

RE

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

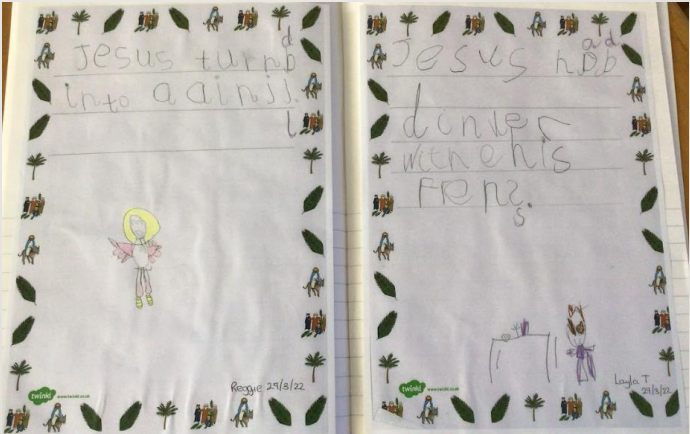
EYFS SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE



Shalfleet



Yarmouth



EYFS SPRING 2 CYCLE OF ENQUIRY STEPS

Communicate

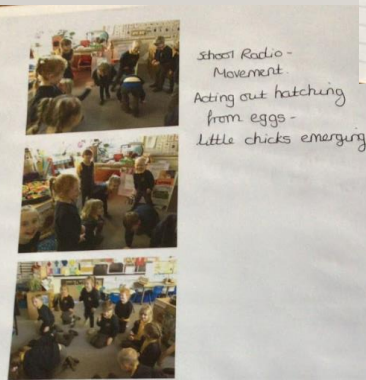


Communicate: What do we think about eggs?
A spontaneous visit from ducks to our outdoor classroom helped us to start thinking about animals that hatch from eggs.



We shared time with pre-school and discovered caterpillars hatch from eggs.

Science Link - sorting activity animals that hatch from eggs.

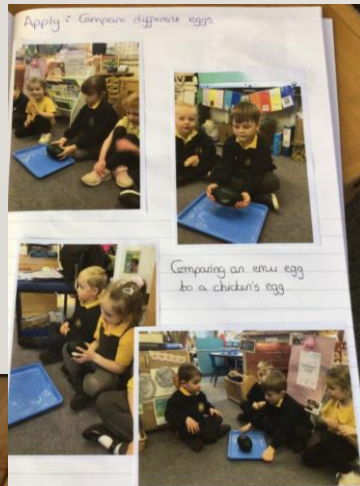


School Radio - Movement - Acting out hatching from eggs - Little chicks emerging

Apply

they have yolks inside
hens they hatch
swans lay eggs
geese

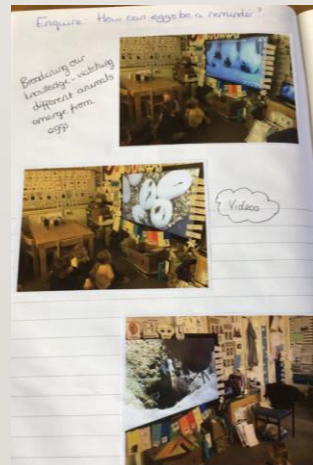
parrots
dip soldiers
eggs
baby chicks
little eat eggs
ducks boil
birds cook
dinosaurs



Apply - Compare different eggs

Comparing an emu egg to a chicken's egg

Enquire



Enquire: How can eggs be a reminder?
Researching our knowledge - watching different animals coming from eggs

Video



Caterpillars
Stones and hands on experience

Evaluate



they have yolks inside
hens they hatch
swans lay eggs
geese

parrots
dip soldiers
eggs

baby chicks
little eat eggs
ducks boil
birds cook
dinosaurs



We considered eggs as a sign of new life.

Milly: Eggs are in a lifecycle.

Laila: Baby chicks hatch from eggs.

Loughlan: New turtles come out of an egg.

William: Crocodiles and chicks come from an egg.

Stanley: Snakes come from eggs.

Skylar: Penguins hatch from eggs.

Layla C: I was sad when grandad died but mummy's calling our baby 'Michael' - his middle name.

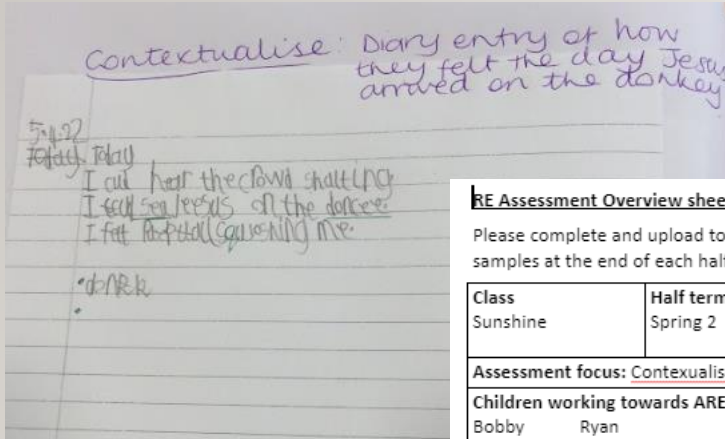
Bonnie: My grandad died but I can use his name by calling my kitten after him.

Evaluate: Do you think eggs are a useful reminder / symbol of new life?

YEAR 1- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Cove Class

Sunshine Class



RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sunshine	Spring 2	Theme: Palm Sunday Concept: Welcoming

Assessment focus: Contextualise

Children working towards ARE

Bobby Ryan
Eli
Lenny

Children working at ARE

Anna	Gwyn	Lowen	Oscar
Bethan	Harrison	Malachi	Otto
Charlie	Hollie	Noah	Parker
Doris	Igor	Oliver E	Rafe
Edward	Layla	Oliver P	Reggie
Evalyn	Lilly-Mae	Ollie	Sienna

Children exceeding ARE

Amelia

Teacher comments

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Cove year 1	Spring 2	Theme: Palm Sunday Concept: Welcoming

Assessment focus: Contextualise

Children working towards ARE

Joshua Ryan Bruce Abel Sean

Children working at ARE

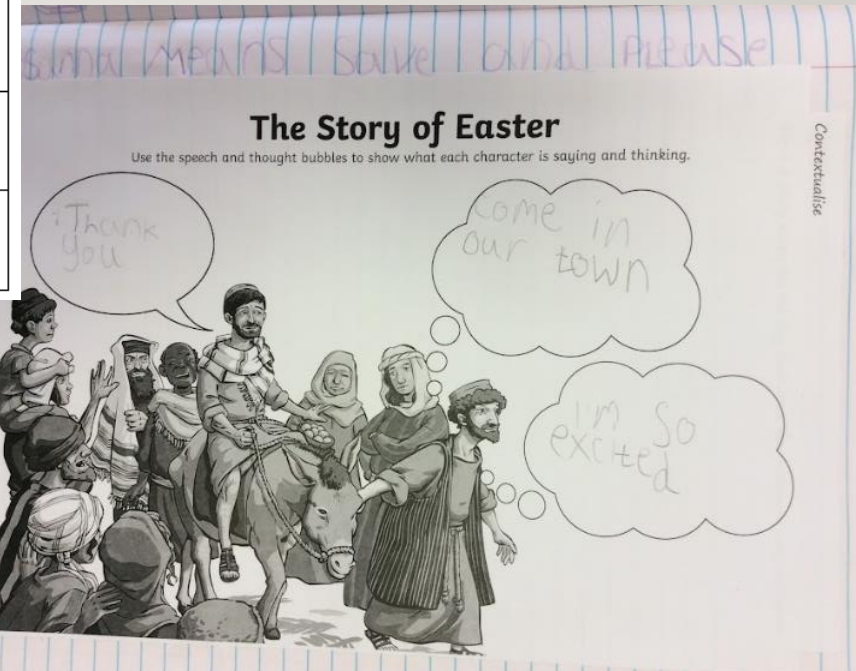
Ava Leif Leo Ronan Arya Kaiden Iyla

Children exceeding ARE

Tommy Darcie

Teacher comments

All children accessed and enjoyed role play



YEAR 1 SPRING TERM 2 CYCLE OF ENQUIRY

Enquire

Communicate

Apply

Evaluate



Enquire: The concept of welcoming

What have you done today? hug kiss
 Hi/hello Family Good morning
 Good morning People we know smile
 Handshake wave high five
 Hello Someone Handshake
 Nice to meet you. new smile
 eye contact

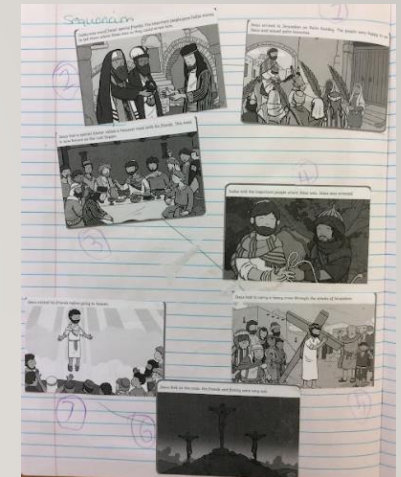
Evaluate: The Importance of welcoming

Communicate: ideas about the concept of welcoming & how they have felt when felt welcomed.

Apply: welcoming is/ is not important

Apply

Welcome to our School
 Everyone is happy to see you
 Meet/ Play together
 Come in to our Classroom
 Meet/ we can play together
 My school is nice and safe
 Everyone is proud of you!



Enquire

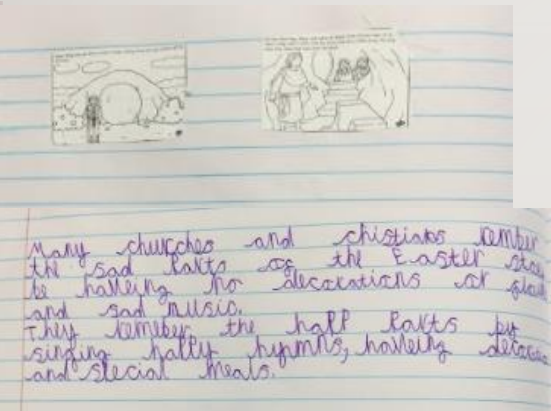
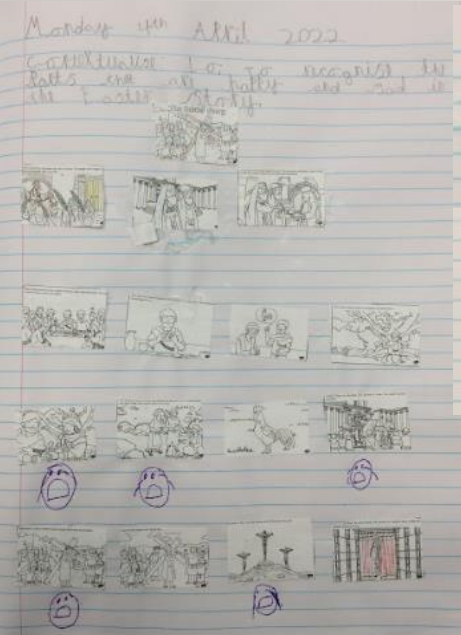
The word welcomed means
 being Kind and being polite

Show me different ways people are welcomed.

Kind	Polite

YEAR 2- SPRING TERM 2

ASSESSMENT FOCUS- CONTEXTUALISE



RE Assessment Overview sheet

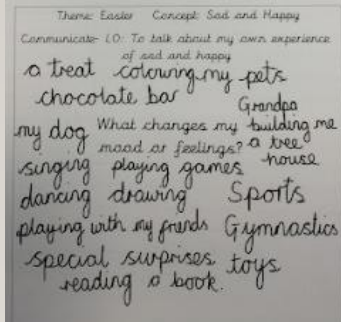
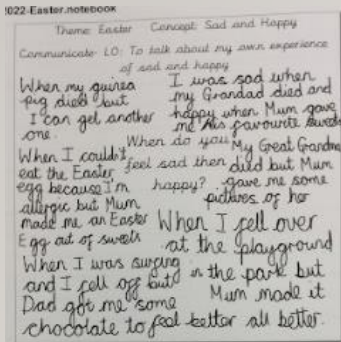
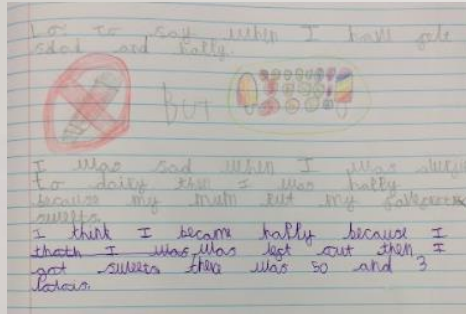
Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sky	Spring 2	Theme: Easter Concept: Happy and Sad
Assessment focus: Contextualise		
Children working towards ARE FP, IG, KL, LB		
Children working at ARE Rest of class		
Children exceeding ARE FD,CG,EO, EH-B		
Teacher comments Children thought carefully and were able to think about times when they have been happy then sad. Made good links to the Easter Story and why parts of it would be happy and parts would be sad. Asked the children to think about whether the Easter story was sad or happy or had elements of both before we thought about most Christians.		

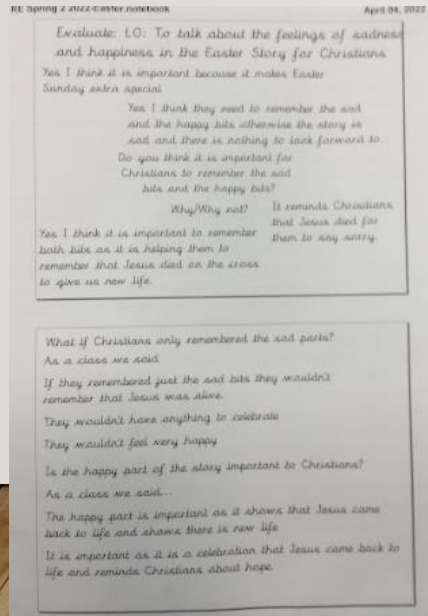


YEAR 2 SPRING TERM 2 CYCLE OF ENQUIRY

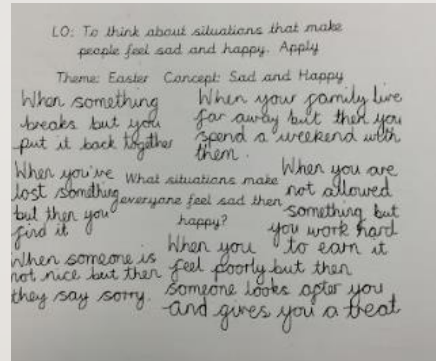
Communicate



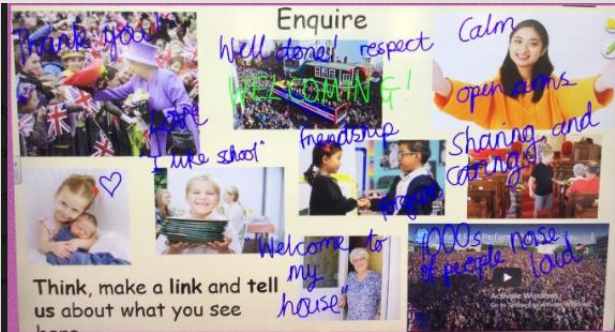
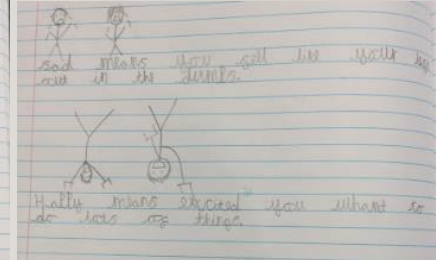
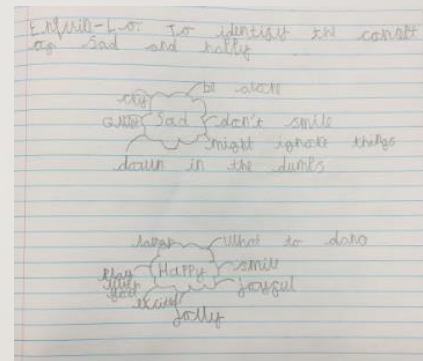
Evaluate



Apply



Enquire



How will you welcome everyone to our school?

