



RE

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS**

NATIONAL CURRICULUM STATEMENT

Purpose of study

promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.



OUR INTENT

- Federation Vision for RE – Intention for Children
- By the time our children leave our school, our RE provision will have offered our children an insight into exploring the theological positions of a range of religious practises linked to leading their lives individually and collectively, all within the spiritual atmosphere of Christian love in our church schools.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

Broad, relevant and balanced
Local, Mainland, Global

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience ←

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE

Positive relationships and interactions Appropriate learning opportunities understood by pupils Children understand how to be successful Oral and written feedback that has impact Dialogic talk and rich questioning Developing meta-cognition Moderation underpins standards Effective use of assessment driving tailored learning Target setting and review

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

Federation Vision for RE – Intention for Children
By the time our children leave our school, our RE provision will have offered our children an insight into exploring the theological positions of a range of religious practises linked to leading their lives individually and collectively, all within the spiritual atmosphere of Christian love in our church schools.

Big Ideas

- Communicate – children relating their own experience to a religious concept.
- Apply – Listening to other’s opinions and relating them to their own experience of the religious concept in different situations.
- Enquire – Introducing material of varying complexity prompting the children to reflect collaboratively and becoming more intellectually humble.
- Contextualise – Looking at the concept within a specific religious context.
- Evaluate – Children are able to summarise their experience of the concept.



Content and Sequencing (Broad, relevant and balanced)

- Exploring the Christmas story through the nativity journeys and advent (KS1) focusing on angels, the two narratives, the Magi and Mary (KS2)
- Investigating key events in Jesus’ life including people he met (KS1) investigating Jesus’ teaching and messages as well as his actions (KS2)
- Following the Easter story through its key events as well as Palm Sunday (KS1) looking at the key events across the Holy week, the meaning of the Paschal candle, debating the justice faced during that week and the symbolism of the cross (KS2)
- Exploring what belonging looks like in Judaism (KS1) exploring what belonging looks like in Islam (KS2)
- Investigating the meaning of bread as a symbol (KS1) investigating the meaning of the stones and cross as a symbol (KS2)



Vision for the Federation Learning Principles in RE

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
There is a strong link to PSHE through the Living Difference syllabus as children will link the religious concepts to their own lives and beliefs.	Children to engage in philosophical dialogue with each other to at the ‘Apply’ stage in order to discuss deeper issues/meanings linked to the concept.	Children will have a deep understanding of the origins of religious stories and will explore the reasons why they were created and how their interpretations through the years.	All children will be able to access learning within RE through a focus on a variety of creative tasks encompassing a variety of skills (such as art and computing) to explore concepts.	Children are motivated to engage within religious concepts through tasks that reflect upon their reality and challenge them through tasks that require them to apply a range of skills from other foundation subjects.	Religious visits throughout the year for special occasions, such as the Christmas and Easter services at the school’s local church.	Children are challenged to come to their own conclusions about religious concepts not just linked to their own lives but within the religious context.	Children will be able to explore how religious festivals are celebrating globally as well as in the locality.
Links with English and Maths   <ul style="list-style-type: none"> - Working with dates on religious calendars - Written responses/creative writing opportunities to respond to different scenarios. - Reading comprehension to understand meanings in religious texts 	Progress  <p>The 5 strands of the cycle of enquiry are evidenced within books and through discussion for each concept studied throughout the year, with content relating to this appropriate for the year group. Notes on philosophical discussions are made to track children’s participation and quality of their responses.</p>	Support  <p>Everyone has access to the RE National Curriculum, Living Difference III and Understanding Christianity resources. Simplified versions of religious stories for accessible comprehension Activities are adapted to enable recording of work to not just be written.</p>					

PROGRESSION OF SKILLS

Communicate – children relating their own experience to a religious concept.

Apply – Listening to other's opinions and relating them to their own experience of the religious concept in different situations.

Enquire – Introducing material of varying complexity prompting the children to reflect collaboratively and becoming more intellectually humble.

Contextualise – Looking at the concept within a specific religious context.

Evaluate – Children are able to summarise their experience of the concept.

Foundation Stage (Year R) children in general will engage with aspects of Christianity and the other religion being explored in Key Stage 1. At Key Stage 1 children are required to study Christianity and one other religion. At Key Stage 2 children are required to study Christianity and two other religions. In Years 3 and 4 this will be Christianity and one other religion and in Years 5 and 6 children are required to study Christianity and a different religion. In upper Key Stage 2 a non-religious world view may be included in addition. Teachers at Key Stage 2 must liaise with Key Stage 1 teachers to ensure three religions in addition to Christianity are explored through the primary years

Living Difference 111 Long term plan for FS year R, KS1 years 1 and 2

Key Stage 1 teaching packs available from Hampshire RE Centre

Schools with staff who are less confident or less experienced in teaching religious education should access planning and consider purchasing Hampshire RE Centre teaching packs detailed on page 97, visit the Hampshire RE Moodle (<http://re.hias.hants.gov.uk>) for the current catalogue and prices.

Recommended exemplar long-term plan showing Christianity and Judaism (concept highlighted above the context)

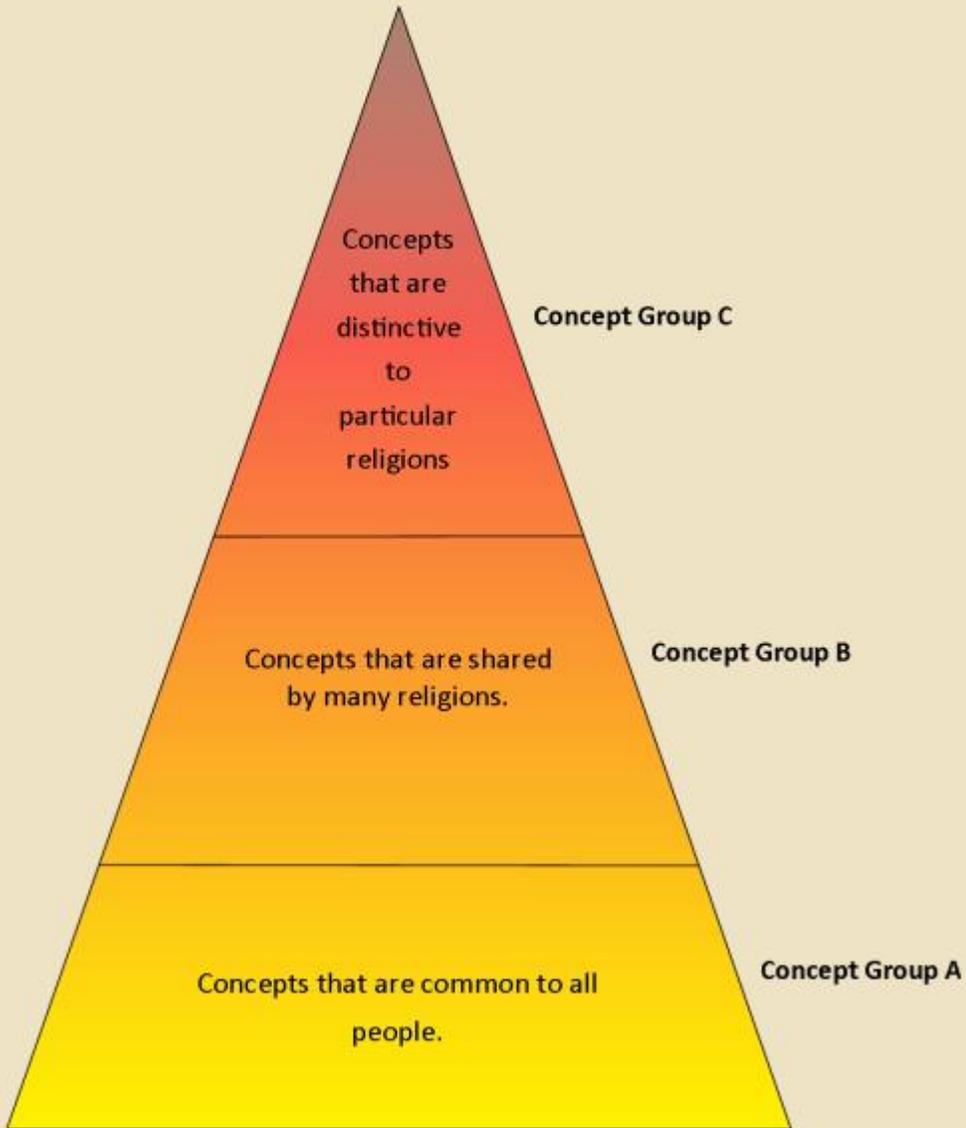
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS Year R		<i>Celebration</i> Celebrating birthdays <i>RE in the Foundation Stage</i> , RE021	<i>Storytelling</i> <i>Stories Jesus Told</i> , RE025	<i>Celebration</i> <i>Celebrating</i> New life <i>RE in the Foundation Stage</i> , RE021	<i>Remembering</i> <i>Shabbat</i> , RE022	<i>Special</i> <i>Special Clothes</i> , RE023
KS1 Year 1	<i>Thanking</i> Harvest and Sukkot <i>Harvest pack</i> , RE009	<i>Journey's end</i> Nativity journeys RE Moodle	<i>Remembering</i> <i>Passover</i> , RE020	<i>Sadness to happiness</i> The Easter story <i>Easter for Infants</i> , RE007	<i>Authority</i> Key events in Jesus' life RE Moodle	<i>God</i> HIAS RE website
KS1 Year 2	<i>Special</i> Special books – the Bible and Torah HIAS RE website or RE Moodle	<i>Light as a symbol</i> Advent and <u>Hannukah</u> RE Moodle	<i>Change</i> People Jesus met <i>Change and Transformation</i> , RE002	<i>Welcoming</i> Palm Sunday <i>Easter for Infants</i> , RE007	<i>Story</i> Stories from the six major religions <i>Story</i> , RE026	Special Special places RE Moodle

Living Difference 111 Long term plan for Years 3, 4, 5 and 6.

Years 3 and 4 Christianity © Hinduism (H) Years 5 and 6 Christianity © Islam (I)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Message (C)</p> <p>Jesus' teachings and message.</p>	<p>Angels (C)</p> <p>Angels</p>	<p>Good and evil (H)</p> <p>Holi</p>	<p>Suffering (C)</p> <p>Key events of Holy Week</p>	<p>Sacred place (C/H)</p> <p>Places of worship</p>	<p>Protection (H)</p> <p>Raksha Bandhan</p>
4	<p>Temptation ©</p> <p>Making choices</p>	<p>Holy ©</p> <p>Mary, mother of God</p>	<p>Myth (H)</p> <p>Myth</p>	<p>Ritual ©</p> <p>Paschal candle</p>	<p>Devotion (H)</p> <p>Hindu worship</p>	<p>Symbol ©</p> <p>Stones as symbol</p>
5	<p>Belonging (I)</p> <p>Shahada and salat</p>	<p>Interpretation ©</p> <p>Christmas - the two birth narratives</p>	<p>Stewardship ©</p> <p>Creation</p>	<p>Justice</p> <p>Stories of justice</p>	<p>Sacred place (C/I)</p> <p>Places of worship</p>	<p>Umma (I)</p> <p>Hajj and zakat</p>
6	<p>Laws ©</p> <p>Jesus the law breaker</p>	<p>Prophecy ©</p> <p>The Magi</p>	<p>Ritual (I)</p> <p>Wudu and Eid-ul-Fitr</p>	<p>Resurrection ©</p> <p>The empty cross</p>	<p>Ceremony (C/I)</p> <p>Death ceremonies</p>	<p>Peace (I)</p> <p>Revelation of the Qur'an, sawm and Ramadan</p>

Groups of concepts



In Year R and Key Stage I, children will first have opportunities to respond to their experience of Group A concepts. It is expected that as children and young people move through primary school, over time they will have opportunities to engage with all three groups of concepts. In the secondary school a Scheme of Work (SOW) over a key stage should include concepts from all three groups. Living Difference III recognises that secondary aged children will enquire into A concepts with a degree of complexity appropriate to their age. Teachers in upper primary and secondary schools will encourage children and young people in their classes to begin to enquire into some C concepts as well as to see the complexity in all concepts through good questioning .

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the cycle of enquiry.

This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

The assessment model is designed to support all pupils to access the RE curriculum and also challenge higher attaining pupils.

The assessment of RE is supported by the targets from the RE progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNCIATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Designing to recognise basic movements and skills (using appropriate abbreviations)		Describe/ explain my own response to the concept of literature.		Give detailed observations about notable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/dance along movements throughout a dance sequence.		Describe/ explain my own response to the concept of interpretation.		Offer facts about notable artists', artists' and designers' lives;	
		Organise files effectively using folders (or S)		Continue flexibility, technique and movement in a dance a final sequence.		Describe/ explain my own response to the concept of stewardship		SKILLS	
		Operate a database using more complex queries		Move appropriately and with the required skills in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.		Describe/ explain my own response to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching;	
	DATA	Draw and create a database		Designing to show a concept of pace and timing in their movements.		Describe/ explain my own response to the concept of sacred places.		Digital movement and progression in drawing;	
		Create a graph from a data (with databases and spreadsheets)		Use the space provided to the maximum potential.		Describe/ explain my own response to the concept of names.		Use a variety of tools and extend the model appropriately;	
								Use background to	



FEDERATION CURRICULUM ASSESSMENT



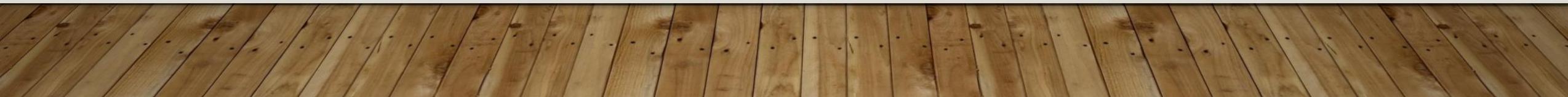
Key area of cycle of enquiry

Individual target

Insert names of individuals not achieving target

Big idea – key concept

Y	RE	RE	RE	RE	RE	RE	RE	RE	RE
		INFORMATION TECHNOLOGY		DANCE		RE COMMUNCIATE			Art KNOWLEDGE
			Use the keyboard confidently to type at a suitable pace		Organising to rearrange dance movements and motifs (using appropriate choreography)		Describe/ explain my own progress in the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;
		TECHNOLOGY - GENERAL	Use common keyboard shortcuts		Demonstrate chosen movements throughout a dance sequence.		Describe/ explain my own progress in the concept of integration.		Offer facts about notable artists', artisans' and designers' lives;
			Organise files effectively using folders (or 5)		Combine flexibility, techniques and movements to create a final sequence.		Describe/ explain my own progress in the concept of stewardship		SKILLS
			Operate a database accurately		Move appropriately and with the required style in various settings, using various levels, usage of floor-lifting and motifs.		Describe/ explain my own progress in the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and screen-kalaking;
			Design and operate a database		Organising to show a change of pace and timing in their movements.		Describe/ explain my own progress in the concept of sacred places.		Detail movement and progression in drawings;
		DATA							DRAWING
			Create a graph from a data (both databases and spreadsheets)		Use the space provided to his maximum potential.		Describe/ explain my own progress in the concept of unity.		Use a variety of tools and material the most appropriate;
									Use key vocabulary to



RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Assessment focus:		
Children working towards ARE		
Children working at ARE		
Children exceeding ARE		
Teacher comments		

