

RE

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

NATIONAL CURRICULUM STATEMENT

Purpose of study

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

Aims

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



OUR INTENT

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

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

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

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

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

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

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

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

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

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

Big Ideas

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



EYFS- Links to RE

Understanding the World

People, Culture and Communities:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

EYFS

The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child’s development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve. A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children’s subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

We must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.

Content and Sequencing (Broad, relevant and balanced)




- Through an RE based day and being embedded through the children’s interests and topics, EYFS will have covered the Key concepts and themes Celebrating and celebrating birthdays, Storytelling and stories Jesus told, Celebration and celebrating new life, Remembering and finding out about Shabbat and investigating the concept of special by finding out about special clothes.
- Exploring the Christmas story through the nativity journeys and advent (KS1) focusing on angels, the two narratives, the Magi and Mary (KS2)
- Investigating key events in Jesus’ life including people he met (KS1) investigating Jesus’ teaching and messages as well as his actions (KS2)
- Following the Easter story through its key events as well as Palm Sunday (KS1) looking at the key events across the Holy week, the meaning of the Paschal candle, debating the justice faced during that week and the symbolism of the cross (KS2)
- Exploring what belonging looks like in Judaism (KS1) exploring what belonging looks like in Islam (KS2)
- Investigating the meaning of bread as a symbol (KS1) investigating the meaning of the stones and cross as a symbol (KS2)



Vision for the Federation Learning Principles in RE

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
There is a strong link to PSHE through the Living Difference syllabus as children will link the religious concepts to their own lives and beliefs.	Children to engage in philosophical dialogue with each other at the 'Apply' stage in order to discuss deeper issues/meanings	Children will have a deep understanding of the origins of religious stories and will explore the reasons why they were created and how their	All children will be able to access learning within RE through a focus on a variety of creative tasks encompassing a variety of skills (such as art and	Children are motivated to engage within religious concepts through tasks that reflect upon their reality and challenge them through tasks that require them to	Religious visits throughout the year for special occasions, such as the Christmas and Easter services at the school's local church.	Children are challenged to come to their own conclusions about religious concepts not just linked to their own lives but within the religious context.	Children will be able to explore how religious festivals are celebrating globally as well as in the locality.

	linked to the concept.	interpretations through the years.	computing) to explore concepts.	apply a range of skills from other foundation subjects.			
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Links with English and Maths 	Progress 	Support 
<ul style="list-style-type: none"> - Working with dates on religious calendars - Written responses/creative writing opportunities to respond to different scenarios. - Reading comprehension to understand meanings in religious texts 	<p>The 5 strands of the cycle of enquiry are evidenced within books and through discussion for each concept studied throughout the year, with content relating to this appropriate for the year group.</p> <p>Notes on philosophical discussions are made to track children's participation and quality of their responses.</p>	<p>Everyone has access to the RE National Curriculum, Living Difference III and Understanding Christianity resources.</p> <p>Simplified versions of religious stories for accessible comprehension</p> <p>Activities are adapted to enable recording of work to not just be written.</p>

PROGRESSION OF SKILLS

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

Foundation Stage (Year R) children in general will engage with aspects of Christianity and the other religion being explored in Key Stage 1. They will also explore other religions through their child led topics, for example Diwali.

At Key Stage 1 children are required to study Christianity and one other religion.

At Key Stage 2 children are required to study Christianity and two other religions.

In Years 3 and 4 this will be Christianity and one other religion and in Years 5 and 6 children are required to study Christianity and a different religion.

In upper Key Stage 2 a non-religious world view may be included in addition. Teachers at Key Stage 2 must liaise with Key Stage 1 teachers to ensure three religions in addition to Christianity are explored through the primary years

Federation of Shalfleet and Yarmouth CE Primary Schools
 Living Difference 111 Long term plan from September 2021-July 2022

KS1 Long-term plan showing Christianity and Judaism (concept highlighted above the context)

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

This year both sites are one form entry schools. As Yarmouth were mixed year group classes in 2020-2021 some classes may be doing the previous year group planning (within the key stage) to ensure full coverage.

