

Summer Term RE Plans KS1-2

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Summer Term RE Plans KS1-2

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Guidance for schools

The Ofsted 2010 report 'Transforming religious education' contained several useful recommendations to ensure high standards in the subject of RE. One of these recommendations was to ensure that agreed syllabuses and related provide more guidance on teaching about Christianity and non-religious world views, and effective ways of balancing the need to foster respect for pupils' religions and beliefs with the promotion of open, critical, investigative learning in RE.

The Staffordshire Agreed Syllabus does not significantly prescribe content acknowledging that this is a matter for schools to decide for themselves, however Staffordshire SACRE also understands that planning for good learning and progression in RE takes time. In many primary schools the leading teacher of RE is not an RE specialist and this creates many challenges. Keen to support schools in delivering challenging and stimulating RE which support enquiry and engages pupils in the study of religion, the medium term plans that follow offer ideas and examples for schools.

These plans are non-statutory and schools could choose to follow one or all of these plans or to simply plan their own. Schools are free to use or adapt any or all of them. They provide the start point for more detailed lesson planning and signpost schools wishing to pursue the ideas in the right direction for appropriate resources. The plans show progression through the age related expectations and leave schools free to decide which aspect of the teaching and learning activities is most appropriate to assess

The curriculum opportunities in the programmes of study focus on religious experience. To support good learning and skill development the following suggestions will help you to get the maximum impact from both the plans provided or from your own individual ideas. Pupils should, as appropriate:

- encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
- visit places of religious significance
- use ICT to enhance understanding
- discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
- reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments
- use a range of forms of expression to communicate their arguments
- explore the connection between RE and other curriculum areas

Long Term Plan KS1-2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Identify and ask questions about customs associated with particular religious communities 1.4b</p> <p>Special Places and Festivals</p>	<p>Explore stories about the lives and teachings of key religious figures 1.1b</p> <p>The birth of Jesus</p>	<p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Relationships, promises and church wedding celebrations.</p>	<p>Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c</p> <p>Easter celebrations</p>	<p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a</p> <p>Caring for creation</p>	<p>Hear and respond to stories about belonging and relating to religious communities 1.4a</p> <p>Helping others</p>
Year 1	<p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</p> <p>Caring</p>	<p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p> <p>Belonging</p>	<p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Celebrations</p>	<p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p> <p>Families</p>	<p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p> <p>Answers</p>	<p>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</p> <p>Worship</p>

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Year 2	<p>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</p> <p>Caring for the natural world</p>	<p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</p> <p>Valuing new life</p>	<p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Worship and ceremonies</p>	<p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</p> <p>Belonging to a group</p>	<p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</p> <p>Storytelling through sacred writings</p>	<p>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</p> <p>Showing kindness and goodness</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</p> <p>Exploring living by rules</p>	<p>Compare and contrast the practice of religion in the home in different religious communities 2.2a</p> <p>Religion in the home</p>	<p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p> <p>Symbols of worship</p>	<p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <p>Sharing special food</p>	<p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</p> <p>The beginning of the World</p>	<p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</p> <p>Religious Leaders</p>

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<p>Year 4</p>	<p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</p> <p>Environment: Harvest</p>	<p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p> <p>Landmarks in life</p>	<p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</p> <p>Commitment: Lent</p>	<p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p> <p>Study of a chosen religion</p>	<p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p> <p>Thinking about God</p>	<p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</p> <p>Features and patterns of worship</p>
<p>Year 5</p>	<p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b</p> <p>Sacred writings: Hinduism</p>	<p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</p> <p>Peace</p>	<p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p> <p>Religious diversity: happiness</p>	<p>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</p> <p>Easter: suffering and hardship</p>	<p>Explore the origins of sacred writings and consider their importance for believers today 2.1a</p> <p>Wise words</p>	<p>Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d</p> <p>Values and beliefs</p>
<p>Year 6</p>	<p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</p> <p>Commitment</p>	<p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</p> <p>Words of wisdom</p>	<p>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</p> <p>Taking part</p>	<p>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</p> <p>Belief in action</p>	<p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p> <p>The importance of hope</p>	<p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p> <p>Justice: rich and poor</p>

