wall remaining of the 2nd temple). Jews will go there to pray, celebrate festivals or celebrate Bar Mitzvahs. Jews are not made to go to Israel, but they do like to go as often as they can afford it. Make a class display titled 'Special places.' OR Give children a simple grid format on which to summarise the information gathered through research. As a class create a similarities /difference chart to describe similarities and differences between pilgrimage within Christianity, Judaism, and Islam.</p> <p>Lesson 9 Pupils could write a letter to a newspaper [e.g. The Jerusalem Herald] outlining the importance of Jerusalem as a holy site for the three faiths. Describe the common experience that pilgrims from these faiths might have and suggest why this might be a reason to seek peace in Jerusalem. This could be based on research from books, CD ROMs, Internet etc (could this be a homework activity?)</p> <p>Lesson 10 (This lesson could be used as an assessment</p>	<p>AT1 L3 Pupils can describe similarities and differences between pilgrimage within Christianity, Judaism and Islam, making links where appropriate.</p> <p>AT1 L3 I can describe what happens at the Hajj. AT2 L2 I can explain why a pilgrimage to the Hajj is sacred to Muslims.</p>	<p>www.nace.co.uk Books, internet and CD roms for research.</p>
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<p>To consider why Makkah is a particular site that is important to the Muslim faith and what it might mean to a believer.</p>	<p>following on from previous learning) Remind pupils that one of the 5 pillars of Islam is the Hajj (the annual pilgrimage to Makkah, which has to be made once in the lifetime of a Muslim). Learn about the journey pilgrims make to Makkah and the places visited on route. Why do Muslims go to Makkah? When do they go there? What do they do there? Why? What does a pilgrim learn from their sacred journey? If possible, read or listen to account of a recent Hajj and how they felt on their return. With a talk partner draft a newspaper account of a Muslims visit to Makkah.</p> <p>Extension They could then compare the Hajj and a Christian pilgrimage.</p>		
<p>Assessment Opportunities AT1 Letter to a newspaper outlining the importance of Jerusalem as a place of pilgrimage for three faith communities. AT2 Multimedia collage or diary writing activity. SEN Suggested activity depending on needs of individuals – use ICT to create a simple labelling task that allows pupils to indicate simple information about a place of pilgrimage.</p>			

<p>The Nature of God. Key Questions: What do holy Books and sacred writings teach about relationship with God? What names and attributes do believers give to God? How do people of faith show trust in God? How do people describe their experiences of God? What guides me/ inspires me in my life? Year 6 or Year 5/6 on a rolling programme</p>			
<p>Background Story/ Information This unit allows children to explore belief in God and different understandings of what God is like within a number of faiths. e.g how God is named and known. Children will have the opportunity to consider why some people believe/do not believe in God. Children will learn about the Christian belief in God as Trinity- Father , Son and Holy Spirit, about the names given to Allah by Muslims, about the many forms of God within Hinduism and about Guru Nanak's vision of God</p>			
<p>Cross Curricular Links PSHE, History , Drama, Dance</p>		<p>Key Vocabulary God, Trinity, Father, Son and Holy Spirit, beliefs, trust, faith, love, creator, judgement.</p>	
<p>Skills Interpretation, Communication</p>		<p>Attitudes Self Awareness, Respect, Appreciation and Wonder</p>	
<p>Key Questions What do I believe about God? Can God guide me in my life? Can I learn from others' experiences in God?</p>			
<p>Learning Objectives To reflect on their own ideas of what God might be like. To introduce the idea of metaphor to describe attributes of God</p> <p>Learn about the Christian belief in God as Trinity</p>	<p>Possible Teaching/Learning Activities Lesson 1 Display some posters around the room with various headings e.g. building , flower, clothing, colour, tree, drink etc Ask the children e.g. "If God were a e.g. building what would it be ?" The children could move around the room writing their ideas on the various sheets of paper. Discuss: their choices and why they have chosen these metaphors to describe God ☺ Are there some colours, symbols that mean something to Christians? Lesson 2 Look at the icon painting by Rublev an icon painter who lived in Russia in the fourteenth century. The icon of the Trinity was painted around 1410 by Andrei Rublev. It depicts the three angels who visited Abraham at the Oak of Mamre -</p>	<p>Learning Outcomes I can choose metaphors that describe my understanding of what God may be like.</p> <p>I can express and communicate my own ides and make links between my own experience and that of others.</p> <p>I can describe and show understanding of belief about the Trinity.</p>	<p>Resources Symbols of Faith RE Today Services page 24</p> <p>Rublev icon of the Trinity.</p>

<p>Create a picture of an icon that could convey the message of the Trinity.</p>	<p>but is often interpreted as an icon of the Trinity. It is sometimes called the icon of the Old Testament Trinity. The image is full of symbolism - designed to take the viewer into the Mystery of the Trinity.</p> <p>Ask the children what strikes them about this illustration. What are the figures doing? How are they seated? What colours has the artist used? How do you think the figures feel about each other? Explain that this painting has been used by Christians to help them understand how God is Trinity i.e. three persons existing in a relationship of mutual regard and love. Explore with the children how the artist has created a space in the painting for the observer to place themselves. Explain how icons are very important to some Christians because the artist has tried to use them to communicate a fundamental belief or truth about God.</p> <p>Either create an illustration / icon of the Christian understanding of God as Trinity or an abstract symbol that conveys the idea of the relationship of love between the three persons.☺</p>	<p>I can raise questions and suggest answers to the Christian understanding of God.</p>	<p>Google will bring up illustrations and explanations.</p>
<p>To learn about the names given to Allah by Muslims.</p>	<p>Lesson 3</p> <p>Look at the list of names given to Allah. (Google has an example.) In pairs ask the children to choose three names that appeal to them and to express why they think Muslims might use these names to describe Allah. Report back. Share the idea that no one name can describe what Muslims believe about God- God is a mystery and can never fully be known or understood. (Oneness of Allah) Allah cannot be compared to humans but the children might like to think about the qualities of their own friends. They could think of names that describe their talk partner or Scout/ brownie leader, teacher, or peer group leader e.g befriender, guide, helper. Write one in calligraphy and decorate.</p>	<p>AT1 L2/ L3 I can describe/ explain why Muslims have many names for Allah and show some understanding of why they might be important to Muslims.</p>	
<p>Learn how the Jewish scriptures describe God.</p>	<p>Lesson 4</p> <p>In the Jewish scriptures God is described as a shepherd, a rock, King, Father, Mother, the Almighty, the Creator, the Most High, a strong tower, the Ancient of Days. Ask the children to write a brief sentence or further adjectives beside each metaphor to suggest why Jewish people use these descriptions.</p> <p>Look at the prayer (see Resources) and make a list of six beliefs Jews holds about God. Discuss whether or not they</p>	<p>AT1 L2 I can describe some of the characteristics of God believed by Jews.</p>	<p><i>We declare with gratitude that you are our God and the God of our Fathers forever. You are our rock, the rock of our life and the shield that saves us. In every generation we thank you and recount your praises. For our lives held in your hand, for our souls that are in your care and</i></p>

<p>Learn about what Hindus believe about God in his many forms.</p>	<p>share any of these beliefs and individually write a declaration of six things they believe or don't believe about God</p> <p>Lesson 5 Hindus think about God in many different ways. When Hindus think of God as a person who is responsible for creating the universe they call him Brahma. He is shown with four heads to see in every direction. He also has four arms holding holy books and he sits on a lotus flower. Show the children a murti of Brahma and ask the children to suggest why God might be portrayed in this way. "If this murti could talk, what questions would you ask it?" Show a murti of Vishnu. Hindus think of him as the one who looks after the world. He comes to the earth in times of trouble to protect people. When he comes to the earth he comes as Rama or Krishna (remind the children of the story of Divali) Hindus read and hear stories about Rama and Krishna. These stories help people to understand about a god they cannot see. Ask the children to think about who Vishnu might come back to help today. Explore how God can also be seen in female form e.g Lakshmi as the goddess of wealth and beauty or in animal form, Hanuman showing God as very strong and clever. or as a child,- Krishna- God is seen as playful and mischievous. Hindus believe that God is part of everything that exists and can appear in everyone. We should, therefore, respect and revere everything and everyone. Hindus explain how the same God can take on different names and forms through story e.g. The story of the teacher who froze</p>	<p>AT2 L2 I can describe what I believe/ do not believe about God.</p> <p>AT1 L3 I can describe how different murtis portray different aspects of God AT2 L3 I can describe how ideas about God influence me and ask questions that puzzle me about how other religions view God. I can describe my own ideas about God.</p> <p>AT1 L3 I can describe some Hindu ideas about God.</p> <p>AT1 L4 I can explain why the</p>	<p><i>for the signs of your presence that are with us every day----- Grant us peace , goodness and blessing, life, grace and kindness, justice and mercy. O Father bless us altogether with the light of your presence----- extract from Jewish prayer- the Amidah.</i></p> <p>A selection of Hindu murtis Storyteller series: Hindu Stories by Anits Ganeri ISBN 0237532328 Includes 'The birth of the Blue God' relating to Krishna.</p>
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<p>number of faiths.</p> <p>Pupils will explore belief in God and different understandings of what God is like within a number of faiths.</p>	<p>person's life? Discuss the slogan – “There is no God so get on and enjoy your life? (appearing on buses at the time of writing) Does belief in God prevent you from “enjoying” life? Write an explanation of what Muslims, Jews, Christians or Sikhs believe about God or their own ideas for a School newsletter or film four ‘actors’ reading the clearest statements for an Assembly or SEAL assembly celebrating one’s differences at the end of term. Lesson 8. ICT and RE. Using a database of children’s thoughts about the meaning of life. Find NATRE’s data base ‘Children talking.’ There is a section on “Does God exist?” where children from all faiths have contributed their thoughts. Ask the children to select two children and read their comments. Did they find anything surprising? Share these views with the rest of the class. The pupils can also add their comments (with their teacher’s permission.) Or pupils could answer the primary questionnaire about RE in the Teachers Resources.</p>	<p>AT1 L4 I can notice and describe similarities and differences between faiths about God.</p> <p>AT2 L4 I can explain what a member of a faith community believes about God or what I believe. I can write some questions to ask a member of a faith community.</p> <p>AT1 L4 I can notice and describe similarities and differences between faiths about God.</p>	<p>www.natre.org.uk Children Talking Database. ‘What is the meaning of life?’</p>
<p>Assessment Opportunities Describe and make links between different ideas about God. Describe my own beliefs and understanding about God. Gather information and research about different religions views. Interview a visitor from a different faith and devise ten interesting questions.</p>			

<p>Why do people believe in God? - Christianity (an appendix to “The Nature of God”) What do I believe and value? Year 6 or Year 5/6 on a rolling programme</p>			
<p>Background Story/ Information This unit is based on the book, “I am David” by Anne Holm. It is the story of a young boy’s journey - geographical, emotional and spiritual. Parts of the story are used to encourage the children to reflect on their own beliefs and values.</p>			
<p>Cross Curricular Links PSHE, History , Drama, Dance</p>		<p>Key Vocabulary God</p>	
<p>Skills Interpretation, Communication</p>		<p>Attitudes Self Awareness, Respect, Appreciation and Wonder</p>	
<p>Key Questions What makes me afraid? What do I value /believe in? What do I believe about God? What is special about me?</p>			
<p>Learning Objectives To be introduced to the book and the character, David To reflect on the experiences that made David afraid To reflect on times when children have been afraid and what this felt like.</p>	<p>Possible Teaching/Learning Activities Lesson 1 Read to the children Pages 5-12 in “ I am David”. Discuss with the children David’s experiences of fear e.g.:</p> <ul style="list-style-type: none"> • How does David feel? • How do you know he is frightened? • What makes him frightened? • How does he react? • What happens when he opens the bundle? • Why is David sick? • What happens when he stops running and tries to sleep? <p>In pairs discuss:</p> <ul style="list-style-type: none"> • What are we frightened of? When have we been frightened? • How do people look and act when they are frightened- (Could be explored through drama, dance and music) 	<p>Learning Outcomes I can describe what frightens David I can express and communicate my own fears and make links between my own experience and that of others.</p>	<p>Resources SEAL pictures of people showing fear or other images</p>

<p>Create a picture to express fear</p>	<ul style="list-style-type: none"> • How do people cope with fear in different ways e.g by being aggressive, by hiding away, by showing courage, by laughing etc.? • How do you cope with fear? • Was it hard to talk about a time when you were really frightened? • How did you feel listening to your partner? <p>In pairs make a picture using colour and abstract shape and /or words (terrified, petrified, afraid, frozen with terror etc.) to represent fear or write a poem about your fearful experiences.</p>		
<p>Reflect on David's experiences on leaving the ship</p>	<p>Lesson 2 Read from page 27- "but there was no one else to disturb----"to end of chapter. Briefly explain that David has now reached Italy having stowed away in the dark hold of a ship. For the first time since his escape he wakes and looks around him, amazed by what he sees- emphasise the contrast between David's life up until this point with what he now sees and experiences. Use " I wonder why questions" in response to the extract e.g. I wonder: Why David is so surprised by the scene? What the camp might have been like? Why the camp is described as "grey"? Is it possible to tell when people are grey/ depressed/sad? David feels as he does when he sees beauty for the first time.</p>	<p>I can describe David's feelings on leaving the ship and compare these with his previous feelings and experiences.</p>	
<p>Create a picture/collage/ power point to represent "Beauty".</p>	<p>Show a power point of places/ objects of beauty and talk about feelings aroused by being exposed to beauty. Consider the phrase " beauty is in the eye of the beholder" and think about how some aspects of beauty appeal to some and not others e.g. in a work of art In pairs create an abstract representation of beauty.</p>	<p>I can express and communicate what beauty means to me.</p>	<p>Power point of objects/ places of beauty. Artefacts – paintings , sculptures etc</p>
<p>Reflect on David's reactions and attitudes and their own ability to trust others.</p>	<p>Lesson 3 Read page 35 to page 38 and discuss with the children David's inability to trust anyone and the reasons for this. Discuss with the children who /what they trust and how trust grows between people. How do we know who to trust? Ask the children to consider what material possessions they</p>	<p>I can suggest why David</p>	