Contextualise

Palm Sunday
Christians Welcome Jesus



YEAR 3- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Step 2 Contextualise:
Assessment
To begin to describe the suffering experienced by Jesus in the Easter story.

Jesus rode into Jerusalem on a donkey.	Jesus celebrated the Passover meal with his friends.	Jesus went to the Garden of Gethsemane to pray. Then, he was arrested by soldiers.	Jesus carried his cross through the streets of Jerusalem.
Jesus felt like a hero and happy because people were calling his name.	Jesus felt joyful and happy with his friends.	Jesus felt angry. Jesus felt nervous, scared and frustrated. He felt peaceful also felt confused.	Jesus felt sad because he was carrying a heavy cross.
Jesus was nailed to a cross in between two thieves.	Jesus died and the sky then turned dark.	Jesus' body was buried in a tomb and a big stone was placed across the entrance.	Some women went to the tomb to visit Jesus' body. An angel told them that Jesus had risen from the dead.
Jesus felt sad and frustrated.	The people felt sad and they could not say anything.	The people felt angry and speak.	They felt amazed and happy.
Jesus felt sad and frustrated.	The people felt sad and they could not say anything.	The people felt angry and speak.	They felt amazed and happy.

RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Year 3	Spring 2	Theme: Easter the Key Events Concept: Suffering
Assessment focus: Contextualise		
Children working towards ARE		
Max, Borys, Jonah, Lily		
Children working at ARE		
Innes, Lola, Bella, Georgia, Ruby, Penny, Edith, Joshua, Annabel, Logan, Rocco, James, Liam, Henry, Phoebe, Daisy, Piper		
Children exceeding ARE		
Fred, Emilia, Lucy, Rocco		
Teacher comments		

Yarmouth

Jesus rode into Jerusalem on a donkey.	Jesus celebrated the Passover meal with his friends.	Jesus went to the Garden of Gethsemane to pray. Then, he was arrested by soldiers.	Jesus carried his cross through the streets of Jerusalem.
Jesus was sad because he knew someone would betray him but he didn't know who.	Jesus was happy because he was with his friends.	Jesus was sad because he was being arrested.	Jesus was sad because he was carrying a heavy cross.
Jesus was sad because he knew someone would betray him but he didn't know who.	Jesus was happy because he was with his friends.	Jesus was sad because he was being arrested.	Jesus was sad because he was carrying a heavy cross.

Jesus was nailed to a cross in between two thieves.	Jesus died and the sky then turned dark.	Jesus' body was buried in a tomb and a big stone was placed across the entrance.	Some women went to the tomb to visit Jesus' body. An angel told them that Jesus had risen from the dead.
Jesus is suffering and sad because he has to die for his people.	The disciples were sad because they didn't know what to do.	Jesus' body was buried in a tomb and a big stone was placed across the entrance.	Some women went to the tomb to visit Jesus' body. An angel told them that Jesus had risen from the dead.

YEAR 3 SPRING TERM 2 CYCLE OF ENQUIRY

Link to River Class folder for more evidence

Enquire


Step 1 Enquire:
To begin to describe the concept suffering-

Suffering

- Jesus on the cross
- disabled people
- Homeless people
- COVID 19
- Sick people
- Being bullied
- Lonely
- Hungry People
- No Education
- Abuse
- Old people
- War

What does suffering mean?
Suffering means when you go through a bad time as or you feel or something like that.

Definition:
The state of undergoing pain, distress or hardship



I think the old man feels upset, emotional and nervous because of what he looks like. I think he is upset because he's been told he's really ill.

Evaluate

Step 3 Evaluate:
To begin to evaluate the importance of suffering by describing the value of Jesus' suffering at Easter to Christians

1. Jesus has to suffer to show believers that he lived a life like theirs - with some sadness and some happiness
2. It is important because it reminds us that Jesus can overcome suffering
3. It is important because it shows Jesus is like us
4. It is not very important what is important is that Christians believe he rose from the dead
5. It reminds us that we should pray to Jesus to help us overcome suffering
6. It is important as the story goes on to show that Jesus rose from the dead and so overcome death
7. The story is made up by people who knew Jesus so we do not know how much he suffered - therefore it is not important
8. It is not very important - Jesus could have died at an old age and the story would be the same
9. It is good suffering it makes it
10. The story is not so it doesn't matter whether suffers or not

EVALUATE of Jesus suffering

I think the story is important because Jesus was important when he should have a important death so we can remember him more and all of the good things he does for us

The disciples would pray for Jesus way more when he suffered which he did then him dying at an old age

The story is related every year because Easter is the death of Jesus's disciples is the last of Jesus so there has to be a celebration of the death of Jesus.

I think the suffering of Jesus helps Christians. Remember him because he is to a important death and he should have a important death so we can remember him and we still remember him now and it is very important to pray

communicate

my grandpa is who I had a hole in my hand these it made me feel pain felt

my grandpa has I haven't seen my grandpa for a while it made me feel sad

I had hope - it made me feel sad

Communicate

Step 4 Communicate:
To begin to describe their own responses to suffering

I suffered when -

1 I suffered when I had COVID 19 because I couldn't go out. I suffered mentally.

2 I suffered when I was sick. I suffered physically.

3 I suffered when I couldn't sleep. I suffered mentally.

communicate

When my mother was the flowers in my garden. The garden yellow I get very sad so my beautiful flowers

I action and my mother was some sound on the top we sent to me (my mother) when she was not at home and we were walking the 1st when my mummy came back with NO clothes and told me she was suffering. I get very sad.

My mummy was dead of covid and today was taken away I and my mummy felt sad the party suffered I and my mummy did suffer to.

Apply

Class Discussion



What does suffering mean?
How do you think the old man in the painting feels?
Why do you think that?

I think the word suffering means not being very well or not feeling good very well

The old man is getting upset because he has lost his job

The old man is getting a job because he may have saved a couple

It's the old man is covering his face he must be getting lonely because he is his own

YEAR 4- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Yarmouth

Shalfleet

Thursday 7th April 2022

10) The rituals of the paschal candle.

Step 1: Recap:

Step 2: Contextualise:

This painting is trying to create a ^{Sad} ~~happy~~ mood and is trying to create a picture of Jesus.

To celebrate Easter some Christians light the Paschal candle, say a prayer, sing a hymn, they may have a prayer, painting in the church.



RE Assessment Overview sheet

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Class	Half term	Theme and concept
Coast Year 4 (covering Year 3 Topics)	Spr 2	Theme: Easter Concept: Suffering

Assessment focus: Contextualise: To begin to describe the suffering experienced by Jesus in the Easter story.

Children working towards ARE
Raleigh, Dylan, Roman

Children working at ARE
Joey, Faye, Sophie, Olivia, Serene, Macie, Rosie, Maddie, Scarlet, Isla, Evangeline, Annalease, Serene, Pehr, Jacob, Harrison

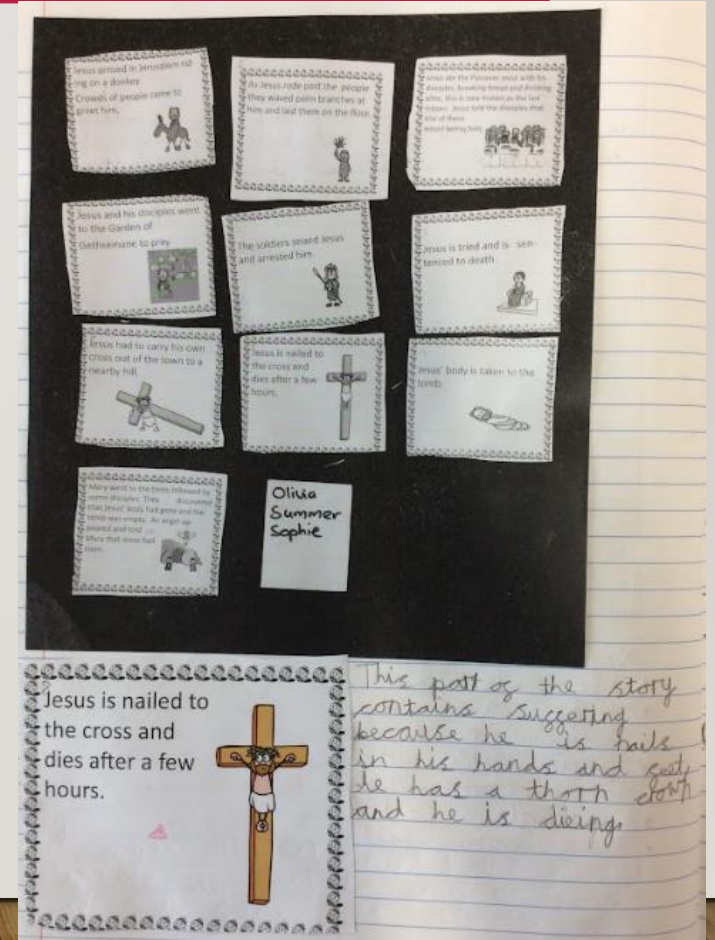
Children exceeding ARE
Summer

Teacher comments

Children were asked to recall the key events from the Easter story with a focus on parts containing suffering. They had to work in groups to order all the parts of the story and then mark on the steps which parts contain suffering. Each child then took one of those steps and had to explain what suffering was taking place.

Pehr is my MA child because she was able to recall most of the key events. She also did really well at describing all the parts of her step that contained suffering as well as some others. Roman is my LA child because he recalled far less steps and wrote a much simpler explanation of how Jesus had suffered. He also needed focusing from me in order to construct his ideas.

Summer is my HA child because of the consistent high quality of responses to this and all the other steps. She led her group during the group activity, organising them all and keeping people focused. She responded well and like Pehr expanded her answer to include suffering from other parts of the story.



YEAR 4 SPRING TERM 2 CYCLE OF ENQUIRY

Enquire

Evaluate

Communicate

Apply

Class Discussion

Enquire:

1. What do you think is the most important part of the ritual? Why/Why not?
2. Would it matter to some Christians if parts of the ritual were removed? Why/Why not?
3. Would it matter if the Paschal candle was not used?
4. Why do some Christians perform this ritual every Easter?
5. Would it matter if they were ill and missed the ritual?
6. Draw a speech bubble for a Christian. This ritual is important to me because I think...

I think the most important part of the ritual is lighting the candles because it shows you believe God is the light of the world.

Yes it would matter because everything is special to them.

Yes it would matter if the paschal candle was not used because it is lit by the world.

Some Christians perform this ritual every year because Easter was when Jesus died.

Yes it would matter if they were ill and missed the ritual because Jesus and God needs a lot so them.

This ritual is important to me because it reminds me of Jesus and God.

Feedback: Why do they have a paschal candle? What do they say? A saying and a prayer and puts pins on it.

Steps: Communicate:
Christmas Day

1. I wake up.
2. I make my bed.
3. I wake my mum and dad up.
4. We all go downstairs.
5. Me and my sister sit on the floor.
6. My mum gets our presents.
7. Me and my sister open our presents.
8. We have breakfast.
9. We lay out our presents.
10. We open our stocking.
11. We get our presents.
12. We get in the car to go to my Nans.
13. We open our presents and that our Nans gets the presents.
14. We play with our cousins all day.
15. We go home.
16. We have a family day.
17. We have a special day. We have been and yesterday, pudding and potatoes and veg.

Step 5: Apply

My Nans and I go to the shop to get our presents.

We go down stairs and open our presents.

We have breakfast.

We lay out our presents.

We open our stocking.

We get our presents.

We get in the car to go to my Nans.

We open our presents and that our Nans gets the presents.

We play with our cousins all day.

We go home.

We have a family day.

We have a special day. We have been and yesterday, pudding and potatoes and veg.

Feedback: If part of this ritual did not happen then I would be sad because it is special to me and it reminds me of my Grandad.

Evidence for Coast class of all the steps including freeze frames and sequencing.

YEAR 4 SHALFLEET-

INCLUSION AND THINKING OF RITUALS WITHIN OTHER FAITHS- JEHOVAH WITNESS PUPIL FOLLOWING THE CYCLE OF ENQUIRY STEPS

Thursday 7th APRIL 2023

Jehovah said to go to camuel and said go to Jesse and I am going to choose one of his sons to be the next king so samuel went to Jesse's house and when samuel saw the oldest son he thought this is the one I should choose but samuel said Jehovah said to samuel do not be fooled by a appearance I see the real man on the inside so samuel went to see more of Jesse's sons but Jehovah did not choose any of them then samuel said are this all the sons there was off Jesse said there was only the youngest who is out caring for the sheep bring him in samuel said to everyone surprise Jehovah him then Jehovah said a man to be the next king When David grew up he went to drop food for his brother in the battle field he was shaken that no one would face this evil giant who was 100 years old so David bravely offered to fight Goliath said heard be young David offer and called him in saying you are young to face this giant David said yes will be with me so David to fight Goliath then David swing a stone into Goliath's head and he fell down to the ground and died.

When entering the Kingdom Hall we greet every one then we sing and then we pray then someone speaks then we read a part from the Bible then we end the meeting with songs and prayer.

I am a Jehovah witness because our God is Jehovah and we wait to worship him.

I believe God sent Jesus down to earth to die for our sins, and he was born in Bethlehem.




Jesus rode into Jerusalem on a donkey and people wave palm at Jesus.



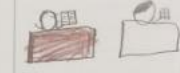


But did the trial Jesus on the tortoise stake he was put in a grave and came back to life.

I believe he is in heaven with Jehovah and the angels.

When my mum and dad have there wedding especially the people in our Kingdom Hall come and give my parents chocolate.

STEPS APPLY

		
Enter the Kingdom Hall	We greet everyone	We sing
		He will make you get on

		
Then we pray	Then someone speaks	Then we read part of the Bible
		
Then we end the meeting with songs	and prayer	

This pupil is a Jehovah Witness, so the HLTA spoke to his parents to ask about special rituals they do in their worship meetings and any stories they have in their Bible. The parents were very supportive and discussed their rituals with their child so that he could then explain and learn more about it through the RE day.


YEAR 5- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Name _____ Date _____

Out of all the stories, which one do you think gives the most meaningful message about justice?

I chose Jonah and the whale because although Jonah disobeyed God and was angry, God showed justice by saving Jonah's life from drowning and Jonah had time to think about what he did. In the end, Jonah ends up doing what Jesus told him to do, like that one because they all turn nice and Jonah learnt his mistake.



The Last Supper Jonah & the whale

God's justice applies to rich and poor equally.	When God punishes people it's because he is trying to help them.
Love is more important than justice.	God is kind and does not punish people more than he has to.
God is forgiving and sometimes does not punish people who deserve it.	God is unjust.
We are too inferior to understand God's ways and sometimes think he is being unjust.	It is just that God deals severely with those who disobey him.
	God does not have favourites.

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class Year 5 Eclipse	Half term Spring 2	Theme and concept Theme: Justice Concept:
Assessment focus: Contextualise		
Children working towards ARE Maddie Stone could not grasp the concept but she was able to retell the story of Jonah and the wale and draw a picture and organise the story summary into the correct order.		
Children working at ARE Whole class		
Children exceeding ARE Whole class teaching only due to staff sickness. There was some good in depth discussions from most children but I would still <u>assess</u> them at ARE.		
Teacher comments The class were able to understand and apply this concept to both their own and modern day situations.		

CONTEXTUALISE

Do christians and muslims believe that's god is just?

THE PRODIGAL SON

Who is the justice?

1. Was it just / fair to welcome the son back?

I think it was just to welcome the son back because it's his father's choice and he decided to welcome his son back by celebrating with a huge party.

2. Was it just / fair on the older brother?

I think it was unfair on the older brother because they father still had his older son after the younger one left, and the father never showed any sympathy towards his older son.

The crying camel - Islam

1. Who is the justice?

The justice is when the man neglected his crying camel who was hot, bothered and very thirsty. And was left in the burning sun.

2. Who was fair and just and how?

The Muhammad showed just by calming down the camel and scolding the man who owned the camel. For not giving it water, food and shelter.

3. What did the man learn?

The man learned to care for his animals, making sure it they had enough food and water to eat and drink.