Year 1

Religious Education	Title: 1.1a Answers	Year:1 Term:Su1 Hours:6
<p>Programme of Learning Focus</p> <p>To support the learners to become religiously literate, this unit will provide opportunities to: <i>Engage</i> with stories and extracts from religious literature and <i>talk about</i> their meanings</p>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify stories from faith communities that have meanings for believers and link these to possible action</p>	<p><i>WTS: All learners should be able to share ideas about the behaviour practised by the main characters in the faith stories</i> <i>EXS: Most learners should be able to suggest what believers might learn about the way to behave from the main characters in the story</i> <i>GDS: Some learners should be able to make connections between the meaning of the story and the way believers might be expected to behave</i></p>	<p>What can we learn from stories?</p> <p>Use the children's experience to explore the idea of right and wrong in the way we behave towards each other. Discuss their ideas of a good person and what they can teach us. Use heart-shaped paper to write 'A friend is.....'</p> <p>What stories do members of faith communities tell which have meanings?</p> <p>Draw on the children's previous knowledge about Jesus (e.g. birth stories). Tell the story of the child Jesus in the Temple (Luke 2⁴¹⁻⁵¹) and raise questions to encourage imaginative responses and application to their own lives (e.g. being lost, finding a safe place) Introduce the idea of friends. Tell stories of Jesus's conversations with his friends (<i>Call</i> Matthew 4¹⁸⁻²²; <i>Mary and Martha</i> Luke 10³⁸⁻⁴²; <i>Jesus and the children</i> Matthew 19¹³⁻¹⁵; <i>paralysed man</i> Luke 5¹⁸⁻²⁶....)</p> <p>What can believers learn from their stories and why is this important to them? What have you learned from stories?</p> <p>Reflect on Jesus as a friend, someone who did good things for others. Make a class collage of pictures of people doing good for others. Share ideas about good things the children can do.</p> <p><i>Resources:</i> – The Lion Storyteller bible and Developing Primary Re 'Faith Stories', 2002 available from RE Today www.retoday.org.uk/ <i>Notes:</i> This plan is based on Christian stories but it is easy to focus on a different faith using the suggested resources</p>
<p>ENGAGE Learners should be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers.</p>	<p>Assessment opportunities (what will be assessed and when)</p>	
<p>REFLECT Learners should be able to identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>		

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Religious Education	Title: 1.2a Worship	Year: 1 Term: Su2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Find out about</i> how and when people worship and <i>ask questions about</i> why this is important to believers		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them</p>	<p><i>WTS: All learners should be able to use religious words and phrases to identify when and where faith communities might meet together for worship</i> <i>EXS: Most learners should be able to recall what happens when members of faith communities meet together for worship</i> <i>GDS: Some learners should be able to suggest why it might be important for members of faith communities to meet together for worship</i></p>	<p>How and when do people meet together?</p> <p>For example: Talk about the different times when people meet together, e.g. at work, at school, at clubs, on special occasions. When does this happen and how often? Think about the difference between meeting people at school every day and meeting for a special occasion. Discuss the reasons why people like to meet together and what happens when they get together. Identify places people might meet on a local map to create a display. Add a caption to show what goes on in each location.</p>
<p>ENGAGE Learners should be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>How and when do faith communities meet together for worship?</p> <p>For example: Think about the idea of special days. Talk about where faith communities might meet and why they might use a special building. Look at examples of special religious meeting places. Find out what might happen when religious people get together, and what special things they might do. Use the ideas and activities on pages 3, 4 and 5 in 'Developing Primary RE: Special Places: 2002' as resources. Resources: 'Developing Primary RE – Special Places' 2002 – p3, 4, 5.</p>
<p>REFLECT Learners should be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different</p>		<p>Why is it important to members of faith communities to meet together for worship?</p> <p>For example: Prayer, listening to a reading from a special book, singing hymns, listening to a talk. Find out more about what happens. Describe the activity and suggest how it might feel to take part. Talk about why this is especially important to a believer. Think about the reason why people might be sad if they could not do this. Discuss why it is important to do these things together - with other people who feel it is important. Talk to a member of a faith community to find out why worship is important to them. Resources: visit to a place of worship, ideas and activities p10 – 19 Developing Primary RE Special Places 2002. Video of people worshipping etc. Talk from member of a Faith community.</p> <p>How important is it for you to meet together with others?</p> <p>For example: Ask pupils to share their own ideas of things they like to do with other people. Find out what they would miss if they could no longer meet. What would they like to continue doing, and why? Identify the good things about meeting with others. Pupils could lead the next school assembly and tell the school what they have been learning about why different people choose to meet up together. Identify what make meeting together with others an important experience.</p> <p><small>Resources: Books mentioned are available from RE Today at www.retoday.org.uk/</small></p>