MONITORING AND EVALUATING

Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

AUTUMN 1 PLANNING

<p>Upper KS2 Autumn Term</p>	<p>Theme/Unit: Jesus the Law-Breaker</p>	<p>RE KS2</p>
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> 1. Children can explain what people mean by laws and how they compare with rights and rules. 2. Children can explain a personal response to the concept of laws and law-breaking 3. Children can explain the concept of laws to their own and others' lives. 4. Children can explain how Jesus' attitude to the Law is significant within the Easter story. 5. Children can evaluate, by explaining, the value of Jesus' attitude to laws and wider issues about laws <p>Informed by end of Year 6 age-related expectations</p>	<p>Focus/key concept: <i>Laws</i> <i>Children should be familiar with the Easter story</i></p> <p>Sequence of activities over several lessons:</p> <p>Step 1 (Enquire) Begin by telling the children that we are going to play a game. The game is called 'Numberwang'. Tell them it's a game about numbers. Get them to start shouting out numbers in row order but never tell them how they get 'numberwang' (randomly tell people they've got a 'numberwang', give them random points, such as the bonus 'numberwang' etc then tell someone who got eliminated straight away they were the 'hidden numberwang' and they win). What was the big problem with this game? No rules. Play it again with rules outlining that the number they need to find is between 0-50 and is even. If they give an odd 'number' they are out. Play the new game until we have a winner. What differences were there when there were suddenly rules? Were the rules important? Look at the UN Children's Charter (choose select rights to avoid uncomfortable topics for particular children) and consider whether they are good rules. What basic rights got to do with rules? Is there any difference between rules and laws? (Show definition) What laws does our country have? (give a brief overview of the ten important acts and a summary) Are they all good? Possible activities: Children to choose a favourite rule from class and law from UK and say why it's their favourite, creating a small illustration to show how they represent it.</p> <p>Step 2 (Communicate) Explain to the children we are going to complete a philosophical enquiry based around the idea of rules. Remind the children what this would consist of (come up with an open-ended question that would spark debate around rules). The children in their groups of 4 are first to come up with at least one question they would like to put forward. Put these on the TV. Match any questions that are similar and put as one. Then the class are going to put their heads down. I will give each child two votes on a question. The winning question will be the basis of the discussion. Explain the rules clearly. One child will start, if you want to agree or disagree you put your hand up and I will then come to you to have your say (do not tolerate any interruption) You must begin with 'I agree/disagree with ___ because' if the debate naturally moves to another interesting topic, reframe the question. Do this for about 30 minutes overall. As a class, then decide together what the most important 10 school rules are. Think about schools across the UK in general, not just our class. Use a working wall piece of paper and photograph this.</p> <p>Step 3 (Apply) Ask children: Have you ever broken the rules? When? Why? Why not? Would you break the law? Play devil's advocate, arguing that we have agreed to always important to keep the rules so we should keep them whatever the situation. If they think rules should sometimes be broken, challenge children to justify their opinion (eg a police car breaking the speed limit - examples from school?). Should laws/rules change sometimes? Are you sometimes too young to understand the rules - e.g. if a toddler breaks something deliberately should she be punished? Tell children that blasphemy is still against the law today, although non-one has been prosecuted since 1925. Should the law change? Give children a task: in their pairs where they have to make difficult decisions based on rights and wrongs of breaking laws/rules. They will have 10 in total that cause debate - such as stealing to feed your family to assisting with the death of someone with terminal illness. Allow time to discuss their individual answers. No necessary right or wrong.</p> <p>Step 4 (Conclude/evaluate) Talk about times when Jesus acted controversially - list these on the board. Read children the story of how Jesus broke the Sabbath Laws and discuss. Was Jesus wrong to break the laws? Why/why not? Why was Jesus crucified? Did everyone want him put to death? What sort of people were against him? Explain Jesus' main 'offence' was blasphemy: he said he was The Son of God. Remember to explain that Jesus was a Jew and Jews had strict laws, believed to come from God. The Romans (Pontius Pilate) 'washed hands' of him. With children's help, list Jesus' 'offences'. Children make a WANTED poster showing these. Drama - children (in their small groups) are given a small fact-file of a person who might have been in crowd as Jesus led to crucifixion (eg Pharisee, Pontius Pilate, disciple). Did everybody at the time want Jesus put to death? Why/why not? Who shouldn't? Freeze-frame and ask: what do you think about Jesus breaking these laws? Children are to go into character as that person and give a first person answer! Ask the class as a whole, would Jesus have been put to death if he had broken the Jewish laws? Why/why not?</p> <p>Step 5 (Evaluate) Why did he break the laws? Discuss Jesus' statement: The Sabbath was made for man not man for the Sabbath. What did he mean? Do pupils think that Jesus was saying laws don't matter? In Jesus' thought of as a good man today? Would people today mind that he broke the rules? Explain that Jesus had his own 'laws' which people sometimes call 'The Two Great Commandments'. Share these with the children. Do children think of the two Great Commandments are still important today? Get the children to write their answer to this. Could we replace our school rules with the one rule 'to as you would be done by?' Promote discussion among those who think yes and those who disagree.</p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p> <p>Cross-curricular links:</p> <p>Art Sketching out interpretations of laws/rules and Jesus for the wanted poster.</p> <p>Drama Going through the first person responses to the people who were around Jesus at his crucifixion.</p> <p>PHSE Considering what they think are important rules for schools in the UK.</p> <p>Philosophy for children (P4C) Hold an enquiry into rules/laws.</p> <p>English: Writing their own responses to different situations involving rule breaking as well as the Two Great Commandments.</p> <p>Maths: Playing numberwang.</p>
<p>Assessment opportunities:</p> <p>Responses to which rules/laws they consider most important</p> <p>Responses during our philosophical enquiry</p> <p>Responses to the devil's advocate rule/law breaking activity.</p> <p>Their 'wanted' poster for Jesus.</p> <p>Their first person response as one of the people at the crucifixion</p> <p>Their evaluation answer about the Two Great Commandments.</p>	<p>Resources – The UN Charter, Numberwang theme song, rules/laws activity sheet, working wall paper, tricky rule and law breaking sheet, wanted poster template, controversial story collection (see RE moodle), first person activity sheet, evaluation sheet, The Two Great commandments (see RE moodle), Lesson PowerPoint.</p>	

COMMUNICATE UKS2 YARMOUTH

What is the point of rules? 12/10/2020

Joe

Lilly without rules, there would be chaos.

Joel it keeps things in order, like people

Kelly everyone would be running around, no education
* School Rules *

Grace without school people would be doing life, just play, no learning.

Oliver if you had too many rules people wouldn't be able to relax.

James if we didn't have school rules, there would be disorder
* is it bad because can do whatever *

Alice rules at home to keep people safe
* How do you know a rule is necessary? *

Ivy a rule that stops children stops them doing what they want - playground 'play your own games'

Mery it could end up with someone getting hurt. Has a feel stop people from standing up or being hurt or defending themselves

Seth how do you know a good rule

Joe it is a good rule when people are getting "don't cause harm to anyone" in trouble
* how do you know when someone has done something that isn't right? (unacceptable behaviour)

James I make it. (not work)

Oliver if someone does something that hurts you.

Seth if you hit someone back you would also get in trouble.

- [RE AM 2.JPG](#)
- [RE AM 3.JPG](#)
- [RE AM 4.JPG](#)
- [RE AM 5.JPG](#)
- [RE AM 6.JPG](#)
- [RE AM.JPG](#)
- [RE Class composition.JPG](#)
- [RE Class Debate.JPG](#)
- [RE Front Cover.JPG](#)
- [RE MP 2.JPG](#)
- [RE MP 3.JPG](#)
- [RE MP 4.JPG](#)
- [RE MP.JPG](#)
- [RE MW 2.JPG](#)
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- [RE MW 5.JPG](#)
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RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Green 2	Autumn 1	Jesus as a Lawbreaker- Laws
Assessment focus: Communication I can explain my own response to laws.		
Children working towards ARE Brendan (for reading and writing ability), Maisy, Freya W, Tommy, Tyler		
Children working at ARE BP (for his verbal responses and insights), Tilly, Zachary, Toby, Freya O, Connor, Ashlee, Willow		
Children exceeding ARE Harry, Megan		
Teacher comments I have placed Brendan in 2 areas as though his reading level and spelling ability are low, his comprehension, insights and ability to discuss		

concepts are certainly ARE occasionally exceeding. Maisy is my working towards ARE example as not only did she fail to take part in the discussion aspect of the communicate section with any true understanding, she also struggled to understand and verbalise the difference between laws and rules.

Megan is my exceeding ARE example because her debating skills were excellent during our communicate section. She was one of the key contributors to the debate, managing to eloquently explain and back up her opinion as well as counter other children's opinions.

Ashlee is my working at ARE example because of her solid contributions to the class debate and good level of understanding when explaining the concept of laws and how they are different to rules.

Communicate Year 6 Shalfleet

Jesus the law breaker

Jesus was born in Israel and he was born a Jew.
As a young adult, he went to be baptized by John the baptizer, he became a preacher and healer.

- When he lost his temper
- When he healed someone and he wasn't allowed to
- Touched a leper
- Treated people when they ^{were} ~~are~~ thieves
- Blasphemy

WANTED!!!!

- He said that he was son of god
- When he lost his temper
- When he healed someone and he wasn't supposed to
- Touched a leper
- Treated people when they were thieves
- Blasphemy



What do you think about Jesus breaking these laws?

I think they should not punish him because he is just trying to help people.

RE Assessment sheet - Autumn 1
Please complete and return to Sue or Jennie with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Y. 6 - Shalfleet	Autumn 1	Jesus the Law Breaker

Assessment focus:
Communicate

Children working towards ARE Caleb

Children working at ARE
whole class except above and below

Children exceeding ARE
Amelia Roberts (see work sample)

Teacher comments:

Year: 3/4

Term: Autumn 1

Intended learning outcomes:

Most pupils will be able to:

- Step 1** describe what **temptation** means
- Step 2** describe how Christians believe that Jesus was tempted
- Step 3** describe why it is/is not important for Christians to recognise that Jesus was tempted
- Step 4** describe how they feel when they are tempted
- Step 5** describe situation when people might be tempted.

Level 3

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 talk about situations when someone is tempted
- 2 talk about how the Jews were tempted at different points in the story
- 3 contribute to the whole-class circle time discussion
- 4 discuss some situations involving temptation.

Resources:

Bible
Lord's Prayer. Links to literacy, drama, PDL.

Theme/Unit: Making choices

Key concept: Temptation

Step 1 – Enquire

Individual liberty making choices: Play the game making choices – split the class into two teams and line them up – at either end of the room. Place two chairs in the middle, back to back. One chair with a smiley face, the other with a sad face. A child from each team comes to the teacher who says, "You made the choice to take the last biscuit without telling me/my". The children then decide whether that is a good or bad choice and run to the correct chair, the first child there wins a point for their team.

- What does it mean to do the right thing?
- Help the children to formulate a list of opposites – kind/unkind, selfish/greedy, lies/truth, well behaved/naughty, etc.
- Introduce the term **temptation** and discuss what it means to be tempted.
- Talk about situations where someone is tempted.

Step 2 – Contextualise

- How easy is it to choose to do the right thing?

<https://www.youtube.com/watch?v=U1vopPr-GPQ>

<https://www.youtube.com/watch?v=6Tn10M7Dc0Y>

- Tell the stories of Jesus' temptation by the Devil (Matthew 4:1–11 or Luke 4:1–13) before He began His mission. Clarify the choice He was being asked to make about what sort of a minister was He going to be. Why did He fast? How did He answer the Devil?
- Discuss the difficulties involved in making choices, for Jesus and for other people, including themselves. Is it sometimes easier to do the wrong thing?
- Read/tell/role play the story of the Golden Calf (Exodus 32, Deuteronomy 9) and talk about how the Jews were tempted at different points in the story.

<https://www.youtube.com/watch?v=83882488c>

The story of creative and clever Adam and Eve who tempted in the Garden of Eden

Evaluate

- How do Christians know what to do? Ask someone to come in and talk about how Christians make choices, particularly the line in the Lord's Prayer that asks Him to help them not to be tempted.
- Is it important for Christians to have guidance about not being tempted? Is it important for them to recognise that Jesus was tempted? Why/why not? Link back to the story of the Golden Calf. Is it important for Jews to have guidance about not being tempted? Why/why not?

Step 4 – Communicate – Assessment

- Ask the children to think about times when they might have been tempted to do something. Share with a partner. How did you feel? How did you choose? Bring together for whole-class circle time discussion.

Step 5 – Apply

- Discuss some situations involving temptation. Divide the class into groups and each choose one situation to turn into a role-play to show the rest of the class. Discuss the feelings/thoughts of all the characters involved at different points in the scenario. Can the children think of any times when it would be wise to be tempted and to go ahead and do it? When? How would you feel? Introduce and discuss the term **moral dilemma** and apply it to those situations where it is sometimes morally better to give in to temptation – stealing food to feed a starving child, for example.

RE KS2

Key concepts:

- concepts in human and religious experience
- concepts in religions
- concepts specific to particular religions.

Skills:

- reflection
- empathy
- comprehension
- investigation
- interpretation and analysis
- evaluation.

Attitudes:

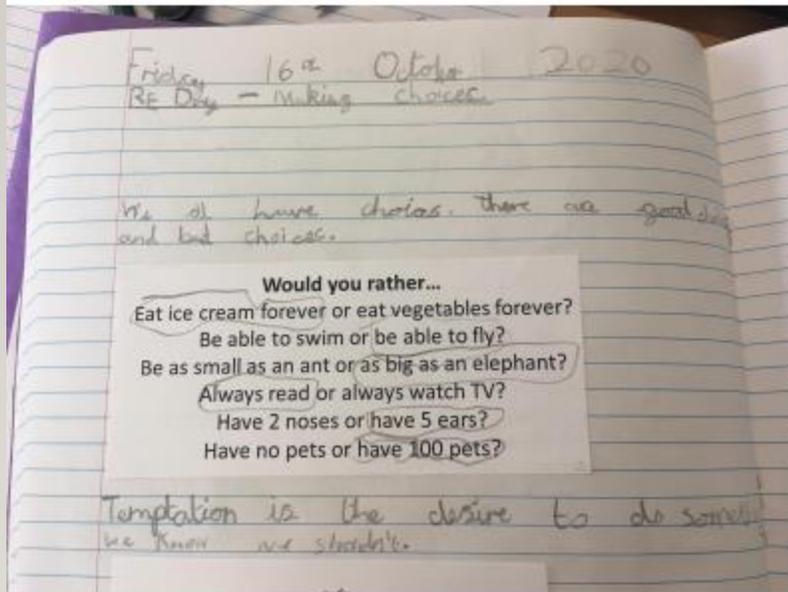
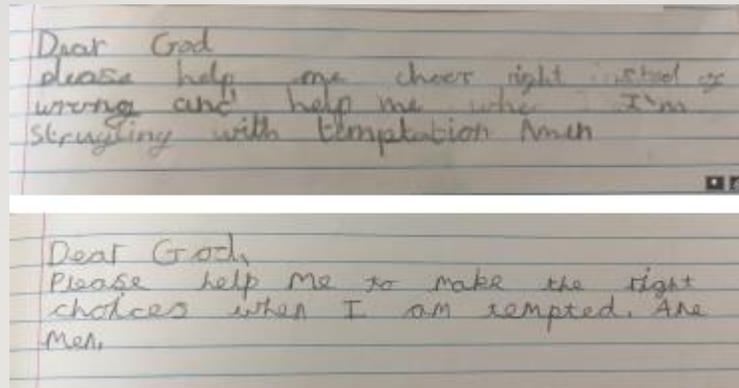
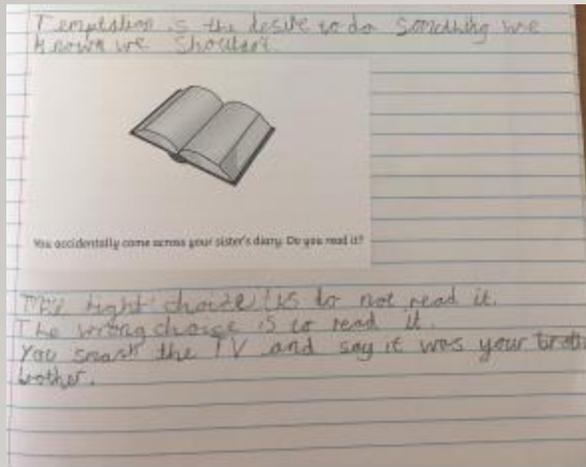
- curiosity
- open-mindedness
- self-understanding
- respect
- values and appreciation.

Programme of study:

Enquiry and skills

Pupils should be taught how to:

- **enquire** into concepts that are significant in religious and non-religious experiences
- **contextualise** the concept within religious practice and explore diversity of practice and belief
- **evaluate** the concept within one or more religions
- **communicate** their own understanding and response to the concept
- apply their own understanding of the concept to situations in their own and others' lives.



RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Blue Yarmouth	Autumn one	Temptation
Assessment focus: Communicate		
Children working towards ARE Raleigh Lincoln		
Children working at ARE Brigitte Dylan M Dylan H Faye Harrison Jacob Macie Olivia Pehr Reece Roman Scarlet Serene Sophie Thomas Annie Bobby Ellie Jenson Kaden Neve Ronnie Rosie Ryleigh Esme		
Children exceeding ARE		

RE Assessment sheet

Class Blue 2	Half term Autumn 1	Theme and concept Making choices Temptation
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Assessment focus: Communication

To describe how you feel when you are tempted.

Children working towards ARE

HT and ACD – found it difficult to articulate their own thoughts and mirrored others ideas during the discussions.

Children working at ARE

IBD, MC, SC, JH, LS, TP, EG, RB
The children could all relate a time they had felt tempted with clarity. They also discussed different courses of action they could have taken and what might have happened.

Children exceeding ARE

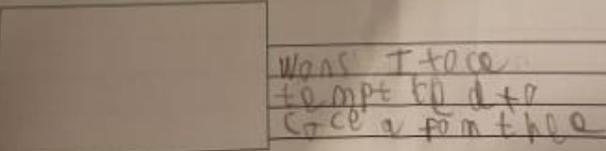
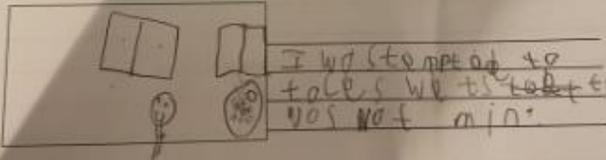
Teacher comments

The children could all relate to the theme and experienced it first hand with what had been happening in the school. There was a good discussion about the link to Jesus and his temptation. It was linked to our values too and the zones about how they dealt with the temptation and their feelings.