<p>Reflect on what is of value to them and why.</p> <p>Reflect on their own abilities and strengths.</p> <p>Reflect on David's response to the loss of his compass.</p> <p>Reflect on David's growing awareness of the reality of God for him and his growing understanding of what God is like.</p> <p>Reflect on David's reactions to Psalm 23.</p>	<p>might wish to save from a fire and why. Discuss in pairs and give reasons for their choices.</p> <p>Consider the phrase, "prize learning" and the idea that we are always learning from many different people and sources. How do we learn from:</p> <ul style="list-style-type: none"> • Our own mistakes? • People who are important to us? • Internet etc.? <p>David's prize learning is his ability to speak several languages. What is your prize learning? Children could create a collage "My Prize Learning".</p> <p>Lesson 4 Read pages 54-57. Why was it important to David that he did not lose his compass? (life –line, gives him direction/guidance, comforts him, removes the need to approach people for help) What was his reaction when he found he had lost it? (fear, panic, dismay, turns to God)</p> <p>Consider why David turned to God. Do you consider this to be : Sensible- could David find comfort and friendship/ direction for his life? Not so sensible but an act of desperation for someone in real trouble? Use columns or a spider diagram to record your ideas. People in real trouble often turn to God. Why do you think this is?</p> <p>Lesson 5 Read Psalm 23- This is where David gets his idea about God – " God of the green pastures"- or show Psalm movie from www.interviewwithgod.com</p> <p>Explain to the class that this is a song of praise attributed to king David in Israel around one thousand years before the birth of Jesus. The psalm is used in Christian and Jewish worship to reflect on everything that God has done.</p> <p>In pairs, consider the meaning of each verse and rewrite into a</p>	<p>behaves as he does.</p> <p>I can raise and suggest answers to my own questions of identity and value.</p> <p>I can suggest why David was afraid of losing his compass.</p> <p>I can consider issues of value and meaning.</p> <p>I can suggest why people might turn to God in times of great stress or in a crisis. I can begin to describe why people might belong to a religion/ have faith in God. I can begin to understand how</p>	
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<p>Learn how metaphors are used to describe God and the human situation.</p> <p>Create an illuminated manuscript with words of psalm 23, or words chosen by the children.</p> <p>Reflect on the meaning of true friendship. Reflect on the significance of the psalm for Christians.</p> <p>Reflect on the meaning of true friendship.</p> <p>Reflect and learn about the sacrifices of others.</p>	<p>modern setting. How does the psalm help David to understand more about God and about his relationship with God? Consider how the psalm might help Christians today. Or you might like to look at a website showing some examples of illuminated manuscripts and the children could produce an illuminated manuscript of the psalm or their favourite verse with the reasons for their choice. Or create a display of illuminated words that the children suggest as bringing comfort, reassurance, inspiration to them.</p> <p>David comes to regard God as his friend- who do the children consider their friends? What qualities of friendship was David thinking of when he came to describe God as his friend?</p> <p>Lesson 6 David's journey takes him into the mountains and his life is saved by a dog that he befriends (page 183-187). Discuss with the children the following questions:</p> <ul style="list-style-type: none"> • Why was David caught as he wandered along the road? • Why does he care now about being caught and why does he cry? • What did David pray for? • Who does he put first? • How does he escape? • How does the dog help him? • David says that he knows that "he can have something for nothing after all" – what does he mean? • Has David really given the dog nothing? What has he given him? <p>Draw out the idea that the dog dies saving David's life- his instinct to protect David led to his death.</p> <p>Sometimes people choose to make sacrifices on behalf of others- to give up something that they want in order to help others, sometimes even giving up their own lives for the sake of others.</p> <p>Can the children think of people that have deliberately given up something for their benefit? Or do they know of the personal sacrifices of others? Have the children ever had to give up something for another person? Use some news items to identify how sacrifices are made</p>	<p>people of faith believe that God acts in the world.</p> <p>I can use a developing vocabulary to show an understanding of the relevance of Psalm 23 to David and to Christians today. I can begin to express an understanding of how the idea of God and trust in God can bring comfort and reassurance to Christians. I can describe why some words comfort and inspire me</p> <p>I can describe /explain why some people are my close friends</p> <p>I can describe how I felt when I read about the dog's sacrifice for David.</p>	<p>www.interviewwithgod.com</p> <p>Google – Lindisfarne Gospels for an example of illustrated manuscripts.</p>
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<p>Learn about the Christian belief in Jesus death as sacrifice for all people taking upon himself the wrongdoing of the world.</p> <p>Reflect on the ways in which David has been changed by his journey.</p> <p>Reflect on the unique and special person they are</p>	<p>everyday by people for others.</p> <p>Show an extract from The Lion, The Witch, and the Wardrobe - Aslan's death to further explore the idea of sacrificial love.</p> <p>Link to the Christian belief that Jesus made the supreme sacrifice for all people when he died on the cross. Show a number of images of Jesus' crucifixion and get the children to write questions that they have about this on post it notes around these images</p> <p>Lesson 7 Read the closing pages of the story- page 187 to the end. Talk to the children about what they have learnt about the character of David and about</p> <ul style="list-style-type: none"> • how he has changed on his journey • what he discovered about God • the meaning of his experiences <p>Use an extended writing activity to explore these ideas</p> <p>Lesson 8 Introduce the children to the idea of making an identi- kit picture or a small box of special things that they see as representing the unique person they are. Include information about:</p> <ul style="list-style-type: none"> • Physical appearance • Age and places where they have lived • People and things that are important to them • Likes/dislikes • Hopes and dreams for the future • Beliefs and values – what they are like inside • Interests and hobbies • Personality and special qualities 	<p>I can describe how others have made sacrifices for me. I can describe how I have made sacrifices for others.</p> <p>I can identify some examples of sacrifice in modern life.</p> <p>I can raise questions about the Christian view of Jesus death</p> <p>I can describe some ways in which David's attitudes and values have changed since his journey began.</p> <p>I can create an identi-kit of myself to express the essence of "me".</p>	<p>Newspapers etc</p> <p>DVD of The Lion , The Witch and The Wardrobe</p> <p>National gallery website</p>
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Assessment Opportunities Describe and make links between the story of “I am David” and the Christian belief in God.
Make links between David’s experiences and my own.
Describe my own beliefs and understanding, values and commitments.

Scheme of Work for Christmas

The Christmas Season highlights the Christian belief that God became man in the human life of Jesus. This will in some sense always remain a mystery but perhaps the best way to explain it is that in the very “humanness” of Jesus we see the nature and being of God. In the birth of Jesus, Christians believe that God showed his love for humankind and continues to do so through the relationship with God that is made possible through Jesus.

In the birth narratives the early Christian writers used statements like “*the word became flesh*” (John 1,14) and “*Son of God*” because they saw Jesus as the fulfilment of Old Testament prophecy, (Matthew 1,22) and as the promised one who would come to bring God’s people back to him.

The birth narratives were intended as theological statements to explain the significance of Jesus for the early Christians. The gospel writers seem to follow the Jewish tradition (haggadah), which used creative imagination as a way of making a religious point. The narratives are important for what they reveal about the beliefs of those who told them and for the response they awaken in us. Christians have always expressed their belief through symbolism, metaphor, story and poetry and this is an excellent approach to use with children.

What do the stories tell us?

- In the stories of Jesus birth we can see parallels with Jesus future ministry
- He came for the poor and marginalized of society ----*the birth of Jesus took place in impoverished circumstances. Jesus was first recognised by shepherds, those despised by the strictly orthodox.*
- He was recognised by wise men from distant lands-----*his message of salvation was for all, Jews and Gentiles alike*
- Jesus was forced to flee from Herod and all through his life was persecuted by the authorities of his day because of the message he brought. -----*His life would be one of suffering and rejection.*
- In spite of this the angels sing their song of glory and the Gospels declare that there were those who recognised and saw his glory. *Jesus was the child born for rejection but also born for glory.*
- In the infant Jesus we see the vulnerability of man and God that comes about through loving and self-giving.

Ideas for Teaching Christmas from Years Foundation- Year 6

Foundation /Year R - Good News

- Key question - What is the good news of Christmas?
- Bible passage - Luke,2,1-20.
- Introduce the idea of sharing Good News- in what ways do we do this? e.g telephone, email ,letter, card, town crier etc
- Show picture of Mary receiving Good News from the angel Gabriel (Annunciation) and talk about the good news given to her. e.g that she would have a special baby boy , who would be Good news for all the world
- Tell the Christmas story using crib figures

- Make bells for Christmas tree display- link with church bells ringing on Christmas day or with role of town crier

Children will be able to:

- talk about “good news “ within their own experience
- recall some elements of the Christmas story

Consider how Christians celebrate the good news of Jesus coming at Christmas.

Year 1 - Gifts and Giving

Key Question - Why did the wise Men bring gold, frankincense and myrrh to Jesus?

Bible passage - Matthew 2,1-14.

Key question - What do we look forward to at Christmas?

Bible passage - Luke 1,26-56

- Explore the idea of giving presents. What has been your most special gift?
- What gift would you give to----- show pictures of different people in different situations and choose gift for them – Emphasise that gifts can be commitment love etc
- What gifts would you give to a baby- what do babies need (not just material things).
- What gifts would you give to your friend / class member? Why did you choose that gift for them?

Hear from the Christmas story what gifts were given to the infant Jesus-

- Gold symbolises that Jesus would be a great king,
- Frankincense- a sweet smelling oil used in worship- symbolises the status of Jesus as God’s Son,
- Myrrh- used for embalming the dead- a symbol of Jesus future suffering and death (when Jesus died women came to the tomb to anoint his body i.e to show love , care and respect- for Jesus- a good story to tell here would be about the anointing of Jesus by a women who brought costly perfume to Simon the Pharisee’s house (see John 12,3)

Children will be able to:

- identify that gifts can be expressions of love and do not have to have monetary value.
- identify the gifts that the wise men brought to Jesus.
- talk about gifts that they have given and received
- talk about the Christian belief that Jesus was God’s gift to the world

Consider why Christians give gifts at Christmas.

Year 2 - Light

Key Question-----why do Christians call Jesus “The Light Of The World”?

Bible passages-----Isaiah 9,2,6-7

Luke 3,2-4,18

Matthew 5,14-17

John 1,6-9,8-9.

- Explore children’s feelings about “darkness” and “being in the dark”
- Read about the coming of Light in the Creation story from Genesis , chapter 1.
- Create dance/drama about being in the light or dark
- Create a painting /collage on light and dark.
- Read Isaiah 9, 2, 6-7 and talk about light as a metaphor for Jesus. What sort of person would make the world a “ lighter place”?
- Show a picture or make an Advent Wreath. Explain that this is used in churches to mark the waiting time until Christmas. One candle is lit four weeks before Christmas , two three weeks before and so until the last candle in the centre is lit on Christmas Eve/Day to mark the coming of Jesus.
- Look at some Christmas cards and note the strong use of the symbolism of light
- What can we do to bring light to the world – make a string of decorated light bulbs to record ideas.
- Read some stories that focus on the star that shone to show the way to Bethlehem.- the guiding light. Who or what is a guiding light in your life?
- Look at Holman Hunts Painting (National Gallery) of Jesus the Light of the world- what is the message for Christians here?

The children will be able to:

- **Describe their feelings about light and darkness**
- **Talk about why light is used as a symbol at Christmas**
- **Identify how the Advent Ring is used in churches**
- **Retell some stories where the star is significant**

Consider How can you be “ Light to the world”?

Year 3 Christmas is Coming

Key Question – How does waiting for Christmas make it more special?

Bible Passages- Isaiah 40, 1-5

- Use a large Advent calendar to start a discussion about what the children are looking forward to- extend with some pictures of other people “ Waiting “ – what are they waiting for?

- Introduce the idea of waiting hopefully. Before Jesus was born many people hoped that a new leader would come who would save the Jewish people from their enemies and at the time of Jesus from the Romans- Write an acrostic poem of Romans to describe the feelings of the Jewish people
- Prophets foretold that new King /Saviour would come to set the people free see Isaiah 40 – 1-5
- What preparations are you making for Christmas? Make Christmas puddings/cakes
- Hear a Christians explain how they try to prepare themselves for Christmas by reflecting on how Jesus comes to be part of their lives, bringing them closer to God.

Children will be able to;

- **Talk about their own experiences of waiting and anticipation**
- **Know that Christians believe that Jesus birth was foretold by prophets of the Old Testament**
- **Identify ways in which Christians prepare for Christmas.**

Consider- What is the world waiting for today?

Year 4 - The Christmas Message

Key Question – How does God Communicate?

Bible Passages; Luke 1,4- 2: 57-66 Luke 2 ,8-20

Isaiah 11

- Read some stories about how Christians believe God communicates his message to people. e.g Papa Panov, A Small Miracle by Peter Collington

In the Christmas story God uses angels to deliver his message e.g. appearance to Zechariah and Joseph as well as Mary and the Wise Men- the messages were predictions, reassurance and information – see Bob Hartmann -A Night the Stars danced for joy (In changing and uncertain times, humanity looks toward spirituality for tranquility and peace. Historically angels have been at the forefront of bringing comfort and understanding from God. The Greek word *angelos* means messenger and is the origin of the modern English word angel. In monotheist–the worship of one God- religions, angels are often mentioned in stories as being intermediaries between God and humanity)

- Hear the story of the Christmas truce between soldiers fighting in the trenches in the First World War- What would Christians say was God's message here?
- Read about the visit of the angels to the shepherds the angels brought a message of peace and goodwill to all people. Consider the carol “ It Came Upon a Midnight Clear “. Many people of faith believe that one day there will be peace (Shalom) in all the earth. Consider the passage from Isaiah 11 that looks forward to this time and write your own version of “ Some day , One Day -----“
- Discuss some definitions of peace- absence of war, justice for all and uniting people together in harmony , inner peace
- Consider the Peace Prayer of St Francis and create a dance on the themes of love / hate/ injury /pardon, despair /hope etc

- How can we create a more peaceful and harmonious class/ school community?

The children will be able to:

- **Identify aspects of faith which might cause people to wonder and ask questions**
- **Identify how people of faith understand God communicating with them**
- **Identify what peace means to them**
- **Identify what might make for a more peaceful and harmonious school community**

Consider- Why do people believe in angels? What message would angels have for today?

Year 5 -Journeys

Key Question-----Why are there so many journeys in the Christmas story?

Bible passages-----Luke 2,1-7

Matthew 2, 13-15

- Learn about the journeys of Mary and Joseph connected with the Christmas story e.g travelled from Nazareth to Bethlehem and from there to Egypt as refugees and Back to Nazareth which must have been hard and physically demanding. Calculate distance and time taken for such a journey on foot. Write diary entries from the point of view of Mary and/or Joseph
- Talk about journeys the children have undertaken when they have had to move from one place to another.
- Set up a journey around the children's homes for figures of Mary and Joseph- The figures go to a house for the night and are displayed in the window with a lit candle. Donations could be made to a charity appeal from each home visited. A map could be kept of the journey
- Create a mood diagram for Mary during the course of her experiences.

Consider – why was Jesus born in a stable in Bethlehem far from his parents home?

- Hear the story of the visit of the Wise Men / Kings from the East-
- Read Journey of the Magi by T S Eliot and compare with carol *We Three Kings*
- Use a painting from National Gallery website and write from the point of view of a minor character in the painting
- Make a link between the flight into Egypt and the experience of a modern day refugee fleeing from oppression.- try to understand the desperation , fear , loneliness of people who are forced through circumstances beyond their control to run away from dangerous situations. How can we welcome them?

Consider – Why do we try to think of those in need at Christmas? How should we treat /help refugees?

Children will be able to:

Ask questions about the rights and wrongs of different refugee situations

Express their own views about the situation of refugees

Identify the link between Jesus birth in a stable and the Christian understanding that the poor and homeless should be cared for

Year 6 -The Mystery of Christmas

Key Question-----How is the Christian belief in the Incarnation of God expressed in words, symbols and images.

Bible passages---Matthew 1,18-2,23

Luke 1,26, Luke2, 8-20

- Give small groups or pairs a Christmas card , object or symbol and ask them to identify an aspect, theme or part of the Christmas story based on this and prepare a short talk on this – extend into writing.
- Turn into script, poems with personification, writing from different viewpoints, as part of a news story etc.
- Work in pairs to look for what happens in which gospel (only Matthew and Luke record the birth narratives) and find Christmas cards and identify which gospel they portray.
- Read John 1 – how is Jesus described? (the Word is an image for the wisdom and thought of an eternal creator) Re-read Matthew and Luke to collect other names for Jesus e.g. Messiah , Emmanuel etc
- Look at some pictures/poems of the Christmas story and comment on what the artist/writer wanted his audience to think about Jesus
- Use a carol or Bible passage and interpret as a collage e.g. In the Bleak Midwinter

Consider - Why should God come in human form?

The children will be able to

- **Describe the differences between Matthew and Luke**
- **Explain and ask questions about different images of Jesus**
- **Express their own interpretation of particular images of Jesus and explain their choice**

Other Activities

- In small groups children choose one part of the Christmas story.
In their groups compose a piece of music to celebrate that aspect of the Christmas story.
Perform their piece of music to other children and evaluate each other's work.
Write a Christmas song/rap expressing the meaning of Christmas for Christians

SCHEME OF WORK FOR EASTER

YEAR R

In this unit pupils learn about the changes that happen in spring, about changes in mood, and about the joy of the first Palm Sunday.

At the end of this unit **most children** will be able to: talk about changes that happen in spring; identify times when they were happy or sad and describe their feelings; recall some elements of the story of Jesus' entry into Jerusalem; and talk about where and when Christians receive a palm cross.

Some children will not have progressed so far and will be able to talk about a change that happens in Spring; talk about a time when they were happy; remember some parts of the palm Sunday story.

Some children will have made very good progress and will be able to describe changes that happen in spring; identify and talk about their different feelings; recognise that the first Palm Sunday was a happy occasion; retell the story and explain why people today have palm crosses

Learning Objectives

Pupils should learn:

about changes that occur in their natural environment in the Spring.

to identify and describe their own feelings.

about the events of Palm Sunday and how these are remembered in the church today.

Learning Outcomes

Pupils should be able to:

talk about the changes they have observed.

talk about a time when they were happy or sad.

talk about what happened on Palm Sunday (Lion Storyteller Bible p102, or Lion First Bible).

talk about why Christians receive a Palm Cross on Palm Sunday.

Teaching Activities - to highlight changes in the environment

- Take a walk in the school grounds to look for signs of Spring. Talk about the signs of new life. If possible repeat the walk two weeks later to reinforce this understanding.
- Create an Easter Garden, talking about the contents, colours etc of the garden.
- Show the children a collection of images on Easter cards that depict signs of new life, eg eggs, chicks, baby rabbits and spring flowers.

- Grow some bulbs/seeds — reminding the children that spring is the time of year when we see a lot of plant growth, trees etc 'coming to life'.
- Make a display of 'dead things' that will come to life. On the walk collect a bare sad branch, but draw attention to small buds.

Teaching Activities to identify and describe feelings

- Make happy faces into mobiles, use these to talk to the children about happy times in their life. When the tree 'comes to life', happy faces of children could be displayed on it. Make a class big book: 'What Makes Us Happy?'
- By contrast children may wish to talk about times when they were sad. The teacher could highlight contrast of feelings through stories e.g. The Gotcha Smile; Henry's Song; So Much

Teaching Activities to explore the story of Palm Sunday

- Hear the story of Palm Sunday. Through drama imagine what it might have been like to be a child in that crowd. Draw some pictures.
- Hear about what happens in the local church on Palm Sunday. Invite the local incumbent or a church member to explain what happens.
- Create a sound tape of the events of Palm Sunday.
- Create a joyful dance about the coming of Spring or the Palm Sunday procession.
- Create or use some 'parade' music.
- Make Palm leaves and decorate and use for parade.