Year 2

Religious Education	Title: 1.5c Storytelling through sacred writings	Year:2 Term:SU1 Hours:6
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> a range of stories and extracts from sacred writings and <i>talk about</i> the meaning they have for believers		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live</p>	<p><i>WTS: All learners should be able to recall the outline of stories from faith communities which have meaning and be able to identify some important ideas from the stories</i> <i>EXS: Most learners should be able to suggest what the stories say to believers about how they should lead their lives</i> <i>GDS: Some learners should be able to demonstrate how the story would impact on a believer's life if they put the teaching into practice</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>Why do people tell stories that have a meaning? Introduce a favourite book and explain reasons for choice. Invite librarian to talk. Discuss reasons for books being special to people. Children can talk about their favourite book and say why it's special to them. Talk about how they treat it/ look after it. Talk about stories with meanings/morals – what do these stories tell us?</p> <p>Invite a Christian to talk about/ answer questions about how the Bible is special to them - when they read it, where they keep it, why it is important to them, etc. Choice of activities through which children can give some reasons why the Bible is special to a Christian, e.g. tell the group, make a list, write or role play as if they were a Christian explaining it to someone, draw pictures with captions.</p> <p>Demonstrate how the Qur'an is treated and read by Muslims, including washing hands before use. If possible, invite a Muslim to do this. Choice of activities which enable children to show knowledge of how Muslims show that the Qur'an is special to them, e.g. demonstrate or explain how the Qur'an is treated. Let the children see and talk about Arabic writing. They could try to copy or decorate a word or phrase as beautifully as they can.</p> <p><i>Resources: Bibles, Christian visitor, Librarian or visit to library, Qu'ran.</i></p>
<p>ENGAGE Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer</p>		<p>Why do faith communities value stories that have meaning for them? Read examples of Psalms. Talk about the feelings they evoke and what they say about God. Listen to psalms being sung. Children to choose a psalm or extract that they enjoyed and make a picture of what they see when they think about it, or compose some music to play as it is read. Write own psalms/poem or learn to sing a simple psalm, e.g., Fill your hearts with joy and gladness.</p> <p>Tell a story from the Bible for example the story of the lost sheep (Luke 15, v1-7). Discuss what the story tells Christians about God. Ask children have they ever lost anything precious? How did it make them feel? Act out the story in groups. Children could write their own explanation of meaning. <i>Resources: Examples of Psalms, copy of The Lost Sheep, Faith Stories (RE Today, Developing Primary RE).</i></p>
<p>REFLECT Learners should be able to identify important ideas from stories with meaning and explain how different people might respond</p>		

What can stories tell you about important things in life?

Read part of a sura (e.g. "Look at the birds, held poised in the midst of the air. Nothing holds them up but the power of Allah" ; 88: 17-20 "Look at the camels how they are created and at the sky how it is raised high, and at the mountains how they are fixed firm, and at the earth how it is spread out") Talk about what it tells a Muslim about God. Match these suras to characteristics of God using cards saying, e.g. "Made a beautiful world", "Looks after living things". Time allowing there could be creative work based on the extract. Make a special class book of poems and stories.

Resources: *Exploring Puzzling Questions – RE Today Services, www.godlyplay.org.uk.*

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Religious Education	Title: 1.6a Showing kindness and goodness	Year: 2 Term: SU2 Hours: 6
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Reflect and respond to stories highlighting the morals and values of believers in practice - Sikhism</i>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE</p> <p>Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community</p>	<p><i>WTS: All learners should be able to identify individuals from faith communities who are believed to set an example</i></p> <p><i>EXS: Most learners should be able to identify qualities and attributes which set these people apart linking the examples in the stories with the way believers should lead their lives</i></p> <p><i>GDS: Some learners should be able to explain how their attitudes and behaviour marked them out as being good within the faith community.</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>What makes a person good?</p> <p>Sit children in a circle and play a game to draw out qualities of people who are good. At first think about other children within the class then expand their ideas to types of people they think are good e.g. teachers, nurses, doctors, vets, religious leaders, police etc. What makes these people good? What qualities and attributes do they have?</p> <p>Represent some of their views in a wall display.</p> <p>Resources: Pictures of different people who are considered to be good.</p>
<p>ENGAGE</p> <p>Learners should be able to identify important examples from faith stories and link these to the way believers might behave</p>		<p>Who do believers think is good?</p> <p>Introduce children to some creative storytelling. People of faith often learn how to be good from stories. Tell stories such as:</p> <ul style="list-style-type: none"> The boy who threw stones at trees – Islam Guru Nanak, the jasmine flower and the milk – Sikhism <p>These stories are available online. Here is one available link: http://www.lancsngfl.ac.uk/re-syllabus/download/file/Creative%20story%20telling%20for%20younger%20children.pdf</p> <p>Talk about the stories asking questions about what the pupils can learn about people of faith think goodness is, and represent some part of each story in a creative way. Explore these stories over four weeks to ensure pupils have a good understanding. This could involve literacy, drama and art.</p>
<p>REFLECT</p> <p>Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour</p>		<p>How can you be good?</p> <p>Discuss with children examples of people today who they admire. Why do they admire them? Are they similar to any of the people from faith communities that have been shared above?</p> <p>Encourage children to make practical suggestions about how they can express their concern for others, and treat each other with fairness and as of equal value. Ideas and suggestions can be represented on the wall in a chain of rings or circles.</p> <p>Resources: Pictures of people children may admire today.</p>