What does temptation mean to me?

It means bad stuff and it makes you sad.
You get a consequence.

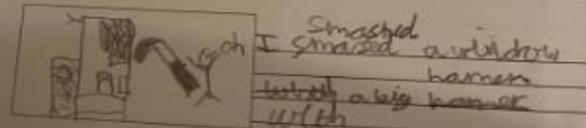
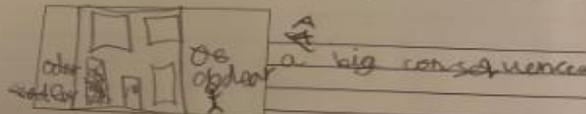
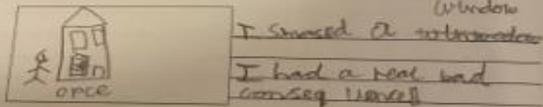
Examples of temptation.



What does temptation mean to me?

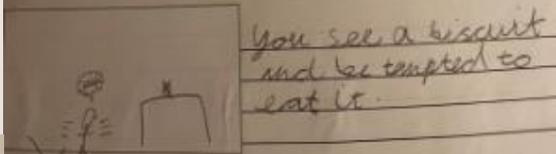
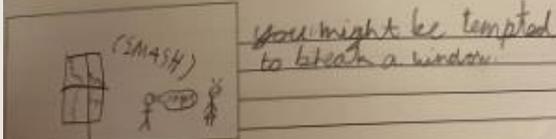
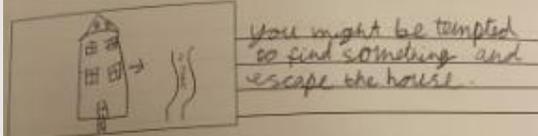
Some ^{thing} bad like smashing a window open.

Examples of temptation.



Temptation might do something bad maybe e.g. I was looking at a window or I was tempted to take a tablet with a silly person or that a good temptation e.g. when your mum tells you to do something but you didn't and you were tempted to do it.

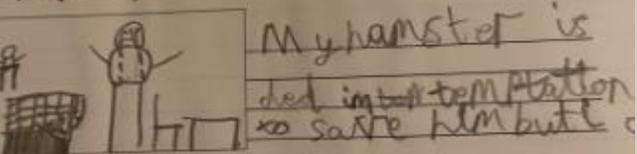
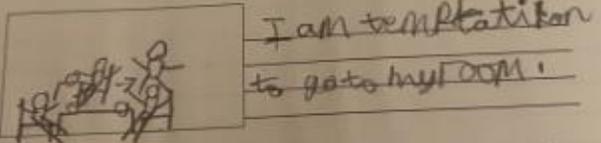
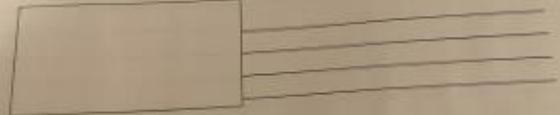
Examples of temptation.



What does temptation mean to me?

temptation means is right wrong that's could choices.

Examples of temptation.



Year 3	Theme/Unit: Stories with Messages	RE KS2
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can describe what people mean by stories with messages Children can describe a message within a story which is significant to Christians and other believers Children can describe the value of stories with messages to believers and to themselves Children can describe a personal response to stories with messages by reflecting on a message of their own Children can describe how stories with messages can have an effect on their own and others' lives. <p>Informed by the end of Year 4 age-related expectations</p>	<p>Concept: Messages</p> <p>Sequence of activities over several lessons:</p> <p>Step 1 What does the concept mean? (Enquire) Tell a story with a message. <i>What does it mean when we say that stories have 'messages'?</i> Refer back to/read other familiar stories eg Aesop's Fables, Little Red Hen, Little Beaver and the Echo, Can't You Sleep, Little Bear? The Selfish Giant. <i>Did they have any messages? What were they?</i> Try to define what we mean by 'stories with messages' by reading one without any particular message (eg banal 'Janet and John' type book). Children make a dust jacket for one of the stories with messages they have heard: design front cover and write a short blurb which describes the message.</p> <p>Step 2a What place do stories with messages have in the religion(s) we are studying? (Contextualise) Make sure pupils understand that all faiths have special stories. Say <i>this is a story special to Christians</i>. Read and/or watch The Prodigal Son. <i>What is the message of the story?</i> Tell the children some more of the parable stories so that they hear two or three of the stories and discuss with the class.</p> <p>Step 3a How important are stories with messages to believers and to me? (Evaluate) Discuss: <i>what did Jesus mean by this story?</i> Thinking as Christians, children help you to rank a set of message cards you have prepared (master copy supplied). Then give children the opportunity to rank the cards according to their own opinion - also supply a couple of blanks for the children's own ideas. Discuss responses. There are no correct answers. Repeat Steps 2 & 3 Use a story from another faith, eg Kisa and the Mustard Seed (Buddhist tale). In groups, children rank the 'meaning' statements a) according to what a Buddhist would say and b) their own opinion.</p> <p>Step 4 What does the concept mean to me? (Communicate) Imagine you were world leader for a day. <i>What message would you like to give the world? Is there one group of people you would like to give a message to?</i> Talk in pairs. <i>What about a message for your class? School? Country?</i> Guided imagery/circle time work well here. Write your message; give a choice of medium: scroll, a letter (which is really posted) banner, video, decorated stone – in a bottle? Alternatively, as a class, with teacher scribing, write a story which conveys a particular message: eg 'Don't be Greedy'. Children have a go at writing their own; less able could write out the main events of the class story.</p> <p>Step 5 On what occasions and in what situations is the concept significant? (Apply) <i>Are stories a good way of getting messages across? Why did Wilde not just say 'Don't be Selfish'? Why didn't the Buddha just tell his followers that everyone has to suffer? Why didn't Jesus just leave a list of rules? Is it more effective to use a story? Do you have to be a Buddhist to understand a Buddhist story or a Christian to think that a parable has an important message?</i> Explore the fact that the Buddhist and other faith stories both use everyday situations and characters to put across a message, which helps us to understand it. <i>Are the messages similar? Or different? Could the messages stay the same even if the stories were updated? Are such stories always understood? Times when a story is not the best way to put a message across? – eg for road safety, is a poster more effective than reading The Hodgepog?</i> If required, use the PowerPoint which suggests pros and cons of stories with messages – children vote to say whether they agree or disagree and whether each is good or bad. <i>Choose a story you have enjoyed and write some sentences about it. Write what you think the message was. Compare your ideas with a friend.</i></p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p> <hr/> <p>Cross-curricular links: Art – using art and craft opportunities to develop the concept through painting a picture of the story message.</p> <p>Drama - opportunities for drama, story telling and hot seating to explore the messages of the stories studied.</p> <p>Literacy - describing the value of the stories with messages to Christians or Muslims. Describing the value of the messages to themselves.</p> <p>Philosophy for children (P4C) Child led enquiry into the Big Ideas in one of the books chosen as a stimulus.</p>
<p>Links with Understanding Christianity</p> <p>Gospel – looking at the parables the story of the lost sheep/ Good Samaritan</p>	<p>RESOURCES: Kisa & the Mustard Seed story - good version on <i>Buddhism at KS2 DVD</i> – Clear Vision Trust or go to clearvision.org; or use one of the collection of Jataka Tales (Buddhist teaching tales); The Parable of the Prodigal Son (Luke 15 11-32 or a story version such as in Parables: Stories Jesus Told by Mary Hoffman). Jewish story: It Could Always be Worse: A Yiddish Folk Tale. Other stories with messages e.g. Aesop's Fables; The Selfish Giant by Oscar Wilde, Terry Jones' Fairy Stories. Bottles or stones if required, ribbons for scroll (for writing messages). Video cameras. Animated stories of the New testament DVD (optional) Stories for Thinking p.99 (Anansi the Spider), has excellent discussion points about the meaning of stories. PowerPoint: What is the Value of Stories with Messages? Statement cards for the Mustard Seed and the Prodigal Son</p>	

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class Star class Shafiqat	Half term Aut 1	Theme and concept Stones with Messages Messages
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Assessment focus: *Communicate*

Children working towards ARE

Connie, Louise, Kai, Frances, Saxon, Pemi, Bettie, Raisy, Eli

Children working at ARE

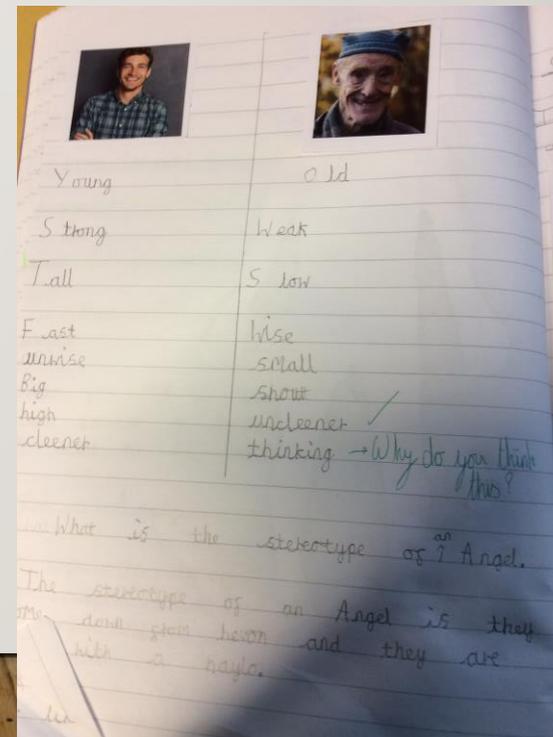
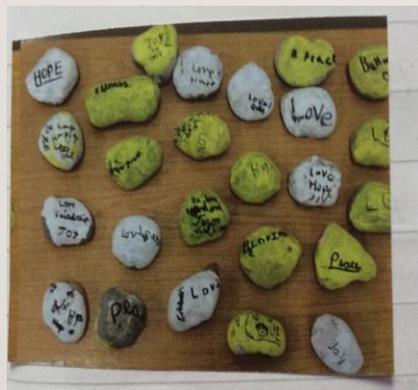
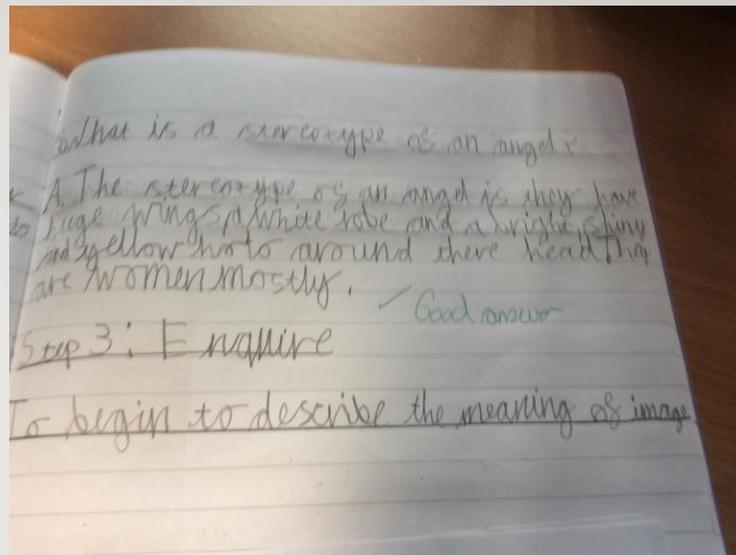
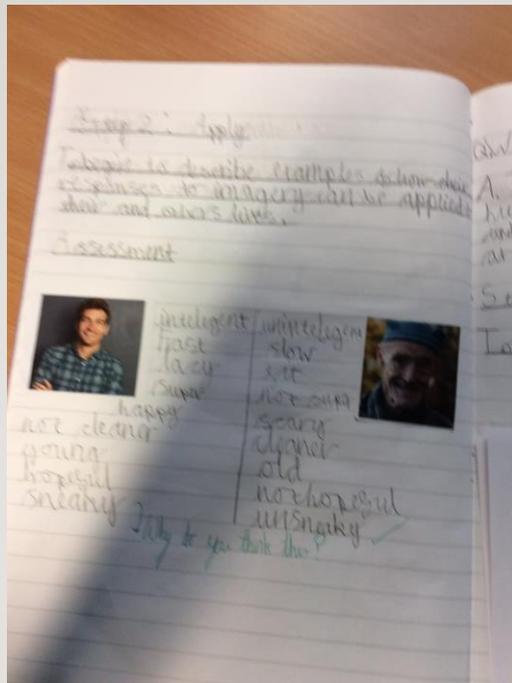
Georgine, Casey, Annaleave, Jasmine, Henry, Hannah, Lucy, Rosie, Charlie, Leo, Scarlett, Harriet, Harry, Millie

Children exceeding ARE

Ben, Andrew

Teacher comments *Osar absent for all stages
Fred absent for assessment*

Children found it hard due to level of English skill in communication



Year: 2

Term: Any

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms their response to the concept of specialness in relation to books
- Step 2** identify simple examples of how and why books can be special to themselves and others
- Step 3** describe in simple terms the meaning of specialness
- Steps 4/6** simply describe ways in which the Bible is special to Christians and the Torah to Jews
- Steps 5/7** evaluate the concept by describing in simple terms the value of these special books to believers.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 produce word captions
- 2 discuss their own and others' special books
- 3 contribute ideas to a class special book
- 4 write a diary entry or letter
- 5 complete speech bubble.

Theme/Unit: Special books

Key concept: Special (in relation to books)

Sequence of activities:

Step 1 – Communicate: What are our special books?

- Circle time activity – pupils talk about their own special books. Show and tell.
- Take digital pictures of pupils with special book. Pupils word process caption: 'My book is special because ...'

Step 2 – Apply: How do we feel about our special books in different situations?

- **Discussion:** Will you always feel that your book is special? Why/why not? Will it still be special when you are grown up? Do you think you will get other books that will be more special? Are the same books special to everyone? What do you think about other people's special books?

Step 3 – Enquire: What can make a book special?

- Discuss and list what is special about a book, eg: it reminds me of ... , it makes me happy, it was given to me by ... , it has lots of memories in it, it was my first book, it used to belong to ... , I love the story. How do you treat your special book? Where do you keep it? When do you look at it? Do you protect it? How?
- Make a special class book. Pupils contribute ideas, poems, pictures, stories, etc. Decide as a class how to show it is special – eg: a lovely cover and kept in a special place.

Step 4 (a) – Contextualise A: What is the special book for Christians?

- Tell some Bible stories. Ten Commandments, Good Samaritan. **Discussion:** What do these parts of the Bible tell Christians about how to live?

Step 5 (a) – Evaluate A: What do we think about the specialness of the Bible?

- Pupils e-mail local Christians questions about why the Bible is special to them, where they keep it, how often they read it, etc. Or RE online email a believer: <http://pofl.reonline.org.uk/>
- Simply analyse responses with the class, collating common ideas, eg: 'It tells me what God is like', '... what Jesus said and did', '... how God wants me to live'.
- See DVDs to reinforce ideas (resources listed below).
- Pupils produce speech/bubble about why the Bible is important to Christians.
- **Scenario:** a situation where a Christian loses his/her Bible, or it gets damaged – how would they react? Pupils take the **scenario** to respond in small groups.
- Pupils write a letter or diary entry in role as a Christian who has lost their Bible – how do they feel? (Literacy link.)

Step 4 (b) – Contextualise B: What is the special book for Jews?

- Tell the story of Moses up Mount Sinai (Moses on the mountain – resources listed below). Pupils act out the story, **create** storyboard, or sequence pictures.
- Explain that all the laws God gave the Jews are in their special book – The Torah.
- See film of Torah scrolls www.bbc.com/news/religion-12345678 from Ark Pathway of belief – Judaism – Torah.
- Pupils make Torah scrolls. Write a few commandments on scrolls. See and copy some Hebrew script.
- Pupils make crowns and **breadplate** for their scrolls. www.bbc.com/news/religion-12345678 A Simchat Torah celebration.

Step 5 (b) – Evaluate B: What do we think about the specialness of the Torah?

- Imagine if the Jews went to the synagogue and the scrolls <http://www.bbc.com/news/religion-12345678> from the Ark – how would they feel? Complete a speech bubble of someone Jewish: The Torah is special to me because ...

Resources:

- DVDs: BBC Pathway of belief – Christianity – the Bible and/or Judaism – the Torah or BBC classroom clip <http://www.bbc.co.uk/education/religion/12345678>
- Bible stories
- Moses on the mountain (Cole and Lowndes – He names Sunshine stories series)
- Synagogue booklet from RE Centre (Tel: 01952 863134).

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: helping children be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Understanding the consequences of their behaviour and actions.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing and demonstrating skills and attitudes to allow them to participate fully in and contribute positively to life in modern Britain.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

Using art opportunities to develop a class book that is special. Using art for their Torah schools to reflect the special nature of the scroll.

Drama

Opportunities for hot seating a Christian to ask them questions. Acting out some of the stories from the Bible or Torah and reflecting on the messages of the story.

Literacy

Contributing writing to the class special book. Writing a diary entry or letter for a Christian who has lost their Bible.