Teaching Activities to explore how Palm Sunday is remembered today

- Look at and feel some Palm crosses. Tell the children that the cross is a special sign of Jesus.

Reflection

Gather the children around the Easter garden display. Create a quiet, prayerful atmosphere. Play some quiet music. Light a candle. Lead the children into reflection and thanksgiving for all the signs of new life and for happy times shared together.

YEAR 1

In this unit children should identify and describe changes that have occurred in their own experience and how they felt about them. They learn that the Easter story explores the theme of change for the friends of Jesus; learn that the changing liturgical colours remind Christians of the change from sadness to joy at Easter.

Most children will be able to: talk about a change in their own life (or the life of someone close to them) and how they felt; express the changing emotions of the disciples; talk about the changing colours used in church at Easter.

Some children will not have progressed so far and will be able to identify a change in their own life; recognise that the disciples were happy and then sad; talk about the colours used in church.

Some children will have made very good progress and will be able to compare their feelings with those of other people, including the disciples; explain why the colours in church change at Easter.

Learning Objectives

Pupils should learn:

to identify and describe changes that have occurred in their own experience and how they felt about them.
that the Easter story explores the theme of change for the friends of Jesus.
that the changing liturgical colours remind Christians of the change from sadness to joy in the Easter story.

Learning Outcomes

Pupils should be able to:

talk about a change that has occurred in their own life or the lives of someone close to them, and how they felt.
express the feelings of the disciples using colour, eg make a collage: 'Before and After the Resurrection'.
explain why the colours used in church change in the period from Lent to Easter Day.

Teaching Activities to identify changes in a story

- Read the story of Tattybogle and/or other similar stories that explore the theme of Change. Talk about the changes that occur in the story, by using the mouse that appears in nearly all the pictures. What changes does the mouse see happen to Tattybogle? How does the mouse feel? Notice with the children the use of colour in the story to portray the different moods of the story.

Teaching activities to identify personal change.

- Talk about experiences of change within the children's own experience, eg moving house, new brother or sister, starting school etc, or experiences of change within the life of someone close to them. Discuss feelings associated with times of change.

Teaching activities to explore the Easter story

- Remind the children about the story of Palm Sunday, about feelings of excitement and happiness for the friends of Jesus. Easter time is also about sad times for the friends of Jesus, because it is the time when we remember that Jesus died.
- You might like to use Badger's Parting Gift or a similar story that explores feelings of loss (the children, young as they are, will certainly have their own experiences of loss and bereavement). Talk to the children about how the friends of Jesus felt when he died.
- Make a large grey cloud and ask the children to tell you about things in their lives that make them sad. Write those things simply on the cloud and ask the children to tell you more about them.
- You could use The Lion Storyteller Bible, The Dreadful Day and The Happy Day, or tell the Easter story from Mary's point of view. How did Mary discover Jesus was alive on Easter morning? How did she feel? How do we know? How do the children think she celebrated the good news? After discussing the feelings of Mary and the disciples, brainstorm emotions and link to their expressions in colour.
- Children could create together a collage of colour (use finger painting and different colours to illustrate the feelings of Mary and disciples).
- Tell the children that, in Jesus' time, dancing was very much part of worship and celebration. Use the song 'You Shall Go Out with Joy' (Junior Praise) to devise a simple Jewish circle dance with the children and perform it.

Teaching Activities that explore Easter in the church

- Introduce the idea of liturgical colours used in the church: either by inviting the incumbent to share these with the children or by making a visit to a church to look at the altar frontals, vicar's stoles etc. (Purple before Easter; no colour on Good Friday; white/gold on Easter Day)

Reflection

Allow children in groups to create some music to play as they display their collage to reflect the changing moods and themes of the Easter story. They may like to add some words to this. Each group shares with the class in a time of reflection or use the poem The Colour of Easter by Coral Rumble.

YEAR 2

Signs and Symbols: change from an outer reality to an inner reality

In this unit pupils will learn that some objects can evoke memories and feelings. They learn that Christians use symbols to recall the events of Easter. They learn that the cross is the central symbol for Christians because of the crucifixion of Jesus.

Most children will be able to: talk about an object which is special to them because of the memories it evokes, and listen to others talking about their object; identify some Easter symbols and explain their significance to Christians; explain that the cross is an important symbol for Christians.

Some children will not have progressed so far and will be able to talk about an object which is special to them; identify some Easter symbols; recognise that the cross is important to Christians.

Some children will have made very good progress and will be able to compare their feelings about special objects with the significance to Christians of Easter symbols; make links between Easter symbols and the cross and the beliefs underlying them.

Learning Objectives

Pupils should learn:

that certain objects can evoke memories and feelings for ourselves and others.

that the cross is the central symbol for Christians used to recall the events of Easter.

Learning outcomes

Pupils should be able to:

identify some Easter symbols and explain their meaning for Christians.

explain why an object is special to them because of the memories it evokes.

say why the cross is an important symbol for Christians.

Teaching Activities to value special objects

- Read the story of Wilfred Gordon McDonald Partridge by M Fox.
- Pupils bring in a special object and place on a white cloth, in the centre of the circle at circle time. Talk to a partner / the whole class about the memory that this object evokes. Write an explanation to fold underneath the object. This could then be taken out and read to the whole class. Alternatively the teacher could take photographs, and attach the child's writing.

Teaching Activities for Easter symbols

- Place all the Easter symbols on the cloth – what are their uses? e.g. Paschal Candle, flower, bun, crosses, crucifix and Latin American cross, Easter cards, butterfly, Easter bonnet, chick, Easter egg. Which of these things are important to Christians? What memories do they hold?
- Visit the local church and look for Christian symbols.
- Have an outline of a cross, and draw within the outline some Christian and some Easter symbols that you have seen.

Reflection

Use the white cloth and 'special objects', and give thanks for the memories that are special to us.

YEAR 2

Change: making a difference

In this unit children learn about Lent as a time of preparation for Christians. They learn that during this time Christians try to be better people. They learn that Christians will try to do some good for others, at cost to themselves.

In this unit **most children** will: understand about Lent as a time when Christians think about being better people by giving up something or by doing something that will benefit others; know that Jesus went into the wilderness to make decisions about his future work; think with others about how they might make a difference to the lives of other pupils at school.

Some children will not have progressed so far and will know that Christians think of Lent as a time to help others and be able to suggest how they might help others at school.

Some children will have made very good progress and will be able to identify why Christians give up something for the benefit of others at Lent, know that Jesus made some decisions about how he would help others; recall a time when they were tempted to do something wrong ; make suggestions about how they might help others at school.

Learning Objectives

Pupils should learn:

about Jesus' time in the wilderness as preparation for his future work.

that Christians use the period of Lent to think about others, and as a time to prepare to celebrate Easter.

Learning Outcomes

Pupils should be able to:

explain why Christians observe Lent.

identify ways in which they can help others at school .

Teaching activities that explore the story of Jesus in the wilderness

- Simply tell the story of Jesus' time in the wilderness, and of how this was a time for making decisions about the work he was going to do. E.g. from The Lion Bible for Children, page 226.
- Talk to the children about times when they are alone. Do they like to have some time when they can be quiet by themselves? Why do the children think that Jesus went off to be by himself before he began his work for God?

- Explore with the children within their own experience what it means to be tempted. Tell them a story from your own experience about a time when you have been tempted to do something that you felt was wrong. In the wilderness Jesus was tempted to do his work for God in the wrong way, instead of in God's way.

Teaching activities that explore the marking of Lent today

- In groups with adult helpers make some pancakes for a class pancake party. (The custom of fasting during Lent lies behind the practice of eating pancakes on this day. During the fast meat, milk and egg dishes were not eaten, so that on the eve of Lent any elements of these still in the house were mixed and cooked together in a final meal, to use them up before Lent began.)
- Learn that often, when people give up certain rich foods for Lent, they save up the money that they would have spent on them and give this money to charity to help people in need. A person who works on behalf of a charity could be invited to talk to the class, and perhaps children could hold a small fundraising event for the charity during break-time, eg sales of buns and home-made sweets or nearly-new toys.
- Alternatively, explore with the children some ways of being better people by helping others, particularly ways that might involve the children in some 'self-sacrifice'. Invite the Head teacher to notice how this action has an effect on school life, and comment in collective worship.

Reflection

Ask the children to write down on a piece of paper something that they have done to make school life better. Encourage children to think of things that they did that involved them forgetting their own needs and wants and putting the needs of others first — e.g letting someone go ahead of you in the dinner queue, standing back so someone could go through the door first, giving up some of your playtime to sit with someone who had fallen over etc.

YEAR 3

Changing roles: King/Servant

In this unit pupils will understand the Christian value of service to others. They will identify ways in which they might help others. They will know what happened at the last supper. They will know that what happened at the Last Supper is re-enacted by Christians on Maundy Thursday. They will recognise the ways in which artists have expressed their understanding of Jesus.

Most children will be able to: talk about Jesus as the servant of others; make links with their own experience of caring for people; describe what happened at the Last Supper and how Christians remember this; talk about how an artist has expressed their understanding of Jesus.

Some children will not have progressed so far and will be able to talk about an example of Jesus helping others; identify ways in which they care for others and other people care for them; talk about the events of the Last supper; give an opinion about the way in which Jesus is portrayed in a painting.

Some children will have made very good progress and will be able to make links between the lives of some Christians; compare and talk about different interpretations of Jesus in paintings.

Learning objectives

Pupils should learn:

- about the Christian value of service to others in the example of Jesus.
- about what happened at the Last Supper, and about how this is celebrated in Holy Communion.
- about the foot washing ceremony that takes place in churches on Maundy Thursday.
- how artists have expressed their understanding of Jesus through art as King and Servant.

Learning outcomes

Pupils should be able to:

- talk about the life of Jesus as the servant of others, and how this should influence the lives of Christians today.
- identify ways in which they can and may serve others in their families and communities.
- describe what happened at the Last Supper, and how Christians remember this today in the service of Holy Communion and on Maunday Thursday.
- give an explanation of how an artist has expressed their understanding of the role of Jesus.

Teaching Activities using Paintings

- Look at a selection of paintings depicting Jesus in different roles (king and servant). What is the artist trying to express about Jesus? What has the artist tried to say about the feelings of others in the painting? Imagine yourself to be a character in the painting. What do you feel? What do you want to ask Jesus? Taking a character in the picture, tell the story from their point of view. What will you tell your family when you get home?

Teaching Activities that explore the Last Supper.

- Hear the account of the Last Supper in John 13. Look at a painting of the Last Supper. What happened before they got there? Do you think the painting tells the story well?
- Act out the Last Supper, and at different points in the story take photographs. Write captions and display.
- Explore the word 'servant'. Who/what is a servant? How did Jesus show he was a servant in this story? Who serves you? Whom do you serve? How is a leader a servant, too? Think of an example of a real person, e.g. the Prime Minister, the Head teacher.
- Complete the sentence 'Jesus served others by _____'. Children make suggestions, for display around their own pictures of Last Supper.

Teaching activities that explore the value of service.

- Introduce them to the hymn 'Brother, Sister, Let Me Serve You'. Discuss why Christians sing this hymn.
- Hear stories about Christians who have served others.
- Find out what happens in church on Maundy Thursday, e.g. the giving of the Maundy money by the Queen — a symbolic gesture that makes the monarch the servant of the people — and the washing of parishioners' feet by the vicar.
- Make a display of hands and or feet with suggestions of how we might serve one another. Display with the prayer 'Christ has no hands but ours' by St Theresa of Avila.
- Learn about the Eucharist as a regular and frequent reminder of the Last Supper (briefly).

Reflection

While listening to a recording of the hymn 'Brother, Sister, Let Me Serve You', show some overheads of individuals/organisations showing the love of God through service, or learn some signing to the hymn You are The King Of Glory.

YEAR 4

Change in Relationship: betrayal and forgiveness

In this unit pupils will learn about the betrayal of Jesus by Peter, and about Jesus' forgiveness. They will understand that forgiveness and restoration are key concepts in the Christian faith and are expressed in Christian worship today. They will recognise that we all do things that need forgiveness, and that we need to forgive others.

Most children will be able to: talk about the examples of betrayal and forgiveness in the Easter story; make links with their own experience of feeling betrayed, forgiving and being forgiven; explain why and how Christians still seek forgiveness.

Some children will not have progressed so far and will be able to tell the story of Judas and Peter's betrayals of Jesus; identify times when they were forgiven; know that Christians believe that when they say they are sorry they are forgiven by God.

Some children will have made very good progress and will be able to ask questions about the feelings of Judas, Peter and Jesus; suggest appropriate answers about their motivation, linking it with their own experiences; describe how in Christian worship opportunities are given for saying sorry and receiving forgiveness e.g. confession and absolution.

Learning Objectives

Pupils should learn:

about the betrayal of Jesus by Peter.

about Gethsemane, the arrest, the courtyard scene, the crucifixion and the forgiveness of Peter by Jesus.

that forgiveness and restoration are key concepts of the Christian faith and are expressed every week in Christian worship (confession and absolution).

that we all do things that require forgiveness.

that we need to forgive others.

Learning Outcomes

Pupils should be able to:

talk about the examples of betrayal and forgiveness in the Easter story.

relate their own experiences of feeling betrayal, being forgiven and forgiving others.

explain why Christians seek forgiveness during worship.

Teaching Activities that explore the story.

- Read the accounts of Gethsemane, the arrest etc in the Gospels.

- Create a drama and music around the events of the Garden and the courtyard. Give the children four story cards: the Last Supper (Mark 1429); Gethsemane (Matthew 2640); Peter denies knowing Jesus (Mark 1466); Jesus talks to Peter after the Resurrection (John 2115). Organise the children into groups and give them a card. Ask the children to think about the character of Peter in each story. What thoughts are going through his mind? Why does he react the way that he does? What do the other disciples think of him? What does Jesus think of him? Ask the children to construct a snapshot photo of what they think is the most important point in the scene. Each group's snapshot should form the basis of a discussion of what Peter was feeling and what others thought of him. Freeze frame at appropriate moments for characters to explain their feelings and motivations.
- Write a newspaper interview with Peter
- Make a large line drawing of Peter, write inside and around the line drawing words that describe the character/emotions. Do this as a whole class activity.
- Take a word, betrayal, forgiveness or a character e.g. Peter and ask the children to create a mind map around the character or chosen word.

Teaching Activities that explore understanding of forgiveness.

- Look at the Prayer of Confession and Absolution in Common Worship. Explain that Christians believe that, no matter how hard they try, there will be times when they say or do things that are hurtful to others, but that there is always the chance to start again. Write a simple (general) prayer to say 'sorry'.
- Teachers' discretion: Circle time discussion: 'Times when we have failed/forgiven others.' Look again at the Gethsemane story. Which words in the story tell us how Jesus felt when his friends went to sleep? Have the pupils ever asked someone for help and been let down? How did that make them feel?
- Write some confidential memories to put in a 'Sorry' box or an 'It's OK' box. Discuss what to do with the boxes.
- Discuss ways of saying 'sorry', and class/individual targets for saying 'sorry' and forgiving others. Develop some ideas for the class to display in the classroom.
- Look at some examples from real life when people have found themselves able to forgive. (see Forgiveness: Breaking The Chains of Hate by Michael Henderson)

Reflection

The reflection is necessarily private — e.g. writing own memories for 'Sorry' box — but children could use some of their 'sorry' prayers for reflections in connection with this, with the whole class gathered together.

YEAR 5

Changing Moods/Situations

In this unit pupils learn about Jesus driving the moneychangers out of the Temple. They understand that Christians are required to seek justice and fairness. They identify and give their views on situations in today's world that are unjust. They identify situations in the school community that they think are unjust, and suggest solutions.

Most children will be able to: retell the story of Jesus' entry into Jerusalem and the cleansing of the Temple; talk about the different emotions of those events; talk about the life and work of a Christian who has worked for justice and suggest reasons for their commitment; identify topical situations which are unjust; suggest ideas to improve an unjust situation in school.

Some children will not have progressed so far and will be able to talk about Jesus entry into Jerusalem and the cleansing of the Temple and how Jesus felt; identify and know something of the life of a Christian who has worked for justice; talk about an unjust situation in school and how they might resolve it.

Some children will have made very good progress and will be able to suggest some reasons for Jesus actions and describe how they themselves might have reacted; give reasons for the actions and work of a Christian who has worked for justice; explain why certain situations in school and in the wider world are unjust; suggest who is seeking to improve those situations and how.

Learning Objectives

Pupils should learn:

about the driving out of the moneychangers from the Temple courtyard.

that Jesus sought justice for many of the oppressed people in his society and that Christians are required to seek justice for all.

to make judgments about situations in today's world that are unjust.

to express their own views on how to deal with an unjust situation in their own school or community.

Learning Outcomes

Pupils should be able to:

retell the story.

talk about the life and work of a Christian who has fought for justice.

identify topical situations which are unjust and give their views on them.

suggest ideas on how to improve an unjust situation.