Year 3

Religious Education	Title:2.1d the beginning of the world	Year: 3 Term: SU1 Hours: 5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the meaning of a wide range of stories about the beginning of the world and <i>reflect upon</i> their importance for believers		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today</p>	<p><i>WTS: All learners should be able to identify a range of stories about the beginning of the world from different traditions</i> <i>EXS: Most learners should be able to identify the important beliefs that faith communities take from these stories</i> <i>These learners should be able to identify similarities and differences within these stories and suggest why they might be important to faith communities</i> <i>GDS: A few learners should be able to suggest how these stories are regarded by faith communities today and why they are still important</i></p>	<p>What do we mean by 'creation'? Explore the verb 'to create' by talking about the inspiration, purpose, imagination etc. of something the children have created themselves recently (e.g. in DT, Art & Design, Music) or your own or another person's experience of creating something. Discuss how the verb 'to create' implies more than simply 'making' (careful deliberation, imagination to see the possibilities, experimentation, creativity and perseverance to 'get it right'). Discuss the feelings we have when our 'creation' disappoints or delights us. Take an animal (e.g. a cheetah or a tortoise), a plant (e.g. an oak tree or a sunflower), a natural substance (e.g. water or flint) and a natural disaster (e.g. an earthquake or a flood). Some are adapted to or have properties that are essential for life on earth, others have the ability to cause problems.</p> <p>Some people believe that the natural world has a creator God. There are many ancient expressing this idea. Some people think these are literally true. Other people believe these stories have something important to say but aren't literally true. Other people do not believe that there is any kind of God at the origin of things preferring scientific explanations. Ask children for their views on how the world started. Hot seat different children to see how their views differ.</p> <p>Talk about the way in which faith communities believe the beauty of the earth came into being. For example: Watch a video or read about the Christian story of Creation. Ask the children to write their own version of the story in a few key words/phrases as a 'comic strip' in only 3 sections (beginning, middle and</p>
<p>ENGAGE Learners should be able to identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision</p>	<p>Assessment opportunities (what will be assessed and when)</p>	

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REFLECT

Learners should be able to link ideas about the beginning of the world with attitudes and values and show the impact that this might have on individuals and communities

end), or create a 3-slide power point presentation. They will need to think carefully about what they think is most important for each section. Discuss each other's ideas and reasons for choices.

Read and discuss story of birth of Brahma and the Sea of Milk. Discuss the role of Brahma as creator. Identify sounds, actions and movements in the story. Ask pupils to work in small groups with musical instruments to recreate the story in sound and movement. Evaluate interpretations of different groups.

Analyse the Hindu and Christian stories: What was there in the beginning? Nothing? Something? What happens? What causes things to happen? What is the result?
Children could make a Venn diagram to show similarities and differences between the 2 stories e.g. both stories begin with darkness and water; both stories refer to 'spirit' or 'breathing' (these words come from the same root); in both stories sky and earth are formed. What do you think is the most important similarity between the stories? What do you think is the most important difference between the stories?

Discuss an appropriate structure for a creation story e.g. In the beginning Suddenly/slowly Next/after many years Finally/at last
Think about the opening setting and whether there will be a main character. Discuss imagery and vocabulary from stories so far encountered and the reasons for their use.

Ask the children to write their own creation stories. They could then write reviews of each other's stories, as if for a 'creation story' anthology, explaining the ideas/beliefs that are expressed.

Religious Education	Title:2.1c Religious Leaders	Year: 3 Term: SU2 Hours:5
Programme of Learning Focus		
<p>To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the life of key religious figures and <i>make links with</i> teachings and practices of special significance to followers.</p>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today</p>	<p><i>WTS: All learners should be able to identify religious leaders and retell stories relating to significant events in their lives</i> <i>EXS: Most learners should be able to make links between these stories, the beliefs of the leaders and their teachings</i> <i>These learners should be able to suggest how and why these beliefs and teachings made them into respected leaders</i></p>	<p>What sets some people apart from the crowd and makes them leaders? Discuss who people follow e.g. football and pop stars, politicians, parents and teachers, famous people from the past, religious leaders etc. Make a poster/collage of a person of their choice saying what they like about this person and what sets them apart. Talk about the qualities for which they're followed and whether/how they affect the followers. (Children need to understand that not all following is helpful.) Who do they follow and why?</p> <p>What turns someone into a religious leader? Notes: The baptism of Jesus marks the start of his work and ministry (Mark 1:9-11). Before he began his work he had 40 days where he went away to reflect on the kind of leader he should be. This time is known as the temptation of Jesus as he contemplated his options.</p>
<p>ENGAGE Learners should be able to make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today</p>	<p><i>GDS: A few learners should be able to talk about the role of the religious leader or leaders for the community today and say why their teachings and practices are still respected</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>Explore what the children already know about the life of Jesus. Focus on the baptism of Jesus. Tell the story (this could be done as a guided visualisation) and discuss how different characters might have felt. Share some images of the baptism (paintings such as The Baptism, Piero della Francesca) and ask questions such as 'who are the people?' 'what is happening?' 'what are people feeling, thing saying?'</p> <p>Ask pupils to describe a turning point in their own lives e.g. moving house, birthday, arrival of a new sibling etc. How did they feel? Did they make that choice? Did Jesus make the choice at his baptism? How did he know he was making the right choice?</p>
<p>REFLECT Learners should be able to identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life</p>		<p>Explore the story of the temptation of Jesus. Tell the story and share images in the same way as the story of the baptism was explored. Discuss with pupils the idea of temptation and how you can choose between right and wrong. Pupils could create a role play based on a temptation where one person plays the part of the good conscience and the other plays the part of the bad conscience. Pupils could illustrate one of Jesus' temptations and share ideas about why he rejected it.</p> <p>Give an opportunity for pupils to reflect on what they have learnt from this aspect of Jesus' life. What makes him a good leader for Christians? What can a Christian learn from his life? This could be in the form of personal writing with optional sharing.</p>