13.10.20
 To write about my special book
 communicate



my BOOK is special because my mummy and daddy and my sister ^{bought} ^{when} I was a baby.

Good work Georgia.
 AS - Good discussion about Special books

13.10.20
 To write about my special book
 communicate



my book is special because you can see all about horses and I love horses.

A lovely reason ✓
 RE - communicate

13.10.20
 To write about my special book
 communicate



my book is special because you can see all about horses and I love horses.

A lovely reason ✓
 RE - communicate

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

<p>Class Sky</p>	<p>Half term Autumn 1</p>	<p>Theme and concept Theme: Special Books Concept: Special</p>
<p>Assessment focus: Communicate</p>		
<p>Children working towards ARE</p>		
<p>Children working at ARE Whole Class</p>		
<p>Children exceeding ARE</p>		
<p>Teacher comments All children were able to communicate what their favourite book was and give a reason.</p>		

Year: 2
Term: Any
Intended learning outcomes:
Children will be able to:

Theme/Unit: Special books
Key concept: Special (in relation to books)
Sequence of activities:
Step 1 - Comm...

1907
My fav part "when sth is
dinosaur fan
so we go
diff sections
dinosaurs -
titles of sec
I like it -
people say I'm
dressed with it
NT: you
look like
Sweet here
box.

"It teaches us about
m... they were
"I should... LE
ing
no special
chickens
Gave us some facts
about chickens.
I like this bk so
much... it's about
wife. I like taking
care of kids... they
agree us sth in
return...

BT: You really
can tell why this
bk is special to
Ted...

Resources:
• DVD: BBC Pathway of belief - Christianity - the Bible
• BBC classroom clip: <http://www.bbc.co.uk/education/subjects>
• Bible stories
• Moses on the mountain (Cole and Lowndes - Heinemann)
• Synagogue booklet from RE Centre (Tel: 01962 863134)

Autumn Date: 12.10.20
LO: To describe the concept of specialness

My book is special because...
it reminds me
of happy memris like
when I met minnie mouse

What makes this book special?
The bible is special
because it teus us
how to have
good life. The
bible brings back
memris of
good people.

Autumn Date: 15.10.20
LO: To describe the concept of specialness

My book is special because...
I moved it for a verry
very very time and it
brigs back mem fee.

What makes this book special?
The bible is
special because
it teachis us w know
to care for other
people and how
terus ne@d
people.

Autumn Date: 15/10/20
LO: To describe the concept of specialness

My book is special because...
it's got a rocket and a
dinosaur!

What makes this book special?
Why is the bible special?
"Jesus"
"we like him... all the
time."

PIC-COLLAGE

Year: 1

Term: Autumn

Intended learning outcomes:

Children will be able to:

- Step 1 Communicate:** talk about a *celebration* that is important to them
- Step 2 Apply:** Identify simple examples of how *celebration* relates to their own and others' lives
- Step 3 Enquire:** Talk about what a *celebration* is and list some features of celebrations
- Step 4 Contextualise:** Recognise ways in which Christians *celebrate* Harvest
- Step 5 Evaluate:** Talk about the importance for Christians of *celebrating* Harvest.

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- **Contextualise** – children can write a simple prayer or poem which shows how a Christian might respond to Harvest
- **Evaluate** – children talk about the importance for Christians of *celebrating* Harvest.

Theme/Unit: Harvest

Key concept: Celebration

Sequence of activities:

Step 1 – Communicate: *What is our experience of celebrations?*

Ask children to talk to a partner about a time when their family had a *celebration*. Make a class *Celebrations* book – each child contributes a picture, a piece of descriptive writing or a poem about a time when they were celebrating. With children working in groups, set a time limit of 5 minutes for them to think of as many things to celebrate as possible. Show a selection of celebratory greetings cards for various occasions.

Step 2 – Apply: *How do celebrations affect us and others?*

Class discussion. *How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate? What sort of things wouldn't we want to celebrate? Why not? Are celebration always good? Why/why not?*

Step 3 – Enquire: *What are the features of celebrations?*

Children offer ideas eg special food, inviting guests, sending cards, giving presents, singing songs, decorating with banners and balloons, taking photos. Write each one on a piece of paper, place in a bag and ask volunteers to draw them out one by one; the volunteer mimes the feature while the others guess. (Keep the features for next step.) Children make their own invitation to a celebration for ... (*they* choose). This could be linked to a real-life situation or even to a story you are reading. Decorate the invitation with symbols of celebration.

Step 4 – Contextualise: *How and why do Christians celebrate Harvest?*

Have the children ever been to a Harvest festival celebration? *What did you see? What did the Church look like?* (Use books and the internet to show pictures.) Recap on features of celebration talked about in step 3 Enquire and decide how many are used at Harvest festival. *Why do pupils think Christians celebrate Harvest?* Pupils talk in pairs then share ideas.

Visit a local Church at Harvest and talk to the priest about how Christians celebrate Harvest - eg harvest supper or sharing food in some way, making special food (eg harvest loaf), singing special songs, giving food away, decorating the Church.

On return to school, make a Harvest display; pupils produce labels.

Step 5 – Evaluate: *What is the value of celebrating Harvest for Christians?*

Discuss in circle time. *Do pupils think it is important for Christians to celebrate Harvest? Why/why not?* Using either the PowerPoint on the CD-ROM (Celebration Evaluate) or the cards provided entitled Why is it important to Christians to celebrate Harvest Festival? Discuss each statement in turn, deciding on the best and worst reason from those supplied.

Resources: Harvest RE teaching pack and Harvest topic box (from RE Centre)

Pictures, books, posters about celebration and Harvest in particular (eg *A wet and windy Harvest for Puddles* by Gill Vaisey – big book). See also www.request.org.uk for IWB harvest resource. Celebratory greetings cards. PowerPoint for step 5 on CD-ROM

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.

Moral: interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

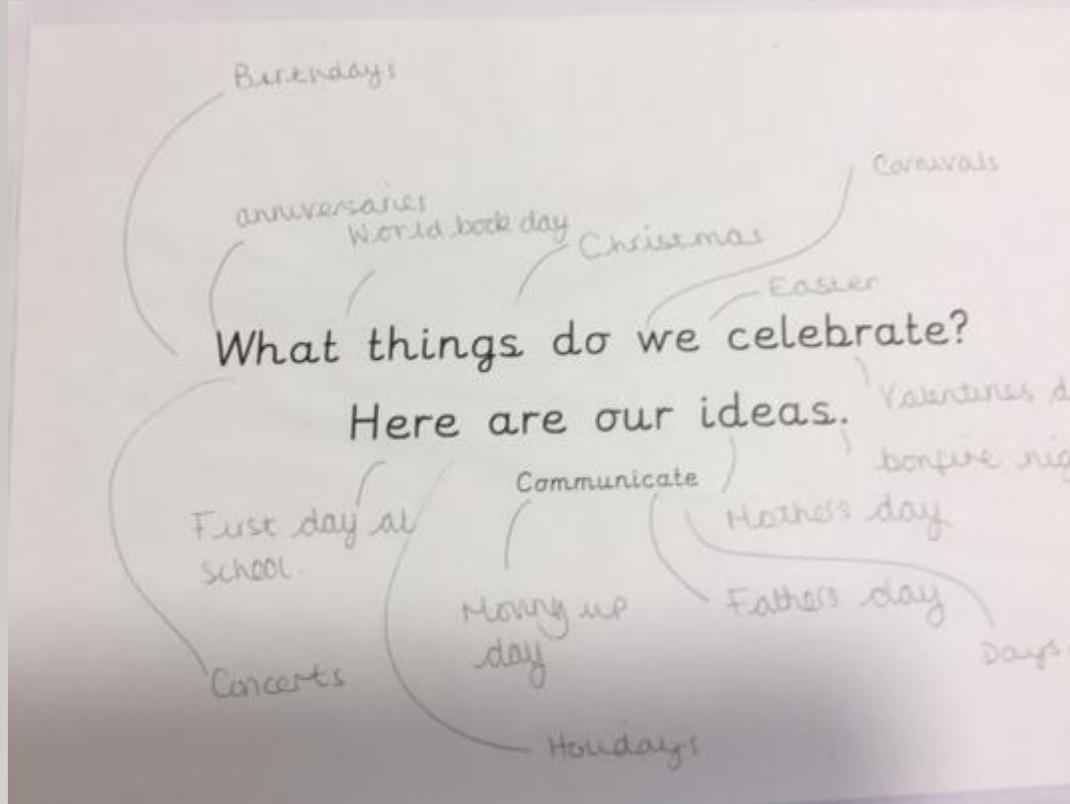
Using art and craft opportunities to develop the concept of celebrating and to explore the concept through looking at Christian traditions.

Drama

Opportunities for role playing a *celebration* and considering all the aspects involved. Circle time/P4C enquiry opportunities for speaking and listening.

Literacy

Writing their own invitations to a *celebration*. Producing writing for a Harvest display. Speaking and listening opportunities for discussing the concept throughout the unit.

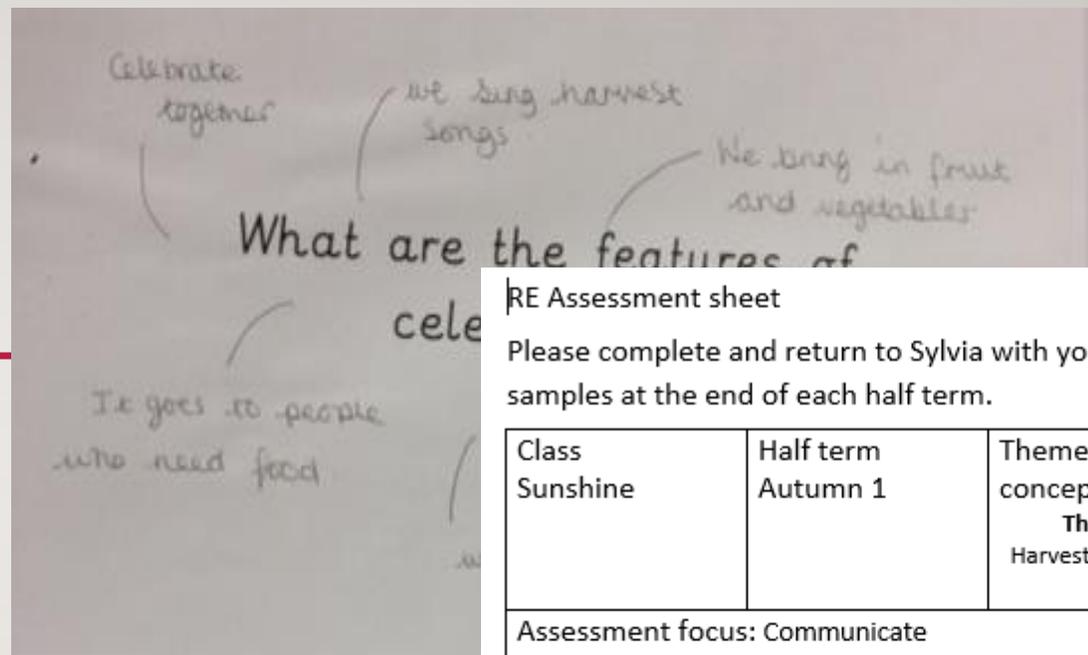
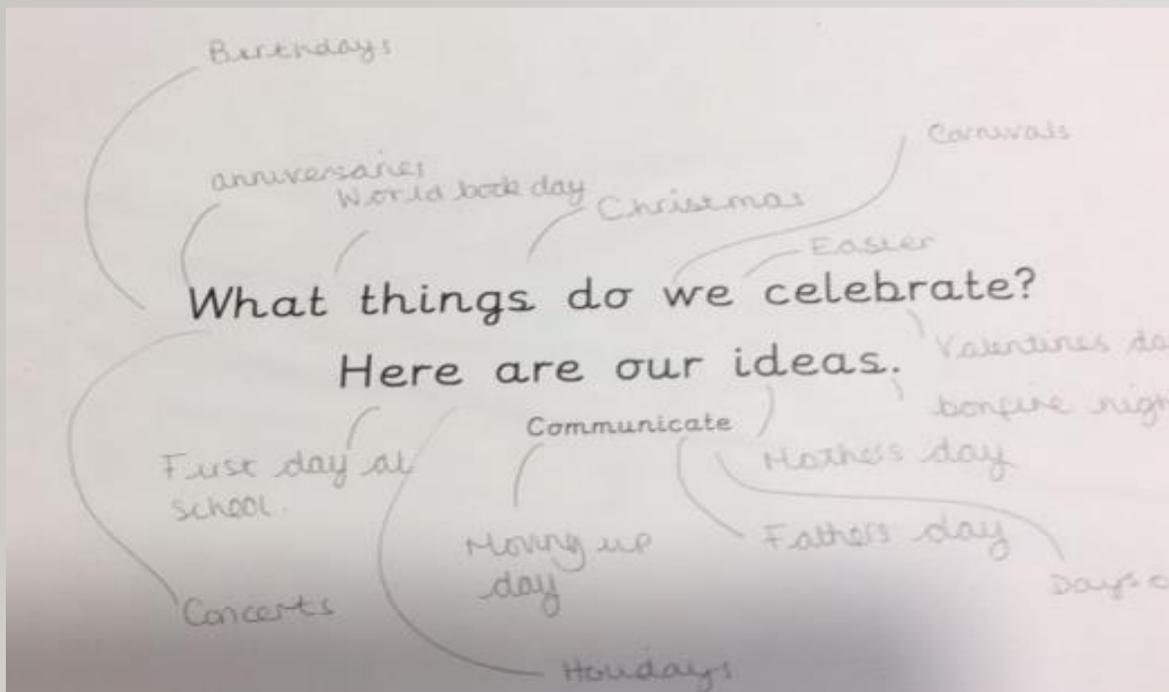


Name: Joey H Date: 4.0.20

Communicate assessment

Can you draw a picture of when you were celebrating something?
Why is the celebration important to you?

I am celebrating Easter. Its important because we do Easter egg hunts.



RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class Sunshine	Half term Autumn 1	Theme and concept Thanking Harvest and Sukkot
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Assessment focus: Communicate

Children working towards ARE

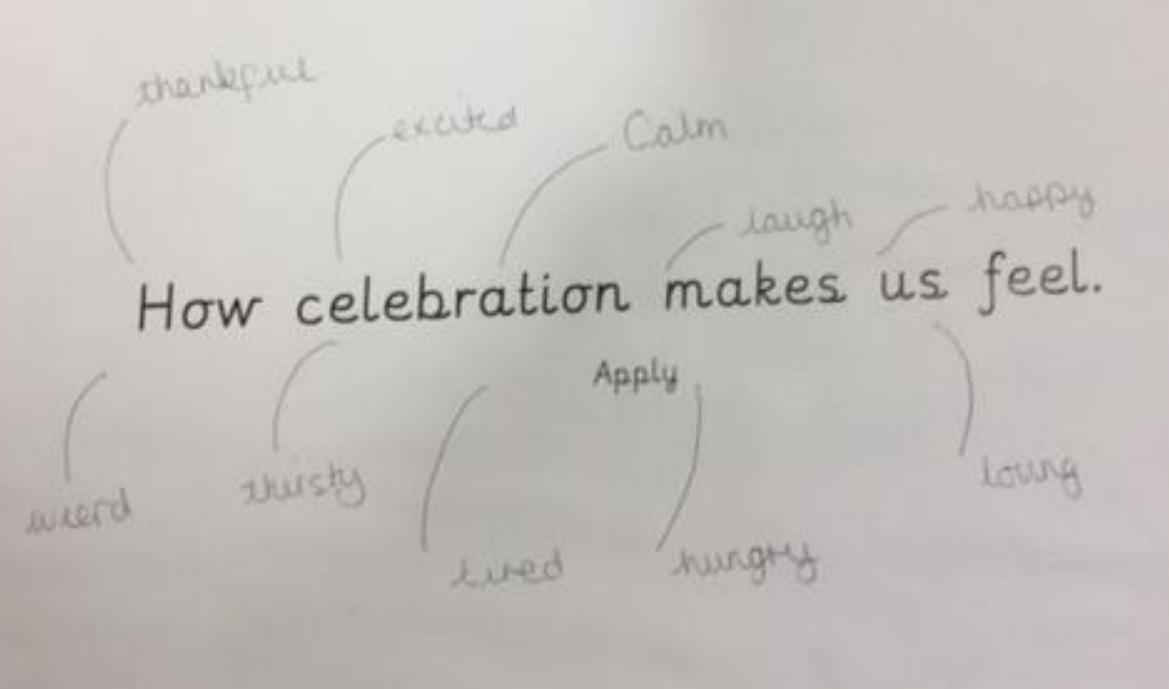
Maisie Plews, George Walldock, Joey Wells, Imogen Gray, Kitty Lansley

Children working at ARE

Eli Wilkes, Luke Ring, Austin Marsh, Emma Froud, Otto Boswell, Margot Dawes, Francesca Denness, Noah White, James Chick, Sephi Radley, Kroy Kear, Mabel Downer, Baxter Armiger, Joey Hall, Verity McCraken.