Yarmouth

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class Solent	Half term Spring 2	Theme and concept Theme: Stories of Justice in Christianity, Islam, Judaism Concept: Justice
Assessment focus: Contextualise – The prodigal son and the crying Camel		
Children working towards ARE LCM BTM		
Children working at ARE ND TP AB KC DH SJ RS SC RB RP LS IB		
Children exceeding ARE DJ AG MG RD EW		
Teacher comments The children engaged well and had some excellent conversations about what justice meant and how it was shown/ not shown in their own lives. They had some good thoughts about both stories and could share where justice was shown and consider how Christians/ Muslims felt about it and whether God is just.		

YEAR 5 SPRING TERM 2 CYCLE OF ENQUIRY

Enquire



People should be treated equally, it doesn't matter if your black or white or gay or straight people can make their own choices on their own.

What people get judged by:

- Transgender
- Disabilities
- LGBT+
- wealth
- looks
- age
- size
- race
- religion
- mother's religion

The war between ukraine and Russia is injustice because ukraine didn't do anything and Russia are attacking them.



Evaluate

Name: _____ Date: _____

Justice - Jonah and the Whale and The Last Son

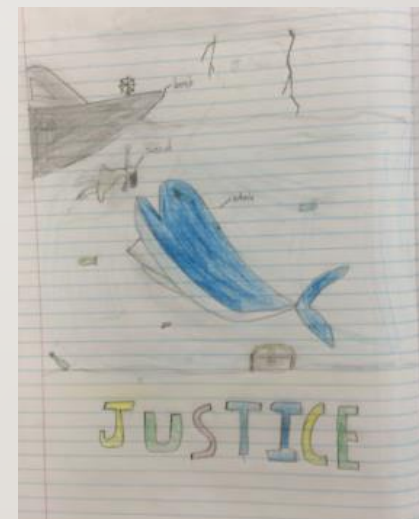
	Jonah and the Whale	The Last Son
Somebody close to you does something wrong. Should you forgive them or punish them?	NO you shouldn't punish them just because Jonah when he tried to run away.	NO you shouldn't punish them just because the last son got forgiven but he had said they had in secret.
God is a forgiving God.	Yes he is when Jonah tried to run away and when the mean city stopped being mean.	He forgave him when he ran away.
God punishes those who do wrong.	Yes when Jonah got swallowed it was a punishment from god because Jonah ran away.	Yes like when the son ran away \$5 money.
God rewards those who love him.		
Which story is closest to what you believe? How you learned anything from either of these stories?		

EVALUATE

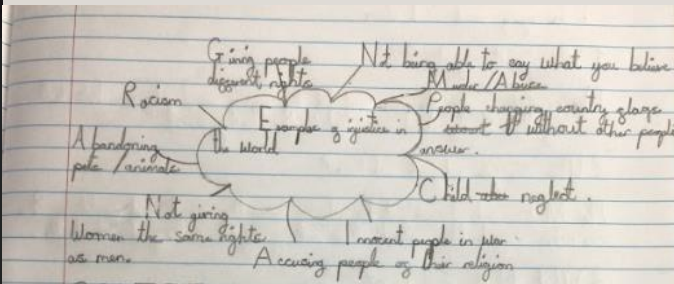
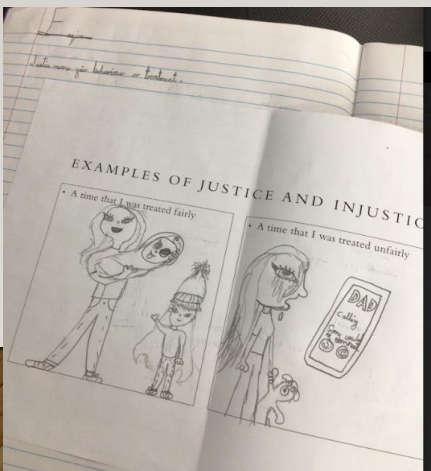
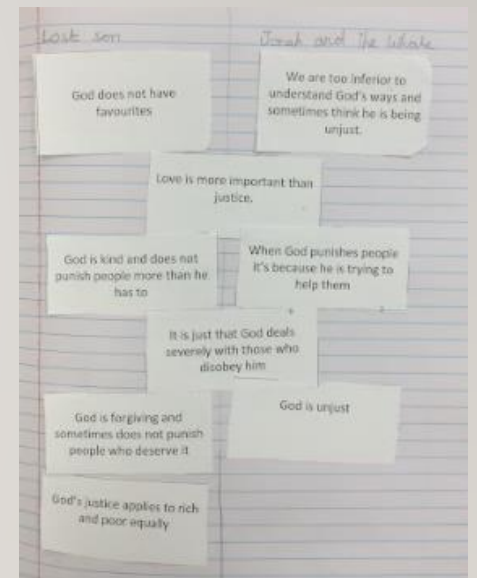
Which story do you prefer and why?

I prefer the story of the crying camel because it shows you need to look after your things and everything in your care. It shows you can't ignore your stewardship no matter what. The crying camel shows that people can change from being up unjust to fair.

Communicate

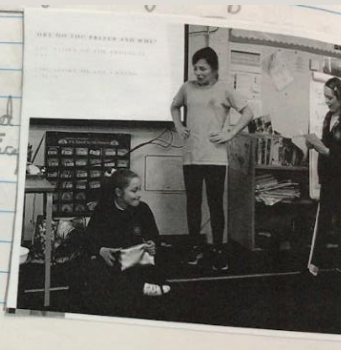


Apply



Communicate

We acted out Scenarios and discussed if they show justice or injustice.



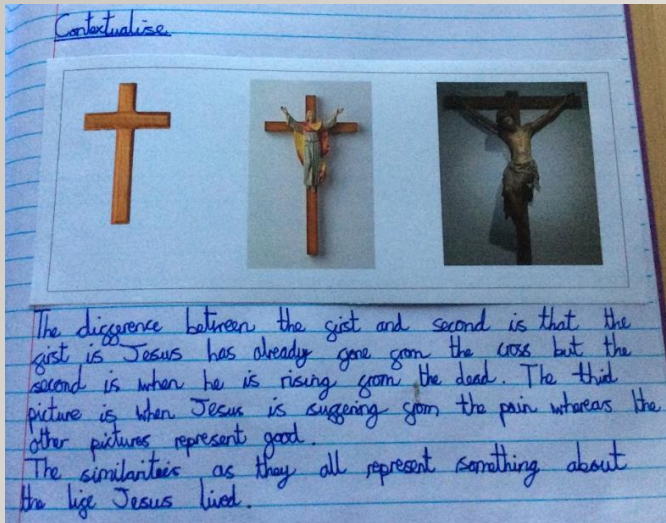
APPLY

How is justice seen in our lives?

I think that law is a very justice in life because no one in the world has different rules. We all have the same rules. School also is another one since no one at all in my school has different rules. I think equality is also a form of justice because if my brother and I (my sister) are both treated equally. Consequences for one action because if someone does something wrong they like, really bad they should have a consequences.

YEAR 6- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet



RE Assessment sheet

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

Class	Half term	Theme and concept
Horizon	Spring 2	Resurrection The Empty Cross

Assessment focus:
Contextualise

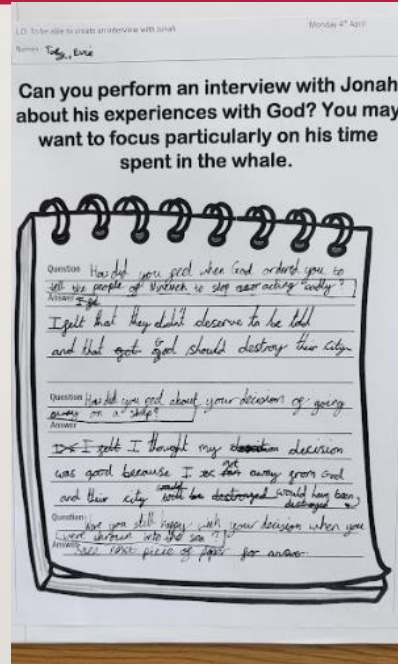
Children working towards ARE
IG, KH, SRB, WCA, JD, ET, LMR, FS, LW

Children working at ARE
WC, DN, MS, ZW, BH, AW, MC, FB, ZR, AS, AP, TBJ, FP, JC, SG, HW

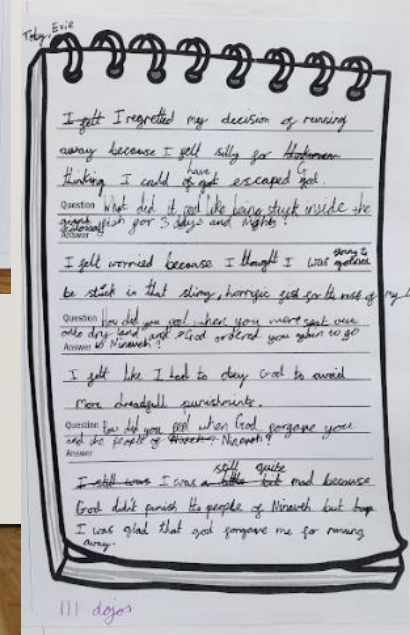
Children exceeding ARE

Teacher comments

CC, EC, BJ and SH were absent from school during the last days of term.



Yarmouth



RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Ocean (Yr 6)	Spr 2	Theme: Stories of Justice Concept: Justice

Assessment focus: Contextualise – Do Christians believe that God is just?

Children working towards ARE
Brendan, Brooke (did not do), Zach (did not do), Zachary, G, Tommy, Louis

Children working at ARE
Connor, Molly, Izzy, Toby, Tilly, Willow, Jeanie

Children exceeding ARE
Sophia, Lilly, Evie, Toby, Ollie, Seth

Teacher comments
Children were read the story of Jonah and the Whale, as well as being shown an accompanying video. They were asked 'Is destroying a city a just punishment for not obeying God? Was Jonah right to be angry with God for not punishing the people?' In order to answer these questions, the children wrote their answers in the form of a roleplay interview where they interviewed Jonah. The children were very engaged in the activity and were able to show their answers through these interviews with a wide range of different thoughts displayed.

YEAR 6 SPRING TERM 2 CYCLE OF ENQUIRY

Enquire

Can the wealthy punish the poor for justice to help?
Monday 30 April 2022

JUSTICE LEAGUE

Of Justice

My brother and me quite often fight over sweets and our mum has to hand them out hastily to stop argument arguments.


My teacher will deliver justice by arguing arguments over toys at break and will treat everyone as equal as possible.

My granddad has to stop it to stop me and Ted squabbling over the tablet and has to give us exactly the same amount of time on the screen.

Communicate


YOU HAVE TWO GROUPS OF FRIENDS AND YOU LIKE THEM BOTH EQUALLY. HOWEVER, ONE GROUP SAYS THAT IF YOU CONTINUE TO PLAY WITH YOUR OTHER GROUP OF FRIENDS THEY WILL NO LONGER WANT TO BE YOUR FRIEND, AS THEY WILL FEEL YOU DON'T LIKE THEM AS MUCH.

IS THIS JUST?




MR COOK IS HANDING OUT MINSTRELS TO THE CLASS. THE FIRST TWO TABLES GET 5 EACH BUT THEN MR COOK REALISES HE WON'T HAVE ENOUGH FOR THE REST OF THE CHILDREN SO GIVES THEM TWO EACH. THERE ARE THEN 7 LEFT WHICH MR COOK KEEPS FOR HIMSELF.

IS THIS JUST?



A SISTER AND A BROTHER, WHO IS ONE YEAR OLDER THAN HER, BOTH WANT TO STAY UP TO WATCH THE FINAL OF I'M A CELEBRITY GET ME OUT OF HERE. THEY HAVE BOTH BEEN LOOKING FORWARD TO IT FOR SOME WEEKS. HOWEVER, BOTH OF THEM HAVE TO BE UP EARLY NEXT MORNING TO VISIT THEIR GRANDMA. THE MUM AND DAD SAY THAT THE BROTHER CAN STAY UP BUT THE SISTER HAS TO GO TO BED.

IS THIS JUST?



Apply

L.O. To decide if these examples from the world are fair or not?
Monday 30 April 2022

ARE THESE JUST?

Issue	JUST		Why?
	Yes	No	
1. Farmer/Burglar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They stole someone's hard-earned money.
2. Wages	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Workers don't get as much money as they deserve.
3. Zoo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We may keep them alive for longer but we would be making them less natural.
4. Job	<input type="checkbox"/>	<input checked="" type="checkbox"/>	They might be less qualified and might be rubbish at the job.
5. Whole Class	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They had been worked for the party, and the girls should have had a go too.
6. Wealth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some jobs (like mine) are more important than others.
7. Witches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They didn't do anything to the man/brother, but it doesn't seem fair.
8. Segregation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They didn't do anything to anyone.
9. Invasion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They got his reward but didn't get to give him more.

Smash it

Which is the biggest example of injustice and why?
The biggest example of injustice is 8 because it was because of someone's colouring, doesn't affect anyone's personality.

Evaluate

I think justice wasn't served because otherwise, Jonah would still be inside the fish and God would have used someone more trustworthy or even taken the message himself. Justice was served for the people of Nineveh because the people stopped being bad.

Link to Year 6- Shalfleet Cycle of Enquiry steps evidence-

YEAR 6 SHALFLEET-

INCLUSION AND THINKING OF THE BELIEFS FOR A JEHOVAH WITNESS PUPIL FOLLOWING THE CYCLE OF ENQUIRY STEPS

Thursday 7th April 2020

Enquire

what does the resurrection mean?

Resurrection means when someone ~~dies~~ ^{is} dead but then is raised from the dead by holy spirit.

Contextualise

Jesus
I believe Jesus was crucified on the torture stake and died.
"They nailed him to the stake there alongside the criminal: one on the right and one on the left." - Luke 23:32-33.

Evaluate

No because I don't believe ^{normal} that people can just go instantly. I believe that there are chosen ones that will go to heaven but not the wicked. I hope they will come back to paradise in Revelation 21. It says "And he will wipe away every tear from their eyes, and there shall be no more death." And as for that's about it. It will be ^{great} ^{no} "No more" And as for that's about it. It must be earth.

if christian did not believe that the resurrection had happened, they would not be Christians?

No because christian means believe in Jesus. So all you need to do is believe in Jesus.

christians would make no difference to christians if they said that the resurrection did not happen.

Well, it depends which religion because if a Jehovah's witness and that resurrection means a lot to us, but others may not care they may still be christians, would.

I don't know whether Jesus rose from the dead but I try to live my life according to his teachings.

Jesus wasn't really dead when he was taken off the cross.

I believe that Jesus was a good man and a talented teacher, but I don't believe that he rose from the dead.

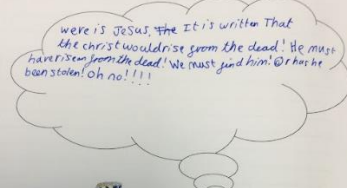
Communicate

This pupil is a Jehovah Witness, and during their RE learning, the pupil related the concept of Resurrection and the theme of the Easter Story to his beliefs

My name: JASPER

My character from the Easter story: Peter

were is Jesus, the It is written that the christ would rise from the dead! he must have risen from the dead! We must find him! Or has he been stolen! Oh no!!!!



Come brothers let us find Jesus, for it is written the christ will rise from the dead! Don't give up! He did say he would be resurrected.

Jesus rose from the dead because some magic power from the cross helped him.


Jesus could have saved himself if he wanted to.

Jesus was God's son and he triumphed over death.

I have faith that Jesus rose from the dead but I also have doubts sometimes.

I believe that everyone will be with Jesus when they die.

Jesus died and his followers couldn't accept he was dead so they made up stories that he was still alive. Then everyone started believing.



my picture represents a paradise earth, which no more year. But wisdom is also all!

Apply


feedback

I believe that the resurrection is when all the bad and good people but not wicked people, and they will go to the new system (or the new world).