Learning Activities for the story

- Show the picture of the 'Angry Christ' from the pack The Christ We Share. Discuss the emotions of Jesus. How has the artist managed to portray the anger of Jesus? (Staring eyes, looking straight at the viewer, pointing finger, angular features, choice of hard cold colours.)
- Use the El Greco to tell the story (see Jesus Through Art by Margaret Cooling). Give some explanation of Temple courtyard, activities and worship — denial of the right of Gentiles to pray.
- Tell the story of the cleansing of the temple. Write a radio/TV report including interviews with, e.g. a trader, moneychanger, a Roman, a Jewish pilgrim, a Gentile, a Jewish leader, Jesus.

Teaching activities that explore the Christian response to Jesus teaching.

- Discuss why Christians might work for justice.
- Search using encyclopaedias, the Internet etc, the life of Christians who have sought justice for others (eg Martin Luther King, Archbishop Romero). Present a two-minute talk or a written report.
- Take weekly newspapers and cut out pictures and extracts to reflect situations of injustice. Make into acetates, and create a reflective activity that asks the children to consider the plight of the victims of injustice. Use in collective worship.
- Identify things/issues that make us angry in the world today. Create a self-portrait or the portrait of a friend showing anger, and display with newspaper cuttings.
- Write a prayer to hang on an Easter tree.
- Identify with the school council / local councillor / vicar an issue of injustice. How can this be resolved?

Reflection

Use appropriate music and acetates (see above) for a period of reflection.

YEAR 6

Change from Death to Life

In this unit, pupils learn about the different accounts and representations of the death and resurrection of Jesus. They learn that Christians believe that Jesus died and rose again so that good can triumph over evil. They learn that Christians believe that, because Jesus rose from the dead, there is eternal life for all. They learn to express their own questions about the Christian understanding of life after death.

Most pupils will be able to: identify differences and similarities in the Gospel accounts; talk about the Christian belief in the resurrection of Jesus and how it affects the lives of people today; raise their own questions about their own beliefs and how this affects the way they live; debate and discuss their own views of life after death

Some children will not have progressed so far and will be able to re-tell the story of the crucifixion and resurrection; talk about the Christian beliefs about the resurrection; take part in discussions about beliefs, particularly about life after death.

Some children will have made very good progress and will be able to compare and contrast some of the differences in the Gospel accounts; explain how the Christian belief in the resurrection of Jesus is reflected in the lives and worship of Christians today; discuss their own views of life after death.

Learning Objectives

Pupils should learn:

about the events of Easter Day and about the different accounts of the death and resurrection of Jesus in the Gospels.
that Christians believe that Jesus died and rose again so that good triumphs over evil.
that Christians believe that because Jesus conquered death there is eternal life for all.
to express their own questions about the Christian understanding of life after death.
about the symbolism of the cross for Christians.

Learning Outcomes

Pupils should be able to:

identify differences and similarities in the Gospel accounts.
explain how the Christian belief in the resurrection of Jesus affects the lives of Christians today.
raise their own questions about their own beliefs and how these affect the way they live.

Teaching Activities that explore the events of Easter day.

- Select from the Gospels passages that identify differences and similarities in the Gospel accounts of Jesus' death and resurrection. Groups could work on different Gospels and present their information to the class. The children could do this as a police-style investigations: who said what, etc.
- Make a defence for Jesus, or appear as a witness at his trial before Pilate.

Teaching Activities that explore the symbolism of the Cross.

- Look at a range of crosses. (The pack A-Cross the world (CMS) would be a useful resource to use here)
- Discuss the Christian understanding of the overcoming of sin and death by the death and resurrection of Jesus. Match up crosses with words which express their symbolism, and explain these choices. Choose one cross to draw and write about its meaning and/or design: e.g. an Armenian cross showing the story of the death and resurrection of Jesus.
- Use a selection of pictures of Jesus, such as those from The Christ We Share or the A-Cross the World pack. (Include some of the human Jesus, the crucifixion, the resurrected and risen Christ.) Discuss in your groups the intentions of the artists in depicting Jesus in such ways.
- Discuss with the pupils why the cross is such a central symbol for Christians, and what Christians believe Jesus accomplished by his death. Use two cross shapes to display pictures and/or write a poem to illustrate the evil in the world today and hope for the world tomorrow.
- Make a Celtic cross. Draw attention to the patterns on the cross: spirals that form a continuous path, which leads through a complex maze to the point where heaven and earth are joined. The circle that encompasses the arms and upright of the cross symbolises the earth. Write the words of a poem, (e.g. The Colour Of Easter) or words that evoke the experience and pain of the cross and the hope of resurrection, in appropriate colours on the cross in a spiral pattern.

Teaching activities that explore the Christian belief in life after death.

- Visit a graveyard and collect inscriptions from tombstones that express the Christian belief in life after death.
- Debate: What questions have you got about this? What do you think happens after death and why? Ask the children to write down questions they have about the Christian belief in life after death.

Reflection

Use the poem 'The Colour of Easter', or the words of the children on their Celtic crosses, with some pictures of the death and resurrection as a point of reflection.

6B

RESOURCES AND IDEAS FOR KEY STAGE 3, KEY STAGE 4 AND POST 16

Some of the topics/issues may be new to some teachers. The following is meant to help them get a 'feel' for what was intended by the teachers who worked on the new syllabus and some of the resources which they found helpful. Content of resources is italicised. It is not meant to be an exhaustive list.

KEY STAGE 3

STRAND 1 BELIEFS AND TEACHINGS

Key question: What do people believe about revelation?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 33-34, 37-39
- <http://www.vivekananda.btinternet.co.uk/bgtitle.htm>

Key question: What do people believe about life and death?

- Belief File: belief and the Death of princess Diana (BBC 20m) *news; flowers; vox pop; were the reactions religious?; A funeral for all people?; people identified with Diana - why?; grief in Islam and Sikhism; If 80% say they believe - census - do survey about belief in God.*
- Death and other big questions (BHA)
- Celebrations and Ceremonies (BHA)
- Extracts from The Great Human Detective Story (video)
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 41-44, 85-88
- <http://www.vivekananda.btinternet.co.uk/secondaryschoolspage3.htm>

Key question: How does belief make a difference to individuals?

- KS3 Curriculum Bytes Video 60 second sermons (BBC)
Pam White: explosion, IRA bomb and forgiveness; Joe Davis: business, no person can serve two masters, fashion, principles before profit; Catherine Vooght: ex podium dancer; Let the Dead bury the dead, living for image, clubbing, ecstasy; Parable of Talents rap; working out - beautiful body but what's it like inside?; 'white washed tombs'; Turn the Other Cheek - Jude - people who say that are weak, vulnerability as power; hairdresser: make time for God, 84 hour week and a mother and prayer; Rugby player: first shall be last; actor: 'God will provide' - worry is pointless when I have to pay for food and clothes.
- Thinking about ethics (BHA)
- Extracts from Living without God (CD-ROM)
- Why Atheism? (DVD / Video, Team Video, www.team-video.co.uk - *atheists of all ages and from many cultures talk about their beliefs.*

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 93-107, 109-116

Key question: What do people believe about miracles?

- KS3 Curriculum Bytes Video Miracles (BBC)
feeding 5,000; cripple; stilling storm; coma in car park accident; rough guide to pilgrimage; newspaper on miracles - 2 views ICT.

Key question: How do members of the same religion believe differently?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp 11-24

Key question: How do members of the same religion believe differently?

- Belief File: God (BBC 15m)
one God in many forms; symbols; Ganges; pilgrimage; mantras; morning prayer; Om; home; shrine; Ganesh, murtis, mandir, shoes, arti, Radha Krishna, murti, clothes changed, Neasdon, Swami Naryan, classes, film, Sai Baba, Saraswati, and Durga Puja.

Key question: Do all religions lead to God?

- Interfaith RE ed. Pamela Draycott (RE Today Services 2007) p. 7 activity 3 'Do all religions lead to God?', p. 8 activity 4 'What similarities and differences do I notice? exercises on pp. 5-6 truth and certainty
- Valuing Diversity: Towards mutual respect and understanding Exploring Dialogue and Interfaith Relations (The Centre for the Study of Muslim-Jewish Relations, The Centre for the Study of Jewish-Christian Relations, The Society for Dialogue and Action) — free from enquiries@woolfinstitute.ac.uk
pp. 8-11 activities 1 —2 Do our perceptions matter? Valuing Diversity, pp. 14-15 Activity 5 Symbols role play (re cross at Auschwitz)
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 25-26, 31, 117-118, 125
- Towards a World Theology – WILFRED Cantwell Smith (MacMillan 1981) (for teachers)
- The Meaning and End of Religion - Wilfred Cantwell Smith (Augsburg Fortress Publishers 1991) (for teachers)
- *In Good And Generous Faith: Christian Responses to Religious Pluralism:* Kenneth Cracknell (Epworth 2005) (for teachers)

STRAND 2 PRACTICES AND LIFESTYLES

Key question: What might belonging to a religion involve?

- 'Secondary RE & Citizenship' (CEM 2002) ed. Lat Blaylock

p. 30 - *Anna at the Western Wall* (Lancashire school girl goes to Jerusalem); look at webcam, read Anna's account to detect marks of Jewish identity, what questions she might ask and how Judaism might answer them, consider what marks your identity.

- Practising Belief series (*BBC 15min each)
Athletics - practising, mosque, learning Arabic, Hadith and Qur'an, dress, halal, submission, salat, Friday, shoes, wudu, Mecca, rakat, mat Roman Catholic family, prayers - rosary, Good Samaritan, grace, house group. evangelical - music, psalm reading, shabbat, Friday night in Jewish home, mezuzah, kiddush, washing, bread and wine, Simchat Torah, Nazi persecution, Purim.
Reincarnation, Hindu home shrine, puja, arti, prasad, mandir, Good Friday, passion, procession to field, hot cross buns, Easter garden, communion.
- Living as a Hindu
Divali in Leicester, lights, cards, footprints, queen and necklace story with poor woman, Lakshmi, mandir, account books, new clothes, charity, sweets, Rama and Sita puppet show, fireworks
- Belief File: Family Life (BBC 15m each)
pop group, family life, Raksha Bandhan, naming ceremony, head shaving, sacred thread, marriage, arranged marriage, Rama and Sita, death, sadhus, moksha, cremation, Ganges, anniversary of death, karma, Divali, rangoli patterns, prasad, arti, fireworks
- Taking Issue: Identity and Belonging (BBC 14m)
Jewish Chronicle, Germany, chaplaincy, illness, meets rabbi, community more important than nationality, study, Beth Din panel, Yom Kippur, mezuzah, shabbat candlesticks, cup and blessing, accepted; Christian view: Jesus 'come to me', need for security, Sikh View – langar, communal gathering to share food, and congregational worship, sense of belonging, Jewish View - 'your people will be my people', Jewish ancestry
- Belief File: Sikhism, Community and Diversity (BBC 19m each)
Diversity, appearance, comedians, 5ks and their symbolism, bullying, not wearing 5ks, Kilt, Baisakhi origin story, taking Amrit, bowling alley, cars, commitment, 'drifting away' during youth, pressure on youth in Britain, football supporters
- Belief File: Sikhism, Equality and Respect
feisty girls, football, wedding video, gurdwara, gurus and Guru Granth Sahib, Nanak in stream, quiz, langar, morning prayer, tolerance, sewa, Kosovo aid, seeing guru in everyone
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 51-67
- <http://www.vivekananda.btinternet.co.uk/secondarieschoolspage4.htm>

Key question: How do religious practices make a difference to individuals and communities?

- KS3 Curriculum Bytes Video (BBC)
Hotline to Heaven - rough guide to prayer, Buddhist meditation, Secular, Christian
- Just a Thought - Dave Francis (Hodder & Stoughton 1996)
p. 43, Bilal

Key Stage 3

- Faith in the Community - Sally Lynch (Hodder & Stoughton 1996)
p. 43 Helen - being Jewish in my job, p. 48f being Buddhist in my job
- Just a Thought - Dave Francis (Hodder & Stoughton 1996)
p. 17 –19 Explain how identity makes difference inside a person - Mind In human nature, Jeckyll and Hyde, Buddhist and Christian meditation, Sermon on Mount
- Just a Thought - Dave Francis (Hodder & Stoughton 1996)
pp. 20-24 Guilt, Zacheaus, Buddhist story of Angulimala where hard-working person became outcast and highway robber until he met a calm monk
- RE in Practice...Living with Change ed. Joyce Mackley and Colin Johnson (CEM 2001)
p. 5 IRA member becomes reconciliation worker, p. 12 - 14 penitent thief, Ethiopian eunuch, 21f Ashramas
- Christian Aid Youth Topics 34 'Lifestyles'
changing lifestyle to make sustainable and more equitable planet

Key question: How do people express their beliefs differently (a) from other members of the same religion and (b) from members of a different religion or life stance (e.g. Humanism)?

- RE in Practice...Living with Change ed. Joyce Mackley and Colin Johnson (CEM 2001) p.15
- Believe it or Not (ITV)
Birth, Initiation Believers & Infant baptism, Brit, Sikh Naming, etc.
- Believe it or Not (ITV) *Roman Catholic and Baptist*
- What's it like to be a...? (ITV 15m each)
Roman Catholic, Black Pentecostal, House Church
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 27-31
- <http://www.vivekananda.btinternet.co.uk/secondaryschoolspage3.htm>
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 61-66
- <http://www.vivekananda.btinternet.co.uk/secondaryschoolspage4.htm>

STRAND 3 EXPRESSION AND LANGUAGE

Key question: What is sacred?

- Belief File: Belief and The Death of Princess Diana (BBC 20m)
news, flowers, vox pop, were the reactions religious? A funeral for all people? people identified with Diana - why? grief in Islam and Sikhism If 80% say they believe - census - do survey about belief in God

Key question: What beliefs underlie symbols?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 7-8, 13-18
- <http://www.vivekananda.btinternet.co.uk/secondaryschoolspage1.htm>

Key Stage 3

Key question: What beliefs underlie stories?

- KS3 Curriculum Bytes Video (BBC 7 mins)
Tramps' Parable Prodigal Son, Good Samaritan (6 mins), Unforgiving Servant - use drama/role play, video, digital camera/storyboard

Key question: How are beliefs expressed through the creative arts?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 121-122

Key question: How does religious language mean different things to different people?

- Believe it or Not series (ITV 17m)
Divali and Hannukah, Holi, Eid and Easter

STRAND 4 IDENTITY AND EXPERIENCE

How do life's experiences bring about change?

- Secondary RE & Citizenship' (CEM 2002) ed. Lat Blalock p. 9 and peace quotations (pp. 10- 11),
- Malcolm X film
- KS3 Curriculum Bytes Video (BBC) Selling Jesus
research and ICT to make advert
- RE in Practice... Finding the real me wed. Joyce Mackley & Colin Johnson (CEM 1999) pp. 8
Elizabeth Templeton - Xianity - image of God or desperately wicked? 9, Rajan Soni - Hinduism -atman, rebirth, dharma 10 Virpal Kaur - Sikhism - Panjabi woman mother, English translations of Guru Granth Sahib, 5 stages of spiritual development identified by Guru Nanak - Dharam Khand-duty, Gian Khand-knowing God, Saram Khand-effort to come closer to God, Karam Ghand-fulfilment, Saram Ghand-selfless union with God 11 quotations to reflect upon - life has taught, self-confidence, family traditions
- RE in Practice... Finding the real me wed. Joyce Mackley & Colin Johnson (CEM 1999) pp. 12-13
feelings arising from Milky Way stilling
- The Humanist Tradition (BHA)
- Humanists working for a better world (BHA)
- Extracts from Living without God (CD-ROM)

Key question: How do members of a religion show their commitment?

- What matters? ed. Joyce Mackley & Colin Johnson (CEM 1999) pp. 26-27
Understand what Hajj means to Muslims - Ahmed's dilemma - Hajj or help poor friend RE in Practice...

Key Stage 3

- RE in Practice...Living with Change ed. Joyce Mackley and Colin Johnson (CEM 2001)
p. 5 - *Tom Kelly IRA, Corrie Ten Boom 'conversion'*
- RE in Practice... Finding the real me ed. Joyce Mackley & Colin Johnson (CEM 1999)
pp. 29-30 symbolism of 5Ks - relate to AIDS ribbon etc, Amrit initiation ceremony, Baisakhi story - Guru Gobind Singh and Panj Pyare p. 16
- Poverty, Injustice, Disaster pack (Christian Aid)
research through newspapers examples of injustice, list what is important to you, research recent disasters on www, write statements in favour of making world fairer place, prepare education plan for younger people About Christian Aid, interview people about 10 things they'd like to change in the world, plan TV programme on a 3rd world issue and design poster/website/stained glass window to incorporate biblical verses - poverty, injustice.

Key question: How do role models help or hinder self-identity?

- RE in Practice... Finding the real me ed. Joyce Mackley & Colin Johnson (CEM 1999)
*Guru Nanak and scorpion - do role models help or hinder self-identity?
Jesus as role model - Christian children all should be/mild obedient, good as he - snapshots of Jesus -driving traders from temple, mixing with sinners, healing on Sabbath, telling rich man to give away etc.*

Key question: What would an 'ideal person' be like?