Children exceeding ARE

Charlie Gosden, Elsie Honeyman-Brown, Enzo Owen



<p>Upper KS2 Autumn Term</p>	<p>Theme/Unit: Magi and the Birth Narratives</p>	<p>RE KS2</p>
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can explain what people mean by prophecy and how they differ from predictions. Children can explain a personal response to the concept of prophecy. Children can explain the concept of prophecy in their lives and the lives of others. Children can explain how prophecy is important in linking with the role of the Magi in the Christmas story. Children can evaluate, by explaining, the importance of the gifts the Magi brought and the accuracy of Balaam's prophecy. <p>Informed by end of Year 6 age-related expectations</p>	<p>Focus/key concept: <i>Prophecy</i></p> <p><i>Children should be familiar with the Christmas story</i></p> <p>Sequence of activities over several lessons:</p> <p>Step 1 (Enquire) Begin the lesson by giving the children a challenge using the thesaurus. Challenge them to find out the a synonym of the word prophecy. They should come up with 'prediction'. When do we make predictions? What is the difference between a prophecy and a prediction? A prophecy is a foretelling that does not have any reasoned basis. A prediction is usually based on some logical foundation. We often say that a prophecy is based on an internal feeling, it is sometimes even spiritual. So let's test out our internal feelings on our own futures. Give the children a crystal ball sheet. They are going to make a range of prophecies about their futures. Share some of my own prophecies for the future. See what the children think? Why might they not agree (link to the difference between predictions and prophecies) Link to the idea that everyone has their own ideas about the future. Come back to this in the Apply section. (A link to the term 'self-fulfilling prophecy can be made during this enquire phase)</p> <p>Step 2 (Communicate) Explain to the children we are going to complete a philosophical enquiry based around the idea of prophecy. Watch the video of Henry Finch https://www.youtube.com/watch?v=TIQUmrxhK3c What prophecies does he have? Now we are going to come up with a question to discuss based around this and prophecy. Remind the children what this would consist of (come up with an open ended question that would spark debate around rules). The children in their groups of 4 are first to come up with at least one question they would like to put forward. Put these on the TV. Match any questions that are similar and put as one. Then the class are going to put their heads down. I will give each child two votes on a question. The winning question will be the basis of the discussion. Explain the rules clearly. One child will start, if you want to agree or disagree you put your hand up and I will then come to you to have your say (do not tolerate any interruption) You must begin with 'I agree/disagree with ___ because' If the debate naturally moves to another interesting topic, reframe the question. Do this for about 30 minutes overall. As a class, then decide what outcome the question has produced overall.</p> <p>Step 3 (Apply) Throughout the years, many people have made many famous prophecies. These do not always come true but many do and whilst at the time some prophecies seem almost impossible to imagine, they can come true many years later. Let's look at some famous prophecies. Children to identify what the predictions were and did they come true? How successful have they been? To do this, use some of the prophecies from this link: https://bestlifeonline.com/historical-predictions/. Can children work out what the prophecies were from the clue? Can the children make any prophecies they have for the future in our world.</p> <p>Step 4 (Contextualise) What is one of the biggest prophecies in the Bible? That Jesus would be the king of the people. This first came from Balaam where he made the prophecy. The star is key here, who do we know that followed this. Expect the children to say the 'three wise men'. Explain how this isn't actually true. The bible never mentions three wise men. In-fact, they don't mention a lot of the things we associate with the 'three wise men'. Complete a task where we are able to use the text to find true or false answers to a range of popular beliefs about the 'three wise men' (including that they were actually called the Magi). From here, explore the prophecy that was given to them in further detail. Why would this be of interest to the Magi? Who were they? Show the definition of Magi. Go through the story from Matthew's Gospel. Children are to write what they think the prophecy God said to the Magi in the dream was.</p> <p>Step 5 (Evaluate) How did the Magi celebrate the prophecy? By giving a range of gifts. Why were these significant? Were they useful to a young child. Explain that the gifts of gold, frankincense and myrrh were purely symbolic. Give the children an activity in order to find out what each one represented. They can use the iPads in order to research these. At the time, what would have represented sensible gifts. Get the children to create a shopping list of gifts that would have been more useful to a baby Jesus at the time. How true did their prophecy turn out to be? To what extent did Jesus become a king to the people?</p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p> <hr/> <p>Cross-curricular links:</p> <p>PHSE Considering the impacts on prophecies throughout our history and also on their lives.</p> <p>Philosophy for children (P4C) Hold an enquiry into prophecy.</p> <p>English: Writing their own responses to their prophecies, past prophecies, analysing the bible passage, interpreting what God might have said, creating their own shopping list.</p> <p>Computing: Researching relevant areas linked to the Magi using iPads.</p>
<p>Assessment opportunities:</p> <p>Responses to prophecies about their lives</p> <p>Responses during our philosophical enquiry</p> <p>Responses to the prophecies made about our world.</p> <p>Their true or false work on the Magi</p> <p>Their first person response as God to the Magi</p> <p>Their research about the symbolic meaning of the gifts.</p> <p>Their evaluation of how true the prophecy became.</p>	<p>Resources – Thesaurus, prophecy sheet, RE day PP, Henry Finch Video, Range of prophecies made over history, Children's international bible extracts, true or false activity sheet, Christmas story, pictures of the gifts, iPads, shopping list resource.</p>	

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class – Year 5/6 Yarmouth	Half term – <u>Aut 2</u>	Theme and concept – Prophecy – The Magi
Assessment focus: Apply		
Children working towards ARE: Alex, Brooke, Zac, Effie		
Children working at ARE: Lilly, Jeanie, Joel, Dom, Alex, Grace, Molly, Alesha, Sophia, Evie, Seth, Emily		
Children exceeding ARE: Ollie, <u>Izy</u> , Joe, Henry, Iris, Dom		
Teacher comments: Another very enjoyable RE day, difficult in the sense that there was no Hampshire planning for this one to base mine off of so hopefully I have touched on the right areas. Our apply task created some rich discussion about predictions and whether they are always helpful or not. As we focused on the predictions that were made that		

eventually came true, the emphasis was on why these predictions coming true was important. Children were engaged with the task throughout and in terms of it, the large majority were able to explain their answers to, at least, an ARE standard.

Assessment was made at the apply stage based off of verbal explanations and written. E.g. the verbal discussion of the importance of each prediction.



RE Autumn 2.doc

L.O. To identify famous predictions from the past

What is the prediction?	Why was it important?	How important is each prediction (1" to 10")
Tablet	so we look up information quickly	8
A mobile phone	so we can call anyone quickly	7
wii package	so we can get lots of things	6
digital cameras	so we can take pictures quickly	5
cell phones	so we can get lost	2
sat nav	so we can get lost	2
headphones	so you can have a calm day	9
medical operation	so you can live on your people	1
google internet	so you can look up information	10
online shopping	so you can get things for you	4
sat nav	it tells you that something is wrong	3

L.O. To identify famous predictions from the past

What is the prediction?	Why was it important?	How important is each prediction (1" to 10")
Tablet/phone	because it led the ideas for technology such as phones eg. text messages	4
email, text and messages	it helps people connect all over the world	4
paid for films or online stores e.g. sky store	it provides us with entertainment wherever we want it straight to our TV	4
face time video call / voice	it captures views of the world as we see it and you can also send it to people	4
sat nav / online maps e.g. google maps	it provides us with directing so we don't get lost on the road	4
in ear phones / headphones	you can listen to music without being interrupted by people and disrupting the people	4
wireless earphones	it is important because it saves thousands of lives	4
only augmentation / transparent e.g. organ donations etc	it shows people from all over the world lives and helps keep up with the world	4
social media e.g. facebook, Instagram and Twitter etc	it gives you clothes and anything you need really easily	4
online clothing shopping e.g. Primark or TK Maxx etc	it gives us the time and allows us to message people and connect with outside	4
electric watches e.g. apple watch		4

L.O. To identify famous predictions from the past

What is the prediction?	Why was it important?	How important is each prediction (1" to 10")
That there is going to be a internet	because I got all of the news and water	10
called internet in 2001	because you can carry a wireless device so you can message	2
A phone	because you don't need to go to a shop to buy a phone	4
front of camera	so people can take their photos straight away	8
laptops/computers	because you can look at what is ahead of you or a map	5
plans / electrical map	because you can listen to music	6
headphones / earbuds / airpods	because it can heal people	1
Transplanting body parts	because you can look up things	9
Social Media	because you can buy clothes and furniture + toys etc	4
ebay / clothing websites	because you can tell the time etc	2
apple watch / watch / apple watch		2

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Green 2	Autumn 2	Prophecy and the gifts of the Magi.
Assessment focus: Apply To explain the concept of prophecy in their own lives and the lives of others.		
Children working towards ARE Brendan (for reading and writing ability), Maisy, Freya W, Tommy, Tyler		
Children working at ARE BP (for his verbal responses and insights), Tilly, Zachary, Connor, Ashlee,		
Children exceeding ARE Harry, Megan, Toby, Freya O, Willow		
Teacher comments I have placed Brendan in 2 areas as though his reading level and spelling ability are low, his		

comprehension, insights and ability to discuss concepts are certainly ARE occasionally exceeding. Maisy is my working towards ARE example because at the beginning of the she did not understand that in order to make a prophecy we must think about the future. Her first response was talking about things we already had. Toby is my exceeding ARE example because of his highly insightful thought about future inventions. He wrote in great detail about all of his ideas. Tilly is my working at ARE example because of her strong ideas about what we may have in the future. She is at ARE because of the level of detail included in her answers.

Wednesday 16.12.2020

Are prophets still alive today?

HR - Are prophets the only people that can tell the future?

ZG - How do prophets know the future?

MW - Are prophets born able to tell the future or did they learn?

FO - Do prophets need equipment?

AW - Do prophets ever mess up?

AM - Are prophets real or do they guess?

UN - Are prophets the same as fortune-tellers?

TT - Are prophets real people or spirits?

Green class Mrs H

Should we know the future?
Yes because if you were going to get killed and you found out, you could change your ways to save your life.

Step 3: Apply
To explain the concept of prophecy in their lives and the lives of others.

I prophesise that in the future the world will have a machine that can make things shrink or expand.

I prophesise that in the future the world will have glasses that have a small button on them so that when you pressed it, the lenses would turn into small, transparent screens so you could watch a film without anyone knowing.

I prophesise that in the future the world will have a car engine that isn't bad for the environment.

I prophesise that in the future the world will have perpetual motion powered cars, planes, boats, trains etc.

Thursday 17th December

Step 4: Contextualise
To explain how prophecy is important by linking with the role of the magi in the Christmas story.

Should we know the future?
It would be a good idea to know the future so you can change the future so if you want to or so you will know if your future is good or bad.

Step 3: Apply
To explain the concept of prophecy in their lives and the lives of others.

I prophesise that in the future world will not have phones and may have just a little chip that you go through that a phone does.

I prophesise that in the future world will get rid of scrotes because they are bad for you.

I prophesise that in the future world will have made birds instead of some normal birds.

16/12/20
Thursday 17th December 2020

Step 4: Contextualise
To explain how prophecy is important by linking with the role of the magi in the Christmas story.

From Balaam's fourth prophecy

17 "I see him, but not now,
I behold him, but not near,
A star will come out of Jacob;
a scepter will rise out of Israel.

This means

Step 3: Apply
To explain the concept of prophecy in their lives and the lives of others.

Q) What prophecies were foretold about our world?

A) I prophesise in the future the world will have a dinner machine so you can just have to push over the same with lunch on the weekend and the same with breakfast. Much better.

16/12/20
Thursday 17 December 2020

To explain how prophecy is important by linking with the role of the magi in the Christmas story.

Step 4: contextualise

17 "I see him, but not now,
I behold him, but not near,
A star will come out of Jacob;
A scepter will rise out of Israel.

Balaam's
some Balaam's fourth prophecy.

This means a king will arise
This prophecy means that the star will rise

complete and return to her or herself with your work samples at the end of each half term.

Class	Half term	Theme and sub-theme
Year 6 St Paul's	Autumn 2	The Magi

Assessment focus:
Appis

Please come to see the children's books at their work in groups if you can.

Children working towards ARE
Caleb - draw a picture of the wise men instead

Children working at ARE
whole class except above 3 below

Children exceeding ARE
Carolina

Teacher comments
Really well done - all of the children really enjoyed it

R.E.

The Magi

A prophet from a nation that will happen in the future



To the new king
Gold, for the baby
from Melchior

To the new king
Frankincense, for the baby
from Caspar

To the new king
Myrrh, for the baby
from Balthazar

Frankincense - perfume

The Magi

I believe the Magi are the wise men who brought gifts to the baby Jesus on the day he was born. They brought gold, frankincense and myrrh. They were from the east and they were looking for the baby who was going to be born in Bethlehem. When they found the baby, they went to him and they gave him the gifts. They were very happy to see the baby and they were very happy to see the gifts. They brought gifts to the baby who was called Jesus. They brought gold, frankincense and myrrh. They were very happy to see the baby and they were very happy to see the gifts. They brought gifts to the baby who was called Jesus.

The King Herod told the wise men to go and find the baby and then kill him when he is.

I think the wise men were surprised that they found the baby in a stable as he is going to be a King.

Dear Mosaic

I give you Myrrh which means respect and I believe that you will be on the cross as the Son of God.

From Balthazar

Dear Mosaic

My gift to you is Frankincense which means respect. I believe that you will be on the cross as the Son of God.

From Melchior

Dear Mosaic

My gift to you is gold which means a king. I believe that you will be a King.

From Caspar

Would it be good to tell the children?

I think it will be good to tell the children to go to the manger and see the baby who was born there. They should also tell of something good that happened to you that you can be excited for it.

What do the Magi people?

I think they were surprised to see the baby who was born in a stable. They also thought that the baby would be a King.

My gift to Jesus would be Myrrh so they could buy it. I believe that they were very poor. My other gift would be gold as they have to travel here.

3 The Magi's gifts gave important clues about Jesus' future. This is true as Myrrh means respect and the wise men respected Jesus by giving him the gift of gold. They also thought that the baby would be a King.

6 The gifts must be important to Christians because they still remember them today.

I believe that all of these statements are true important to the story.

2. Labelled with color

Year: 6

Term: Autumn 2

Intended learning outcomes:

Children will be able to:

Step 1 explain the meaning of the word *interpretation*

Step 2 explain why there are two *interpretations* of the story of the birth of Jesus in the Bible

Step 3 explain the value of the two *interpretations* for Christians and describe some issues raised

Step 4 explain a personal response to the way in which different *interpretations* of situations have been evident in their own experience

Step 5 explain how their ideas about *interpretation* may affect their experiences and others' experiences.

Informed by the end of year 6 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- 1 produce a description or definition of the concept of *interpretation*
- 2 produce Venn diagrams
- 3 write about the value of different *interpretations* for Christians
- 4 write a paragraph explaining theirs and others' *interpretations* of something
- 5 discuss the impact that different *interpretations* can have on situations in life.

Theme/Unit: *Christmas: the two birth narratives*

Key concept: *Interpretation*

Sequence of activities:

Step 1 – Enquire: *What does interpretation mean?*

- Two children (or teachers) each recount their own interpretation of one story. Ask pupils to record the important parts of each telling, including the key characters. Note any similarities and differences. *What difference do these make to the story?*
- Encourage children to speculate upon the importance of the two versions. Class discusses which is the most important. *Why?*
- Reflect on the above activity. *What does interpretation mean?* Children in pairs write a description or definition for the concept of interpretation. Compare and refine as a class.

Step 2 – Contextualise: *What does interpretation mean in the birth narratives?*

- Teacher shares, or children read, the two birth narratives found in Matthew and Luke (see references in *Resources* box below). Ask children to record the important parts of the stories, including the key characters.
- Class discusses whether they think one is more important. Opinions need to be justified.
- Establish that children have been interpreting two important Christian stories which contain similarities and differences.
- In groups, split the children to make reference to Matthew or Luke and answer the following questions:
 - *Where did Mary and Joseph live at the beginning of the story?*
 - *How did Mary become pregnant?*
 - *Where was Jesus born?*
 - *Who visited the baby Jesus?*
 - *What happened after the visitors left?*
 - *Where did Joseph and Mary live at the end of the story?*
- Individually, or as a class, children produce a Venn diagram. Children discuss why they think that there are two stories about the same event and why these stories have similarities and differences.

Step 3 – Evaluate: *What is the value of the different interpretations to Christians? What do I think?*

- Class, in role as theologians, articulate/express their opinion about why they think there are two different birth narratives. (NB: theologians believe that the writers were writing for different audiences.) Question: *Does it matter that there are different interpretations of this story?* Invite a vicar or Christian visitor to contribute to the class discussion. Write a short explanation.

Step 4 – Communicate: *What does interpretation mean to me?*

- Question your pupils: *What do you interpret in your life?* Pupils discuss in pairs then as a class. Note their responses.
- Encourage pupils to participate in activities that possibly demonstrate the concept in their lives, eg: interpret a piece of modern or traditional art, interpret a difficult playground situation, interpret a text with missing paragraphs, interpret a *Chinese whisper* or interpret a photograph. Children discuss with others why they interpreted the picture, story or situation differently. Children produce a paragraph focusing on how they interpreted one of these in comparison to how a friend interpreted one of these.