Year 4

Religious Education	Title: 2.3d Thinking about God	Year: 4 Term:SU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Identify</i> some of the ways in which religions name and describe attributes of God and <i>make links</i> with belief and practice		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths</p>	<p><i>WTS: All learners should be able to identify names and attributes given to God</i> <i>EXS: Most learners should be able to suggest what a believer might see as the most important attributes of God</i> <i>These learners should be able to link sources with beliefs and ideas about God</i> <i>GDS: A few learners should be able to compare and contrast beliefs about God within and between faiths</i></p>	<p>What's in a name? Introduce the idea of 'names'. Why do they have a name? Introduce the idea of a 'Title' e.g. Sir, Lady, Your Honour, Head teacher etc. Invite ideas as to what they mean and when and why are they used. What value does the title hold? Why is your Head teacher addressed as such? Use examples of well-known people e.g. Sir Chris Hoy and discuss their attributes and why they were given a title.</p> <p>How do people of faith describe God? Explore what Hindu's think about God through the use of an artefact or picture from the Hindu tradition – a statue or murti of a Hindu God/Goddess.</p>
<p>ENGAGE Learners should be able to make links between belief about God, the practices of believers and the choices they make in life</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>Start by exploring the object, what clues are there about the story behind the God and about the character of the God. Ask pupils to create questions to ask the God prior to sharing the story behind the God (this could be read, watched or both) – are their questions now answered? Ask pupils to choose four key words from the story and make a picture or symbol to represent each word. Share their words and images with others.</p> <p>Give pupils a picture of the God being explored and ask them to label the image using their new knowledge.</p>

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REFLECT

Learners should be able to identify the names and attributes they would want for themselves and to show how they might live up to this reputation

Discuss the feelings Hindu's might have when they worship this God. If possible, seek insights from local believers or show images from inside a Hindu Temple. Explore how Hindu's worship. Can pupils answer the following question in relation to the God: why are some items worth more than money?
Ask children to write down anything they might like to say to this God or to a Hindu based on their new learning.

Religious Education	Title: 2.2b features and patterns of worship	Year: 4 Term: SU2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Identify</i> the main features and patterns of an act of worship and <i>talk about</i> the importance of worship for believers		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths</p>	<p><i>WTS: All learners should be able to identify the main features and patterns of an act of worship</i> <i>EXS: Most learners should be able to describe important aspects of worship and make links with beliefs and sources</i> <i>These learners should be able to identify similarities and differences of practice within and between faiths</i> <i>GDS: A few learners should be able to suggest why ways of worship may vary within faiths</i></p>	<p>What happens when people meet together with a common cause or interest?</p> <p>For example: Talk about the times when people meet together, for school, for work, for clubs, leisure and enjoyment. Talk about the similarities and differences, such as - people meet because they have something in common, they sometimes choose who they meet with, sometimes don't. Think about the common features and patterns which meetings have, such as time, place, interests, clothing, and activities. Talk about the reasons why people might meet together in this way and why common or shared practices might be important. Identify on cards the different reasons why people might meet together and create a display .Resources: stimulus pictures of people in groups e.g. Football grounds, cinema etc...</p>
<p>ENGAGE Learners should be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>What happens when people meet together to worship? Look at pictures/video of people worshipping. Share ideas of what it means to worship. Suggest a definition of worship Discuss how this fits with the pattern for meetings identified in the earlier lesson. What do these people have in common? Do they choose to be there? What are they doing? Identify general patterns and main features. Make a list of things which seem essential for an act of worship.</p>
<p>REFLECT Learners should be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups</p>		<p>Select a focus for study for example Christianity and Islam: In groups pupils should investigate worship in two faiths with the aim of producing a worship guidebook and display. Tasked with this mini project, pupils could investigate under the following headings: special places, special items, special words, special actions. Depending on the faiths being explored you may also include special foods. Make use of the internet, books and artefacts to support pupil's investigations. As an added extra invite in a visitor to demonstrate worship in a particular faith including actions, artefacts and song.</p> <p>To support deeper learning pupils could be given 2 quotations from each faith and show in their guidebook where the action demonstrates the quote e.g. Christians believe.... They follow this belief when... 'I will sing to the Lord all my life; I will sing praise to my God as long as I live' Psalm 104:33 'Jesus said whenever you eat bread and drink wine, remember me.' 1 Corinthians 11:26 'There has come to you light and a clear book from Allah' 9Qur'an 5:15-16) 'Worship none but Allah' Qur'an 40:83</p> <p>Pupils could present their guidebooks/displays to others perhaps in the format of a 'market place' activity. Children from KS1 and/or parents could also be invited to attend.</p>