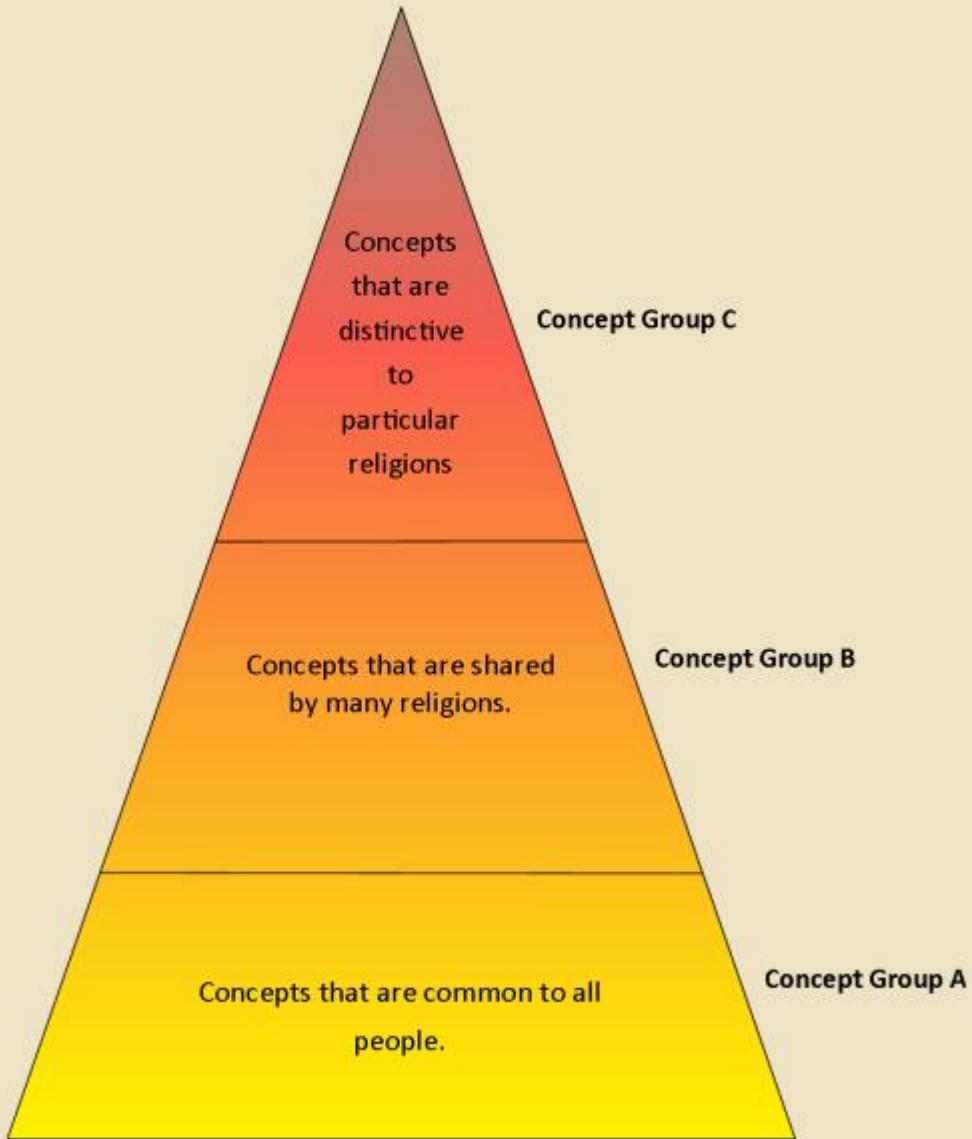
Federation of Shalfleet and Yarmouth CE Primary Schools
 Living Difference 111 Long term plan from September 2021-July 2022
 KS2 Long-term plan (concept highlighted above the context)

- Christianity (C) and Hinduism (H) in Years 3/4
- Christianity (C) and Islam (I) in Years 5/6

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

This year both sites are one form entry schools. As Yarmouth were mixed year group classes in 2020-2021 some classes may be doing the previous year group planning (within the key stage) to ensure full coverage.