Step 5 – Apply: *On what occasions and in what situations is interpretation significant?*

- **Scenario:** a playground problem between two children who have different version of events needs to be addressed. Normally the teacher would listen to both interpretations of the event and try to determine what actually happened. On this occasion, the teacher will believe the first child to recount their story.
- Class discusses/provides the skeleton of the story to then be embellished: *How would the children and teacher feel? Do you need to consider both versions of events? Could a child be unfairly treated? What are the consequences of this? Continue to explore the benefits of analysing different interpretations of an event. Why do people interpret things in different ways? What are their motives? Is it useful on some occasions and not on others?* Discussion could be extended to thinking about people on trial in court, how current affairs are reported in the media, records of historical events (useful literacy and history links here).

Resources:

- Bibles and copies of stories for annotation: Matthew 1:18–25 and Matthew 2:1–23, Luke 2:1–20 and Luke 2:39–40.
- *Christmas at KS2 RE teaching pack* (RE Centre 01962 863134)
- Fictional or non-fiction stories. Modern and/or traditional art.

RE KS2

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.

Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art
Using art opportunities to develop children's thoughts about the Nativity. Consideration of Christian art through time to express people's ideas about Jesus.

Maths
Producing a Venn diagram outlining the similarities and differences. Explaining their reasons for grouping answers.

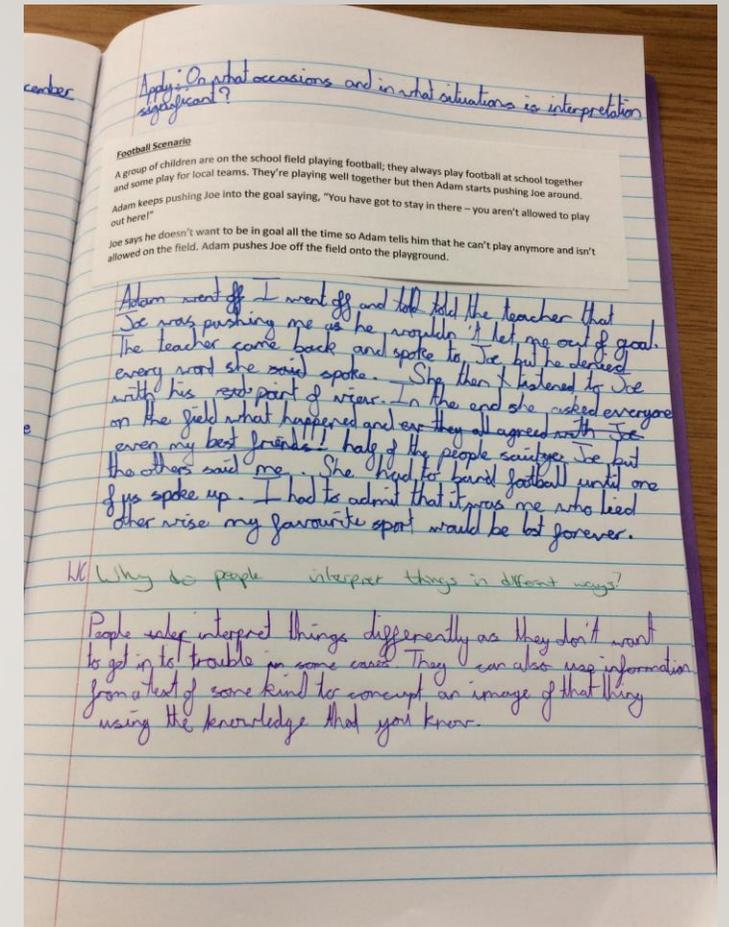
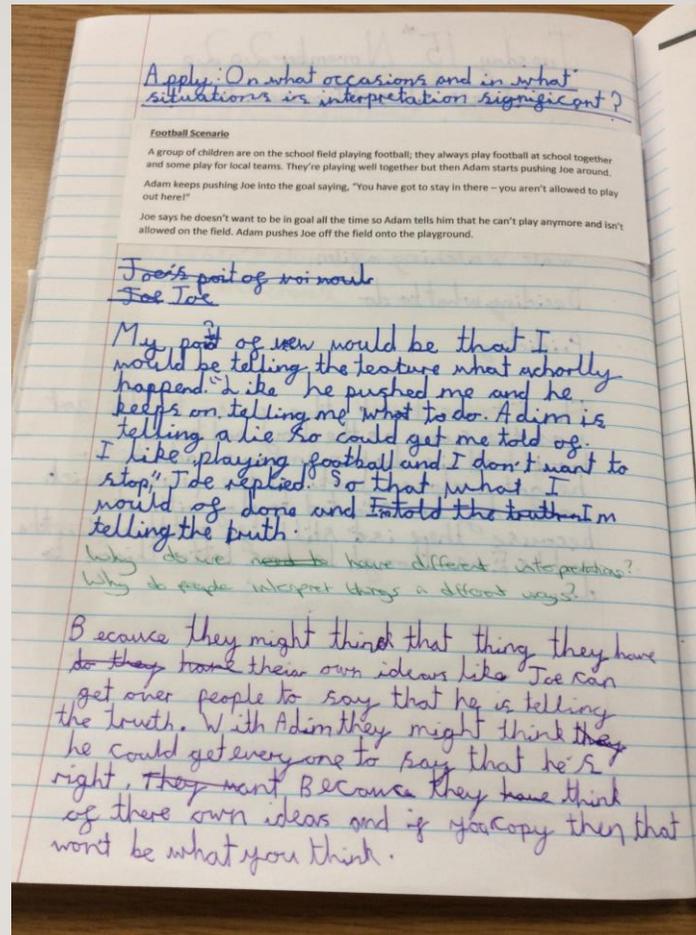
Literacy
Opportunities to listen and respond to the specific nativity stories from the Bible and to consider the *interpretation* of the story for the Gospel writers. Considering and writing their definition of *interpretation*.

History
Interpretation of different historical events.

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class Eclipse	Half term Autumn 2	Theme and concept Interpretation
Assessment focus: Apply		
Children working towards ARE BJ EC KH AH LMR SRB ET LW IG JD ZW		
Children working at ARE FB TBJ CC WC JC MC <u>WCo</u> SG BH DN AP FP HP ZR FS MS AS HW AW		
Children exceeding ARE		
Teacher comments		



Year: 3/4

Term: Autumn 2

Intended learning outcomes:

Children will be able to:

Step 1 describe the concept of *holy*

Step 2 describe how Christians show that they believe Mary is *holy*

Step 3 evaluate the concept of *holy* by describing the value of Mary's *holiness* to believers

Step 4 describe their own response to the concept of *holy*

Step 5 describe examples of how their ideas about *holiness* affect their lives.

Informed by the end of Year 4 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

1 produce their pictures and write descriptions or definitions

2 annotate pictures for classroom display

3 sort and discuss cards

4 draw and write about their own responses to *holy*

5 share ideas in pairs and as a class.

Theme/Unit: *Mary, Mother of God*

Key concept: *Holy*

Sequence of activities:

Step 1 – Enquire: *What does holy mean?*

- Show image or model of Mary and Jesus – children speculate on who it is. *How does she look? What does she think of the baby? Why do you think that? Where would I find such an image? Who would use it? What for? How do other people feel about it?*
- Draw a picture or make a clay model. Write a label saying *"I think that this is ..."*.
- Tell story of the Annunciation. Discuss. *Where do pupils think the angel was from in the story? Why is there an angel in the story? Could the message from the angel have been sent to Mary any other way? Would that have been as effective (or seemed so special) in the story? What is the most important thing that the angel said, do you think? How do you think Mary felt?*
- Look at artists' impressions of the Annunciation. *How does the artist show that Mary is holy? Discuss. Would children want to add things to their original pictures/clay models to show that Mary is special/holy?*
- Children discuss with partners what they think *holy* means. *Can they decide on a description which could be used in a glossary of terms or a dictionary definition?*

Step 2 – Contextualise: *How do Christians show that they believe Mary is holy?*

- Children have copies of carols which identify Mary as *holy, Mother of God, blessed*, etc. Children highlight phrases and descriptions of Mary. Collate in class discussion.
- Look at Pictures of stained glass window/images and icons of Mary. Draw their own. Children investigate how and why the images and icons are used by believers. Annotate the pictures for a classroom display.
- Investigate the *Hail Mary* prayer. Children prepare questions to ask a Catholic visitor about their feelings and ideas about Mary. *When do they show reverence or pray to Mary? Why? What happens?*

Step 3 – Evaluate: *What is our opinion about Christians showing reverence to Holy Mary?*

- Children in groups brainstorm all the words they have heard associated with Mary. Collate responses and make a composite list. Children individually put them in 2 categories. *Agree with* and *disagree with*. Compare with a partner. *Can they agree on the two categories?* Discuss.
- *If they asked a priest or Catholic visitor to sort the cards, which columns would the words then go in?*
- Children re-sort the cards in role as a Catholic. *Is it important for Christians to believe that Mary is Holy?* Discuss. (Remember that it is not **just** Roman Catholics who believe Mary is Holy).
- Children complete writing frame.

Step 4 – Communicate: *What do we think of the concept of holy in our experience?*

- Allow time for quiet reflection, perhaps play quiet music. Ask children to sit quietly and consider things or people they would/might describe as *holy*. *What other word might they use if holy is not right for them? Do they have objects that remind them of holy/special people?* Perhaps draw a picture, write a few words or a description of their ideas. *What would they include in the picture to show other people that you think this is holy (or otherwise)?* Invite pupils to share responses.
- *Can children explain why they consider something to be holy for themselves or others? What qualities does it have, or memories are evoked?*

Step 5 – Apply Assessment) *How does the sense of holy (special) impact on their lives?*

- Children consider when or why they or others refer to their holy object or people, and how they feel. *What happens next?* In pairs, discuss how they or others use their objects, where they keep them, how often they look at or handle them. Share as a class.
- They could perhaps draw their own picture of what they think of as Holy to them.

Resources:

- *Mary, Mother of God* images of Mary (models, icons, artist impressions) Make sure they are multicultural
- Artist impression of the Annunciation plus the story (Luke 1:26–38).
- Carols including descriptions of Mary.
- The *Hail Mary* Prayer.

RE KS2

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs. Multi-cultural images

Cross-curricular links:

Art and Design

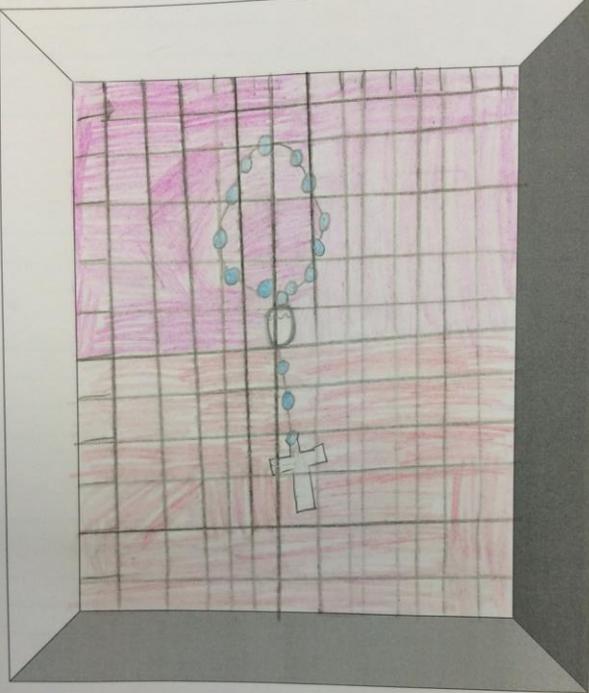
Drawing, painting or using claywork to express their thoughts on *holy*. Considering the work of artists depicting this concept and talking about their work. Opportunities to consider how artists depict religious beliefs (Roman Catholic in particular).

Philosophy for children (P4C)

Opportunities for enquiry into "what does *holy* mean?" and "who is *holy*?"

Literacy

Writing their own responses to the concept, describing how they think and giving examples about how their ideas affect their lives.



I drew a Rosary and it is holy to me because I am Catholic. my Rosary is holy to me because God will protect me and in the center is holy water.

Monday 14th December 2020

Autumn 2 - Holy



I think this is Mary and jesus looking at Jesus the baby they are blessed to have a beautiful baby.

The angel came from heaven sent by God!

The angel is in the story because she needed to send a message from God to tell Mary she was having a baby.

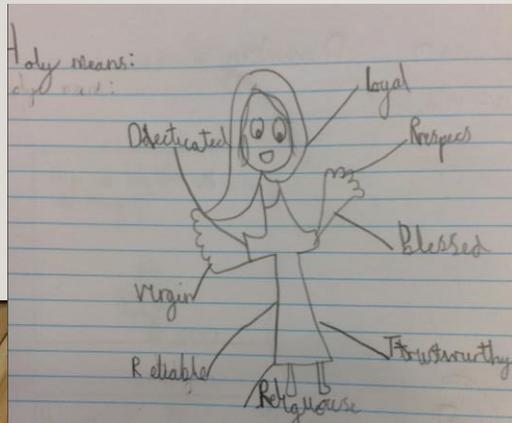


1. What do you notice about the picture on the window?
2. Does anything have any particular meaning?
3. If you drew your own window to represent the story what might you include?

An angel and Mary are next to a tree at her a snake riding around and a dove is flying above their heads. Mary looks scared but the angel looks like she wants to help.

The angel sent a message from God to Mary to say she is having a baby.

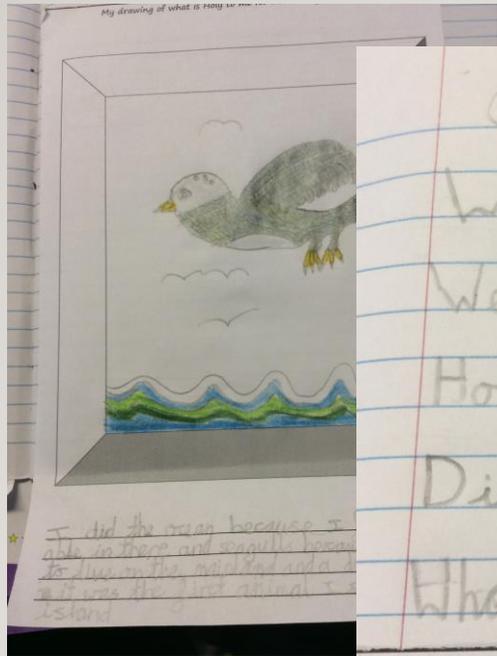
I might include Mary, Joseph, Jesus and the donkey, angels.



What do you notice about the picture on the window?
Does anything have any particular meaning?
If you drew your own window to represent the story what might you include?



I noticed that Mary was slipping away from the ground and I added I will be clear flying above these clouds. The angel is trying to be paid to Mary what's happening the angel wings a huge.
I would colour Mary in a blue dress I would put the dove in the middle of the sky I would put a halo around the angel heads. And Mary shocked.



I did the dove because I like it and it's usually found in the sky. The angel had wings and it was flying and I did it.

Questions for Mary
What did Gabriel say?
Were you already Christian?
How old were you?
Did Gabriel have wings?
What was Josephs reaction?

My drawing of what is Holy to me for a stained glass window.

When the angel in white, Mary would have brown hair and the angel would have hair. Mary would be in

you planing on a baby?
you want to have Jesus in a season?
did you feel?
or think you were dreaming?
your saint out color blue?

meaning?
If you drew your own window to represent the story what might you include?



I decided that Mary is holding her chest. The angel is pointing upwards. The angels wings curves down behind him. There's a dove flying above their head. There's a halo above the angels head. I would put Mary in a blue dress and the angel in white. Mary would have brown hair and the angel would have ginger hair. Mary would be in bed.

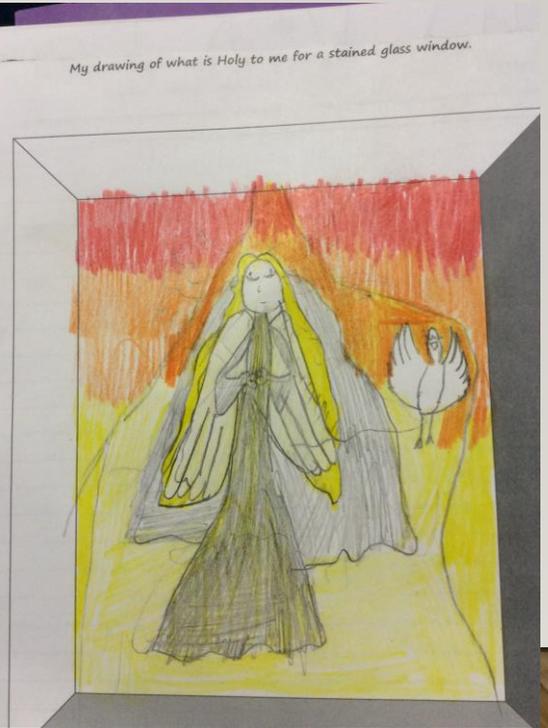
sp above

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Blue Yarmouth	Autumn two	Mary, Mother of God
Assessment focus:		
Children working towards ARE Rileigh Lincoln		
Children working at ARE Brigitte Dylan M Dylan H Faye Harrison Jacob Macie Olivia Pehr Reece Roman Serene Sophie Thomas Annie Bobby Ellie Jenson Kaden Neve Ronnie Rosie Ryleigh		
Children exceeding ARE Archie		

Summer Esme Scarlet Annie
Teacher comments All enjoyed looking at artists interpretations of Gabriel and Mary and had good discussions. Shared ideas on what they would like to ask Mary.