SUMMER TERM I - EYFS PLANNING

Key idea/concept: Celebration Unit: Jews celebrating Shabbat	
RE development according to Living Difference	EYFS Practice Guidance (Early Learning Goals)
<p>Step 1: Communicate - What is our experience of celebration?</p> <ul style="list-style-type: none"> Children talk about any celebrations they have had Children listen to a story about a celebration [eg a Shirley Hughes story] Have a celebration with the class for something unconventional (eg the first day of summer or a "Happy Monday" celebration) 	<p>Children recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (Communication - Speaking)</p> <p>They listen attentively with sustained concentration to follow a story without pictures or props. (Communication - Listening and attention)</p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. (Personal, Social and Emotional Development - Managing feelings and behaviour)</p>
<p>Step 2: Apply - How do celebrations make us feel?</p> <ul style="list-style-type: none"> Talk about feelings at a celebration. Do celebrations make you feel happy? Are there some times when a celebration is not good? (eg when the music is too loud, when they have food I don't like, when I have a tummy ache) 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (Communication - Speaking)</p>
<p>Step 3: Enquire - What do we need for a celebration?</p> <ul style="list-style-type: none"> Using pictures or a range of items, discuss with the class what is needed for a celebration (eg friends and family, special food, something nice to wear, songs to sing, something special to think about) Draw, paint or create a collage identifying features of a celebration 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (Communication - Speaking)</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. (Expressive Arts and Design - Being imaginative)</p>

<p>Step 4: Contextualise - How do Jews celebrate Shabbat?</p> <ul style="list-style-type: none"> Using a Jewish persona doll, tell the children how s/he celebrates the beginning of Shabbat every Friday evening (see notes on pages 20 - 21) Role play a Shabbat meal with the class 	<p>They understand that different people have different beliefs, attitudes, customs and traditions, and why it is important to treat them with respect. (Understanding of the World - People and communities)</p>
<p>Step 5: Evaluate - Is celebrating Shabbat important to Jews?</p> <ul style="list-style-type: none"> Use the Jewish persona doll to suggest that, if s/he was ill and in bed, s/he would not be able to celebrate Shabbat. Would it matter? How would s/he feel? Children express their responses 	<p>They recount experiences and imagine possibilities, often connecting ideas. (Communication - Understanding)</p>



Celebrating Shabbat

Many Jewish families all over the world celebrate in their homes on a Friday evening to welcome the day of rest, Shabbat, which is the Saturday.

Although there may be a number of variations in the traditions and celebrations, there are common elements that have been carried out in Jewish families for hundreds of years.

You will find below some basic traditions that will enable you to role play a Jewish Friday evening, welcome to Shabbat, meal with your class.

Basic requirements

- White table cloth
- 2 candle sticks (silver if possible but not essential) and candles
- Grape juice and glasses/beakers
- The Kiddush cup. A special goblet for blessing the wine
- 2 plaited loaves of white bread (challah...singular, challot...plural) available from many supermarkets, or make your own
- A challot cover which is usually a white cloth embroidered with Jewish symbols, but a white napkin would do
- Skull caps for the male members of the family (kippa)

Traditions and practices

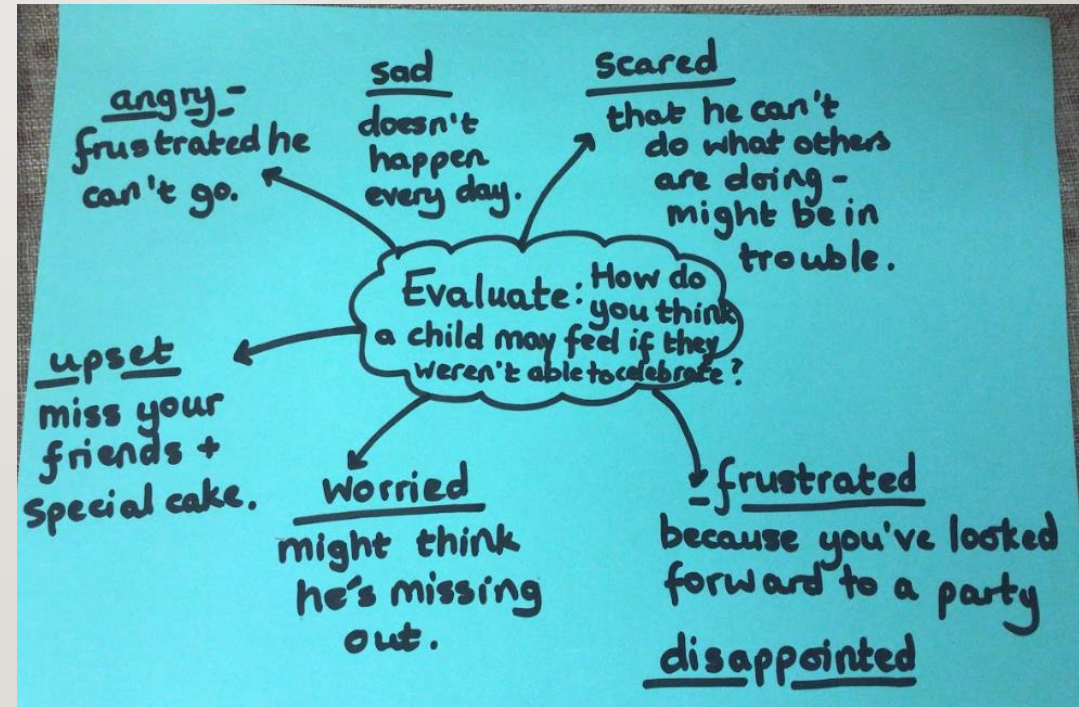
- The house is cleaned in preparation for the Friday evening meal. The silver candlesticks are polished and all the food is cooked in preparation for the special meal. The table is set with the best cutlery and china and the 2 plaited loaves (challot) are placed on the table near where the father will sit. The challot are covered with the special white cloth.
- The mother lights the candles at the required time, which will be sundown on the Friday evening. She covers her eyes and says a special prayer in Hebrew and then waves her hands over the candles 3 times. Some families sing a Jewish song to mark the lighting of the candles.
- It is traditional for the father to bless his children. They stand by him and he lays his hands on their heads and asks God to bless and keep them safe.
- The father then pours out the wine (grape juice) and says a prayer (in Hebrew) thanking God for the fruit that makes the wine. All the family will sip the wine (grape juice) after the prayer.
- The 2 plaited loaves are uncovered and a Hebrew prayer is said thanking God for the bread. The loaves are then torn or cut up and shared around the table and everyone eats the bread.
- Then the meal is served and the family enjoy talking together and relaxing.

RE in the Foundation Stage 21

EYFS SUMMER TERM 1 ASSESSMENT FOCUS- EVALUATE

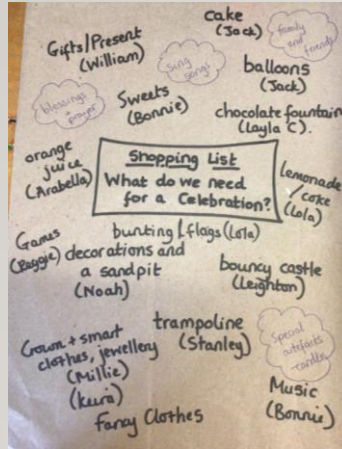
Shalfleet- discussing how a child/they may feel if they couldn't celebrate.

Yarmouth

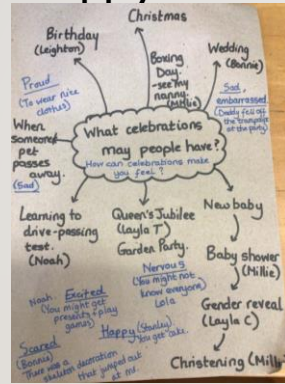


EYFS SUMMER 1 CYCLE OF ENQUIRY STEPS

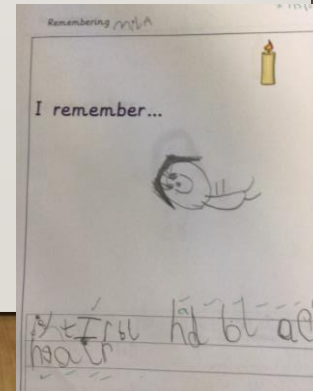
Communicate



Apply



Enquire



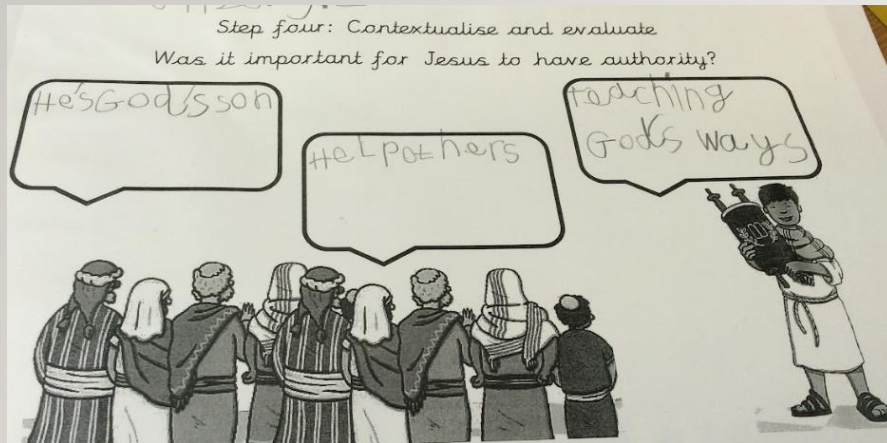
Contextualise



YEAR 1- SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Cove Class

Sunshine Class



RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Cove class	Summer 1	Theme: Key events Concept: Authority

Assessment focus: contextualise

Children working towards ARE

Bruce Ryan Joshua Sean

Children working at ARE

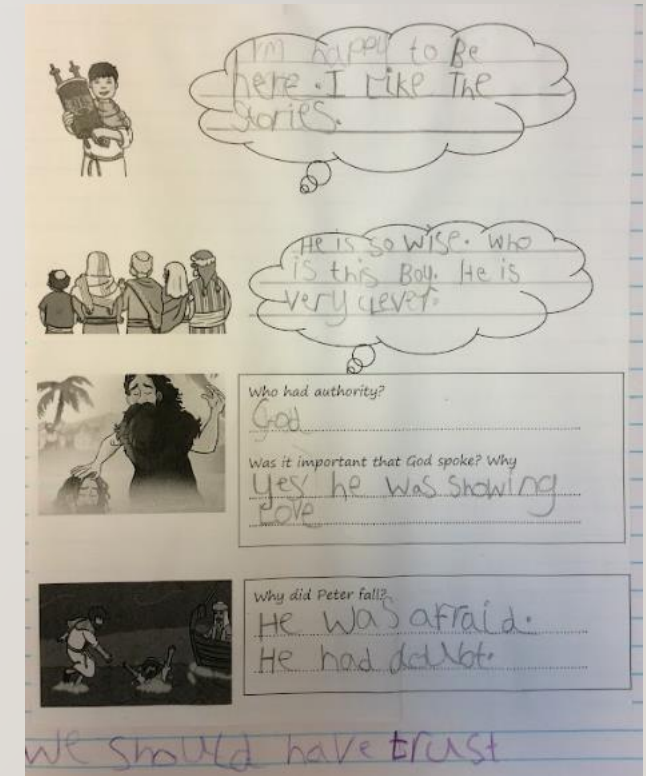
Ava Leif Leo Ronan Ayra lyla Abel

Children exceeding ARE

Amelia Tommy Darcie Kaiden Lily

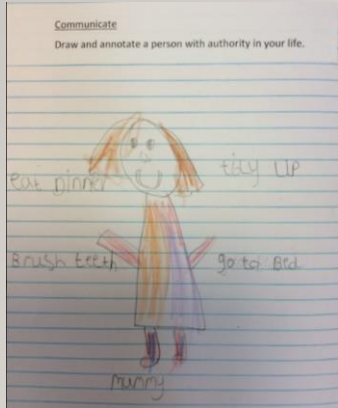
Teacher comments

Made a this is your life book about Jesus, which helped children remember many stories.



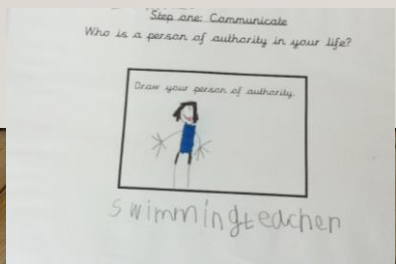
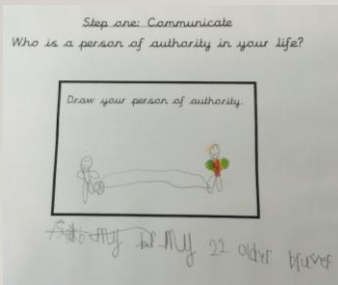
YEAR 1 SUMMER TERM 1 CYCLE OF ENQUIRY

Communicate



People who have authority

mum
dad
Swimming teacher
Teachers
Skateboard teacher
Grandad
Nanny
Gymnastic teacher
Football coach
Policeman
Beaver leader
Doctor
Adult Family
Horse riding teacher



Apply



Step two: Apply

help you learn a new skill
keeping us safe
learn trust
safe from danger.
help you learn new things
Class discussion
How do people with authority affect their lives and those of others?
Communication
respect rules.

Enquire

Enquire
What does the word 'authority' mean?
List some characteristics.

Authority means you can be bossy

fair
flexible
Tr

Step three: Enquire
What does word authority mean?
Look up the definitions on the iPads and a dictionary.

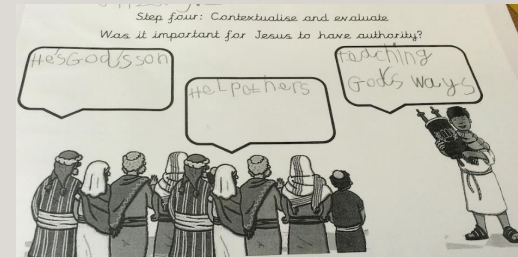
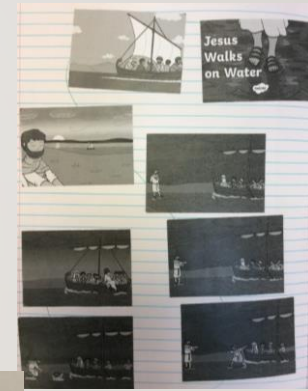
Authority is the power to give orders more decisions and enforce behaviour.

The Holy spirit
God
When they shared food and helped others.

Baptism
Class discussion
What were our favourite parts?
What was the most important part of the story?
Who had authority?

When the Crowds listened
Jesus

Contextualise



YEAR 2- SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Bay Class

Sky Class

Evaluate (a)
to describe why I think Christians value the creation story.

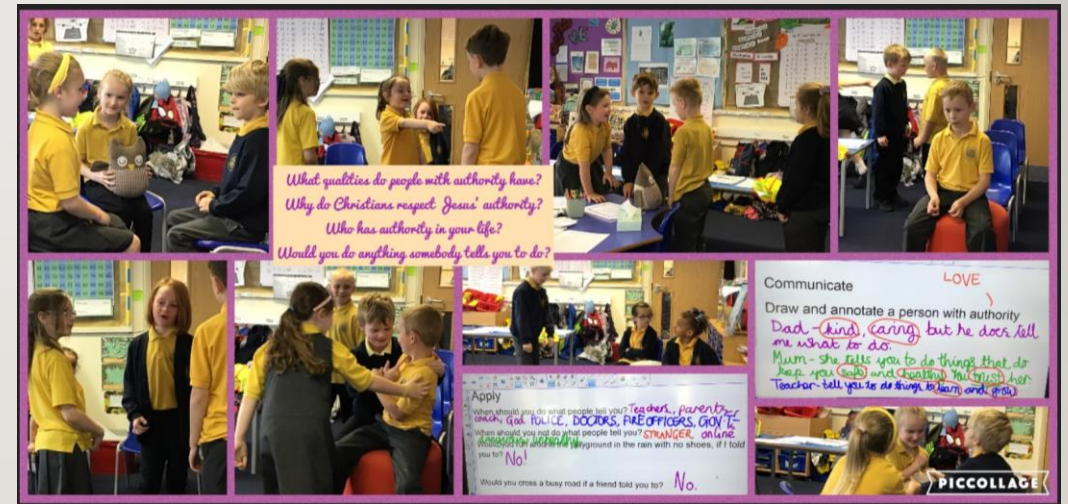
Agree disagree

- Because they don't know how the world was created.
- Because it shows that God made the world.
- Because it is a very old and special story.
- Because it is true.
- Because it is not true.
- Because it is interesting.