Groups of concepts



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

RE CYCLE OF ENQUIRY.

RE CONCEPTS

Communicate

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

Evaluate

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

Contextualise

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

Apply

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

Enquire

What do you think the concept means?

Child

- All lessons follow these steps but may start at the Communicate or Enquire step

OUR IMPLEMENTATION - ASSESSMENT

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

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

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

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

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

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNCIATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Designing to create a clear message and using drawing software		Describe/ explain my own response to the concept of friendship		Give detailed observations about notable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/ explain my own response to the concept of friendship		Describe/ explain my own response to the concept of friendship		Offer facts about notable artists', artists' and designers' work	
		Organise files effectively using folders [or 5]		Confidence flexibility, technique and awareness in a dance sequence		Describe/ explain my own response to the concept of friendship		SKILLS	
		Operate a software using more complex features		Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, range of flexibility and motifs		Describe/ explain my own response to the concept of friendship		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
	DATA	Draw and create a picture		Designing to show a concept of pace and timing in their movement		Describe/ explain my own response to the concept of friendship		Digital movement and progression in drawing	
		Create a graph from a data [with children and appropriate]		Use the space provided in the movement material		Describe/ explain my own response to the concept of friendship		Use a variety of tools and extend the model appropriately	
								Use background to	



FEDERATION CURRICULUM ASSESSMENT



Key area of cycle of enquiry

Individual target

Insert names of individuals not achieving target

Big idea – key concept

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



RE Assessment sheet

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

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

This is a different focus each half term. From the cycle of enquiry.

Teachers can express how the unit went along

MONITORING AND EVALUATING

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

These include:

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

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

AUTUMN TERM I



Autumn Term 1 - Year 1

Year: 1

Term: Autumn

Intended learning outcomes:

Children will be able to:

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

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

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

Theme/Unit: Harvest

Key concept: Celebration

Sequence of activities:

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

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

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

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

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

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

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

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

Visit a local Church at Harvest and talk to the priest about how Christians celebrate Harvest - *eg* harvest supper or sharing food in some way, making special food (*eg* harvest loaf), singing special songs, giving food away, *decorating* the Church. On return to school, make a Harvest display; pupils produce labels.

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

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

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

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

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

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

Drama

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

Literacy

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

Autumn Term 1 - Year 2

Year 2- Sky Class

Year: 2

Term: Autumn 1

Intended learning outcomes:

Children will be able to:

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

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

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

Theme/Unit: *Special books*

Key concept: *Special (in relation to books)*

Sequence of activities:

Step 1 – Communicate: *What are our special books?*

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

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

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

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

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

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

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

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

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

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

- Tell the story of Moses up Mount Sinai (*Moses on the mountain* – resources listed below). Pupils act out the story, or produce storyboard, or sequence pictures.
- Explain that all the laws God gave the Jews are in their *special book* – The Torah.
- See film of Torah scrolls being taken from Ark *Pathway of belief – Judaism – Torah*.
- Pupils make Torah scrolls. Write a few commandments on scrolls. See and copy some Hebrew script.
- Pupils make *crowns* and *breastplate* for their scrolls. Role play a Simchat Torah celebration.

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

- Imagine if the Jews went to the synagogue and the scrolls had been taken from the Ark – *how would they feel?* Complete a speech bubble of someone Jewish *"The Torah is special to me because ____"*

Resources:

- DVDs: BBC *Pathway of belief – Christianity – the Bible* and/or *Judaism – the Torah* or BBC classroom clips <http://www.bbc.co.uk/education/subjects/zxnyqk7>
- Bible stories
- *Moses on the mountain* (Cole and Lowndes – Heinemann *Sunshine stories* series)
- *Synagogue* booklet from RE Centre (Tel: 01962 863134).

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

Using art opportunities to develop a class *book* that is *special*.

Using art for their Torah schools to reflect the *special* nature of the scroll.

Drama

Opportunities for hot seating a Christian to ask them questions.

Acting out some of the stories from the Bible or Torah and reflecting on the messages of the story.