My drawing of what is Holy to me for a stained glass window.

RE Assessment sheet

Class Blue 2	Half term Autumn 2	Theme and concept Mary mother of God – Holy
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Assessment focus: Apply

How does the sense of holy (special) impact on their lives?

Children working towards ARE

HT and ACD – found it difficult to articulate their own thoughts and mirrored others ideas during the discussions.

Children working at ARE

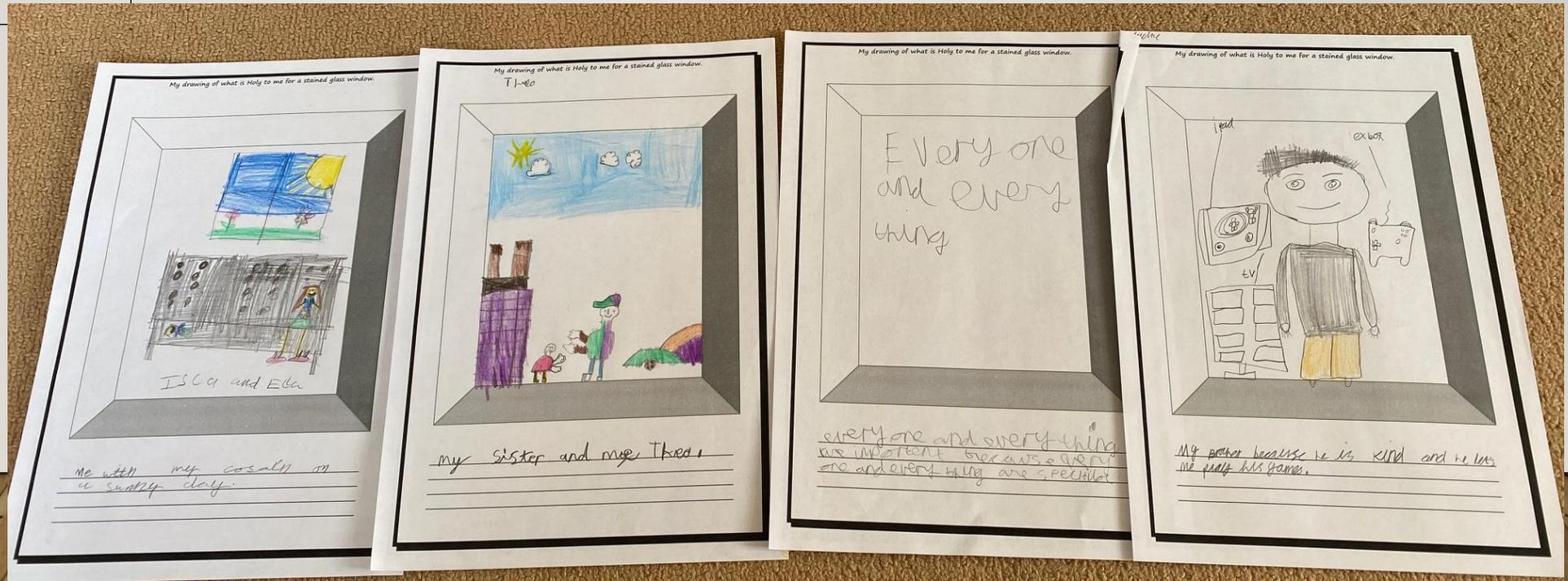
IBD, MC, SC, JH, LS, TP, EG, RB

The children could all discuss what was special to them and began to stay why. Struggled to relate to the word Holy

Children exceeding ARE

Teacher comments

The children found the concept difficult but could relate to special. They enjoyed thinking about Mary as the Mother of God. Were very interested in the cultural depictions of Mary.



Year: 2

Term: Autumn

Learning Outcomes

Children will be able to:

- talk about their own responses to *candle flame*
- identify how *candle flame* relates to their own lives
- talk about *candle flame as a reminder (a symbol)* of important people or events
- recognise how *candle flames* are used at Hanukkah and Advent
- talk about the importance of *candle flames* in simple terms.

Informed by end of Year 1 age-related expectations

Assessment Opportunities

Evidence can be gathered when pupils:

- respond to *candle flame*
- draw and annotate a candle
- make labels
- discuss their opinions and ideas about candles
- complete think bubbles.

Theme/Unit: *Light helps people to remember*
Why is light important at Advent and Hanukkah?

Key concept: *Candle light as a symbol*

Sequences of Activities: -

Step 1 – Communicate

- Show a cardboard cake with candles. Light them. Discuss responses and ideas. *How do you feel?*
- Discuss how we use candles. *When? Why?* Discuss how we celebrate birthdays.
- Read *Teddy's Birthday* (Amanda Davidson). Discuss what candles are remembering?
- Respond by drawing picture of cake and candles and make a display of different candles.
- Light another candle. *What could this be for? What does it make you think about?* Discuss.

Step 2 – Apply

- Discuss how we can use candles to remember someone or something – remember feelings.
- *If you could light a candle to remember someone or something special, who or what would it be? When would you light it? How would you feel?* Draw a candle and annotate “*My candle is to remember ...*”

Step 3 – Enquire

- Show Hanukkah – allow open speculation from children. *What is it? What is it used for? How it is used? Who uses it? Where? When? Why?*
- *What do we think these candles remind people of? How do you think they might feel when they light the candle?* Pupils openly speculate.

Step 4 – Contextualise

- Tell the story of Hanukkah using the book below – a great miracle happened there. Respond by acting out story.
- *How did they feel when the light kept burning?* Drama and freeze frame.
- Show picture of Jews celebrating Hanukkah. Read *Hanukkah* (Roni Schotter). Explain how Jews celebrate Hanukkah today – sharing food, cards, decorations, lighting the candles.
- Make Hanukkah in groups. Become familiar with language eg symbol, celebration, Hanukkah etc. *What are the candles remembering?* Pupils make labels for their Hanukkah.

Repeat process

Step 5 – Enquire

- Show Advent ring – *What is it used for? When? Where? By whom?* Encourage speculation.

Step 6 – Contextualise

- Christians use light at Christmas – read Advent poem – discuss, explain. Add each candle to explain each part symbolises part of story – parallels to story of Jesus’ birthday. (This may be done on consecutive days).
- Make advent ring in groups. Light candles – read Christmas story – create atmosphere. *What do these candles remind Christians about?* Pupils make labels.

Step 7 – Evaluate

- *Is it important to have candles to remind you of things? If you didn't have candles would you still remember? What did it help teddy remember? Why do the candles help you remember? What would you use to remember things that are special? What do candles remind Jewish people of? Why are they important? What do candles remind Christians of? Why are they important? What would Christians do?*

Resources:

Hanukkah, Advent ring, Book: *Teddy's Birthday* Amanda Davidson [ISBN 0006627528], Book: *Hanukkah* Roni Schotter [ISBN 0316774669], Book: *8 candles to light* by Johnny Zucker, poem, materials to make advent ring, candles of various sorts.

RE KS1

Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

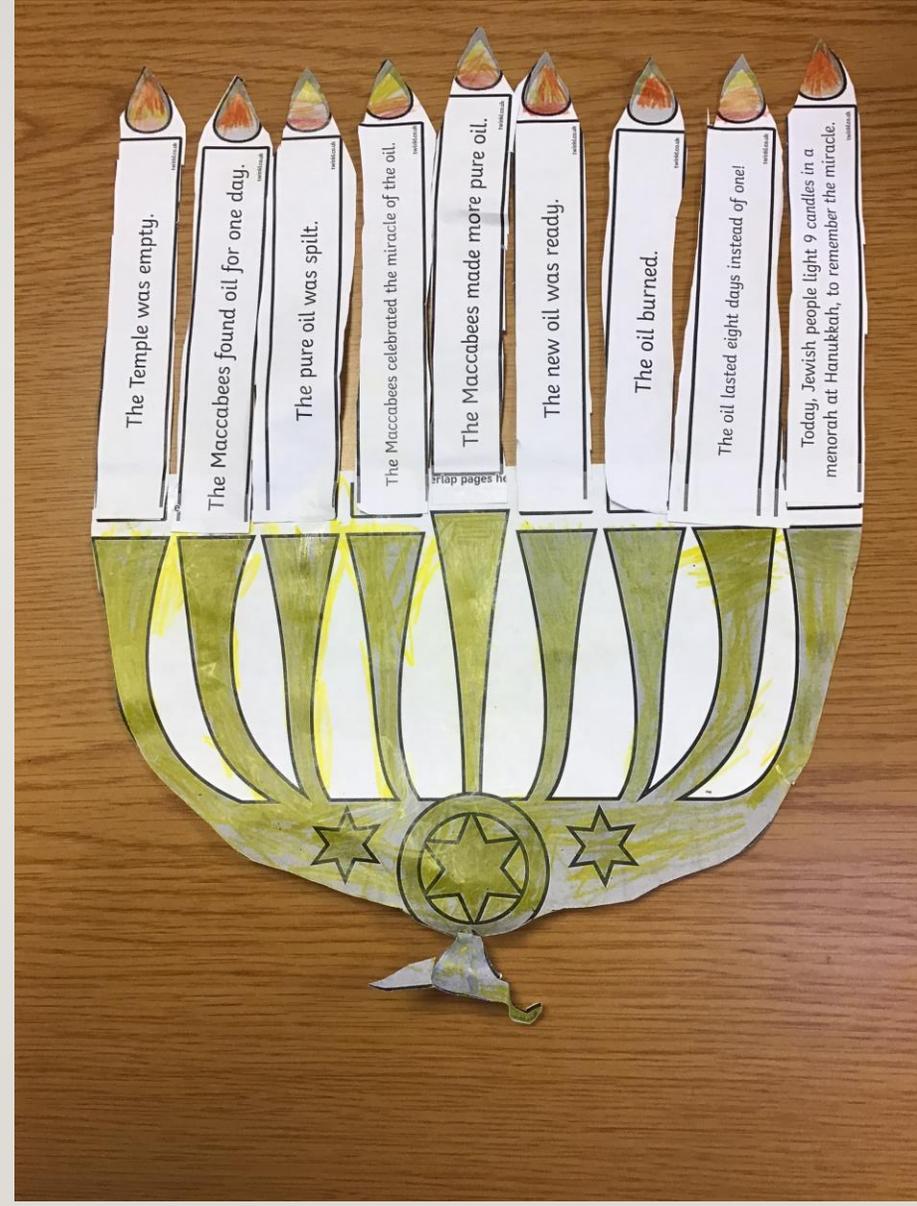
Using art and craft opportunities to develop the concept and to explore the concept through looking at Christian and Jewish traditions.

Drama

Opportunities for role playing a celebration and considering all the aspects involved. Circle time and discussion opportunities for speaking and listening.

Literacy

Opportunities to listen and respond to the story and to consider the meaning of the story. Talking about the importance of *candle flames* and why the symbol is important through speech and writing.

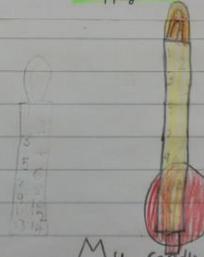


Theme: Light helps people to remember/ Why is light important at Advent and Hanukkah?
 Key Concept: Candle Light as a symbol
 Assessment
 LO: To identify how candle light relates to their own lives.
 Apply



My candle is to remember my nan who died when I was only 4 just give you a...
 I light it at the end of the day to remember her or him.
 A lovely reason to light your candle.

Theme: Light helps people to remember/ Why is light important at Advent and Hanukkah?
 Key Concept: Candle Light as a symbol
 Assessment
 LO: To identify how candle light relates to their own lives.
 Apply



My candle is to remember my nan who died when I was only 4 just give you a...
 I light it at the end of the day to remember her or him.
 A lovely reason to light your candle.

Theme: Light helps people to remember/ Why is light important at Advent and Hanukkah?
 Key Concept: Candle Light as a symbol
 Assessment
 LO: To identify how candle light relates to their own lives.
 Apply



My candle is to remember my dad because I love him.
 Well done Jonah! what a lovely reason to light a candle.

Sky Class 2020 RE ASSESSMENT	Aut 1 Special Books	Aut 2 Light as a symbol	Spr 1	Spr 2	Sum 1	Sum 2
	Communica te	Apply	Enquire	Contextual ise	Evaluate	Evaluate
Bushell Bella	ARE	ARE				
Cass Georgia	ARE	ARE				
Collins Piper	ARE	ARE				
Crates Ruby	ARE	ARE				
Glasspool Penny	ARE	ARE				
Haasamreen Edith	ARE	ARE				
Hillman Joshua	ARE	ARE				
Homes Annabel	ARE	ARE				
Knight Lucy	ARE	EXS				
Lansley Rocco	ARE	WTS				
Malley Max	ARE	ARE				
Mackenzie James	ARE	ARE				
McKirdy Liam	ARE	EXS				
Murray Zachary	ARE	ARE				
Parker Phoebe	ARE	ARE				
Radley Jonah	ARE	WTS				
Ritson Daisy	ARE	ARE				
Rome Frederick	ARE	ARE				
Selle Emilia	ARE	EXS				

Year: 1

Term: 2

Intended learning outcomes:

Children will be able to:

- Step 1** talk about their own responses to *journey's end* in their experience
- Step 2** identify how different *journey's ends* relate to their lives
- Step 3** identify and talk about different *journeys' ends*
- Step 4** recognise the *journey's end* of the characters in the Christmas birth narratives
- Step 5** talk about the importance of the *journeys' end* to Christians.

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 draw and annotate pictures
- 2 discuss their feelings about different *endings to journeys*
- 3 discuss the meaning of a *journey's end* (Baboushka)
- 4 create concept lines for the three stories
- 5 role play and discuss responses.

Theme/Unit: *Nativity journeys*

Key concept: *Journey's end*

Sequence of activities:

Step 1 – Communicate

Teacher describes a journey she/he has made where something wonderful was at the journey's end. As a class, pupils consider and discuss journeys they have made when something good is at a journey's end (eg. *when I go and see my gran, she gives me a cake*). Pupils act out some of these. They then draw and annotate their experiences.

Step 2 – Apply

Question: *When are journeys exciting? Worrying? What happens if we get lost? Grandma was out, the plane was delayed, it was raining, you had to have a tooth out? Is there always something good at a journey's end? How does this affect our feelings?* Discuss.

Step 3 – Enquire

Why are journeys important? Why is the end of a journey important? Tell the story of Baboushka. What happened at her journey's end? What feelings did she have?

Step 4 – Contextualise

Why is the nativity journey's end important to Christians? Tell the three stories: Mary and Joseph to Bethlehem, The shepherds and The Magi.

Role play the three scenarios.

Make concept lines:

- Mary and Joseph – Start journey in Nazareth – can't find room – find room – have baby
 - shepherds in fields – afraid of angels – decide to visit Jesus – see Jesus
 - the Magi – follow star – get lost – follow star again – find Jesus.
- Compare concept lines: *What is important? What are the feelings at the journey's end? How do Christians remember the journey's end?* Discuss.

Step 5 – Evaluate

Is there a pattern to the nativity journey's end? Why are Christians happy at the endings? Why is Jesus being the focus of the journey's end, important to Christians? How would Christians feel if the manger was empty – no baby Jesus? Discuss. Role play the journeys and finding no baby Jesus. How do they feel?

Resources:

- story of Baboushka (eg. by Scholy. ISBN: 978-0745944562)
- stories of the nativity journeys
- concept line: blank smiley faces.

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: having a sense of enjoyment and fascination in learning about themselves, others and the world around them. Using imagination and creativity in their learning.

Moral: developing an ability to understand and appreciate the viewpoints of others.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Drama

Opportunities for role playing scenarios with different *journeys' ends* and the *Nativity journey's end*. Role playing the characters from the *Nativity story* and considering their feelings at the *journey's end*.

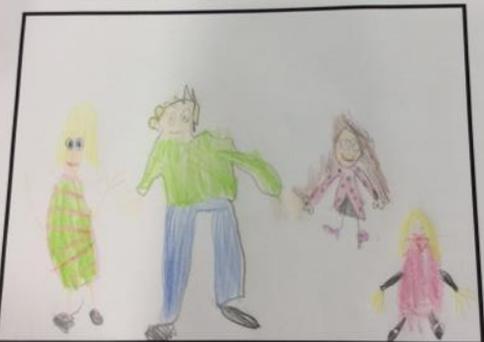
Literacy

Discussing the meaning of a *journey's end* from the *Baboushka story*. Creating concept lines for the three stories. Writing about the meaning of the *journey's end* for the characters in the story.