RE Assessment Overview sheet

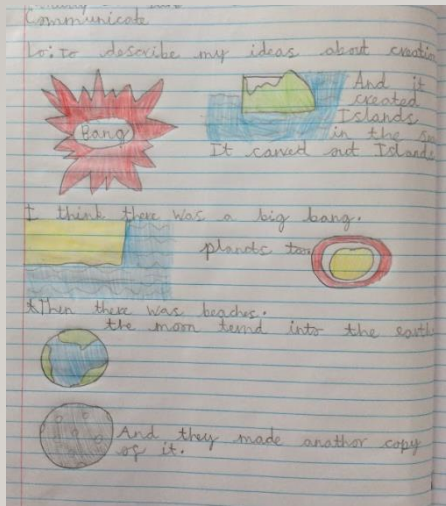
Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sky	Summer 1	Theme: Stories from different religions Concept: Creation
Assessment focus: Evaluate		
Children working towards ARE FP, IG, KL, LB		
Children working at ARE Rest of class		
Children exceeding ARE FD,CG,EO, EH-B		
Teacher comments Children really enjoyed this half term's RE. Particularly enjoyed the first task of creating something from the playdough. Some good ideas about how things were created and they shared their ideas and showed respect. They enjoyed discussing the Hindu story of creation and embraced another point of view. Most children were able to communicate the similarities and differences between the Christian and Hindu stories.		

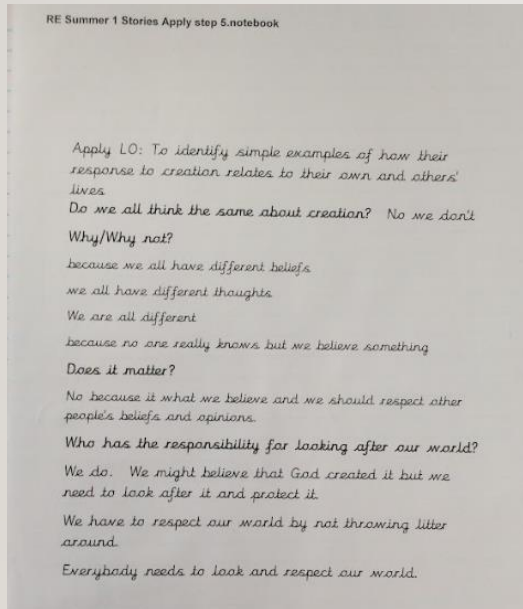


YEAR 2 SUMMER TERM 1 CYCLE OF ENQUIRY

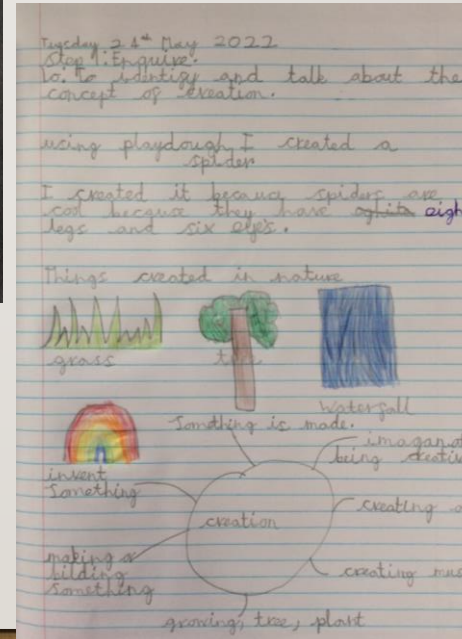
Communicate



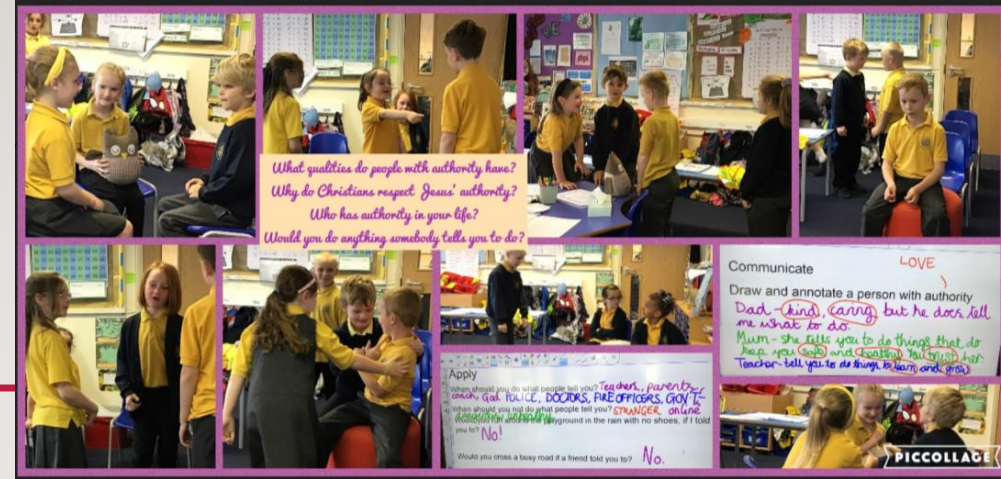
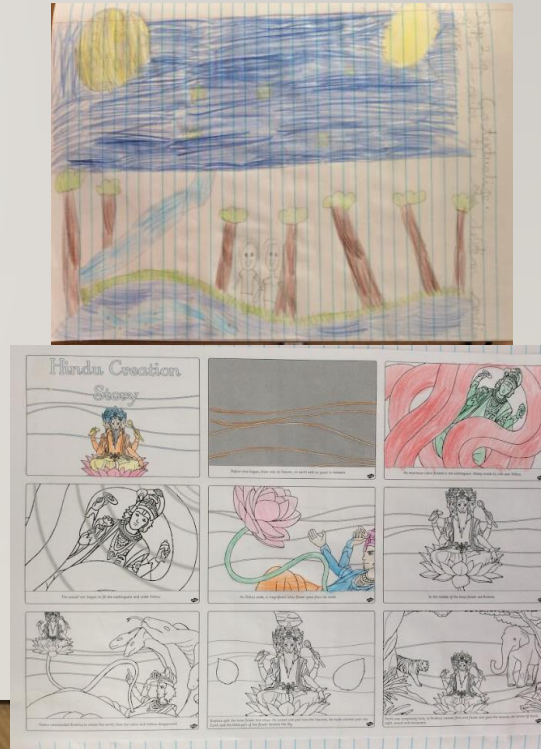
Apply



Enquire



Contextualise



YEAR 3- SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Yarmouth


Shalfleet

Step 3: Evaluate
To begin to describe the value of a Sacred place themselves and believers.

Assessment:

NOTICE OF DEMOLITION

Due to the construction of a new road, notice is given that St Mary's Church, High Street may have to be demolished and re-housed in a new building. The Council invites your comments.



money isn't everything keep the church!

It's important to people:

SAVE OUR SACRED CHURCH!

Don't knock it Down

peoples beliefs are there so don't destroy

Respect our Sacred Church

Don't knock IT Down!

RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Year 3	Summer 1	Theme: Sacred Places Concept: Sacred
Assessment focus: Evaluate		
Children working towards ARE		
Jonah, Piper, Lily		
Children working at ARE		
Innes, Lola, Bella, Georgia, Ruby, Penny, Edith, Joshua, Annabel, Logan, Rocco, James, Liam, Henry, Phoebe, Daisy, Piper, Rocco, Borys, Max		
Children exceeding ARE		
Fred, Emilia, Lucy		
Teacher comments		


Evaluate
To begin to describe the value of sacred places to believers and themselves.

NOTICE OF DEMOLITION

Due to the construction of a new road, notice is given that St James's Church, High Street may have to be demolished and re-housed in a new building. The Council invites your comments.

upset ppl

Don't demolish the church because people love it no when to go and it has been good for generations



SORROW

Evaluate
To begin to describe the value of sacred places to believers and themselves.

NOTICE OF DEMOLITION

Due to the construction of a new road, notice is given that The Buddhist Temple, High Street may have to be demolished and re-housed in a new building. The Council invites your comments.

REALLY?

they will get

will be bad

what if they couldn't



DO NOT ROCK DOWN THE CHURCH!

WE PRAY TO GOD FOR

IT PROTECTS US!

It is important for believers to have a sacred place because they will be why they that they won't have someone to pray to be the gods.

RE Assessment sheet

Class	Half term	Theme and concept
River Class	Sum 1.	Sacred Places Sacred
Assessment focus: Evaluate		
Children working towards ARE EC JT		
Children working at ARE Rest of the class.		
Children exceeding ARE Great discussions JM ND TT MS Really began to see the difference.		
Teacher comments Found the concept difficult distinguishing between Sacred & Special.		
JL 14 Abs.		

YEAR 3 SUMMER TERM I CYCLE OF ENQUIRY

Additional photos from Yarmouth-Y3

Communicate

They are sacred because they are to do with Buddha!

Star play windows are of Jesus

it is sacred because it is done with love

Communicate.
My response to the concept of sacred

Cross
Wind turbine

Apply

Apply
To begin to describe sacred places explain how they are different from other places.

There is a difference between sacred and special and what is special about places how to be a special place it could be a special place a special place it could be described in any way!

Sacred places can be given to one person and not another because it is a home it not to be completed it doesn't end up in a place

Not all places are sacred because nobody would demand a place of sacred

My answer for a sacred place can give the way to the sacred place.

My answer for a sacred place can give the way to the sacred place.

Enquire

Enquire
To begin to describe what people regard as Sacred.

I think Sacred means God's love and bread.

I mean by a sacred place a church.

Contextualise

Step 1: Contextualise
To begin to describe a 'sacred' place that is important to believers

What makes a church special?
The church is special because there are loads of symbols and Christianity this is important to a church and churches are Sacred because of that.

Religious symbols
Candles
Shoes off
Books
Christians
Water
Red, Gold, Yellow orange and green
Festivals
Religion
Religious symbols
Shoes off
Books
Christians
Water

When I'm in a church I feel calm because there is sometimes music playing.

What does a Bodhi leaf represent?
A Bodhi leaf represents a Buddha's enlightenment.

What does a Bodhi leaf represent?
A Bodhi leaf represents a Buddha's enlightenment.

Q1: Can any place be sacred?
A1: No a place is only sacred if it is common religious to God.

Q2: Can a place be sacred to one person and not another?
A2: Yes a place can be sacred to one person and not another because different people are religious and others aren't.

Q3: Could a place be sacred if there were no people who thought it was?
A3: No people have to believe a place is sacred.

1. What might we mean by a 'sacred' place?
We might mean a special place where religious people go.

2. Is there a difference between special and sacred?
There is a difference between special and sacred because special means something or someone you love and sacred means somewhere where it relates to God.

3. In what sort of ways might people show a place is sacred?
People might show a place is sacred by there being statues of religious.

Setup:
Communicate the concept.
To begin to explain a personal response to the concept of 'sacred' by explaining whether there is a sacred place in their own lives.

YEAR 4 SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet

What is the value of showing devotion to Hindus?

Considering the Mahashivrati celebration, which act do you think reflects the most devotion?

Most devotion ↑

Fast
Linga
Temple
Offerings
Prayers
Leaves
Fastes
Leaves

Least devotion ↓


Why do you think this?

I think this because I think the more devoted you are, the harder kind more dangerous things you do.


Notice of Demolition

Due to the construction of a new road, notice is given that The Hampton Sikh Gurdwara, High Street may have to be demolished and re-housed in a new building. The Council invites your comments.

Handwritten notes: "A place deemed as a sacred place can end up not being sacred because people have to be there. It can be a place deemed to be sacred not be seen. I would feel angry because you could demolish a road." "I would feel angry because you could make a temple under it or a bridge above it." "I would feel angry because they might break other homes."



Handwritten notes: "I would feel angry because they might break other homes." "I would feel angry because there's a road in front of it."



Step 3 - Evaluate

To describe the value of sacred places to and believers and to themselves.

We would be able to have ceremonies in and ordinary you house because it is your house and your privacy not there's.

Religious people wouldn't worship in a different Religious Sacred place because they don't believe in that god.


you can make an ordinary place sacred because in the Hall when we are eating it isn't a sacred place but when we are in worship it is a sacred place

RE Assessment Overview sheet		
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.		
Class Coast Year 4 (covering Year 3 Topics)	Half term Sum 1	Theme and concept Theme: Sacred Places Concept: Sacred
		Jacob, Pehr, Faye and Isla absent for this section(3) as well as steps 4 and 5.
Assessment focus: Evaluate – To describe the value of sacred places to believers and to themselves.		
Children working towards ARE Evangeline, Harry, Rileigh		
Children working at ARE Macie, Harrison, Serene, Dylan, Olivia, Joey, Summer, Sophie, Annalease and Roman		
Children exceeding ARE Rosie and Scarlet		
Teacher comments Children were asked to discuss and comment on questions developing the concept of sacred places. They focused on if ceremonies could happen in your house, if religious people could swap sacred buildings if you could make an ordinary place sacred. Purple feedback question to deepen reflection further was to consider if a place designed as a sacred building could sometimes not be sacred. They were then put into groups to debate and discuss how it would feel if their religious building was demolished to build a road and how they would feel about getting a new building. We discussed pros and cons, reflecting on how this links to the new school build. Harry is my LA child due to the simpler answers he provided to these questions even though verbally he contributed well in class. Rosie is my HA child because of her slightly better answers to the questions. She was able to link to a good real-life example by thinking about how the school hall can be both sacred and not sacred depending on how it is being used. Sophie is my MA child though she had a fantastic answer to her purple feedback question!		

YEAR 4 SUMMER TERM I CYCLE OF ENQUIRY

Communicate

I am devoted to my dog maizie
because love her and she can come
times be really park, also think
she really walks anti



I show my devotion by hugging her when she's sad
taking her for walks on big and small walks
all over the place

Apply

Write an instruction leaflet, explaining how to show devotion to Shiva through the Hindu celebration of Mahashivratri.

No water	No Hot meals
No Meat	All Night Fasting
Milk on langa	Osam Fruit and Milk
Faast	LA Lala

Enquire

In pairs, think about...
What does **devotion** mean?

Commitment, loyalty, love, dedication, bond, kindness, goodness, giving.

As a class, establish a definition for the word **devotion**.

Who you are devoted to you show
great love and loyalty. You try
very hard and show complete commitment

To think about the Christian Value of Devotion.

Ourselves	Others
I understand how my day may be busy, I will be able to help my family and all my other jobs. I was devoted to my school, my friends and my family.	I can try to help other people and maybe help the Trinity.
The World	Beyond
I have been devoted to the one place to stay being my own and my family.	God and Jesus are devoted to us, one big and our wellbeing. I have seen in other people.

My prayer on devotion.

Dear God,
I thank you for devotion, we and our families thank you for our devotion to you. Please help and love for those in need and those in pain. Please give us hope for our world and that you are like an Earth and that, thank you for all that. A man.

Contextualise

Shiva - Represents all sacred

Parvati - Represents the goddess of time.


Arms - Represents energy

Elephant's trunk - Strength

Flames - Represents energy

Chakra - Represents the circle of time.


Understanding devotion through the parable of The Good Shepherd.



Explain how the story shows devotion.

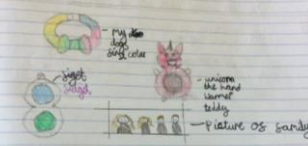
The story shows devotion because the shepherd with 100 sheep lost 1 sheep and he went to find it and brought the other 99 sheep to their pen. It shows that the shepherd has a love for his sheep and he brought the lost sheep to.

Step 4 - Communicate
To express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives.



This picture of a picture frame is one of my drawings that I framed in a picture frame and I think this is sacred to me. Because I love horses and unicorns with wings. This rotten tomato is on my shelf because I also love tomatoes. This picture of me and Peter is on my shelf because she is my best friend and I play with her all the time.

Step 4 - Communicate
To express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives.



I put a unicorn on my shrine because I love unicorns and I get her out of my room when I am having hard times.

I put my dog's picture on there because it's really special to me and my dog.

I put my family's picture of my family because they love me and love me.

We should treat the sacred things as special things like a special thing.

Special	Sacred
Special is personal to you	Sacred is special to more people
Special is linked just to you	Sacred is linked to more people
Special is more likely to be an object	Sacred is more likely to be a place
Special is sentimental	Sacred is used to worship or pray

Can a place be sacred to one person and not another?
Yes = 11

Can any place be sacred?
Yes = 11

Could a place be sacred if there were no people who thought it was?
Yes = 11

Thursday 26th May 2022

Step 1 - Enquire
To describe what people mean by sacred.