- Looking Inwards Looking Outwards Student Resource Book (CEM) e.g. 50 statements about humans, you're amazing - brain, eye, predictions for future human achievements, 2 sides of human nature Buddhism - 3 kinds of people, Romans 12 'service'
- RE in Practice...RE in Practice...What matters? ed. Joyce Mackley & Colin Johnson (CEM 1999)
pp. 14-15 Describe personality approved by Buddhists - poster, by Paul - list qualities of 'love' in 1 Corinthians 13

Key question: How might 'inspirational' people influence the lives of others

- RE Thinking Book 3 (Stapleford Centre 2003) *pp. 16-17, Aung San Suu Kyi of Burma (Myanmar), -*
- RE In Practice: What Matters? (CEM 1999) *pp.29-30, Confucius, Darwin*
- 'Living Responsibly' video Christian Aid 'Live Responsibly'
Relate own views of purpose of life to Burundi Peacemaker
- KS3 Curriculum Bytes Video (BBC)
To Die For Marsh Masemola, Maximilian Kolbe, Oscar Romero, Maria Gomez and Amnesty International, Dr. Ambedkar's work with untouchables in 1950 to currently marginalised people and those who work with them, James Mawdsley's beliefs and his protest,

Key Stage 3

Key question: Why is inter faith dialogue important to some people?

- Interfaith RE ed. Pamela Draycott (RE Today Services 2007) pp. 9-11 *Interfaith — thinking and working together activities 1-3; pp.28-32 activities 105 thinking about learning from others, sorting out different views, dialogue in the group, noting similarities and differences, learning from dialogue*
- Valuing Diversity: Towards mutual respect and understanding Exploring Dialogue and Interfaith Relations (The Centre for the Study of Muslim-Jewish Relations, The Centre for the Study of Jewish-Christian Relations, The Society for Dialogue and Action) — free from enquiries@woolfinstitute.ac.uk pp. 25-35 Activity 11 *Interfaith dialogue*, Activity 12 *Looking at negotiation*, Activity 13 *Looking at mediation*, Activity 14 *Peacemakers*
- Towards a World Theology – Wilfred Cantwell Smith (MacMillan 1981) (for teachers)
- The Meaning and End of Religion - Wilfred Cantwell Smith (Augsburg Fortress Publishers 1991) (Augsburg Fortress Publishers 1991) (for teachers)
- In Good And Generous Faith: *Christian Responses to Religious Pluralism: Kenneth Cracknell (Epworth 2005) (for teachers)*

Key question: How does belonging to a religion make you the same but different from someone else who belongs to a different religion?

- Interfaith RE ed. Pamela Draycott (RE Today Services 2007) pp. 20-23 *The same and different: respect for all activities 1 and 2*

STRAND 5 MEANING AND PURPOSE

Key question: What views do people hold about issues arising from life experiences?

- Why do people Suffer? – James Jones (Lion 2007), Tackling Tough Questions DVD RE Today Services
- Belief File: Belief and Suffering (BBC) *famine news in war zone, psalm, comment, all powerful and loving god? test of faith - athlete accused of drugs, sin, human responsibility, Muslim view - good out of suffering, Imran Khan, Buddhist view - Buddha encounters suffering - impermanence, woman with dead child*
- Just a Thought - Dave Francis (Hodder & Stoughton 1996) p. 25-6; *Elephant Man*, p. 14; *Stephen Hawking, genocide*, p. 46 *Rabbis at Buchenwald put God on trial*
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 115-6, 79-82

Key Stage 3

Key question: How /why do people develop their responses to ultimate questions?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 85-87, 109-116
- <http://www.vivekananda.btinternet.co.uk/secondaryschoolspage3.htm>

Key question: How do we respond to the views of others?

- Values in Action - Christian Aid *Dalits*
- 'Living Responsibly video (Christian Aid)
- South Glos Secondary handbook
suffering statements
- South Glos Secondary handbook
newspaper sorting into different types of news; human responses to it
- 'Secondary RE & Citizenship' (CEM 2002) ed. Lat Blaylock
pp. 28-29 Do we have souls? and respond
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 109-116

Key question: Are religious teachings relevant to current day living?

- Life, the Universe and You - Barbara Winterskill with Janet Dyson (Longman 1990)
pp. 4-9. Hitchhiker's Guide to Galaxy, questions about 'Life, the universe and You', Wall of Life picture game; pp. 14-17 suffering - Airport chaplain pp. 18-25 disasters, pp.28-44 Christians in Sport and to own lives; 'Prayer before birth'; people who convert from one religion to another

Key question: Does God exist?

- KS4 Curriculum Bytes Video (BBC)
The Big Question: Short History of Matters of Life and Death- is there a God?: Desmond Tutu, Ben Elton, Stephen Hawking, Imran Khan, Anita Roddick, Antony Hopkins, Madhur Jaffrey, John Altman, Tony Robinson, Ellen MacArthur, Alan Titchmarch, Dolly Parton (3 mins)

STRAND 6 VALUES AND COMMITMENTS (RIGHT AND WRONG)

Key question: What rules do I live by and what is my view about religious teachings on morality?

- The Road to Somewhere - Dave Francis (Hodder & Stoughton 1997)
pp. 22-24
Addiction, sexual 'immorality', dharma
- The RE Collection: Forgiveness (BBC)
talks of everyday hurts, the Ealing vicar whose daughter was raped, a mother whose son was shot in Belfast, a criminal talks of experiencing forgiveness,
- Looking Inwards Looking Outwards Student Resource Book (CEM)
Letting Go - stilling, p. 6 Jerusalem, p. 7 Napalm in Vietnam;
Forgiveness exercises
- Religious Education: -Ann Lovelace (Folens 1993) *p. 39 Corrie Ten Boom, Money exercises, pp. 12-15 global inequality pp. 21-22p. 15;*

Key Stage 3

- Words into Action: Love (BBC)
greetings cards, the shema and mezuzah, Mother Teresa, Salvation Army social work, Gospel choir visiting prisons.
- RE in Practice...RE in Practice...Is it Fair? - Joyce Mackley & Colin Johnson (CEM 1999)- Joyce Mackley & Colin Johnson (CEM 1999) p. 16-19 in *Hinduism - Pandurang Shastri Athavale, Guildford Four, Loyola, unfairness in Christianity, Hinduism, Judaism* pp. 6-11, *Justice* pp. 12-13.
- 'Living Responsibly' video Christian Aid Jubilee 2000;
- Looking Inwards Looking Outwards Student Resource Book (CEM)
What do you value? Looking for fulfilment exercises
- 'Secondary RE & Citizenship' (CEM 2002) ed. Lat Blaylock
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 93-107

Key question: What perspectives do different religions have towards personal and social ethics?

- RE in Practice...Living with Others - Joyce Mackley & Colin Johnson (CEM 2001)
p. 15 conflict resolution (link Martin Luther King), PP. 18-19 Bridge builder and What would Jesus do?
- KS3 Curriculum Bytes Video 1.47 What Would Jesus Do?
Fight back? Use violence? Cleansing temple, righteous anger, play station game, Jesus doesn't care about the bible, woman taken in adultery, rich young man- money
- The Road to Somewhere - Dave Francis (Hodder & Stoughton 1997) p. 27 *Charity, Brother Neville, SSF*
- The Road to Somewhere - Dave Francis (Hodder & Stoughton 1997)
Justice
- Living responsibility video 6 (Christian Aid 3 mins)
quotations about wealth from different religions
- Living responsibility video10
People Power (5 mins) democracy, Drop the Debt campaign, How 2nd World War debt started, community college, result – power = energy to make things happen'; video 11 Stand up for your rights (5 mins) Sri Lanka election, cheating, Buddhists and Tamils, liberation tigers, cf. UK where millions don't bother to vote; video 12 Power and Authority (2 mins) religious quotations
- Dilemmas and Decisions - ed. Lat Blaylock (RE Today Services)
10 commandments; When would you hit out?
- Living responsibility video 9 Peace (2 ½ mins) *peace quotations*
- Dilemmas and Decisions - ed. Lat Blaylock (RE Today Services)
How much love? Decent, legal and honest? Is life safe in your hands? Vegetarianism,
- Taking Issue: Vegetarianism (BBC),
Guided Fantasy in Classroom - zoo p. 110,
- Looking Inwards Looking Outwards Student Resource Book (CEM)
Foolish person, Values game Book of Proverbs crossword
- Abortion (BHA)

- Family matters including sex and fertility issues (BHA)
Humanist perspectives on birth control and abortion could be appropriate here, both personally and in relationship to global issues such as the environment and world poverty
- Celebrations and Ceremonies (BHA)
An opportunity to consider humanist views of friendship, love, family, sexuality and marriage, and to learn about humanist weddings and gay ceremonies and what they express.
- World poverty (BHA)
- Why Atheism? (DVD / Video, Team Video, www.team-video.co.uk - *atheists of all ages and from many cultures talk about their beliefs + 3 humanist ceremonies*

Key question: How do people respond to religious teaching about morality and ethics?

- The Road to Somewhere - Dave Francis (Hodder & Stoughton 1997) p, 36 *Chief Seattle*
- Non-statutory Guidance on RE (QCA/00/576) p. 29 *Nanak's teaching*
- RE in Practice...Living with Others - Joyce Mackley & Colin Johnson (CEM 2001) p. 11 *Millennium Resolution* p. 16
- The Test of Time (BBC) *Amy Biehl*
- Christian Aid Youth topics 35 'Campaigning'
- Looking Inwards Looking Outwards Student Resource Book (CEM) *How I see the world ... changing it activities in Looking Inwards; Visions and Values activities, Charity begins at home?*
- Faith in the Community - Sally Lynch (Hodder & Stoughton 1996) p. 57-58 *Religions and wealth*
- Living responsibility video 8 Peacemakers (Christian Aid 5 mins) *competitiveness, conflict, Burundi, March for Peace, Peace concert, massacre of school children, school for Hutu and Tutsis, peace education*
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 109-116

Key question: Why do people disagree about social and moral issues?

- The Pig Heart Boy: BBC video
'Live this day as if thy last.' Value each day, 'Don't let the sun go down on your wrath.' Carry a donor card? can't take life for granted, morally OK to breed pigs? Animal rights? Kosher? Cloning - grow our own spare parts?

Key Stage 3

KEY STAGE 4

STRAND 1 BELIEFS AND TEACHINGS

Key question: How are religious teachings influenced by their context?

- KS4 Curriculum Bytes Video (BBC) 2.00 Short History of Evil *Satan, Iblis, stoning, theodicy, Nietzsche, projection, atonement, judgement, Harry Potter (3 mins)*
- KS4 Curriculum Bytes Video (BBC) 2.03 Short History of After Life *Near Death Experiences, mediums, Christianity - Adam and Eve, Resurrection, Heaven and Hell, places or states of mind? Buddhist rebirth is not reincarnation, 6 realms (3 mins)*
- KS4 Curriculum Bytes Video D97 2.06 Short History of Environment *tree hugging by hindus, Gandhi, Vishnu's avatars, cows, industrial progress, Assissi Declaration, St. Benedict, Reformation, protestant work ethic, puritans taking land from native peoples, Industrial Revolution, stewardship, Sting (4 mins)*
- Islam: A Short History - Karen Armstrong (Modern Library, 2002) (for teachers)
- Muhammad: A Biography of the Prophet - Karen Armstrong (HarperSanFrancisco, 1993) (for teachers)
- The Qur'an -A Biography by Bruce Lawrence (Atlantic books 2008) (for teachers)

Key question: How and why have some scientists and religious believers disagreed?

- Questioning origins – The Wonder Project DVD (available from RE Today Services)
- Science and Religion in Schools Project Secondary Schools Guide ed. A Brown et al Trafford Publishing
- The Thoughtful Guide to Christianity – Graham Hellier John Hunt
- A Guide to Science and Belief - Michael Poole Lion
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Science and Religion – Jean Dorricott SCM
- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press
- Origins – How the World Came to be Parts 1 and 2 & 3 and 4 International Films video
- The Question Is BBC OU Video RE Today Services
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- The Nature of belief – Joe Walker Hodder Gibson
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 73, 77

Key question: How do people justify their truth claims?

- Philosophy of Religion 4: God and Proof - John Lee Abacus
- Secondary RE in Practice: Is it True? – ed. Marianne Heathcote Woodbridge and Joyce Mackley RE Today Services
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Questions of Truth – Susannah Hookway RMEP
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- What is truth? Beyond Postmodernism and Fundamentalism – Peter Vardy John Hunt
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- The Nature of belief – Joe Walker Hodder Gibson

Key question: How do people respond to differing truth claims?

- Secondary RE in Practice: Is it True? – ed. Marianne Heathcote Woodbridge and Joyce Mackley RE Today Services
- Spirituality in Focus- ed. Owen Cole Heinemann
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Questions of Truth – Susannah Hookway RMEP
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- What is truth? Beyond Postmodernism and Fundamentalism – Peter Vardy John Hunt
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- The Nature of belief – Joe Walker Hodder Gibson
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 85-87

STRAND 2 PRACTICES AND LIFESTYLES

Key question: How have people's practices and lifestyles differed according to their historical and/or cultural context

- 'An Arranged Marriage, (ITV)
- 'Believe it or not: Marriage' (ITV)
Relate to historical/cultural context - Arranged Marriage - Sikh women & Youth in Britain 1960-1980
- Tomorrows People: Arranged Marriages
(A short video where a girl speaks in favour of them - and birthdays in Asian culture) (ITV)
- Hindu Wedding (15m) (ITV)
- Scene: Marriage (BBC)

Key question: How and why have people's practices and lifestyles differed and evolved according to their religious tradition and cultural circumstances?

- Sex and relationships – Michael Wilcockson Hodder
- What the Churches Say RE Today Services
- Contemporary Moral Issues – Joe Jenkins Heinemann
- Thinking About God And Morality – Marianne Fleming and David Worden Heinemann
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 93-98

Key question: How do pluralism and diversity affect people who hold opposing views?

- Ethics 4 - Reg Luhman Abacus
- Sex and relationships – Michael Wilcockson Hodder
- A Short History of Myth – Karen Armstrong Canongate
- The Oxford Illustrated History of the Bible – ed. John Rogerson OUP
- What the Churches Say RE Today Services
- Contemporary Moral Issues – Joe Jenkins Heinemann
- Do the Right Thing David Cook RE Today Services
- Science and Religion – Jean Dorricott SCM
- Thinking About God And Morality – Marianne Fleming and David Worden Heinemann
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 87,100
- A History of God – Karen Armstrong (Mandarin 1993) (for teachers)
- The Bible: A Biography – Karen Armstrong (Atlantic 2007) (for teachers)

Key question: Why are people's practices and lifestyles different according to their religious tradition?

- Religion in Focus: Judaism in Today's World – V. Cato et al (John Murray 2001) – *role of Beth Din, chained women*

STRAND 3: EXPRESSION AND LANGUAGE

Key question: What are the various ways of expressing responses to experience?

- Spirited Poetry – Reflections about God, Life and Faith ed. Lat Blaylock Book and CD ROM RMEP
- Heroes and Villains – Mike Alsford DLT
- A Journey into Christian Art – Helen De Borchgrave Lion
- A Powerful Voice: the Story of Bono from U2 – Deborah Helme RMEP
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 121-122

Key question: How do people differ in their interpretations of religious texts?

- A Short History of Myth – Karen Armstrong, Canongate
- The Oxford Illustrated History of the Bible – ed. John Rogerson OUP
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press
- What is truth? Beyond Postmodernism and Fundamentalism – Peter Vardy John Hunt
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- The Battle for God: Fundamentalism in Judaism, Christianity and Islam – Karen Armstrong (Ballantine 2001) (for teachers)
- The Bible: A Biography – Karen Armstrong (Atlantic 2007) (for teachers)
- The Qur'an –A Biography by Bruce Lawrence (Atlantic books 2008) (for teachers)
- A History of God – Karen Armstrong (Mandarin 1993) (for teachers)

Key question: How do believers hold different interpretations in light of philosophical questions?

- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press
- Brief Guide to Ideas – W. Raeper and L. Smith Lion

STRAND 4 IDENTITY AND EXPERIENCE

Key question: What makes people different from each other?

- REThinking (Stapleford Centre) Bk. 3 *poems about 'Who am I?'*
The Road to Somewhere – Dave Francis (Hodder & Stoughton 1997) pp.14-15, *Evaluate how experiences shaped identity* 46-48, Just a Thought – Dave Francis (Hodder & Stoughton 1996)- Dave Francis (Hodder & Stoughton 1996)p. 16-19 'Living Responsibly' video Christian Aid video
- The Enneagram a journey of self discovery – M. Beesing et al (Dimension 1984) Myers Briggs People Types and Tiger Stripes a practical guide to learning styles– G. Lawrence (Centre for Applications of Psychological Types 1979) about Myers Briggs, 'Transformed Temperaments – Tim Lahaye (Tyndale 1972) about Pentecostal view of human temperaments *Evaluate different theories about why people are different and whether this might be advantageous;* 'Who am I? Heroes, roles Life, the Universe and You – Barbara Wintersgill with Janet Dyson (Longman 1990)pp. 10-13
- 'The Taste of Melon' story in What's Your Opinion? – Philip Grosset (Evans 1964)- *Evaluate different views of what it means to become an adult ,sin and repentance*

Key Stage 4

Key question: What experiences might make people give up, change or adopt religious belief?