Name: MIDDECA Date: Jan 2018
 Theme: Nativity journeys
 Concept: Journeys end

Communicate

Can you draw a journey you have been on when something good is at the end?



Where did you go on your journey? going to France
 What was at the end of your journey? Seeing Sasha and Yari's

Name: FRANCESCA Date: Jan 2018
 Theme: Nativity journeys
 Concept: Journeys end

Apply (assessment)

Draw and label what signs you have spotted that show Christmas is coming to Shaifleet CE Primary School.



Name: _____ Date: _____
 Theme: Nativity journeys
 Concept: Journeys end

Enquire

What might Babushka be feeling?

- She might not be able to find her way back.
- She would be upset because she really wanted to find Jesus.
- Scared she might be stolen.
- Angry she used the brightest star.
- Really sad because she couldn't find baby Jesus.
- She would be worried that she had gone the wrong direction.
- Very frustrated because she kept getting lost.
- She would feel in the snow.

Name: _____ Date: _____
 Theme: Nativity journeys
 Concept: Journeys end

Evaluate

How would Christians feel if the manger was empty?

- He wouldn't be able to celebrate Jesus.
- Sad because we wouldn't celebrate Christmas.
- Angry because Jesus is special to the world.
- Very upset because he would have wasted their long journey.
- Unwelcome.
- He wouldn't celebrate Easter.
- cross because there is no baby Jesus.
- The journey would be for nothing.

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sunshine	Autumn 2	Nativity Journeys Journeys end
Assessment focus: Apply		
Children working towards ARE Maisie Plews, George Walldock, Joey Wells, Imogen Gray, Kitty Lansley		
Children working at ARE Eli Wilkes, Luke Ring, Austin Marsh, Emma Froud, Otto Boswell, Margot Dawes, Francesca Denness, Noah White, James Chick, Sephi Radley, Kroy Kear, Mabel Downer, Baxter Armiger, Joey Hall, Verity McCracken,		
Children exceeding ARE Charlie Gosden, Elsie Honeyman-Brown, Enzo Owen		

Name: MIDDECA Date: Jan 2018
 Theme: Nativity journeys
 Concept: Journeys end

Contextualise

What do you think the manger scene would look like when baby Jesus was born?



Year: R

Term: Autumn 2 2019

Intended learning outcomes:

Children will have experience of themselves or others:

Step 1 and Step 2

sharing their own experience of a birth in the family

listen to others talk about how *birth* is *celebrated*

Step 3

begin to identify what a *celebration* is

Step 4

begin to recognise how Christians *celebrate* Jesus' *birth*

Step 5

reflect on their idea about the importance of *celebrating* birth.

FS2 Assessment opportunities: Communication

Evidence can be gathered when children:

- 1 talk and listen to each other
- 2 make cards or gifts for the baby
- 3 talk about ways of *celebrating* birth and Christmas
- 4 respond to questions
- 5 imaginative play- small world figures.
- 6 Nativity scene egg boxes.

Theme/Unit: *Christmas – celebrating the birth of a baby – Jesus' birth*

Key concept: *Celebrating birth* **Understanding Christianity links**

Sequence of possible activities:

Step 1 – Communicate

- Talk about children's own experiences – ask about any babies they know, what they remember about being born. They can ask parents about it and bring in items, eg: cards, presents and photographs.

Step 2 – Enquire –

- Discuss: How do we celebrate new babies. Watch clip – *cbeebies* <https://www.bbc.co.uk/cbeebies/watch/my-first-brother>
- Re-cap ways to celebrate = cards, presents, balloons, visiting. Ask the children what it would be like if they didn't celebrate the birth of a new baby?

Step 3 – Apply- Welcome a new baby and we welcome the new baby. What do we do?

- Look after baby in the classroom – make baby cards to celebrate the new arrival. Wrap and open presents.

Step 4 – Contextualise

- **Show picture or poster of Nativity scene/baby Jesus. Who is this baby?** Notice similarities and differences to today. *What does this picture show?* Mother's love, presents, visitors, etc.
- Link to own ideas of babies being welcomed today.
- **Read different versions of the Christmas story including Childrens' bible version. Select people and animals from classroom for nativity small world play.**
- **Advent display – nativity scene advent.**
- Show the BBC film clip about the first Christmas: <http://www.bbc.co.uk/education/clips/zntfgk7>
- <https://www.bbc.co.uk/iplayer/episode/m000c7rg/my-first-festivals-3-christmas>
- <https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>
- **Watch KS1 Nativity performance.**
- **Use large construction materials to build stable.**
- **Learn words to carol – Away in a manger and born in a stable – perform for parents.**
- **Post office role play – to send Christmas cards and wrap presents to send.**
- **Make Christmas cards. What is it to celebrate? How else do Christians celebrate the birth of baby Jesus?** Cards, sharing food, presents, decorations..

Step 5 – Evaluate

- Discuss: Have we enjoyed celebrating the birth of Jesus at school? Re-cap things we have done. What have been our favourite bits? *Why do you think Christians still celebrate Jesus' birth? how do you celebrate your birth? Would it matter if you forgot and did not celebrate your birth? Why? Would it matter if Christians forgot to celebrate Jesus' birth? Why?*

Resources:

- *The story of Christmas*, by Jane Ray (1994) (ISBN: 978-1852139179).
- Pictures of nativity, card, etc, to make cards.
- *Welcoming babies*, by Margy Burns Knight (1997) (ISBN: 978-0606228183).
- *Happy birth day!*, by Robie Harris (1998) (ISBN: 978-0744552645).
- *When the teddy bears came*, by Martin Waddell (1996) (ISBN: 978-0744547634).
- Items that would be used at a baby's welcome, eg: flowers, baby cards.
- Baby doll, dressing-up clothes, house turned into a stable, baby clinic items.

RE FS

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: reflecting on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

Using art and craft opportunities to make cards and gifts.

Drama

Opportunities for role playing a *celebration* of a new baby at home and for role playing the nativity. Circle time and discussion opportunities for speaking and listening.

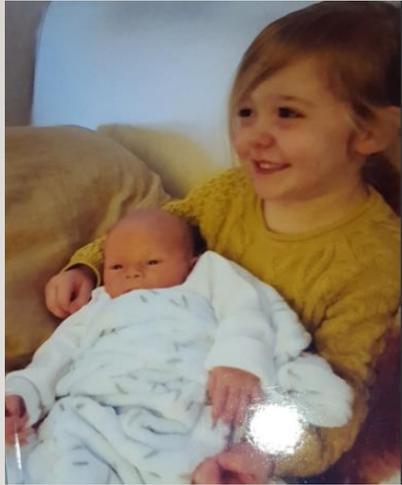
Literacy

Opportunities to listen and respond to the story of Christmas and to consider the meaning of this. Talking about what is needed for a *celebration* and why the concept is important. Discussing why the concept is important. Writing cards.

Children shared pictures and talked about when they were a baby or when they helped welcome a new baby in to their family. These are just a few.



Amelia told us these were clothes she wore when she was a baby and remembered welcoming her new baby brother in to the family.



Hollie share this photo and told us it was her big sisters who had come to take her home from the hospital.

Parker showed us this photo and told us it was his baby sister.



After reading different versions of the Christmas story. The children made their nativity scenes. As they were putting in Mary, Joseph and Jesus they were able to name them and some children say a little bit about the story.



RE Assessment sheet

Please complete and return to Sue or Jennie with your RE work samples at the end of each half term.

Class Rainbow	Half term Autumn 2 2020	Theme and concept Jesus birth Celebration
Assessment focus:		
Communication to have experience of		
Children working towards ARE Bobby Ryan Eli Oliver P		
Children working at ARE Amelia Anna Bethan Charlie Cley Doris Edward Evalyn Gwyneth Harrison Hollie Igor Lenny Lily Lily-Mae Malachi Oliver E Oscar Otto Parker Reggie Sienna		
Children exceeding ARE Lowen Noah		
Teacher comments: Children able to talk about babies. No- one could initially say that Christmas was about Jesus. When making the egg box nativity scenes Children were using the names, Jesus, Mary and Joseph.		

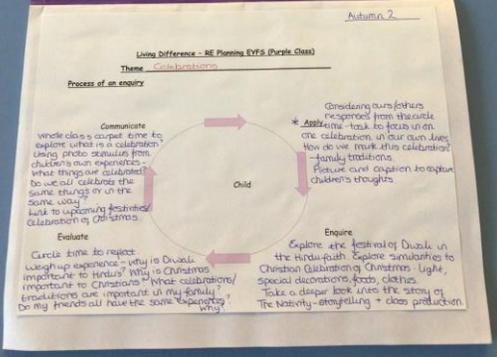
RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class: Purple Class, Yarmouth Reception.	Half term: Autumn 2	Theme and concept: Celebrations
Assessment focus:		
Communicate		
Children working towards ARE Bruce, Ryan, Joshua		
Children working at ARE Sean, Amelia, Tommy, Ava, Ronan, Georgia, Darcie, Iyla, Kaiden, Leo, Arya, Layla, Leif, Abel, Mikey.		
Children exceeding ARE		
Teacher comments Bruce, Ryan and Joshua are all SEN children with complex learning needs. Bruce and Ryan's lack of spoken language to express themselves makes it difficult to assess their full level of understanding. At this stage in the Year, sharing ideas as a class is a developing skill for Reception Children. There are some children with potential to progress to exceeding ARE as we progress through the year.		

Yarmouth CE primary
Living Difference 11 Long term plan for F5 year R, KS1 years 1 and 2
Key Stage 1 teaching grids available from Hampshire M4 Centre

Year	Autumn	Spring	Summer
Year 1
Year 2



Brainstorming our ideas about Celebrations.

Box: I have chocolate Swiss

Kia: you have Christmas pudding, it has lots of fruit

Georgia: we decorate the outside of the house with lights

Leo: I put carrots for the reindeer

Sam: Santa brings presents

Anna: I have special chocolate with cranberries

Chindrella: mummy made the pine

Leo: they many

Anna: I have a new baby

Anna: you put twinkling up and balloons with numbers

Anna: Daddy and mummy got married

Leo: I had a birthday but with no people because of coronavirus

Anna: flowers make you happy

Leo: you get presents at Christmas

Anna: I have Father Christmas a drink and a bit

Anna: I put up a Christmas tree

Anna: I got to school early because...

Anna: I have a birthday but with no people because of coronavirus

Anna: I have a birthday but with no people because of coronavirus

Individual reflection - Celebrations in the children's lives

My family celebrations

Anna
A child mummy

A Christmas tree

VF - v sound out ->

The wider World - Celebrations

My family celebrations

balloons

VF: sounding out -> letters/xyz

We celebrated Diwali by dancing / acting the story of Rama and Sita. We made Diya lamps for lighting our way.

We celebrated the story of the first Christmas with our class Nativity.

Show and Tell on a class to discuss our family traditions / celebrations at Christmas time.

Georgia's first Christmas 2016 winter house

Georgia Jackson

As part of Diwali (Dussehra) Mummy and I made a Diya (oil lamp) and lit it up. Diwali is a Hindu festival and it's about light. We made a Diya and lit it up. Diwali is a Hindu festival and it's about light. We made a Diya and lit it up.

As part of Diwali (Dussehra) Mummy and I made a Diya (oil lamp) and lit it up. Diwali is a Hindu festival and it's about light. We made a Diya and lit it up.

We used to go to the tree festival, we put out a carrot a glass of milk and a sweet treat for Santa, we always wear our Christmas hats at dinner time from our crackers.

This is our tree this year.

These are Ellie and Mikeys calendars.

We have always till this year had a family get together with all the cousins to give our secret Santa presents, not happening this year tho!

Another tradition is a sleep over at grandads house Xmas night, I hope this is helpful. X

ENQUIRE

RE Assessment sheet

Please complete and return to Sylvia with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Yr 5/6 Green Class	Aut 1	Laws: Jesus the lawbreaker
Assessment focus: Enquire		
Children working towards ARE: Louis, Brooke, Seth, Evie		
Children working at ARE: Lilly, Jeanie, Joel, Dom, Alex, Grace, Molly, Alesha, Sophia,		
Children exceeding ARE: Ollie, Izy, Joe, Henry		
Children absent: Zac, Leo, Effie and Emily		
Teacher comments: As a class there was fantastic discussion over the idea of law and rules and when it might be right to break the law or not. I was really impressed with the responses I had from so many of the children. They were also fascinated by the strict Jewish interpretation of the Sabbath that Jesus		

fought. They discussed the relevance of the Sabbath today very respectfully and made their views clear whilst also understanding and accepting the Christian view.

I have attached work samples from our enquire task from a girl and boy from Year 5 and the same from Year 6. Let me know, if you would like a more specific child's work. I will change the children every half term so you get a variety.

RE CONCEPTS

Communicate

What are your feelings when you think about the concept?
Think about things in your own life to do with the concept.

Evaluate

Why is the concept important to the religious people we have learned about?
Why is the concept important to me?

Contextualise

What do religious people do with the concept? Look at stories, festivals, artefacts, pictures or the things they do.

Apply

How does the concept affect your life? Is the concept important to us or not?
What difference does the concept make to our lives?

Enquire

What do you think the concept means?

Child

What are the requirements for SMSC?

The statutory requirement that schools should promote their pupils' Spiritual, Moral, Social and Cultural Development (SMSC development) was outlined in section 78 of the Education Act 2002. Through ensuring that SMSC is embedded across the school, schools can also demonstrate that they are actively promoting Fundamental British Values too.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Before making the final judgement on overall effectiveness, Ofsted inspectors will always consider the SMSC development of pupils at the school.

It is important that everyone in the school knows about SMSC and that you as an RE leader know how RE contributes to your school's SMSC. You may not be the SMSC leader, but it is important that you know how your subject feeds into the overall promotion of SMSC in the school and how it contributes to your school's ethos and vision for all children.

Spiritual:

The **spiritual** development of pupils is shown by their:

Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	The <i>Living Difference III</i> cycle of enquiry always emphasises and develops the child's own thoughts, especially in the Communicate and Apply steps for each cycle of RE.
Knowledge of, and respect for, different people's faiths, feelings and values	In every cycle of RE, other children's views on the concept are always sought and the religious views or non-religious views on the concept are explored in the Contextualise steps.
Sense of enjoyment and fascination in learning about themselves, others and the world around them	The RE team encourage the use of practical, creative activities throughout every RE unit, so that children can use these to deepen their thinking on the concept.
Use of imagination and creativity in their learning	Play, active learning and use of imagination are written into many of the RE plans. Ideas for cross curricular links using creative ideas are always provided on each plan.
Willingness to reflect on their experiences.	Children are encouraged to explore their views in the Communicate step and to revisit these at the Evaluate step when further learning has taken place so that reflection is built into each cycle of RE.

Moral:

The moral development of pupils is shown by their:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and to recognise legal boundaries and in so doing, respect the civil and criminal law of England	Many of the RE concepts contribute to children's understanding of this, for example, rules, justice, law, identity, the good life. These relate directly to personal right and wrong and the rules that govern society.
Understanding of the consequences of their behaviour and actions	Many of these RE concepts can be used to hold RE enquiries and debates about how these concepts may affect them and others so that children's thinking can be extended.
interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	Every RE cycle encourages children to use the enquiry approach to begin with their own thinking, to hear the thinking of others, to put these together and then consider a further religious or non-religious point of view and finally to consider whether their own thinking has changed as a result.

Social:

The social development of pupils is shown by their:

Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Children are encouraged to discuss the concept together in small groups and as a class and to hear those with different points of view, whether they are religious or not. These inform the whole enquiry and lead in a structured way to considering every concept.
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	RE learning might involve visits to places of worship where different communities are explored, children work together with other children on tasks and learn throughout that there will always be different views and this is to be welcomed.
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Many RE concepts directly contribute to the 5 British Values, for example identity, freedom, rules, justice, neighbour, belonging. Other concepts all highlight respect and engagement with different faiths and beliefs and this is actively encouraged right through the RE curriculum.

Cultural:

The cultural development of pupils is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	The diversity within a religious tradition can be shown in art, photos, stories from across the world and imagery used within RE. Careful consideration should be given to show this variety across concepts, for example showing a diverse range of people who are all from the same religion.
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	RE leaders should take care to choose a variety of art, historical examples, stories and imagery that come from around the world and that highlight RE does not lead to stereotyping individuals.
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	This is integral to the cycle of enquiry which encourages children to see both the similarities and differences in approaches to the same concept.
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Use of Philosophy for Children approaches in RE can help embed the approach to welcoming and embracing different points of view and to use the language of debate, for example "I agree with" or "I disagree with".
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities	The use of Cross curricular activities such as dance, music, art, craft, games and modelling are encouraged throughout RE learning in school and each step of the cycle will feature some of these.
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	This is embedded throughout every cycle of enquiry and is a key feature of the <i>Living Difference III</i> approach. By the end of primary school, children will have developed their own points of view, considered the views of others and learnt about Christianity and 3 other religions through their RE lessons.