A Sacred place is a church or a temple. My special place is at my room, where I have a room. My special place is on the beach. My spiritual place is on the beach.

Q - How do you know a place is sacred?
- Stained glass windows, crosses or other religious symbols, angels, candles, stars, people praying, religious text, music.

Being in a sacred place I would behave nicely and calm and quiet. I would feel relaxed or excited.

Thursday 26th May 2022

Step 2 - Enquire
To describe what people mean by sacred.

Q - What is a sacred place?
A - A sacred place is a place where people go to pray or to worship. It is a place where people feel a special connection to God.

Q - Do you have a sacred place?
A - Yes, I have a sacred place. It is a place where I feel a special connection to God.

Q - How would you feel in a sacred place?
A - I would feel relaxed and happy.

Friday 27th May 2022

Step 2 - Contextualise
To describe a sacred place which is significant to believers.

Q - What makes the temple so special and sacred?
The beautiful colorful garden area, the mosaic paintings, the gold statues and symbols.

Q - Why have people made it like this?
It's a safe space for people to worship. It attracts people because it is beautiful to look at.

Q - How would you feel if you visited such a place?
I would feel amazed because of the gold.

Friday 27th May 2022

Step 2 - Contextualise
To describe a sacred place which is significant to believers.

Q - Why have people made it like this?
It's a safe space for people to worship. It attracts people because it is beautiful to look at.

Q - How would you feel if you visited such a place?
I would feel amazed because of the gold.

YEAR 5 SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Year 5	Half term	Theme and concept
Eclipse		Summer 1	Theme: Sacred Places Concept:

Assessment focus: Evaluate

Children working towards ARE

Maddie Stone could not grasp the concept but she was able to draw her sacred place and explain how it made her feel

Children working at ARE

Whole class except names below exceeding

Children exceeding ARE

Poppy Craddock, Pixie Huckin, Eleanor Froud

Teacher comments

The class were able to understand and apply this concept to both their own and modern day situations. They understood that sacred can mean different things to everybody.

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Solent	Summer 1	Theme: Sacred or special Concept: Places of worship

Assessment focus: Evaluate – proposal to demolish Yarmouth Church

Children working towards ARE

LCM BTM IB

Children working at ARE

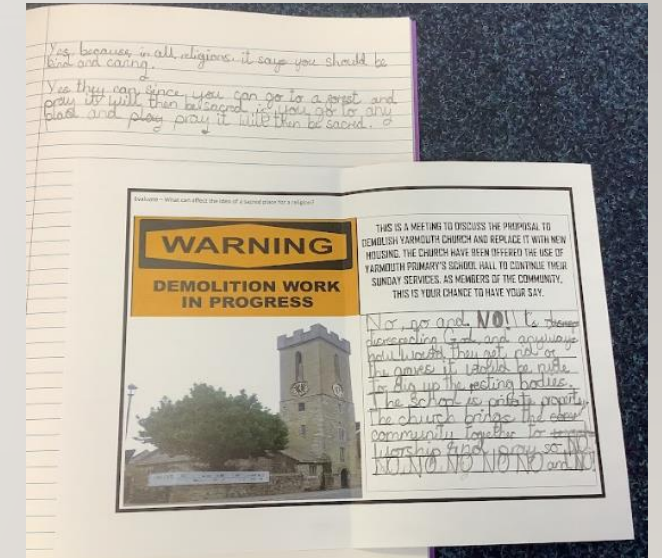
ND TP AB KC DH SJ RS SC RB RP LS JK

Children exceeding ARE

DJ AG MG RD EW

Teacher comments

The children enjoyed thinking about their own sacred/ special places and what makes something sacred or special. They had an excellent debate about Yarmouth Church and many were passionate that it needed to be kept and could explain their reasoning.



YEAR 5 SUMMER TERM 1 CYCLE OF ENQUIRY

Communicate

Communicate - Creating a shrine linked to our lives

The is me
It's my life
My heart will
and

Be with you
You'll be on my
mind
Believer.

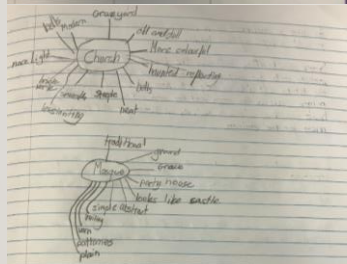
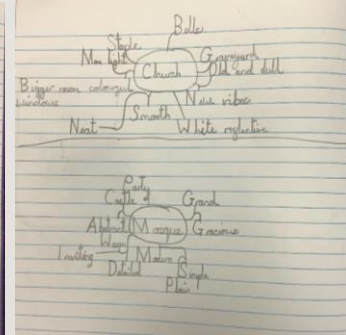
I represent care
for all!

MUSIC
What would you want played?

YOLAR
What is your value?
What did you create to represent it?
Why?

Apply

Place	Spirit, colour or matter	Why?
Church in Belgium	Nature	Because it has been turned into a hotel.
Public Library	Sacred	Because it holds books of all religion.
Wine shop & church	Nature	Because at the wedding Jesus said by a priest.
Household shrine	Sacred	Because it's still a shrine and it was made with love and it's still religion related too.



A stained glass window is important because it is a way to the masses thing the church would then to see.

A cross is important in a church because, really, the crucifixion of Jesus Christ.

A pulpit is important in a church because it is typically used by people to read the scripture lessons.

A pew is important in a church because of a social rank as part of a divinely ordered hierarchy of creation.

A font is important in a church because a church's role to remind believers of their baptism.

Enquire



How do you feel while you are in the place? I feel happy and calm.

What does it sound like? How does it make you feel? relaxing, it makes me feel calm.

What objects are there in the place that make it special? My dog, Harlow because she looks me with love.

What are the main colours in your place? Blue, green and pink.

Are there any pictures that make it special? The park because I know that Harlow is standing up.

Are there things you always do in this place? Things you always do without fail there? I manage to stay calm without fail.



How do you feel while you are in the place? I feel happy because I use right God.

What does it sound like? How does it make you feel? It sounds like silence and it makes me feel happy.

What objects are there in the place that make it special? God's light, through the window.

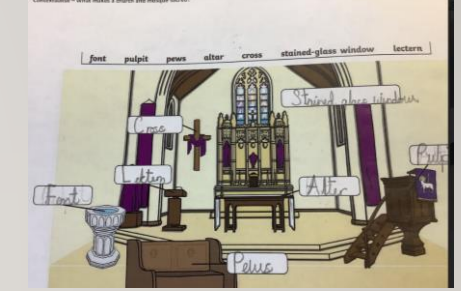
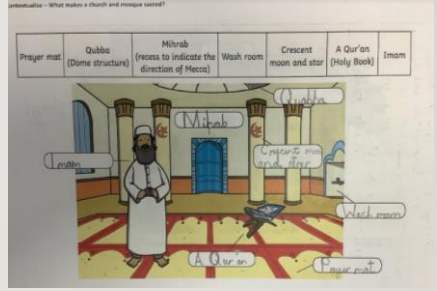
What are the main colours in your place? Blue, green and brown.

Are there any pictures that make it special? The Sunnet.

What is your main body position while there? sitting on the chairs.

Are there things you always do in this place? Things you always do without fail there? I do joking there.

Contextualise



Some similarities between the inside of a mosque and church include they both have water, the mosque has a wash room because the rituals are so sacred that muslims have to cleanse themselves. The church has a font which people use for baptising and christening, baptising is to show that when you are covered in water you are cleansed from your sins.

YEAR 6 SUMMER TERM I ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet

Evaluate: would it make a difference to Christians if the gifts were absent or different?

- Christians believe that the gifts from the Magi had certain special meanings. The gifts can't be changed.
I think the gifts are special as they give subtle hints about Jesus's future, but if they were different it wouldn't matter as these gifts can't change the future alone. Some Christians believe strongly and the gifts can't be changed, but for others it doesn't matter and Jesus would do the same things without the gifts.
- Christians will probably change the story one day so that Jesus has some more up-to-date gifts.
This is unlikely to happen as there wouldn't be any technology or things like that to give to Jesus back then.
- The Magi's gifts gave important clues about Jesus's future.
Gold, frankincense and myrrh all showed important clues about Jesus's life such as that he'll become a powerful king, he'll be worshipped and he'll experience death.
- The gifts just show that the Magi liked Jesus; they don't mean anything.
The gifts show that the Magi liked Jesus but

RE Assessment sheet

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

Class	Half term	Theme and concept
Horizon	Summer 1	Ceremony Death Ceremonies
Assessment focus: Evaluate		
Children working towards ARE IG, KH, SRB, WCa, JD, ET, LMR, FS, EC,		
Children working at ARE WC, DN, MS, ZW, BH, AW, MC, FB, ZR, AS, AP, TBJ, FP, JC, SG, HW, LW, CC,		
Children exceeding ARE		
Teacher comments BJ and SH were absent from school.		

Evaluate – What can affect the idea of a sacred place for a religion?

Imagine there was a situation where a place was mainly Muslim. However, a group of Christians wanted to worship. Could they use a local mosque as a place for them to worship or not?



Yes, as long as they have rules and respect to the other religion, they must have had permission to pray there it is ok.

Evaluate – What can affect the idea of a sacred place for a religion?

WARNING
DEMOLITION WORK
IN PROGRESS

THIS IS A MEETING TO DISCUSS THE PROPOSAL TO DEMOLISH YARMOUTH CHURCH AND REPLACE IT WITH NEW HOUSING. THE CHURCH HAS BEEN OFFERED THE USE OF YARMOUTH PRIMARY'S SCHOOL HALL TO CONTINUE THEIR SUNDAY SERVICES. AS MEMBERS OF THE COMMUNITY, THIS IS YOUR CHANCE TO HAVE YOUR SAY.



Yes, as long as they are kept separate they will still be able to have all their objects and rituals. Some churches have other activities and things going on so it would be no objection to many children coming at 5 days a week.

Evaluate – What can affect the idea of a sacred place for a religion?

Can an ordinary place (a place not originally meant to be sacred) ever become sacred?



Yes, as long as it has the purpose to be sacred, if it is large a large amount of people must agree.

EYFS SUMMER TERM 2

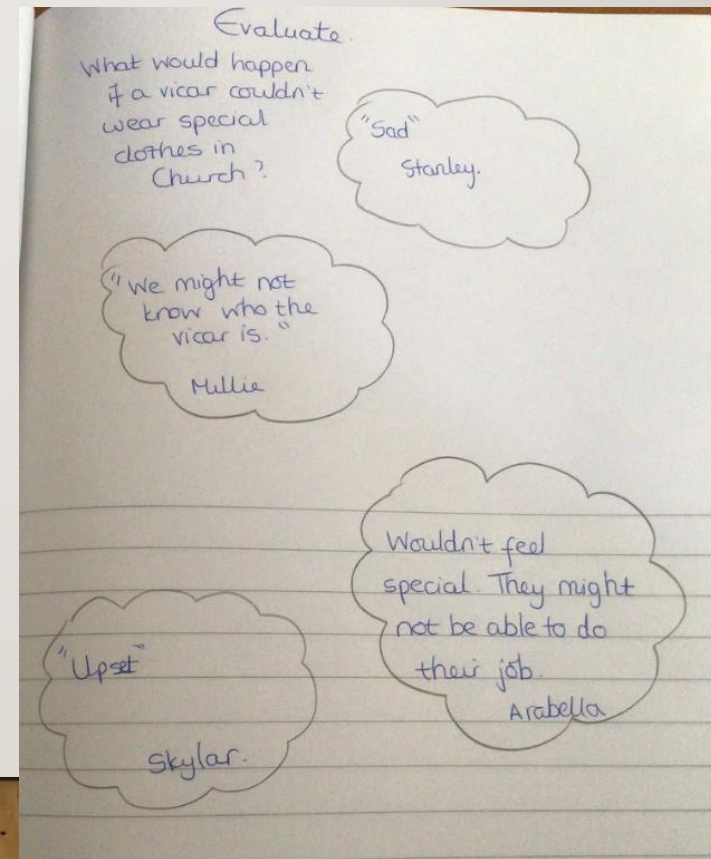
ASSESSMENT FOCUS- EVALUATE

Shalfleet- Class Discussion

The children discussed special clothes and if all clothes are special to different people.

They talked about what a Vicar wears in a church and looked at pictures. They then went on to discuss what would happen if the Vicar couldn't wear their special clothes.

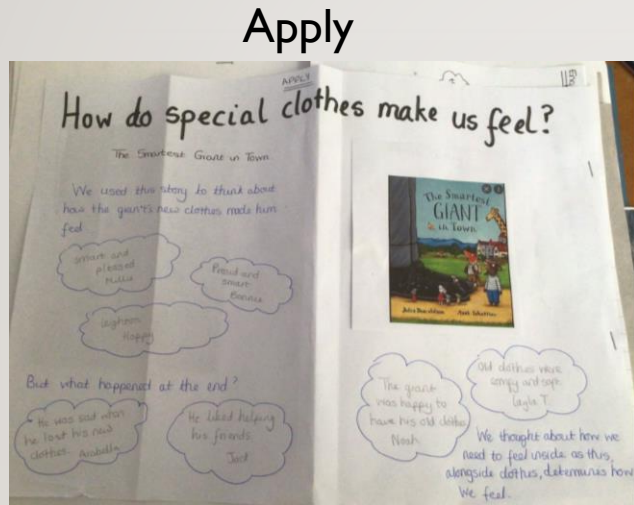
Yarmouth



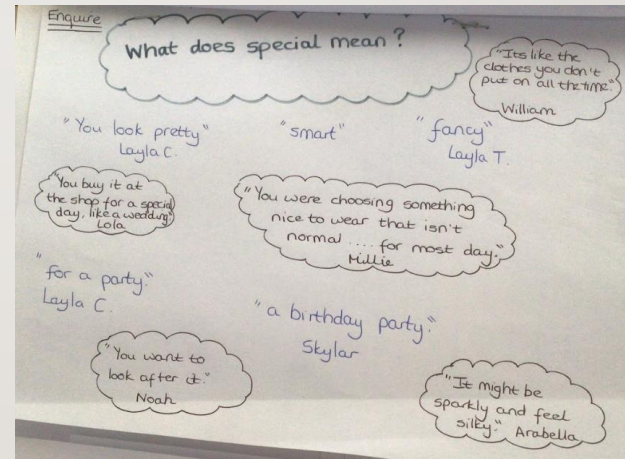
Link for more photos of Beach Class- Special Clothes

EYFS SUMMER 2 CYCLE OF ENQUIRY STEPS

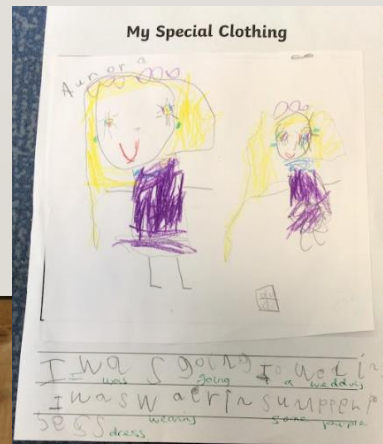
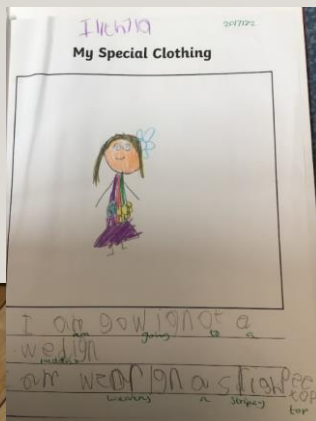
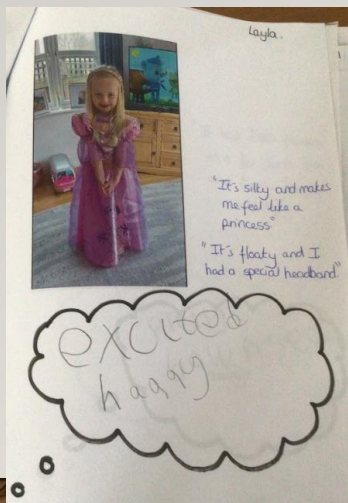
Communicate



Enquire



Contextualise



YEAR 1- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

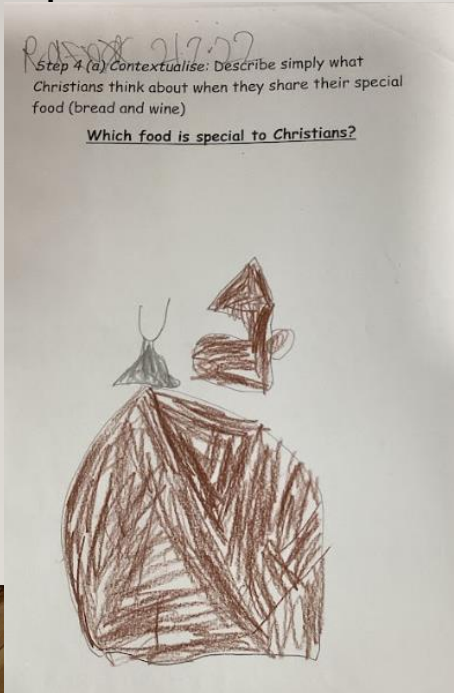
Cove Class

Sunshine Class

The children had a class discussion on why they thought it is important for the Christian and Hindu traditions to have special food.