Year 5

Religious Education	Title: 2.1a Wise words	Year:5 Term:SU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the origins of sacred writings and <i>consider</i> their importance for believers today		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to explain the origin and transmission of sacred writings and explain their importance for faith communities today</p>	<p><i>WTS: All learners should be able to identify stories and teachings contained in the writings which are of importance to faith communities today</i> <i>EXS: Most learners should be able to suggest meaning for some of the texts and say how this might influence the way believers live</i> <i>These learners should be able to identify important teachings and sources for faith communities contained in the writings linking this with behaviour and practice</i> <i>GDS: A few learners should be able to show how believers might use sources as a guide to behaviour in challenging situations</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>Wise words Start with pupils making a collection of wise words and sayings from home and life about living e.g. 'love, laugh, live', 'think before you speak'. Pupils could survey school staff for their contributions too. Have three areas of the classroom (agree, disagree, unsure) and as you read out the wise words and sayings pupils decide what they think about it and stand in the area reflecting their view point. The class could vote on their favourite saying.</p> <p>'Words can guide us' using a simple blindfold game ask children in pairs to direct each other around the classroom. After taking turns to be the guide and be guided ask pupils to complete the following sentences: If you can't see, then it's good to trust... If someone else trusts you to guide them, you should... We all need to be guided in life, for example...</p> <p>Sacred Texts Share with the pupils two sacred texts (Holy books) e.g. the bible and the Qur'an. Treat both items with respect to illustrate the high regard believers have for the wise words they contain. Make the link to the wise words and the guidance activity. Both books are different and will be used differently in your lessons. Explore a story from or about each book which gives some wise words/advice for a believer e.g. Christianity - The lost sheep (Luke 15: 3-7 and Matthew 18: 12-14 a story about Gods love and concern for all and about being lost and found.) Islam – The story of the night of power (when he received the Qur'an). Stories could be explored via reading, video or drama.</p> <p>For each story consider what would matter most the believer, how it might affect the behaviour of a believer – e.g. my favourite part of the story was...I think this would make a believer think deeply about...Because of this story a believer might...</p> <p>If pupils had to design a front cover for the Bible what would they draw and why? How would it reflect what the Bible means for believers and what it has to teach?</p> <p>Favourite books</p>
<p>ENGAGE Learners should be able to identify important teachings contained in sacred writings and show the impact they have on the lives of believers today</p>		
<p>REFLECT Learners should be able to identify writings which have had an impact on society in general and link these with their own and others' values, choices and behaviour</p>		

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		Pupils could write a book review for their favourite book using the questions they answered on behalf of a believer - e.g. my favourite part of the story was...one of the things this book has made me think deeply about is...Because of this book I might...
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Religious Education	Title: 2.2d Values and Beliefs	Year: 5 Term:SU2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> the life of a person who has been inspired by their faith and <i>make links</i> between belief and action		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to link beliefs, sources and behaviour and identify the consequences of actions in the life of a person inspired by their faith</p>	<p><i>WTS: All learners should be able to identify some significant events or symbolic actions in believers' lives which reflect their beliefs and values</i> <i>EXS: Most learners should be able to explain the significance of particular actions or events</i> <i>These learners should be able to identify the impact believers' lives had on those around them and to suggest why people might believe they were inspired by their faith</i> <i>GDS: A few learners should be able to explain what it might mean to be inspired by faith</i></p>	<p>Inspiration Discuss the word inspiration with pupils. What do they think this means, who inspires them the most? Why? Can they name some special people you know of who are special within the faith community? Share the story of someone who has inspired you. It doesn't have to be anyone well known. It might have been an old teacher! Explain how their words, actions or what they stood for changed some aspects of your life. Make notes of the inspirational characteristics. In pairs think of different leaders e.g. work, school, community, sport, society etc. talk about what each one does to fulfil his/her role Discuss a leader known to the class. Consider the role he/she plays, how necessary the job is, if the leader chose his role, does he/she have rules to follow etc. Move on to consider the leader's style of leadership – perhaps noting key words in pairs or as a class.</p>
<p>ENGAGE Learners should be able to explain the significance and impact of the actions of a person who has been inspired by their faith</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>ACTIVITY: Write about the inspirational leader discussed or another leader of the children's choice, outlining their role, style of leadership and evaluating their success as a leader. Suggestion:</p> <ul style="list-style-type: none"> ○ one half of page for key words relating to style of leadership ○ other half, phrases to describe the leader's role ○ picture in middle of page