Literacy

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

Yarmouth- Beach Class
Year 1- Celebrations- Sukkot

Autumn Term 1- Year 3

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

Autumn Term 1- Year 5

Year: 5

Term: Autumn

Intended learning outcomes:
Children will be able to:

- 1 Children can describe in simple terms their response to the concept of belonging.
- 2 They can identify simple examples of how belonging can be applied in their own and others' lives.
- 3 They can describe in simple terms what it means to belong to something.
- 4 They can simply describe how belonging is important to Muslims.
- 5 They can evaluate, by describing in simple terms, the importance of believers and to themselves of belonging.

Informed by the end of year 2 age-related expectations

Assessment opportunities:

Completion of web of belonging.
Describe in simple terms what it means to belong (eg by talking about picture, or circle-time response).
Writing frames.

Kathy Bagley
Lee-on-the-Solent Junior School

Theme/Unit: Belonging (in Islam) – links with PSHE.

A good first unit for Year 3 children making the transition to junior school.

Key concept: Belonging

Sequence of activities:

Step 1 Communicate: What does belonging mean to me?

Quesada: what do the children belong to? Is it nice to feel that you belong? (eg family, teams, school, clubs, Cubs/Brownies, churches)? Children list who they are: son to xxx, brother/sister to xxx, grandson/daughter to xxx, friend to xxx, member of xxx club, pupil of xxx School, member of xxx class, etc. How do people show they belong? Eg uniform, obeying rules, making a promise (eg Brownies), hair in a certain way, etc. Complete web of belonging. Arrange for children to bring in Brownies/Cub uniform for contextualise.

Step 2 Apply: On what occasions and in which situations is belonging significant?

Children draft out a playground scenario related to letting people join in; and/or write and draw about When I want to join in/When I don't want to join in (pro-forma). (Relate to golden rules/playground charter.) Q: I trained in P4C, set up an enquiry. As a stimulus, use photos of children being 'left out' (eg SEAL – see note above). All the children's questions must include the word belonging or be opposite, being left out. Children talk in twos/fours to formulate questions about the picture. How do we feel when we are left out? How does it feel when we belong? This may extend into questions such as: Do you always want to belong? Why not? Should we always try to make people feel they belong? Is it okay if people don't want to belong to anything? Why do people not want to belong sometimes? What do you think belongs everywhere?

Step 3 Enquire: What does belonging mean?

Thinking back over the last 2 lessons, what does belonging mean? Make a class display, includes every child's photo – eg a tree with photos as leaves. Put some ways of belonging around the outside: rules, pictures of uniform, school motto, etc.

Step 4 Contextualise: What does this concept mean in religion?

Recap: How do people show they belong to things? Ask a child to put on a Brownies/Cub uniform; show something of your own such as a membership card, passport, etc. What other things show we belong? Special music and buildings? Watch the 2-minute film (see link below) of a little girl (call her Medina) celebrating Eid ul-Adah. Ask children to watch out for things that everyone does the same: eg put on best clothes, wada, taking off shoes, etc. Watching a second time, record the ways of belonging shown on the writing frame – but remember the dressing of people is not allowed in Islam so depict each belonging by writing the phrase eg 'best clothes' and drawing just the clothes (a bar of soap for washing, etc.)

Step 4 Evaluate: What is the importance of belonging to Medina and to me?

Show some Muslim artefacts: eg prayer mat with compass; call to prayer alarm clock; prayer beads. Muslims the world over use these. Is it important to Medina to belong? Why? Do you think that Medina would mind if she could only wear scruffy clothes to the mosque? What rules should we have to make sure we belong? What is the most important thing to be a Muslim because she was? What else should we do to make sure we belong? Discuss what should go in the speech bubble. Pairs help write a communal answer then complete the Evaluate writing frame: What makes Medina feel she belongs?

Resources:

Clip Eid ul-Adah <http://www.bbc.co.uk/1/learningzone/2002/02/020211.html>

Photos of children being left out eg Seal Materials [Unleashing](#), 1, pages 95, 125 and 127.

RE KS2

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

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

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

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

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

Cross-curricular links:

Drama

Opportunities for role playing scenarios of belonging or being left out and considering these as a class. Role playing different situations using water.