RE Assessment Overview sheet
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sunshine class	Summer 2	Theme: Special Food Concept: Special
Assessment focus:		
Evaluate		
Children working towards ARE		
Lenny Eli		
Children working at ARE		
Remainder		
Children exceeding ARE		
Amelia		
Teacher comments		

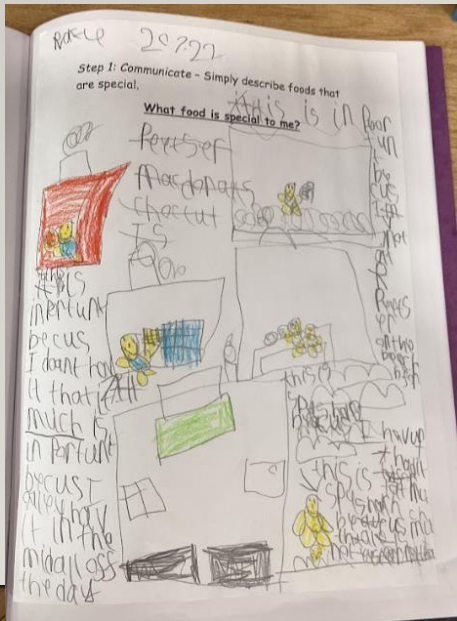


RE Assessment Overview sheet
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

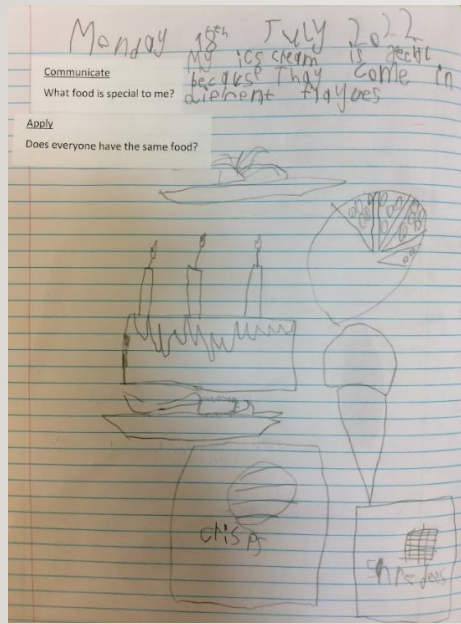
Class	Half term	Theme and concept
Cove class	Summer 2	Theme: Special Food Concept: Special
Assessment focus:		
Evaluate		
Children working towards ARE		
Bruce Ryan Joshua		
Children working at ARE		
Ava Leif Leo Ronan Ayra Iyla Abel Sean		
Children exceeding ARE		
Amelia Tommy Darcie Kaiden Lily		
Teacher comments		
Made a this is your life book about Jesus, which helped children remember many stories.		

YEAR 1 SUMMER TERM 2 CYCLE OF ENQUIRY

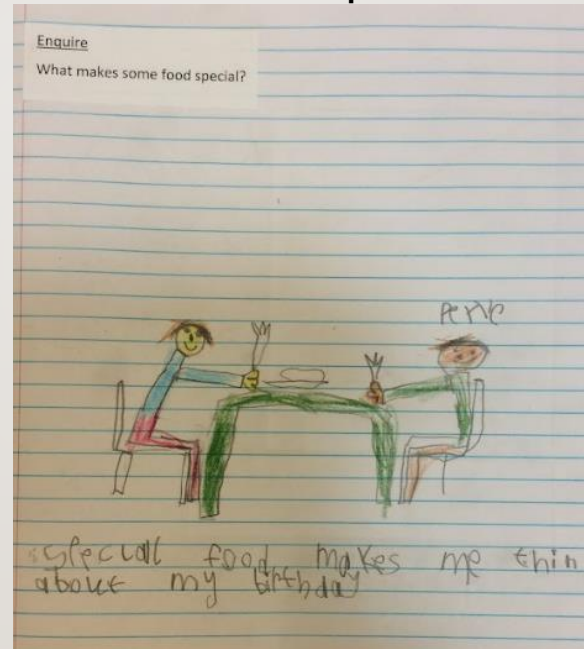
Communicate



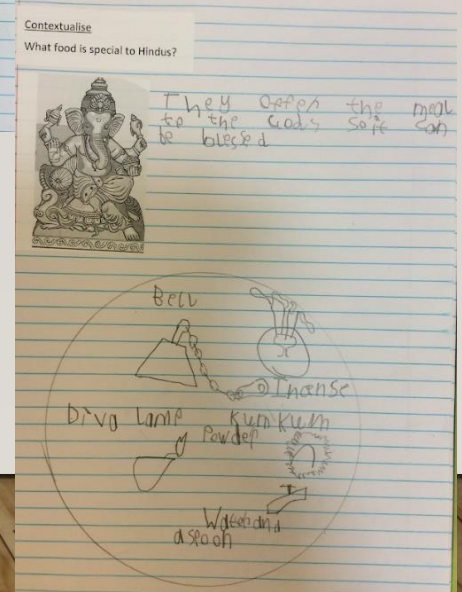
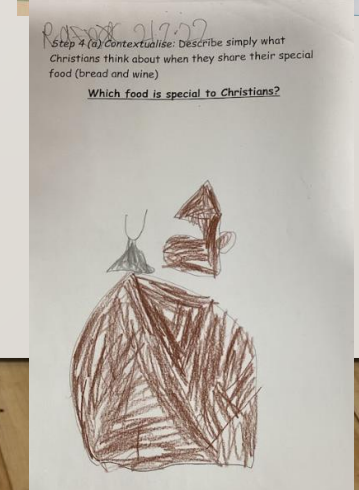
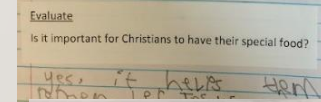
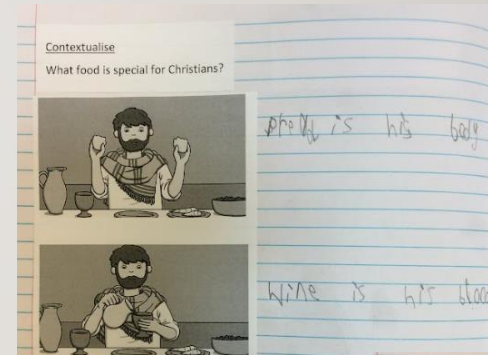
Apply



Enquire



Contextualise

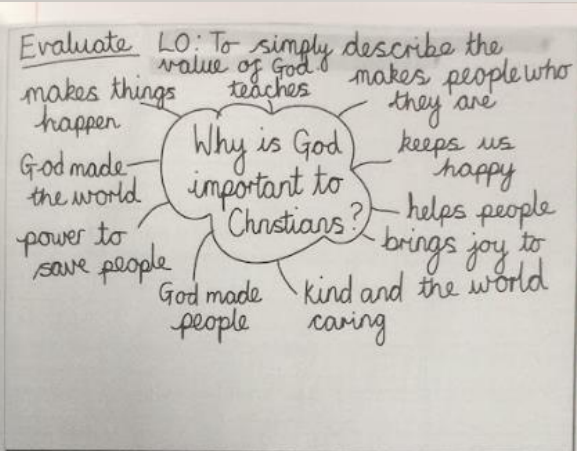


YEAR 2- SUMMER TERM I

ASSESSMENT FOCUS- EVALUATE

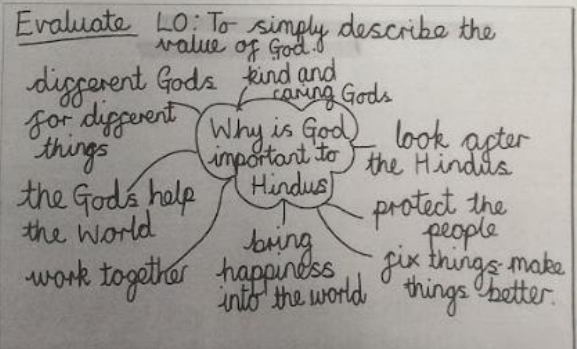
Bay Class

Sky Class



Step 5 - Evaluate
LO: to explain the importance of God.

<p><u>Christians</u> I think God is cared for & respected & he can not be seen</p>	<p><u>Hindus</u> I think god is lots of different gods who have to important jobs some gods can come back to earth when they need to.</p>
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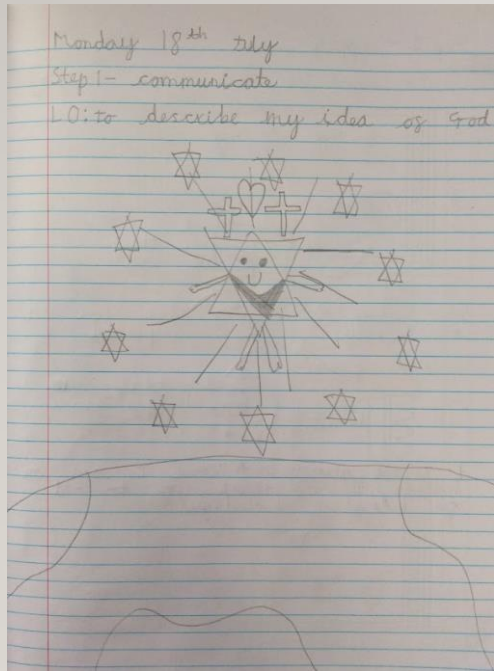
RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

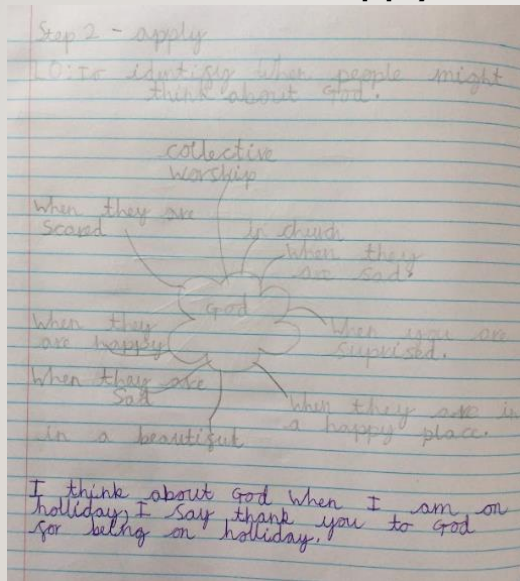
Class	Half term	Theme and concept
Sky	Summer 2	Theme: Ideas about God Concept: God
Assessment focus: Evaluate		
Children working towards ARE FP, IG, KL, LB		
Children working at ARE Rest of class		
Children exceeding ARE FD,CG,EO, EH-B		
Teacher comments Good discussion points. Children had some good ideas of what they thought God looked like. Very briefly discussed God the Father, God the Son and God the Holy Spirit- discussed as God being one thing but he was able to send a messenger- Jesus his son and the Holy Spirit to Earth. Children showed a good understanding of the concept when sorting and sequencing the cards.		

YEAR 2 SUMMER TERM 2 CYCLE OF ENQUIRY

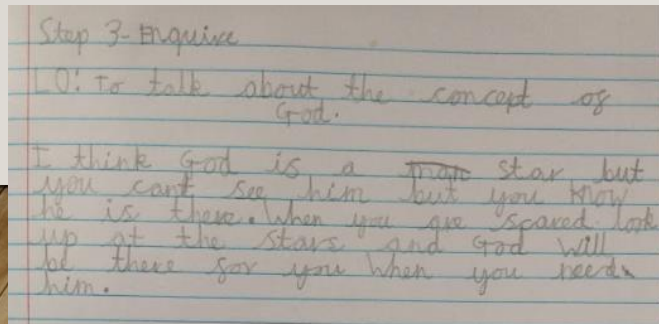
Communicate



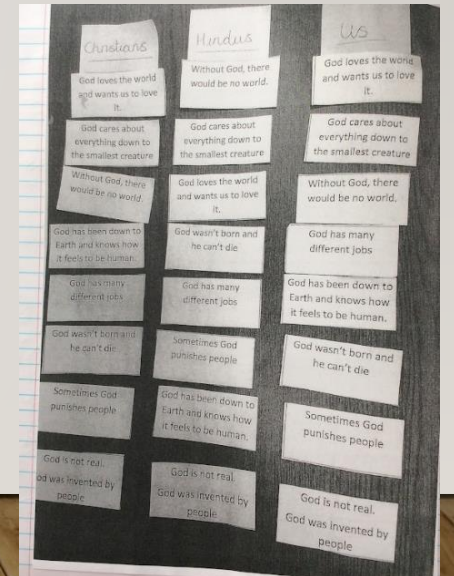
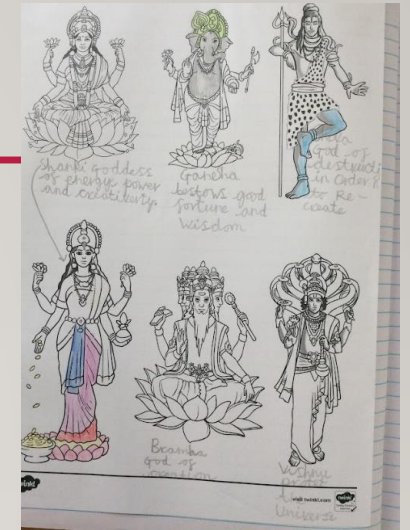
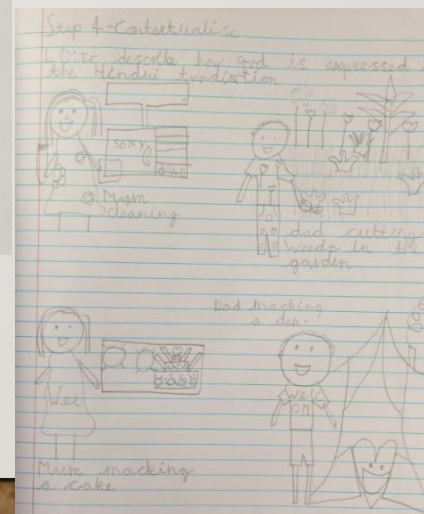
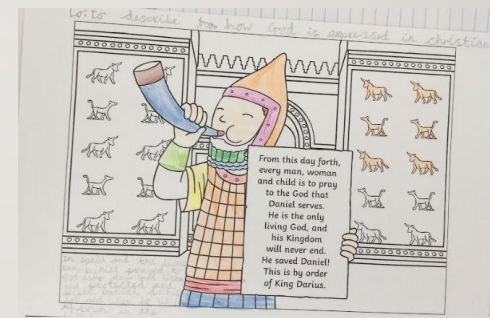
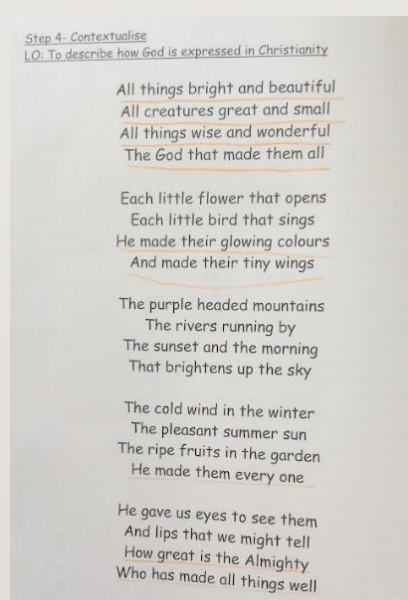
Apply



Enquire



Contextualise



YEAR 3- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet



Step 5: Evaluate Assessment

L.O. To describe the value of the concept of protection to believers.