- 'Escape from Sobibor – Richard Rashke (University of Illinois 1982)
- Why do people Suffer? – James Jones (Lion 2007)
- Tackling Tough Questions DVD RE Today Services.

Key question: How is the human experience of suffering and change expressed in different religions?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 77-82

Key question: Can we trust our experience to tell us the 'truth'?

- The Enneagram a journey of self discovery – M. Beesing et al (Dimension 1984), People Types and Tiger Stripes a practical guide to learning styles– G. Lawrence (Centre for Applications of Psychological Types 1979), about Myers Briggs,
- 'Transformed Temperaments – Tim Lahaye (Tyndale 1972) about a Pentecostal view of different temperaments *Give an account of different theories about why people are different*
- More lives than One - Jeffrey Iverson (Pan 1977) *Account for truth claims about karma and samsara - anecdotes under hypnosis*

Key question: What is 'the truth' or 'reality' of views about human existence?

- Secondary RE in Practice: Living with Change ed. Joyce Mackley et al RE Today Services
- Towards Freedom – M Louise Taylor AMDG Multimedia
- Looking Inwards-Looking outwards: Exploring Life's Possibilities – Joyce Mackley RE Today Service
- Nausea - John Paul Sartre
- The Myth of Sisyphus - Albert Camus
- 1950s American Beat music
- The Matrix

STRAND 5 MEANING AND PURPOSE

Key question: What explanations for suffering are most convincing?

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 78-82
- God on Trial – Channel 4 (2008)
*A drama set in a concentration camp where the inmates put God on trial. **Contains strong language. We advise that it should be seen by the teacher before it is used.***

- *God is evil, rabbis is a living Torah, If we take happiness from God's hands, should we not take sorrow too?, God broke the covenant, I will strike his opponents dead, we were taken into captivity in Babylon, Romans, Spain, Russia, test of our faith, if the violate by statutes I will punish their offences, why did Gods punish this good man here?, punishment has to be proportionate to the crime, the flood engulfed the whole world, God as surgeon has to remove gangrene to preserve the body, perhaps your mother was a sacrifice, a holocaust, part of God's plan, a small fire is put out by the wind but a large fire is made greater, Hitler is working for God, hate the knife but love the surgeon, who will survive – the vicious, the cunning – are these the sort the Messiah wants to build the new Israel?, if he is all-powerful, he is not all-just, free will, I don't want free will, I want my sons, stolen goods, God should be here being gassed, not us, who needs a god who suffers?, maybe God needs us to make him complete, Mengele interrupts, induction, we cannot know the mind of God, use your reason, what is the use of reason in a world run by madmen?, God led us out of Egypt, why was there a famine in the first place?, who sent the famine?, Abraham should have faced up to Go, God has made a new covenant with someone else*

Key question: How do different views affect people's lives?

- Judgement RETHinking bk 3 Stapleford Centre *Cremation and burial and what they express, poems e.g. 'You can't escape your own record'. Evaluate teachings about Life after death 'Believe it or not: Death (ITV) Scene: A Death in the Family' (BBC)*

Key question: What arguments can be put forward to support different views?

- KS4 Curriculum Bytes Video D97 2.13 The Big Question: Short History of Matters of Life and Death *Is there a God?: Desmond Tutu, Ben Elton, Stephen Hawking, Imran Khan, Anita Roddick, Antony Hopkins, Madhur Jeffrey, John Altman, Tony Robinson, Ellen MacArthur, Alan Titchmarch, Dolly Parton (3 mins) What happens when we die? (5 mins); Why do we suffer? (5 mins); What meaning in life can be found? (6 mins)*

Key question: How significant and influential are philosophical, religious and secular world views?

- Death and other big questions (BHA), Why Atheism? (DVD / Video, Team Video, www.team-video.co.uk) *Atheists of all ages and from many cultures talk about their beliefs + 3 humanist ceremonies, with comment from the families and officiants involved*
- Secondary RE in Practice: Living with Change ed. Joyce Mackley et al RE Today Services
- Towards Freedom – M Louise Taylor AMDG Multimedia

Key Stage 4

- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- The New Flatlanders – Eric Middleton Highland Books

STRAND 6 VALUES AND COMMITMENTS

Key question: What are the relative merits of different social and ethical opinions?

- KS4 Curriculum Bytes Video Moral Minefield - Casual Sex (13 mins)
- Poverty, Injustice, Poverty, Injustice, Disaster pack (Christian Aid)
Relate 'far away' issues to own situation by researching newspapers for examples of injustice, list what is important to you, research recent disasters on www, write statements in favour of making world fairer place, prepare education plan for younger people About Christian Aid, interview people about 10 things they'd like to change in the world, plan TV programme on a 3rd world issue, design a poster/website/stained glass window to incorporate biblical verses
- Christian Aid 'Values in Action' pack Relate Rastafarian work for peace to gang warfare situation, S. Corner Rescue, Grassroots College; Hindu Deccan Development Society, Green School, Dalit women to caste background, Kaleo Baptist Women's Development Programme to trad. role of women in Ghana
- KS4 Curriculum Bytes Video 2.10 Short History of Money 3rd world, Bob Geldof, 10th Commandment, camel and eye of needle, love of money root of all evil, monks and nuns, prosperity gospel, tithe, fairly traded goods, Nanak, langar, daswandth, Sikh Mother Teresa (3 mins)
Evaluate views about 3rd world debt. Evaluate views about racism in workplace
- Taking Issue: Vegetarianism (BBC) Evaluate views about abortion, euthanasia, animal rights e.g. kosher, halal, shechita
- Living responsibly video 7 Swords into Ploughshares (5 ½ mins) Sudan Civil War, Operation Save Innocent Lives Evaluate views about war and pacifists; letter to newspaper about a war. Evaluate views about crime and penal reformers)
- Living responsibly video 4 'It's not fair' (3 mins) supermarket products - where they come from, sweatshop conditions, poisons, pay, profits of big companies - shopper power, Fair Trade - coffee in Nicaragua Living responsibility. Evaluate views about wealth in world religions;
- video 5 All Work and no play (5 mins) justice, child labour.
- Christian Aid Youth topics 37 Evaluate views about copyright/file-sharing on internet, bio piracy, views about values in information technology

Key question: What historical and/or cultural context gave rise to certain ideas about morality and ethics?

- Can We Ever Kill? – Robert Crawford DLT
- Do the Right Thing David Cook RE Today Services
- Ethical Theory CD ROM John Waters Socratic Ideas Unlimited

Key Stage 4

POST-16

STRAND 1: BELIEFS AND TEACHINGS

Religion & Philosophy

Key Question: Have you got a soul?

- Death and other big questions (BHA); Why Atheism? (DVD / Video, Team Video, www.team-video.co.uk)
atheists of all ages and from many cultures talk about their beliefs
- Towards Freedom – M Louise Taylor AMDG Multimedia
- Looking Inwards-Looking outwards: Exploring Life's Possibilities – Joyce Mackley RE Today Service
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 85-88

Key Question: Is there life after death?

- Death and other big questions (BHA)
Taking issue RE Today Services
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 85-88

Key Question: Is God guilty of crimes against humanity?

- Why do People Suffer? – James Jones (Lion 2007), Tackling Tough Questions DVD RE Today Services
- The Holocaust website www.remember.org
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Philosophy of Religion – Gerald Jones et al Hodder Murray
- Why? Why Evil? Why Suffering? Why Death? – Russel Stannard Lion
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 78-82
- God on Trial – Channel 4 (2008):
A drama set in a concentration camp where the inmates put God on trial. **Contains strong language. We advise that it should be seen by the teacher before it is used.**
- *God is evil, rabbis is a living Torah, If we take happiness from God's hands, should we not take sorrow too?, God broke the covenant, I will strike his opponents dead, we were taken into captivity in Babylon, Romans, Spain, Russia, test of our faith, if the violate by statutes I will punish their offences, why did Gods punish this good man here?, punishment has to be proportionate to the crime, the flood engulfed the whole world, God as surgeon has to remove gangrene to preserve the body, perhaps your mother was a sacrifice, a holocaust, part of God's plan, a small fire is put out by the wind but a large fire is made greater, Hitler is working for God, hate the knife but love the surgeon, who will*

Post 16

- *survive – the vicious, the cunning – are these the sort the Messiah wants to build the new Israel?, if he is all-powerful, he is not all-just, free will, I don't want free will, I want my sons, stolen goods, God should be here being gassed, not us, who needs a god who suffers?, maybe God needs us to make him complete, Mengele interrupts, induction, we cannot know the mind of God, use your reason, what is the use of reason in a world run by madmen?, God led us out of Egypt, why was there a famine in the first place?, who sent the famine?, Abraham should have faced up to Go, God has made a new covenant with someone else*

Key Question: Is your God too small?

- Men and Women: Created or Constructed – Elaine Storkey Paternoster
- Taking issue RE Today Services
- God: A Brief History – John Bowker Dorling Kindersley
- Science and Religion – Jean Dorricott SCM
- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- The New Flatlanders – Eric Middleton Highland Books
- Brief Guide to Ideas – W. Raeper and L. Smith Lion
- The Philosophy of Religion: A Critical Introduction B. and B. Clack Polity press
- A History of God – Karen Armstrong (Mandarin 1993) (for teachers)

Key Question: Is God dead?

- Questions about God: A Guide for A/AS Level Students – Patrick Clarke Stanley Thornes
- Taking issue RE Today Services
- God: A Brief History – John Bowker Dorling Kindersley
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- On Humanism: Thinking in Action Series – Richard Norman Routledge
- Science and Religion – Jean Dorricott SCM
- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press
- The New Flatlanders – Eric Middleton Highland Books
- What is truth? Beyond Postmodernism and Fundamentalism – Peter Vardy John Hunt
- The Nature of belief – Joe Walker Hodder Gibson
- A History of God – Karen Armstrong (Mandarin 1993) (for teachers)

STRAND 2: PRACTICES AND LIFESTYLES

Religion & Society

Key Question: Who says so?

- Movement for Christian Democracy website www.mcdpolitics.org
- Outside Holiness: The Spirituality of Resistance Fellowship of Reconciliation
- Touching the Earth: A Buddhist Guide to Saving the Planet – Akuppa Windhorse Publications

Key Question: Have you got a conscience?

- Ethics and Religion – Joe Jenkins Heinemann
- Thinking about ethics (BHA)
- Dilemmas and Decisions: A Game of Ethical Puzzles – Lat Blaylock RE Today Services

Key Question: Will you stand up for their rights?

- Heroes and Villains – Mike Alford DLT
- World Issues: Religions and Morality – Jim Green and Joe Walker Hodder & Stoughton
- Towards Freedom – M Louise Taylor AMDG Multimedia
- Homebeats: Struggles for Racial Justice CD ROM Institute for Race Relations
- Secondary RE in practice: Is It Fair? Marianne Heathcote et al RE Today Services
- Dilemmas and Decisions: A Game of Ethical Puzzles – Lat Blaylock RE Today Services
- Looking Inwards-Looking outwards: Exploring Life's Possibilities – Joyce Mackley RE Today Service
- Outside Holiness: The Spirituality of Resistance Fellowship of Reconciliation
- Rebels and Reformers: Christian Renewal in the Twentieth Century – Trevor Beeson SCM
- www.amnesty.org.uk
- Freedom! Human Rights Education Pack Amnesty International
- Dealing with Conflict – ed. D. Darke et al Ebor
- Touching the Earth: A Buddhist Guide to Saving the Planet – Akuppa Windhorse Publications
- Global learner RE Today Services

Key Question: A Multi-Faith Society : Will it all end in tears?

- Not without my Neighbour: Issues in Interfaith Relations – S Wesley Ariajah WCC
- Brief Guide to Ideas – W. Raeper and L. Smith Lion

- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 11-26, 117-118
- Towards a World Theology – WILFRED Cantwell Smith (MacMillan 1981) (for teachers)
The Meaning and End of Religion - Wilfred Cantwell Smith (Augsburg Fortress Publishers 1991) (for teachers)
- In Good And Generous Faith: Christian Responses to Religious Pluralism: Kenneth Cracknell (Epworth 2005) (for teachers)
- What's Right with Islam: A New Vision for Muslims and the West - Feisal Abdul Rauf, Karen Armstrong (HarperSanFrancisco, 2004) (for teachers)

Key Question: What's your religion : Pic' n' Mix?

- Humanist Perspectives 2 (BHA, 2005)
Information and guidance on teaching about Humanism for secondary teachers, with concise photocopiable versions of BHA's most popular ethical and philosophical briefings for students.
- What is Humanism? – a brief introduction for students (BHA)
- Thinking about ethics (BHA)
- Marilyn Mason Spirituality - What on earth is it?
- the Humanist Philosophers' Group pamphlet What is Humanism? (BHA)
- Julian Baggini A Very Short Introduction to Atheism (Oxford)
- Simon Blackburn Being Good (Oxford)
- Hayward, Jones & Mason Exploring Ethics (John Murray)
- Richard Norman On Humanism (Routledge)
- Ed Ben Rogers Is Nothing Sacred? (Routledge)
- Barbara Smoker Humanism
- Why Atheism? (DVD / Video, Team Video, www.team-video.co.uk)
atheists of all ages and from many cultures talk about their beliefs + 3 humanist ceremonies, with comment from the families and officiants involved
- On Humanism: Thinking in Action Series – Richard Norman Routledge
- Brief Guide to Ideas – W. Raeper and L. Smith Lion

STRAND 3: EXPRESSION AND LANGUAGE

Religion & the Arts

Key Question: Are you in touch with your spiritual side?

- <http://hubblesite.org/>
- Spirituality in Focus- ed. Owen Cole Heinemann

Key Question: Did you hear songs of faith on 'Top of the Pops'?

- A Powerful Voice: the Story of Bono from U2 – Deborah Helme RMEP

Key Question: Did you see Buddha or Jesus in the Matrix?

- Heroes and Villains – Mike Alsford DLT

Key Question: Have you tasted the D'Oh of Homer Simpson?

- The Gospel According to the Simpsons – Mark Pinsky John Knox Press

STRAND 4: IDENTITY & EXPERIENCE

Religion & Psychology

Key Question: Is this life just a dream I am dreaming?

- The Meditations: Rene Descartes: Philosophy in Focus – D. Cardinal et al Hodder Murray
- Faith in the Fires of Criticism – Paul Avis DLT
- Brief Guide to Ideas – W. Raeper and L. Smith Lion

Key Question: Is God mad about sex?

- Ethics and Religion – Joe Jenkins Heinemann
- Sex and relationships – Michael Wilcockson Hodder
- What the Churches Say RE Today Services
- Science and Religion – Jean Dorricott SCM

Key Question: Is forgiveness possible?

- Heroes and Villains – Mike Alsford DLT
- www.anguilimina.org.uk
- Dealing with Conflict – ed. D. Darke et al Ebor
- Forgiveness: Breaking the Chain of Hate by Michael Henderson, Grosvenor books, 2002, 2nd ed
- To The Rescue - CHRIS HUDSON
Includes the story of Corrie ten Boom (RMEP) (aimed at KS3 but useful background)
- Troubled People - Karen Walshe.
Includes material on healing broken relationships (RMEP) (aimed at KS3 but useful background)

Key Question: Are religious people neurotic?

- Faith in the Fires of Criticism – Paul Avis DLT

Key Question: Where are you on a scale from Stalin to Snow White?

- www.dalailama.com/

STRAND 5: MEANING AND PURPOSE

Religion & Science

Key Question: What was God doing a nanosecond before the Big Bang?

- Questioning Origins DVD RE Today Services

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- Science and Religion in Schools Project Secondary Schools Guide ed. A Brown et al Trafford Publishing
- The Thoughtful Guide to Christianity – Graham Hellier John Hunt
- Questions about God: A Guide for A/AS Level Students – Patrick Clarke Stanley Thornes
- Philosophy of Religion – H. J. Richards Heinemann
- A Guide to Science and Belief - Michael Poole Lion
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Science and Religion – Jean Dorricott SCM
- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press
- Origins – How the World Came to be Parts 1 and 2 & 3 and 4 International Films video
- The Question Is BBC OU Video RE Today Services
- The Nature of Belief – Joe Walker Hodder Gibson
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) p.73

Key Question: Where have all the dark peppered moths & green rabbits gone?

- A Guide to Science and Belief - Michael Poole Lion
- Questioning Origins DVD RE Today Services
- Science and Religion in Schools Project Secondary Schools Guide ed. A Brown et al Trafford Publishing
- The Thoughtful Guide to Christianity – Graham Hellier John Hunt
- Questions about God: A Guide for A/AS Level Students – Patrick Clarke Stanley Thornes
- Philosophy of Religion – H. J. Richards Heinemann
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- Science and Religion – Jean Dorricott SCM
- Science in Faith and Hope: An Interaction – George Ellis Quaker Books
- Science and Religion: Exploring the Creative Interface – ed. Rosemary Rivet RE Today Services
- There Are No Dinosaurs in the Bible – Robert Brown Chalkcroft Press

Key Question: Does God do magic?