Philosophy for children (P4C)

Opportunities for discussing the importance of belonging and what the importance of belonging is for the child and for a Muslim.

PSHE

Circle time about belonging and starting in a group. Circle time links to friendship and loneliness as well as considering the feelings of others.

Liberty

Describing what it means to belong. Describing how belonging is important to Muslims.

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

Yarmouth

Year: 5
Term: Autumn

Intended learning outcomes:
Children will be able to:

- Children can describe in simple terms their response to the concept of belonging.
- They can identify simple examples of how belonging can be applied in their own and others' lives.
- They can describe in simple terms what it means to belong to something.
- They can simply describe how belonging is important to Muslims.
- They can evaluate, by describing in simple terms, the importance to believers and to themselves of belonging.

Informed by the end of year 2 age-related expectations

Assessment opportunities:
Completion of web of belonging. Describe in simple terms what it means to belong (eg by talking about pictures, or circle-time response). Writing frames.

Kathy Bagley
Lee-on-the-Solent Junior School

Theme/Unit: Belonging (in Islam) – links with PSHE.
A good first unit for Year 3 children making the transition to junior school.

Key concept: Belonging

Sequence of activities:

- Step 1 Communicate: What does belonging mean to me?**
What do the children belong to? Is it nice to feel that you belong? (eg family, teams, school, clubs, cub/ Brownies, churches?) Children list who they are: son to xxx, brother/sister to xxx, grandson/daughter to xxx, friend to xxx, member of xxx club, pupil of xxx School, member of xxx club, etc. How do people show they belong? Eg uniform, obeying rules, making a promise (eg Brownies), hair in a certain way, etc. Complete web of belonging. Arrange for children to bring in Brownies/Cub uniform for contextualise.
- Step 2 Apply: On what occasions and in which situations is belonging significant?**
Children draw/act out a playground scenario related to letting people join in; and/or write and draw about when I want to join in/when I don't want to join in (pro-forma). (Relates to golden rules/playground charter.) Q&A trained in P4C, set up an enquiry. As a stimulus, use photos of children being 'left out' (see SEAL – see resources below). All the children's questions must include the word belonging or (eg opposite, being left out. Children talk in two/fours to formulate questions about the picture. How do we feel when we are left out? How does it feel when we belong? This may extend into questions such as: Do you always want to belong? Why/why not? Should we always try to make people feel they belong? Is it okay if people don't want to belong to anything? Why do people not want to belong sometimes? What do you do when you belong to someone?
- Step 3 Enquire: What does belonging mean?**
Thinking back over the last 2 lessons, what does belonging mean? Make a display/web, includes every child's photo – eg a tree with photos as leaves. Put some ways of belonging around the outside: rules, pictures of uniform, school motto, etc.
- Step 4 Contextualise: What does this concept mean in religion?**
(Recap: How do people show they belong to things? Ask a child to put on a Brownies/Cub uniform; show something of your own such as a membership card, passport, etc. What other things show we belong? Special music and buildings? Watch the 2-minute film (see link below) of a little girl (call her Medina) celebrating Eid al-Adah. Ask children to watch out for things that everyone does the same: eg put on best clothes, wudu, taking off shoes, etc. Watching a second time, record the ways of belonging shown on the writing frame – but remember the drawing of people is not allowed in Islam so depict each belonging by writing the phrase eg 'best clothes' and drawing just the clothes (a bar of soap for washing, etc.)
- Step 4 Evaluate: What is the importance of belonging to Muslims and to me?**
Show some Muslim artefacts: eg prayer mat with compass; call to prayer alarm clock; prayer beads. Muslims the world over use these. Is it important to Medina to belong? Why? Do you think that Medina would mind if she could only wear scruffy clothes to the mosque? What do you think about the fact that people in our country do not have to wear a headscarf to go to the mosque? Discuss what should go in the speech bubble. Pupils help write a communal answer then complete the Evaluating writing frame: What makes Medina feel she belongs?

Resources:
Clip art of Allah http://www.bbc.co.uk/1/religion/islam/faith/islam_eid_01.shtml
Photos of children being left out eg Sewi Materials <http://www.sewi.co.uk>, pages 82, 125 and 127.