What difference does protection make?

It makes us feel safer and more confident.

What would happen if the Hindus didn't have rakhis?

They wouldn't have feel protected.

Would they still be able to protect each other?

They would be able to protect each other but they wouldn't feel protected.

Is it important for them to think ~~about~~ about protection? Why/Not?

Yes, because it'll give them courage and determination.

RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your work samples at the end of each half term.

Class	Half term	Theme and concept
Year 3	Summer 2	Theme: <u>Rakasha Bandhan</u> Concept: <u>Protection</u>

Assessment focus: Evaluate

Children working towards ARE

Jonah, Piper, Lily, Max, Borys

Children working at ARE

Innes, Lola, Bella, Ruby, Penny, Edith, Joshua, Annabel, Logan, Rocco, James, Liam, Henry, Phoebe, Daisy, Rocco,

Children exceeding ARE

Fred, Lucy, Penny

Teacher comments

Emilia and Georgia absent for assessment

RE Assessment sheet		
Class	Half term	Theme and concept
River Class	Sum 2	Raksha Bandhan Protection
Assessment focus: <u>Evaluate</u> describe the value for Hindus of celebrating protection.		
Children working towards ARE EC JT		
Children working at ARE Rest of class		
Children exceeding ARE on NA JT some great discussions		
Teacher comments The children really enjoyed the drama sessions - really got the idea of protection in their lives. Also the practical sessions of creating bracelets JL EK Has Am lasted all week.		

Evaluate
to begin to describe the value for Hindus of celebrating protection.
The day is important because it shows a time your siblings respect you, that day wasn't real it would feel like your brother or sister respects you.
protection makes a big difference because we wouldn't be here now if the siblings didn't protect us.

Evaluate
To begin to describe the value for Hindus of celebrating protection.
Protection difference is Protection makes a difference by being part of respect for our people.
If Hindus didn't have rakhis none no one would return the favour of protecting them.

link to more photos from the cycle of Enquiry for Yarmouth

YEAR 3 SUMMER TERM 2 CYCLE OF ENQUIRY

Enquire

Contextualise

Communicate

Step 1: Communicate
 L.O To express a personal response to the concept of protection

1. What makes you feel safe?
 2. I feel safe when someone I love is there because I trust them.
 3. How and when do you feel safe from protection?
 4. I feel safe when I'm in my home with someone I love because they protect me. They protect me by being there for me.
 5. What or who protects you?
 6. My house and people I love protect me because they look after me.

A helmet protects your head so it doesn't get cracked open.

A house protects you by giving you a roof and shelter.

Parents protect you by giving you food and drink.

Apply

Step 1: Apply
 L.O To begin to look at where protection is significant in our lives

A teacher keeps us safe by teaching us what to do and what not to do. For example a teacher tells you how to stay safe online.

A fence keeps us safe by locking doors so bad people don't get in. Mum puts a shelter gate and ditch for us.

A police man protects us by giving bad people so they don't harm us.

A soldier protects us by stopping other countries attacking us or being bombed.

God keeps us safe by teaching us things, being people, guiding us, making everything we have and making us be alive.

Apply
 To begin to describe how the concept can be applied in their own lives

We don't want always a bad protection it will get in the way when we are in a water globe to walk like that with.

When some one is looking around searched me out.

I got a very special thing with the one in it. I got it and I got a person's name. I checked me out the thing was very special and I was asked to get it for my pocket and put it in my pocket. This up as a minute we were done.

Step 3: Enquire
 These protection means showing community like some people who give some and police there are many more beauty. They are our safe.

Communicate
 L.O To begin to express a personal response to the concept of protection

blocking someone from getting hit

defence army

wearing a mask instead of getting the vaccination

sheld

in yard dog

parents

get gates

get gates

A yard dog because they guards something that is special or important.

Step 3: Enquire
 L.O To define what protection means.

Protection is any measure taken to guard a thing against damage caused by outside forces.

Enquire
 To begin to describe how the concept can be applied in their own lives

Let me introduce my... Raksha Bandhan... Raksha Bandhan is a festival of Hinduism. It is celebrated on the eighth day of the Shukla Paksha of the month of Bhadrapada. It is a festival of love and devotion. It is a festival of the bond between a brother and a sister. It is a festival of the bond between a man and a woman. It is a festival of the bond between a friend and a friend. It is a festival of the bond between a community and a community. It is a festival of the bond between a nation and a nation. It is a festival of the bond between a world and a world.

Rakhi Bandhan!

Step 4: Contextualise
 To begin to describe how protection is expressed by Hindus in the festival of Raksha Bandhan.

The story of the Indra and Indrani

The group of the Gods were on the losing side and so Lord Indra was quite worried about the end of the war. He did not what to do. He approached his guru 'Brihaspati' and sought advice. At this crucial moment, his Guru Brihaspati asked Lord Indra to get a Rakhi or chasm tied on his wrist by his wife Indrani. He also said this wristlet should be empowered by the sacred mantras chanted on the full moon day or Shrawana Purnima.

Thereafter, Indrani or Sachi (Indra's wife) empowered the thread and tied it on to his hand. The power of this sacred thread called Raksha helped the Gods to win the battle safely. This led to the custom of tying an amulet on a man's wrist. Today sisters tie Rakhis to their brother's wrist for protection and pray to God for his well being.

Contextualise
 To begin to describe how protection is expressed by Hindus in the festival of Raksha Bandhan.

The word 'Raksha' means protection. 'Bandhan' means to tie.

I would give my Raksha Bandhan to my mum because she cares for me.

I would like to take two strips of paper and glue them together and add a dragon onto the glue and I will take of both ends it but not the dragon.

HAPPY Raksha Bandhan!

Hindus show protection by holding a ceremony for the people who protect them with candles and sweets and a Rakhi.

YEAR 4 SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet

Agree	Disagree
Myths help people to explain difficult things	Myths are a load of nonsense
Myths help people to make sense of things around them	All myths show what God is like
Myths teach people how to behave	Myths are old fashioned and we don't need them
Myths show people the way in which they should live	Myths don't teach you anything
Myths help us to explain what people believe	Myths are not relevant today
Myths make it easier to understand hard issues	

Step 5: Evaluate
To describe the value, for Hindus, of celebrating protection.

D. Zina
Q - Do you think the ritual of giving the bracelet makes a difference?
No because on sports day my dad wouldn't come to see me but I know he is there in my heart I don't need a object to tell me that. I.e. someone believes in you & just need the words.

Q - Why do Hindu's value celebrating 'protection'??
Because if you don't feel protected then you won't feel safe and nature will protect you. They want to feel that people will protect them. The sister will give a bracelet and the brother will give a gift.

Link for additional photos from the cycle of enquiry for Year 4- Yarmouth

YEAR 4 SUMMER TERM 2 CYCLE OF ENQUIRY

Communicate

Communicate their own response to the concept.

Create a story-board for your own myth.

Apply

The days of the year

What did the Egyptian myth of Nut's children tell us about the beliefs and values of the Ancient Egyptians?

The Egyptians would have blamed the Moon for the year 365 days.

They would have blamed the sun rather than the Moon.

Step 2: Apply
To describe how the concept can be applied in their own and others' lives.

Enquire

WHAT IS A MYTH?

A Myth is a story or animal that is certain culture passes for a model story containing ideas about ancient times.

Contextualise

Noah

Noah Ark

How does the Christian myth reveal some beliefs and values of Christians?

Section of myth

Beliefs and values

To think about the Christian Value of Myth.

Ourselves	Others
Believe in God and trust him to take me down the right path.	The stories of Noah Ark, Adam + Eve and the garden of Eden and others.
The World	Beyond
Natural disasters such as hurricanes, tornadoes, tsunamis and wild fires.	Or ask over creator and his a super power above our reach.

RE Day Thursday 7th July 22

Theme/Unit = Raksha and Bandhan

Key concept = protection

Step 1: Communicate
To express a personal response to the concept of protection.

Being in the sea

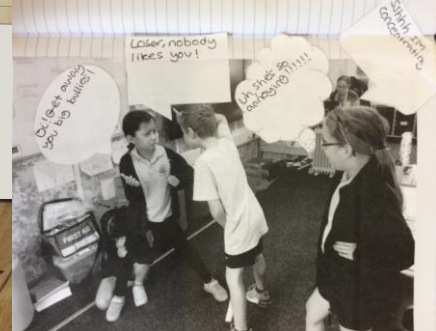
Fire Man / Fire

Doctor helping with medical conditions

Staying with parents

Chased by police

Protection



NO, sometime we do but Sometime we don't because for example I love climbing trees and as soon as I get to a safe section might like 2 big steps my mum and dad are always helping their hands below me and "I am always saying "I'm OK and fine"

Step 3: Enquire
To describe what protection means.

Examples of protection:

- holding hands
- making you eat healthily
- making sure you get lots of sleep
- sun where it is safe, use the bugs to guide you
- brush of your teeth
- having a plan if you get lost

Definition of protection = when someone or something keeps you safe from harm.

Contextualise the concept in religious practice.

Adam + Eve and the garden of Eden

What are the most important things the myth is about?

God told Adam and Eve to leave the tree of knowledge.

What are the values or beliefs expressed in the myth?

To respect people who you must not betray people you love.

Don't let other decisions affect yours.

Why might the myth be important?

Because it teaches us to be loyal to those we love.

EXT

If a friend is visiting the school I would ask:

- How can you protect all the trees in one day?
- How many trees live do you save?
- How do you get so close to the burning red fire?
- Are you always successful with your friends?
- What if you got to close to the fire?
- How do you feel if you weren't successful and the person of the thing you tried to save didn't make it?

Step 4: Contextualise
To describe how protection is expressed by Hindus in the festival of Raksha Bandhan.

The word 'Raksha' means protection. 'Bandhan' means to tie.

The sister would make a special bracelet for the brother and then the bracelet would give good luck and then the brother would give a gift to the sister.

YEAR 5 SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

Yarmouth

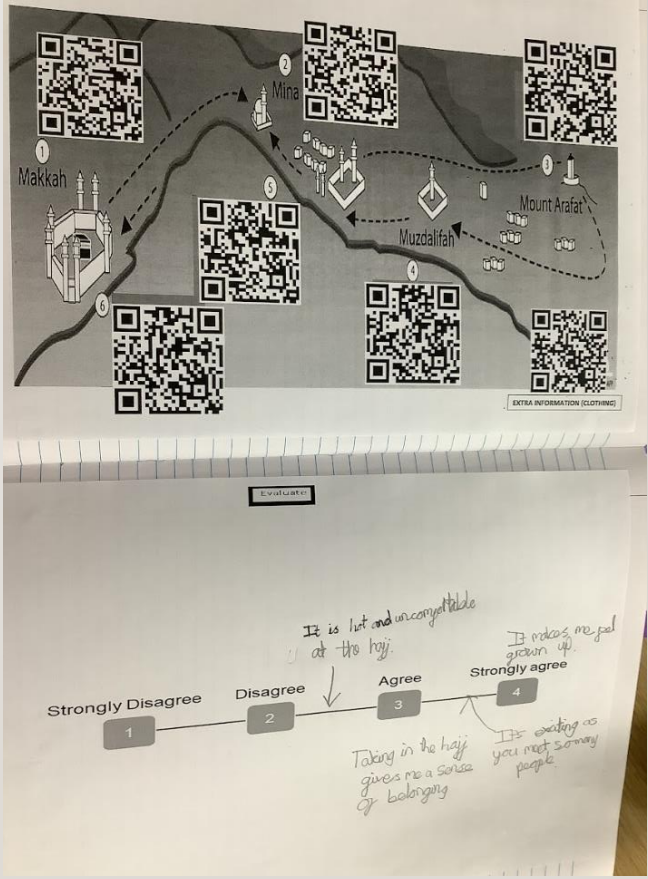
Shalfleet



RE Assessment Overview sheet

Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.

Class Year 5	Half term Summer 2	Theme and concept Theme: Umma-community Concept:
Assessment focus: Communicate		
Children working towards ARE Maddie Stone		
Children working at ARE Whole class		
Children exceeding ARE Pixie Huckin		
Teacher comments A really interesting concept that shows how important community is to all religions including Islam. We looked at the question: What are my responses to the concept of community? Then followed a class discussion on what communities they belong to, drawing a picture and annotating with two positive features of that community. In groups, the pupils chose a community and listed all the features of that community and we compared lists. Then we discussed how the different features helped reinforce the sense of community.		



YEAR 5 SUMMER TERM I CYCLE OF ENQUIRY

Communicate



Apply

Zakat is the sharing of wealth. Muslims are required to share 2% of their wealth with the poor, because they believe that giving of Zakat purifies the soul of the giver - it prevents greed - it is a reminder that everything comes from Allah and all people are equal, therefore wealth should be shared with others - Zakat purifies the soul of the receiver - paying Zakat is a test of honesty which will be judged on the day of judgement.

Enquire



Contextualise

Ka'bah
During the Hajj the pilgrims perform acts of worship and renew their faith and sense of purpose in the world they stand before the Ka'bah a shrine built by Ibrahim, and praise Allah together.

Question	Answer
1. Are all rites of passage as important as each other?	I think they are not as important as each other because a birthday isn't as important as a wedding.
2. Does it matter if a rite of passage is marked differently by different people?	No because people can celebrate it how they want.
3. Can anything be a rite of passage?	No it has to be a significant thing like having a last of school learning to drive and having siblings.
4. Should rites of passage always be positive?	No because not many people have funerals for pets so they don't celebrate sad times.
5. Does it matter if you don't go through the same rites of passage as your parents?	No because you can choose what you do in your life.
6. Would it make a difference if there were no Rites of Passage in life?	Yes because you wouldn't be able to get older and do fun things like learning to drive.

5 PILLARS OF ISLAM

1. SHAHADAH	Professing the Islamic faith and saying "There is no god but Allah, and Muhammad is His messenger."
2. SALAH	Offering Salah (prayer) five times a day.
3. ZAKAT	Paying the Zakat (giving alms or charity).
4. HAJJ	Going to pilgrimage to the House of Allah at Mecca.
5. FASTING	Fasting in the month of the Ramadan.

Which other pillar do you think is most important and why?
I think the most important is salah because praying 5 times a day.

Which pillar do you think is least important and why?
I think least important is Fasting because would go hungry.

Contextualise - What if Zakat was compulsory for all religions in the world?

ZAKAT

POSITIVES	NEGATIVES
<ul style="list-style-type: none"> You lose some of your savings. You help other people. Help people stay alive. Get people what they want. 	<ul style="list-style-type: none"> You lose some of your savings every year. You don't get to choose if you give money or not. You might turn poor.

Contextualise - Important Events in our Lives

Timeline of events from 2011 to 2020:

- 2011: Birth of my little sister
- 2013: Started my first job
- 2015: Moved to school
- 2017: Family holiday
- 2018: Got married
- 2019: Got a dog
- 2020: Got a new house

YEAR 6 SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

Yarmouth

Shalfleet

Evaluate: Is it important for Muslims to feel peace in their religion

I can explain why it is important for Muslims to feel peace in their religion.

Muslims should feel peace because it is important for them to be connected with Allah. If they need peace then they should be able to pray. When they pray they face East, where they turn Mecca. When they pray, anywhere or everywhere, they pray to the East. We say 'hello' as our greeting, but they would say in their own language, 'Peace be with you'. Muslims should feel peace because it is important to respect that they have a different religion to us.

RE Assessment sheet

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

Class	Half term	Theme and concept
Horizon	Summer 2	Peace Revelation of the Qur'an, sawm and Ramadan
Assessment focus: Evaluate		
Children working towards ARE IG, KH, WCa, JD, ET, LMR, FS, EC, SG, TBJ, CC		
Children working at ARE WC, DN, MS, ZW, BH, AW, MC, FB, ZR, AS, AP, FP, JC, HW, LW,		
Children exceeding ARE		
Teacher comments BJ, SRB, SH were absent from school.		