- Philosophy of Religion – H. J. Richards Heinemann
- Introducing Philosophy of Religion – Dilwyn Hunt Nelson Thornes
- The Question Is BBC OU Video RE Today Services
- The Philosophy of Religion: A Critical Introduction B. and B. Clack Polity press
- Philosophy of Religion – A. Jordan et al Nelson Thornes
- The Nature of Belief – Joe Walker Hodder Gibson
- Hinduism for Schools – S. Lakhani (Vivekananda centre 2005) pp. 73-74

Key Question: Have you been genetically modified yet?

- Ethics and Religion – Joe Jenkins Heinemann
- Human Genetic Engineering – Good or Evil? - David Hardy Methodist Church www.oneworld.net
- Thinking About God And Morality – Marianne Fleming and David Worden Heinemann
- Ethics for Schools CD ROM Christian Medical Fellowship

Key Question: Have Scientists become our new High Priests?

- Science and Religion in Schools Project Secondary Schools Guide ed. A Brown et al Trafford Publishing
- The Thoughtful Guide to Christianity – Graham Hellier John Hunt
- A Guide to Science and Belief - Michael Poole Lion
- Do the Right Thing David Cook RE Today Services
- On Humanism: Thinking in Action Series – Richard Norman Routledge
- Ethics for Schools CD ROM Christian Medical Fellowship
- The Question Is BBC OU Video RE Today Services

STRAND 6: VALUES AND COMMITMENTS**Religion & Ethics****Key Question: I shop, therefore I am?**

Students should evaluate the basis for ethical decision making in the world of leisure

Travel and Tourism (Oxfam)

The No-Nonsense Guide to Tourism (Oxfam)

Tourism Impacts and Issues Plastic envelope containing CD-ROM and 48 loose-leaf A4 sheets (Oxfam)

Responsible Tourism (Oxfam)

Exploited Children (Oxfam)

Living responsibility video 4 It's not fair' (3 mins) supermarket products - where they come from, sweatshop conditions, poisons, pay, profits of big companies - shopper power, Fair Trade - coffee in Nicaragua Living responsibility video 5

All Work ad no play (5 mins) justice, child labour, rescued

Life in Kenya (Christian Aid)

Key Question: What's it got to do with me?

Students should reflect upon their own attitudes and values and evaluate those of others

http://england.shelter.org.uk/get_advice/real_life_stories

http://england.shelter.org.uk/housing_issues/homelessness

http://england.shelter.org.uk/get_advice/advice_for_young_people

Living It - Refugees (Christian Aid)

Key Question: A right to die; a right to live?

Students should analyse a moral dilemma in medical ethics and consider the responses of different world views.

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Can We Ever Kill? – Robert Crawford DLT
Do the Right Thing David Cook RE Today Services
Ethical Theory CD ROM John
Ethics and Religion – Joe Jenkins Heinemann
Abortion (BHA)
Thinking about ethics (BHA)

Key Question: Should you leave your principles at home when you go to work?

Students should evaluate the basis for ethical decision making in the world of work

The Arms Trade - Richard Bingley Adrian Cooper Bob Bowden (Pearson Education)

The Small Arms Trade: A Beginner's Guide - Rachel Stohl, Matt Schroeder and Dan Smith Oneworld Publications

Death on Delivery: Impact of the Arms Trade on the Third World - Helen Collinson (Campaign Against Arms Trade)

Key Question: Whose money is it anyway?

Students should explore issues linked to globalisation such as sweatshop labour and international debt and reflect on notions of justice.

The Trading Game - Simulation game about trade and economic development (Christian Aid)

Trade rules! - Simulation game about trade rules (Christian Aid)

Trading trainers - Simulation game about labour and fair wages (Christian Aid)

Trade rules are nuts! - Resource pack exploring trade rules (Christian Aid)

6C

DEVELOPING SPIRITUAL AWARENESS

Suggested Approaches to Stilling Exercises and Guided Use of the Imagination

The value of stilling

'Silence!' is often used as a command to quieten a class so that another noise, perhaps the teacher talking, can begin. For the religious person, silent meditation can be the means of heightening consciousness and receiving insight.

The ability to calm the body and mind in order to consider the inner self allows the discovery of new channels of concentration and energy. After experiencing total stillness for the first time most people want to repeat the experience.

Bodily relaxation and clearing the mind are recommended by many religious traditions. While stilling is an end in itself for some religious people, for others it is a preparation for worship and prayer.

The ability to still, focus, or centre ourselves needs careful attention. Some people find themselves doing it naturally but for others it is an unfamiliar skill which takes time and effort to develop. This can be done in a number of ways – through physical relaxation, breathing exercises, guided use of the imagination processes and meditation techniques. These are enjoyable experiences for most pupils who like the sense of peace and the feeling of quiet which is produced. It is through the raising of their own awareness that they have an opportunity to understand religious practices.

The value of guided use of the imagination

'Stop day-dreaming and get on with some work' is a familiar classroom admonition supporting the assumption that guided use of the imagination is a waste of time. Yet there is increasing evidence that guided use of the imagination can be an important aid to learning since it helps to attune the intuitive, creative and affective sides of ourselves. Many successful writers, scientists, artists and composers admit that their best work comes through 'playing around' with ideas in guided use of the imagination.

In what might be described as 'waking dreams' scripted guided use of the imagination is a useful technique. It can be tightly controlled or offer freedom for the imagination to range around the subject suggested by the guide. In this respect, guided use of the imagination differs from dreams where the subject matter is determined by the dreamer's unconscious. Through these activities pupils can learn to respect what goes on in their own and other people's minds as they discover their uniqueness by exploring individual, original and creative thoughts.

Guided use of the imagination is a tool in the search for imagining since it draws upon the imaging aspects of the self and speaks in the language of symbol. It allows us to approach areas of our personality which lie beyond the

immediate conscious mind and so has the potential to deepen our knowledge and understanding of who we are.

The creative nature of guided use of the imagination has long been understood in the religious traditions of the world. In Japanese Shingon Buddhism the progression through a long series of these activities is central to the achievement of enlightenment. In the Christian tradition the spiritual exercises of St. Ignatius Loyola use a series of imaginative visualisations as a means of deepening spiritual awareness.

How to go about them

These traditions use imagination to deepen spirituality within a particular religious point of view. However, teachers of religious education are in a very different situation and, in state schools, are not in the business of advocating any particular beliefs. For the purposes of Religious Education, guided use of the imagination is a tool which can offer opportunities for sensitive and imaginative insight into the pupil's own self. At the same time it can increase empathic understanding of the lives of believers. On a cautionary note, this is not a means of creating a religious or spiritual exercise in the classroom. Teachers should never attempt to interpret any pupil's imaginative experience.

You need to create the right atmosphere: seating not too close together (carpeted floor to lie on?), supportive tone of voice, clear, direct, audible instructions, reducing any worries, asking for co-operation ('This is something different. I'm not sure how it will work out but let's try it and see. OK?'). It may be best to explain what you are going to do while the class face inwards and then ask them to face outwards so that people cannot see each other.

Some pupils find this really difficult. Anyone who feels really uncomfortable can sit quietly or, perhaps, leave the room. Insecurity and anxiety may be shown by fits of giggling, loud comments or questioning, "Why aren't we doing proper work?" There are several things you can do if pupils disrupt or refuse to co-operate with what you are trying to do.

You may decide to carry on regardless, hoping that the disturbance will die down. Showing that you have confidence in your material may reassure those who are nervous. You may choose to stop the activity and then talk over the problems with the class. You can ask, "What's the problem? What can we do to help?" Allowing people to voice their worries can encourage them to try again now that they know you are taking them seriously. You may choose to abandon the exercise as inappropriate for this particular group at this particular time. You could then try something different.

Be prepared to make mistakes (and to learn from them) but also be prepared for success. It's easy to think of reasons why it won't work but most teachers find that their classes respond very positively.

Drawing out the learning

Afterwards, you can show your respect for the pupils' experience by using their words or images and getting them to clarify what they mean rather than

interpreting for them. Taking your cue from their comments and reactions, you can develop the session in their terms:

"How can you describe that feeling?"

"Could you state that another way?"

"Can you draw a shape or use colours to say what it is?"

You will have to decide whether the processing (which is more than reporting back: it involves reflecting and drawing out what the experience has meant) is best done alone and privately, with a partner, in friendship groups, with the whole group, or a combination of these.

Learning does not always have to be expressed in speech. A wide use of different media such as drawing, modelling, body sculpture, role-play, poetry, dance, movement and recorded observation, as well as writing, can all help to absorb an experience and promote reflection on something which would otherwise be difficult or impossible to describe.

Adapted from 'New Methods in RE Teaching' published by Oliver & Boyd with thanks to David Hay.

You will find examples of guided use of the imagination in:

Title	Author	Publisher/ISBN No.
Don't Just Do Something, Sit There	Mary Stone	Shambala Publishers 1987 (reprinted 1995 RME Press) ISBN: 1-85175105-X
Reflecting	V Williams	CEM 1989
Diving Deep and Surfacing – exploring the spiritual dimensions of education	J Holland and B Netto	Brent Teachers' Centre
Space for the Spirit	Michael Beesley	Salisbury Diocesan Board of Education
Stilling	Michael Beesley	Salisbury Diocesan Board of Education
New Methods in RE Teaching	J. Hammond et al	Oliver and Boyd 1990
Looking Inwards Looking Outwards, Teacher Handbook	Joyce Mackley	CEM
Scripted Fantasy in the Classroom	Eric Hall	Routledge 1993
The Centering Book	G Hendrickse and T Roberts	Prentice Hall 1975
The Second Centering Book	G Hendrickse and T Roberts	Prentice Hall 1997
Spinning Inwards	M Murdoch	Shambala 1987 ISBN: 0-87773422-4
Stilling: A Path for Spiritual Learning	M Beesley	Salisbury Diocesan Board of Education
Making RE More Effective	A Jones	University of Nottingham 1986

Reflective Diaries

Reflective diaries are a useful tool for reflecting on the work done in class, developing ideas and self-expression, showing us what the pupils have enjoyed (or not) and it is also useful for self-assessment. They also require little time and maintenance and are easy to develop.

One way of doing this is to utilise the back of the pupils' exercise books for the task. At the start emphasise that there is no right or wrong thing to write in their diaries and that no marks or grades will be used. The diary is private between the student and teacher and should be written privately and honestly.

Having set up the ethos behind the diary the rest is easy. Every so often set aside five to ten minutes near the end of the lesson when students can sit in silence and finish off three or four sentences possibly from the board. For example,

- I think the important ideas in this lesson were....
- I think we learned.....
- The bit I liked least was....
- The bit I liked most was....
- I was good at....
- I need practice at....
- I would like to do more.....
- I think the discussion went well because....
- I think the discussion went badly because.....
- I think it's strange that....
- It surprised me that...
- I didn't realise that....
- Next time I would like to....
- I need to find out more about....
- I found it difficult when.....
- I would like to ask.....
- I couldn't concentrate because.....

Standpoints Exercise

A standpoints exercise provides a good way to encourage pupils to decide whether they agree or disagree with a point of view or a statement and to provoke good discussions.

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	1	2	3	4	5
a					
b					
c					
d					
e					

On rows (a) to (e) write statements relating to the topic chosen. Give each pupil a grid and get them to tick the boxes according to their opinions.

When they have all ticked the boxes, look at each statement in turn and tell pupils to move physically to the number in the room, which corresponds to the number on their grid. When they have taken their positions, encourage them to debate with people who are standing by different numbers the reasons for their standpoint. Should pupils wish to move after having considered other people's arguments, allow them to do so, but get them to tell the rest of the group why they decided to change their mind.

This activity usually encourages even the quietest of pupils to take part.

Section 7

STRATEGIES FOR TEACHING AND LEARNING IN RELIGIOUS EDUCATION

7A

ENGAGING PUPILS IN VIBRANT RE LEARNING

The following suggestions can be applied at all phases and Key Stages, with some amendment at times to ensure that the activity/strategy is appropriate for the age group in question.

An RE lesson might include:

- something to do as soon as pupils come into the classroom: a puzzling question or picture; a challenge;
- a starter - during first 10 minutes a brisk, short activity - a picture or quotation to prompt discussion, a word or card game (though if pupils arrive in high spirits, a calming activity is needed and a game is not the best way to calm a class). Pupils should feel challenged as soon as they enter, their attention drawn to a task written on the board that poses a challenging problem to solve or a riddle to ponder. This should help motivation as they feel they've learned something in the first ten minutes;
- introducing pupils to what they are going to learn rather than what they are going to do;
- clearly focussed objectives;
- interactive teaching strategies, e.g. questioning, discussion, explaining, demonstrating, modelling;
- talking with a partner;
- planned opportunities to apply learning through group, pair or individual tasks;
- a plenary session for pupils to draw out key points (but remember that the most valuable thinking in RE goes on after a lesson is finished as pupils continue to reflect; this cannot be encapsulated in 'a few key points'. 'Why can't we sometimes light the fire and let it choose its own path?' - S. Brown *TES* 23.v.03) Plenaries help to show whether they are clear about what they have learned by the end. Pupils could write down three key facts they have learned in the lesson and share with a partner, summarise the lesson in a sentence, add any new key words and definitions to an RE 'subject dictionary' or evaluate how they have learned 'The part I found difficult or easy was.....'; 'the most important part was...'; 'I need to improve...';
- the teacher asking fewer questions but giving pupils more time to think, boosting confidence by allowing pupils to 'phone a friend' or discuss with a partner first;
- the teacher avoiding repeating pupils' answers, instead putting the onus on pupils to listen to each other rather than relying on the teacher to repeat or re-phrase the response
- expecting pupils to speak clearly to the whole class when answering a question and expecting that they will listen to each other, encouraging them to interact with each other, respond to and build on each other's answers, agreeing or disagreeing, giving reasons and asking additional questions. Pupils should be asked, 'What do you think?' and express **their** thoughts in **their** words rather than repeating information gleaned from a textbook;
- using 'no hands up' strategy to draw reluctant or lower attaining pupils;
- playing devil's advocate to stimulate a response;
- prompting reflection, e.g. 'So you are saying

- challenging pupils to provide a convincing argument, e.g. 'Convince me that.....'.

Thinking skills

RE requires pupils:

- to think in increasing depth, about complex issues to do with beliefs, motivation and ideas;
- give reasons for opinions and actions;
- make informed judgements;
- hypothesise;
- put both sides of an argument.
- Pupils' thinking skills can be developed by:
 - the teacher occupying a role between the learner and the content; Instead of 'I'm telling you what I know', 'you're in a process: I can help you make it work better, try this'; instead of doing the connecting, opening the channels, seeking connection;
 - work in groups to solve a puzzling question and then to feed back;
 - being encouraged to put forward alternative arguments or answers;
 - evaluating each others' answers;
 - thinking about and identifying the thought processes they went through to reach an answer ('meta-cognition'/ 'thinking about thinking'; instead of rushing on to the next bit of content, pause to examine how we did that, and what did it contribute to our skills in RE.

Assessment for learning

The strategy encourages teachers and pupils to decide together where they are in their learning, what they need to do to move forward and how they are going to take the next steps. Key features of assessment for learning are:

- sharing learning goals with pupils;
- helping pupils to understand what standards they are aiming for;
- self-assessment and feedback;
- evaluating other pupils' work;
- giving pupils the opportunity to mark their work before the teacher does.

Ensuring challenge

'Challenge' is fundamental to high quality teaching and is a pre-requisite of learning. It is important to get the level of challenge right. Pupils' interest and involvement can be stimulated by

- unusual material;
- open-ended, problem-solving activities;
- more abstract material;
- restricted time limits to complete a task;
- technical vocabulary;
- higher-order questions;
- encouragement to explain and justify answers;
- risk taking, showing that mistakes are an important part of learning.

For further information see 'Key Stage 3 Strategy' by Janet Dyson, Key State 3 Consultant (TLF), Barking and Dagenham LEA in 'Themes in RE: Learning from Religions Teacher's Resource Files Book 1 (Heinemann 2002)

7B

USING ARTEFACTS IN RELIGIOUS EDUCATION

When used as an aid to religious rituals, particularly worship, artefacts can represent something spiritual or divine. Feelings and beliefs are projected through them, and in the process, in the eyes of believers, they may become sacred and holy in themselves. It is essential for pupils to understand this particular quality, and religious artefacts, therefore should be stored, displayed and handled with the utmost respect, acknowledging their significance to the faith community.

Artefacts are those objects which have special religious significance for believers within particular faith traditions, for example, a chalice as part of the ritual of worship; prayer beads as a support to worship; an icon as a focus for meditation and reflection; the Five Ks as a witness to commitment.