RE KS2

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

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

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

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

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

Cross-curricular links:

Drama
Opportunities for role playing scenarios of belonging or being left out, and considering these as a class. Role play different situations using water.

Philosophy for children (P4C)
Opportunities for discussing the meaning of belonging and what the importance of belonging is for the child and for a Muslim.

PHSE
Circle time about belonging and starting in a new class/group. Circle time links to friendship and loneliness as well as considering the feelings of others.

Literacy
Describing what it means to belong. Describing how belonging is important to Muslims.

AUTUMN TERM 2



AUTUMN TERM 2- EYFS PLANNING

Step 1 Communicate
 Circle Time- linking to children's own experiences - Have they experienced a younger brother/sister/cousin being welcomed into the family? Thoughts of 2 children with expectant mothers. Mrs Haisell shared her baby photos/experiences from when her babies were born.

Step 2 Apply
 Circle time- Class discussion to give our own thoughts on key ideas - How does it feel to have a baby? What do we do to celebrate the birth of a new baby? Why do we do this? What would happen if we didn't make it a special time? Mrs Haisell shared some cards that her mum received 41 years ago when she was born.

Step 3 Enquire
 Within our classroom we used our Home Corner to think about how to care for a new born baby- feeding, cleaning, comforting. Children made their own cards for a new baby.

Step 4 Contextualise
 We looked at the concept of celebrating the birth of a new baby by re-looking at the story of the birth of baby Jesus- (bbc clip) + story books + our own nativity story.

Step 5 Evaluate
 Exploring our concept with reflection to Christmas. Why do you think Christians still celebrate Jesus' birth? Would it matter if people forgot to celebrate yours or Jesus' birthday? Why?

Theme/Unit
 Celebrating the birth of a baby- Jesus' birth.

Year: R	Theme/Unit: Christmas – celebrating the birth of a baby – Jesus' birth	RE FS
Term: Autumn 2	Key concept: Celebrating birth	
Intended learning outcomes: Children will be able to:	Sequence of activities: Step 1 – Communicate <ul style="list-style-type: none">Talk about children's own experiences – ask about when they were born. Explore their own ideas. They can ask parents about it and bring in items, eg. cards, presents and photographs.Read <i>When the teddy bears came</i>, by Martin Waddell.Display of cards, toys, photos of children when born, etc. Step 2 – Apply <ul style="list-style-type: none">Discuss: <i>How does it feel to have a new baby? Does anyone have a new baby brother or sister? What happens to welcome and celebrate new babies? Do we always want to welcome and celebrate new babies? Does the baby like being welcomed and celebrated do you think? Ask the children what it would be like if they didn't celebrate the birth of a new baby?</i> Step 3 – Enquire <ul style="list-style-type: none">Look after a baby doll in the classroom – make baby cards to celebrate the new arrival.Read <i>Welcoming babies</i>, by Margy Burns Knight, if a new baby were to visit us what questions could we ask to find out about how their birth was celebrated? Teacher scribes questions.Visit from a new baby. How was the birth of this baby celebrated? Cards, gifts, flowers, visitors, etc. Why do they do these things? How does it make the time special?Children draw the things needed to celebrate the birth of a baby.In the home corner, role play celebrating a new baby in the home. Step 4 – Contextualise <ul style="list-style-type: none">Show picture or poster of Nativity scene/baby Jesus. Who is this baby? Notice similarities and differences to today. What does this picture show? Mother's love, presents, visitors, etc.Link to own ideas of babies being welcomed today.Tell cultural story using a Christian persona doll: "This is the story that is told in churches at Christmas by Christians. This birth is celebrated at this time by (name of persona doll), our Christian friend."Show the BBC film clip about the first Christmas: http://www.bbc.co.uk/education/1/05/2016/1Read <i>The story of Christmas</i>, by Jane Ray. Invite children's responses. Why special? Why celebrated by Christians? Role play the story – talk about feelings of Mary, shepherds, etc. What is special? Simple recording/class picture/sequencing/art work. Imaginative play area becomes the stable.Make Christmas cards. What is it to celebrate? How else do Christians celebrate the birth of baby Jesus? Cards, sharing food, presents, decorations. Make a display showing ways that Christians celebrate the birth of Jesus. Step 5 – Evaluate <ul style="list-style-type: none">Discuss: <i>Why do you think Christians still celebrate Jesus' birth? Why do you celebrate your birth? How do cards help Christians to remember Jesus' birth? Would it matter if you forgot and did not celebrate your birth? Why? Would it matter if Christians forgot to celebrate Jesus' birth? Why?</i>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: reflecting on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Assessment opportunities: Evidence can be gathered when children: <ol style="list-style-type: none">talk about their own birth picturestalk and listen to each otherdraw/identify things needed to celebrate the birth of a babytalk about ways of celebrating Christmasrespond to questions about the importance of celebrating birth.	Resources: <ul style="list-style-type: none"><i>The story of Christmas</i>, by Jane Ray (1994) (ISBN: 978-1852139179).<i>Pictures of nativity</i>, card, etc, to make cards.<i>Welcoming babies</i>, by Margy Burns Knight (1997) (ISBN: 978-0605228183).<i>Happy birth day!</i>, by Robie Harris (1996) (ISBN: 978-0744562645).<i>When the teddy bears came</i>, by Martin Waddell (1995) (ISBN: 978-0744547634).Items that would be used at a baby's welcome, eg: flowers, baby cards.	Cross-curricular links: Art Using art and craft opportunities to develop the concept and to explore the concept of celebrating a birth through looking at Christian art. Drama Opportunities for role playing a celebration of a new baby at home and for role playing the nativity. Circle time and discussion opportunities for speaking and listening. Literacy. Opportunities to listen and respond to the story of Christmas and to consider the meaning of this. Talking about what is needed for a celebration and why the concept is important. Discussing why the concept is important.
Manor Infant School		