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<p>REFLECT Learners should be able to talk about the way their own values affect their actions and to explore the consequences</p>		<p>What do people do when they are inspired by their faith? In groups pupils can be given one inspirational person to research. Choices could include Archbishop Desmond Tutu, Yusuf Islam, Rabbi Hugo Gryn. They could complete a project or presentation answering the following: Who is this person? What did the individual do that makes them an inspiration to others? When did they do it? Where in the world? Why did the person go above and beyond? How were they inspired by their faith? What leadership qualities did they show?</p> <p>What can actions say about what people believe? Explore the life of Gandhi as a class. Look at a story from the life of Gandhi for example The Salt March. Discuss the actions made by Gandhi and how he was inspired by his beliefs. Talk about Gandhi's beliefs and values (Hindu beliefs of Karma and Dharma and Ahimsa) and ask children to design a poster reflecting these.</p> <p>What do your actions say about what you value? Pupils complete a written reflection task: I believe...so I always try to... These could be written to form a display.</p>
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Year 6

Religious Education	Title: 2.5a The importance of hope	Year:6 Term:SU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Raise questions</i> about issues which cause people to wonder and <i>investigate</i> some answers to be found in religious writings and teachings		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE</p> <p>Learners should be able to identify puzzling questions and suggest what impact seeking answers and making choices might have</p>	<p><i>WTS: All learners should be able to identify questions of particular significance for faith communities</i></p> <p><i>EXS: Most learners should be able to identify sources used by faith communities to find answers</i></p> <p><i>These learners should be able to link questions with stories and sources from faith traditions and identify important beliefs and teachings</i></p> <p><i>GDS: A few learners should be able to explain the impact of these beliefs and teachings on the behaviour of believers</i></p>	<p>Notes: Life is full of big questions which cause people to wonder... Why am I here? Does life have a meaning? Is there a God? The biggest is perhaps the question of suffering. Christians maintain that God is good. But if this is true, then why is there suffering? Does God cause it? Why doesn't He stop it? Is He not powerful enough, or not loving enough? This unit will explore some of these issues but with a focus on the importance of hope.</p> <p>What are 'big questions'? Circle</p> <p>time: Does a circle have a definite beginning or end? Where is the beginning or the end? Imagine a question without a definite beginning or end. What is a question? What words do we find at the beginning of questions? When do you ask questions? If you wanted to find an answer to any question how would you try to find out? Do you always get answers to your questions? Does anyone know all the answers to all questions? Does anyone have a question they have not got an answer to, no matter who or where they have asked? Give and discuss examples. Use key words ultimate and non-ultimate. Can pupils come up with some ultimate and non-ultimate questions? How might someone who is religious answer some of the ultimate questions? What sources would help them?</p> <p>Explore the Problem of Evil</p>
<p>ENGAGE</p> <p>Learners should be able to identify questions of particular significance to faith communities and explain the impact on believers of answers found in the sources of faith traditions</p>		