- Artefacts can be used as a stimulus in the classroom, for discussion, story writing, drama, art and technology, arousing interest in religious traditions and practices;
- Artefacts can help to answer questions raised by pupils, such as “How do Muslims pray?” or “What is the Hindu puja tray?” By investigating artefacts, pupils can find out more about the practices of a faith tradition;
- Artefacts can enable pupils to gain an insight into the thoughts and feelings of believers;
- Artefacts can be used not only to learn about religion, but to learn from religion.

Pupils should be encouraged to develop their skills in observing and describing objects, to build up appropriate language and to articulate their ideas. Teachers can promote thinking by asking such questions as “What do you think this is? How do you think this is used? Where? When? By Whom? What do you think it might signify or represent to the user?” This last question is, of course, the most important for Religious Education. The main purpose of using religious artefacts in school is to help pupils to understand their significance to the faith community, and to encourage respect for the customs and traditions of others. Sensitively handled, this should prevent prejudiced reaction.

The question of the origin and significance of the artefact should move pupils on to the need for research and information, so that they can confidently say, “This is a ...” “It is used for ...” “It is important because ...”. At this point the investigation of an artefact may provide an opening for telling a related story, or providing an activity, which can illustrate the significance of the article to believers. A Hannukkiyah, the candlestick used at the Jewish festival of Hanukkah, can provide a basis for telling the story of the purification of the Temple in Jerusalem, and the oil that lasted for eight days. Pupils investigating a Muslim prayer carpet and compass will learn how to find the direction of Makkah, in order to place the carpet correctly, and a Muslim pupil or adult might demonstrate the prayer positions.

Pupils can be helped to understand further the religious significance of the artefact, and develop a personal meaning for themselves, by means of reflective questions. For example, the mezuzah, fastened to the doorpost of a Jewish house, contains a text reminding Jews of their beliefs, giving them guidance for living. Reflective

questions can be asked, such as “What are your rules? Where do they come from? Who/What helps you to keep them?” In this way, the use of artefacts in Religious Education contributes to pupils’ personal and spiritual development.

Schools may wish to develop their own boxes of artefacts relating to different faiths, festivals or themes, or neighbouring schools might build up a shared resource.

Artefacts may be obtained from:

<p>Articles of Faith Bury Business Centre Key Street Bury BL9 6BU</p> <p>Tel: 0161 7636232 Fax: 0161 7635366 E mail: eds.ttd.compuserve.com</p>
<p>Religion in Evidence Monk Road Alfreton Derbyshire DE55 7RL</p> <p>Tel: 0800 318686 Fax: 0800 137525 E mail: sales@lts.group.co.uk</p>
<p>The RE Resource Centre 1 All Saints Court Bristol</p> <p>Tel: 0117 9277454</p> <p>Resources are available to borrow, free of charge, not buy.</p>

VISITS AND VISITORS

RELIGIOUS EDUCATION IN SOUTH GLOUCESTERSHIRE

ARRANGING VISITS TO PLACES OF WORSHIP

Christianity

Bristol Cathedral

Bristol Cathedral, College Green, Bristol BS1 5TJ

Tel: 0117 946 8175 Fax: 0117 9253678.

Email: Amy White (Education Officer): amy.white@bristol-cathedral.co.uk

Guided tour: approx. 1hr 30mins, depending on age/study focus. The building is the main resource/focus of study but the Cathedral can provide crafts/drama/music workshops.

The Education Team is currently putting together resources for six curriculum-linked themes that teachers can choose from for their tour and workshop. These themes are:

- Special Things
- Jesus
- Christmas
- Easter
- Signs and Symbols
- A Place of Worship.

Please contact the Education Officer for more details

As much notice as possible due to a busy Cathedral diary and the need to find an available Guide if required.

£1 per pupil plus £1 extra each for workshop activity if requested.

Toilets available but no disabled access.

Clifton Cathedral (Roman Catholic)

Mrs Penny Chappel or Mrs Mary Manners, Clifton Park, Clifton, Bristol BS8 3BX

Tel: 0117 9738411 Fax: 0117 9744897

Web address: <http://www.cliftoncathedral.org.uk>

- No cost, but a donation would be appreciated
- Guide available if required
- Maximum 30 pupils per tour
- There are guide books available.
- Lots of information on web site.

Gloucester Cathedral

The Chapter Office, 2 College Green, Gloucester GL1 2LR

Tel: 01452 528095 Fax: 01452 300469

Email: lin@gloucestercathedral.org.uk

Education Officer - Chris Crago Tel: 01452 521010

Web address: www.gloucestercathedral.org.uk

- Guides are on tour duty 10.30 am – 4.00 pm Mon–Sat

- Tower tour: 269 steps!
- Cost between £1 and £3 per child
- Some of Harry Potter filmed here!
- Toilets and disabled access
- Coffee shop and gift shop
- Excellent web site

St Mary Redcliffe

Parish Office, 12 Colston Parade, Bristol BS1 6RA

Tel: 0117 9291487.

Email: parish.office@stmaryredcliffe.co.uk

Web address: www.stmaryredcliffe.co.uk

- Tours for school children can be organised on request

Redland Education Centre

Redland Education Centre offers multi-media, interactive trails and workshops based on the locally agreed syllabus for RE. KS1 and KS2 workshop themes include:

Belonging to a Christian Community, Christian Leaders, The Bible, Visiting a Church, Christmas in the 21st Century, Faith Expressed through the Arts, Relationships, Heroes and Heroines, Jesus, New Life, What a Wonderful World, Christian Artefacts, Exploring Questions of Good and Evil.

Workshops typically run for 1.5 hours. Refreshments and disabled access are provided. A space for lunch can usually be organized if required. Maximum no. of pupils: 40.

Also, Advent and Easter trails: a chance to encounter these key Christian festivals in a multi-sensory, hands on trail.

Contact Liz Ogborne for further details:

Redland Education Centre

Redland Parish Church Office, Redland Green Road , Bristol BS6 7HE

Tel: 0117 9464695 Fax: 0117 946 6862

Email: edcentre@redland.org.uk

Polish RC Church of Our Lady of Ostrobrama

Cheltenham Road, Bristol BS6 5RH

Tel: 0117 9243056

Pentecostal Church, Stapleton Road

Contact Secretary 0117 9513799

- Large and very interesting
- Maximum 30 pupils
- No cost, but a donation would be appreciated
- Toilets available, but no disabled access

John Wesley's Chapel

36 The Horsefair, Bristol BS1 3JE.

Tel: 0117 9264740

Contact: Margaret Tucker 0117 9686112

Web address: www.newroombristol.org.uk

- Oldest Methodist chapel in the world
- Rooms where John and Charles Wesley lived and the earliest Methodist preachers stayed
- Open Monday - Saturday from 10 am - 4pm all year.
- Tour charge varies for tour of chapel and house.
- Two month's notice required for tour of house.
- Maximum 40 pupils
- Toilets available, but no disabled access to upstairs

Broadmead Baptist Church

1 Whippington Court, Horsefair, Bristol BS1 3HY.

Tel: 0117 9291387

Mr P Dickinson, the Archivist e-mail office@broadmeadbaptist.org.uk

Web address: www.broadmeadbaptist.org.uk

- No cost but donation would be appreciated
- Optimum 20 pupils per visit, maximum 30
- 4 weeks notice required
- Visit last approx 60 minutes
- Toilets on ground floor and lift to first floor (no disabled access to first floor toilets)

Religious Society of Friends, Redland Friends Meeting House (Quakers)

126 Hampton Road, Redland, Bristol BS6 6JE

Tel: 0117 9741923

Write to: Bill & Louise Thatcher, 128 Hampton Road, Redland, BS6 6JE

- One month's notice required
- Tour available, would take about 45 minutes
- No fee
- Meeting houses are very simple, so there is not a lot to see, but would hope to stimulate discussion as to why Quakers meet in simple surroundings. A short talk about the Quaker tradition can be provided.

Thornbury Quakers, Tudor Room, The Chantry, Thornbury

Clerk: Liz Sidwell, Hazeldene, Hazel Lane, Ridgeway BS35 3QW

Tel: 01454 412975.

- Very simple room.
- Talk/discussion re room/worship and Quaker traditions.
- Regularly receive school visits.

Frenchay Quakers

Contact: Brian Hodkinson Flat 9, 162 Fishponds Rd, Eastville, Bristol, BS5 6PT

Tel: 0117 939 4170

- In contrast to above, an early Quaker meeting house
- Adjoining burial ground

- Has all the traditional features of a Quaker meeting
- Very interesting historical

The Salvation Army Bristol Citadel

6 Ashley Road, St Pauls, Bristol BS6 5NL

Tel: 0117 9424607

Email: bristol.citadel@salvationarmy.org.uk

- No charge

Orthodox Churches:

Greek Orthodox Church of St Peter & St Paul

Lower Ashley Road, Easton, Bristol BS5

Write to: Father George Nicolaou, 44 Berkeley Road, Westbury Park, Bristol BS6 7PL

Greek Orthodox web site: www.nostos.com/church/

Orthodox Church of the Nativity of the Mother of God

University Road, Clifton, Bristol BS8 1SP

Contact: Fr. David Payne 0117 9421914 or Anthony Hearn 0117 9720195

- No charge, donation appreciated.
- No dress code.
- Children to take paper and pencil/clipboard.

Judaism

Synagogues:

The Bristol Hebrew Congregation

9 Park Row, Bristol BS1 5IJ

Contact: Helen Barcan 0117 9422610

Email – hbarcan@vodafone.net

- 19th Century orthodox synagogue
- Very interesting interactive tour by ex-teacher
- Visit lasts approx 1 hour
- No food to be brought into the Synagogue including sweets and chewing gum Maximum number 50
- Cost: approx £25.00 per hour of guide's time
- **Visitors:** Some members of the Jewish faith communities are willing to visit schools to talk with children about their religion. Contact Mrs Hutter as above to arrange.

The Bristol and West Progressive Jewish Congregation,

43-45 Bannerman Road, Easton, Bristol BS5 0RR

For visits to the above please telephone Effie Romain 0117 9739312

Bristol and West Progressive Jewish Congregation: www.bwpjc.org

- No food to be brought into the Synagogue including sweets and chewing gum

- Maximum number 30
- Donation only (approx. £30.00 total or £1.00 per pupil)
- **Visitors:** Some members of the Jewish faith communities are willing to visit schools to talk with children about their religion. Contact Effie Romain as above to arrange.

Islam

Bristol Masjid Jamia Mosque

Green Street, Totterdown, Bristol BS3 4UB

Contact: Farooq Siddiq 0117 9513557 (evenings best). (He also arranges visits to the Mosque in Easton).

Special requirements for visits:

- Visits held on Tuesday or Thursday only
- Very informative and interesting
- Opportunity for open questions
- Clothing should be clean
- Males should wear long trousers
- Females should wear long skirts or trousers, arms should be covered
- Shoes shall be removed before entering the Prayer Halls
- Donations on a voluntary basis only.

Bristol Muslim Cultural Society

101A St Marks Road, Easton, BS5 6HY

Tel: 0117 9770944

Farooq Sadiq, as above, is very helpful.

Islamic Information Centre

460 Stapleton Road, Bristol, BS5

Tel: 0117 9020037

- Very helpful on a range of issues and resources
- Free downloadable information and literature available on website
- www.islamicinformationcentre.co.uk

Hinduism

The Hindu Temple

163b Church Road, Redfield, Bristol BS5 9LA

Contact: Mr Kamlesh Vyas

Tel: 0117 9351007 or 0794 6479726.

Email: panditjikamleshvyas@hotmail.com

Visits can include:

- General introduction to Hinduism and the temple lasts 1 hour. Cost: £50.
- Workshops on specific topics e.g. temple, foods and tasting, dancing last 2 hours. Cost: £100
- Visits to schools available
- No charge for special schools
- Other schools should not be put off from visiting by the charges, which can be negotiated.

- Females should wear trousers or long skirts
- Shoes shall be removed before entering the main part of the temple

Sikhism

Gurdwaras (Temples): All Gurdwaras welcoming

The Singh Sabha Gurdwara

71 - 75 Fishponds Road, Eastville, Bristol BS5 6SF.

Tel: 0117 9020104.

Quite large, traditional gurdwara where Mr Muktar Singh speaks to children.

The Bristol Ramgarhia Sikh Temple

81 - 83 Chelsea Road, Easton, Bristol BS5 6AS.

Tel: 0117 9554929

The Sangat Singh Gurdwara

11 Summerhill Road, St George, Bristol BS5.

Tel: 0117 9559333

Shri Guru Singh Sabha

303-307 Church Road, St George, Bristol BS5.

Tel: 0117 939 7290

Visits: Contact Narinder Vir Kaur at the Sikh Resource Centre,

114 St Mark's Road, Easton, Bristol BS5 6JD.

Tel: 0117 9525023 or contact the Gurdwaras directly.

- Males and females should wear headscarves (the gurdwara may be able to provide these).
- Shoes should be removed before entering the main part of the gurdwara.
- Visitors should treat the Guru Granth Sahib (sacred scripture) with respect - they should never turn their backs on it.
- Donations (of £20.00) would seem appropriate.

Buddhism

Amitabha Buddhist Centre

The Old Vicarage

Bishopston

Bristol

BS7 8NX

Email: Rak-ma@meditationinbristol.org

Web address: www.meditationinbristol.org/schools

- Learn some basics of Buddhism from practicing Buddhists
- Learn about Buddhist meditations
- Guided tour of shrines and Buddhas
- Refreshments if requested
- Opportunity for questions to be answered
- Maximum 40 pupils
- Donation: £1 per person (negotiable in special circumstances)
- Specific requirements catered for

Bristol Buddhist Centre

162 Gloucester Road, Bishopston,
0117 9249991

Sakya Buddhist Centre

121 Sommerville Road, St Andrews, Bristol BS6 5BX.

Tel: 0117 9244424

Contact: Miranda Moore

Email: info@dechen.org

Web address: www.dechen.org.uk

Shoes should be removed before entering the Shrine Rooms.

Donations (of about £15.00) would seem appropriate.

Bahai

Pejman Hafezi is a Professor of Physics at UWE

Email: P.Hafezi@bristol.ac.uk

Bristol Bahai Centre

8 Church Road, Lawrence Hill.

Tel: 0117 9552232

Email: bristolbahai@bci.org

Web address: www.bci.org/bristolbahai/main.htm

- (For information only – no visits available)

Section 8

ANNEXES

8A

HONORIFICS

Most religions pay specific honour to the names of deities, people and artefacts that they regard as holy, i.e. of especial significance.

It is not possible in this document to list all the honorifics used by all worshippers. When pupils and teachers are learning about religions it is important that they are sensitive to the expectations of worshippers in religions to which they are not accustomed. The best way to learn about these is to ask, in the spirit of wishing to learn more about the faith and of not wishing to cause unintended offence. Religious leaders and guides are almost always very pleased to respond to such enquiries. Pupils should be made aware that using the following honorifics are a mark of respect.

- In Buddhism, Buddhists would refer to the 'Lord Buddha' rather than just Buddha. The Dalai Lama carries the title 'His Holiness'.
- In Christianity, most worshippers would prefer 'Jesus Christ' or 'Our Lord Jesus Christ' rather than Jesus. The Pope carries the title of 'His Holiness', which would be used by Roman Catholics. The term 'Holy Communion' is probably preferred to Communion.
- In Hinduism, it is a mark of respect to preface the names of deities with the honorific 'Lord', for example the 'Lord Shiva' and the 'Lord Krishna'.
- In Islam, a Muslim would expect the name of the 'Prophet Muhammad, peace be upon him' to always be followed by those words. The Qur'an, as the divine book revealed from Allah, would be referred to as the 'Holy Qur'an'.
- In Judaism, the shrine in the synagogue where the scrolls of the Torah are kept is called the 'Holy Ark'.
- In Sikhism, the title 'Guru' should always be used before the Guru's name.

8B

GLOSSARY OF EDUCATIONAL TERMS RELATED TO THE AGREED SYLLABUS

Key Stages (KS)

Age groups as follows

Key Stage 1: Pupils up to the age of 7

Key Stage 2: Pupils between 7 and 11

Key Stage 3: Pupils between 11 and 14

Key Stage 4: Pupils between 14 and 16

Post-16: Pupils between 16 and 19

EYFS

Early Years Foundation Stage

Attainment Targets (ATs)

The overarching aims of delivering 'Explicit' (AT1) and 'Implicit' (AT2) Religious Education on which pupils will be assessed.

Strands (Std)

The three sub-divisions of each Attainment Target which provide continuity and progression through all the Key Stages.

Key Questions (KQ)

The focus for learning objectives within each Strand.

Programmes of Study (PoS)

Everything that must be covered in the subject for a Key Stage, i.e all six strands.

Levels

Assessment statements on an eight point scale that provide an outline of what a pupil knows, understands and can do for each Attainment Target.

Scheme of Work (SoW)

A detailed map of curriculum provision for a Key Stage documenting what, how and when we teach and how we know that pupils are learning.

An extensive Glossary of Religious terms is available as a separate document.