AUTUMN TERM 2- YEAR 1 PLANNING

Year: 1

Term: Autumn|2

Intended learning outcomes:

Children will be able to:

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

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

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

Steve Jefferson
Castle Hill Infant School

Theme/Unit: *Nativity journeys*

Key concept: *Journey's end*

Sequence of activities:

Step 1 – Communicate

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

Step 2 – Apply

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

Step 3 – Enquire

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

Step 4 – Contextualise

Why is the nativity journey's end important to Christians?

Tell the three stories: *Mary and Joseph to Bethlehem, The shepherds and The Magi.*

Role play the three scenarios.

Make concept lines:

- Mary and Joseph – Start journey in Nazareth – can't find room – find room – have baby
- shepherds in fields – afraid of angels – decide to visit Jesus – see Jesus
- the Magi – follow star – get lost – follow star again – find Jesus.

Compare concept lines: *What is important? What are the feelings at the journey's end? How do Christians remember the journey's end?* Discuss.

Step 5 – Evaluate

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

Resources:

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

RE KS1

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

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

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

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

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

Cross-curricular links:

Drama

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

Literacy

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

Autumn Term 2- Year 2

Year 2- Sky Class

Year: 2 Term: Autumn 2	Theme/Unit: <i>Light helps people to remember</i> <i>Why is light important at Advent and Hanukkah?</i>	<h1>RE KS1</h1>
Learning Outcomes	Key concept: <i>Candle light as a symbol</i>	
Children will be able to: <ul style="list-style-type: none"> talk about their own responses to <i>candle flame</i> identify how <i>candle flame</i> relates to their own lives talk about <i>candle flame</i> as a <i>reminder (a symbol)</i> of important people or events recognise how <i>candle flames</i> are used at Hanukkah and Advent talk about the importance of <i>candle flames</i> in simple terms. Informed by end of Year 1 age-related expectations	Sequences of Activities: - Step 1 – Communicate <ul style="list-style-type: none"> Show a cardboard cake with candles. Light them. Discuss responses and ideas. <i>How do you feel?</i> Discuss how we use candles. <i>When? Why?</i> Discuss how we celebrate birthdays. Read <i>Teddy's Birthday</i> (Amanda Davidson). Discuss what candles are remembering? Respond by drawing picture of cake and candles and make a display of different candles. Light another candle. <i>What could this be for? What does it make you think about?</i> Discuss. Step 2 – Apply <ul style="list-style-type: none"> Discuss how we can use candles to remember someone or something – remember feelings. <i>If you could light a candle to remember someone or something special, who or what would it be? When would you light it? How would you feel? Draw a candle and annotate "My candle is to remember ..."</i> Step 3 – Enquire <ul style="list-style-type: none"> Show Hanukkah – allow open speculation from children. <i>What is it? What is it used for? How is it used? Who uses it? Where? When? Why?</i> <i>What do we think these candles remind people of? How do you think they might feel when they light the candle?