<p>REFLECT Learners should be able to identify their own puzzling questions and share ideas about the choices they make and the impact this might have on their lives</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>What is evil? – give examples and definitions. Age appropriate examples for man-made evil could include animal testing, poverty, war, racism. Natural evil would include natural disasters. Time could be spent researching and exploring these - Where does evil originate?; What questions does evil raise about God's love, power and purpose?</p> <p>A case study – Hope in the face of evil and suffering</p> <p>Explore the experience of Jews in Europe during WW2. The boy in the striped pyjamas might be an appropriate source to sensitively explore the issue of the Holocaust with pupils and to help them to make comparisons with their own lives. Explore the life of Rabbi Hugo Gryn in more detail. Hugo was a survivor of Auschwitz. How did Hugo resolve the problem of evil in terms of his beliefs, for example why was it still important for him to believe in God during such difficult times? What gave Hugo courage whilst he was in the concentration camp? Why did he still feel the need to celebrate Hanukkah whilst in the concentration camp? (Hanukkah celebrates the victory of good over evil). How did the story of Hanukkah give Hugo strength?</p> <p>How do/should believers respond in the face of evil?</p> <p>How does the story of Hugo Gryn have a positive message to all people in the world today who have faced evil? Pupils could write some reflective poetry on the problem of evil/the holocaust/the theme of hope/triumph over evil</p>
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Religious Education	Title: 2.5c justice- rich and poor	Year:6 Term:SU2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> stories about God's relationship with people and <i>suggest</i> how, for some people, this helps them to make sense of life		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to show their understanding of the issues of justice, fairness and poverty that faith based charities address.</p>	<p><i>WTS: All learners should be able to show their understanding of the issues of justice, fairness and poverty that faith charities address.</i> <i>EXS: Most learners should be able to make links between the beliefs and teachings of Islam and Christianity and the work of the two charities.</i> <i>GDS: Some learners should be able to suggest the impact of these ideas on the way believers lead their lives e.g. their involvement in faith based charities</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>The following activities are inspired by Christian Aid resources for teachers: Can Christian Aid and Islamic Relief change the world http://learn.christianaid.org.uk/TeachersResources/primary/beliefs-and-actions.aspx</p> <p>What do we know about charities already?</p> <ul style="list-style-type: none"> • Pupils to list as many charities as they can think of, which ones support people, animals, the UK and the world? Talk about fundraising. Use these two quotations to encourage thinking about what is wrong with the world. What do they mean? What would happen if everyone followed these ideas? • Jesus said: 'I have come that people might have life, and have it in all its fullness' (John 10:10). • The Qu'ran teaches: 'You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing' (Surah II:261). <p>Learning about Islamic Relief and Christian Aid Take each charity in turn and:</p> <ul style="list-style-type: none"> • Find out what that religion believes about rich and poor and how believers should respond e.g. Muslims giving Zakat and a story of Jesus helping the poor • Research the charity on the internet • Find out about some particular projects the charity has undertaken • ask and answer questions such as: <ul style="list-style-type: none"> - who supports the charity? Why? - what does the charity do to make a difference? Does it work? - does the charity follow religious teachings? In what ways? - what do you think is good about the charity? • if you were devising an internet campaign for Islamic Relief with the aim of getting more donations in order to respond to a particular disaster, what web pages, emails and other resources would you use? How would you make the fundraising successful? <p>Similar and different</p> <ul style="list-style-type: none"> • Identify similarities and differences between the two charities. Ask pupils to work in pairs to make two lists, then compile an agreed list on the whiteboard.
<p>ENGAGE Learners should be able to link belief about God and the impact of these beliefs on the way believers make sense of life and act</p>		
<p>REFLECT Learners should be able to share experiences of ways people tackle life's challenges and how this might have helped them to make sense of life</p>		

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| | | <ul style="list-style-type: none">• Consider whether they could merge and make one charity – or are they best working together, but being separate? This question will clarify how the pupils think the charities are related to the Muslim and Christian traditions.
Reflect on the questions: can anyone support these charities, or do you need to be a member of the religion to join in? Why? <p>Reflection</p> <ul style="list-style-type: none">• Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of Ummah (Islam) or fellowship (Christianity).• What has made our world so unfair? What can be done to make it fairer? Can children make a difference? Can people 'make poverty history'?• Write 50 word answers to each of the following questions:<ul style="list-style-type: none">○ How do these two charities make a difference in the world today?○ What are our own thoughts and experiences about wealth and poverty?○ How do our attitudes make a difference to others? |
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Blank plan:

Religious Education	Title:	Year: Term: Hours:
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to:		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
EXPLORE (religious content-what beliefs, teachings, practices will you focus on)	What will pupils do and be able to do to confirm their learning? How will all pupils be stretched?	What activities are planned to develop a religiously literate pupil?
ENGAGE (What does the religious content mean to a believer, what important questions will be asked)		
REFLECT (What has been learnt from this topic and what might the wider impact for society be)		
	Assessment opportunities (what will be assessed and when)	

This is an example of a simple class record sheet for RE. It preserves the achievement profile across the three syllabus aims in each unit and can show progress over time. The mark sheet provides a space for a summary grade in each unit. It would be possible to allocate numbers and calculate averages to complete these summaries. However, this seems unnecessary and mechanistic. Summary grades should be assessed as a best fit judgement as the teacher takes everything into account. This is a better solution because the three assessment objectives may not be equally important/demanding. The teacher is best placed to assess and balance summary grades using their professional judgement of the pupil's achievement.

Names	Topic 1				Topic 2				Topic 3				Topic 4			
	Explore	Engage	Reflect	SUMMARY												
Jenny Blogs	EDS	EDS	EXS	EDS	EDS	EXS	EXS	EXS								
Joe Blogs	EDS	EXS	WTS	EXS	EDS	EXS	WTS	EXS								
Jamie Blogs	WTS	EXS	WTS	WTS	EXS	WTS	WTS	WTS								

KEY

working at greater depth within the expected standard (EDS): pupils who are exceeding expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. (showing greater vocabulary, understanding, explanation, complexity, originality, judgement)

working at the expected standard (EXS): Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

working towards the expected standard (WTS): pupils who have yet to meet the expectations in full will typically be providing evidence which is consistently less resolved and confident than their peer group.