</i> Pupils openly speculate. Step 4 – Contextualise <ul style="list-style-type: none"> Tell the story of Hanukkah using the book below – a great miracle happened there. Respond by acting out story. <i>How did they feel when the light kept burning?</i> Drama and freeze frame. Show picture of Jews celebrating Hanukkah. Read <i>Hanukkah</i> (Roni Schotter). Explain how Jews celebrate Hanukkah today – sharing food, cards, decorations, lighting the candles. Make Hanukkah in groups. Become familiar with language eg. symbol, celebration, Hanukkah etc. <i>What are the candles remembering?</i> Pupils make labels for their Hanukkah. 	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Assessment Opportunities	Repeat process Step 5 – Enquire <ul style="list-style-type: none"> Show Advent ring – <i>What is it used for? When? Where? By whom?</i> Encourage speculation. Step 6 – Contextualise <ul style="list-style-type: none"> Christians use light at Christmas – read Advent poem – discuss, explain. Add each candle to explain each part symbolises part of story – parallels to story of Jesus' birthday. (This may be done on consecutive days). Make advent ring in groups. Light candles – read Christmas story – create atmosphere. <i>What do these candles remind Christians about?</i> Pupils make labels. Step 7 – Evaluate <ul style="list-style-type: none"> <i>Is it important to have candles to remind you of things? If you didn't have candles would you still remember? What did it help teddy remember? Why do the candles help you remember? What would you use to remember things that are special? What do candles remind Jewish people of? Why are they important? What do candles remind Christians of? Why are they important? What would Christians do?</i> 	Cross-curricular links: Art Using art and craft opportunities to develop the concept and to explore the concept through looking at Christian and Jewish traditions. Drama Opportunities for role playing a celebration and considering all the aspects involved. Circle time and discussion opportunities for speaking and listening. Literacy Opportunities to listen and respond to the story and to consider the meaning of the story. Talking about the importance of <i>candle flames</i> and why the symbol is important through speech and writing.
Evidence can be gathered when pupils: <ul style="list-style-type: none"> respond to <i>candle flame</i> draw and annotate a candle make labels discuss their opinions and ideas about candles complete think bubbles. 	Resources: Hanukkah, Advent ring, Book: <i>Teddy's Birthday</i> Amanda Davidson [ISBN 0006627528], Book: <i>Hanukkah</i> Roni Schotter [ISBN 0316774669], Book: <i>8 candles to light</i> by Johnny Zucker, poem, materials to make advent ring, candles of various sorts.	

Yarmouth- Beach Class

Year: 1 Term: Autumn 2	Theme/Unit: <i>Nativity journeys</i>	<h1>RE KS1</h1>
Intended learning outcomes:	Key concept: <i>Journey's end</i>	
Children will be able to: <ul style="list-style-type: none"> Step 1 talk about their own responses to <i>journey's end</i> in their experience Step 2 identify how different <i>journey's ends</i> relate to their lives Step 3 identify and talk about different <i>journeys' ends</i> Step 4 recognise the <i>journey's end</i> of the characters in the Christmas birth narratives Step 5 talk about the importance of the <i>journeys' end</i> to Christians. Informed by end of Year 1 age-related expectations	Sequence of activities: Step 1 – Communicate Teacher describes a journey she/he has made where something wonderful was at the journey's end. As a class, pupils consider and discuss journeys they have made when something good is at a journey's end (eg: <i>when I go and see my gran, she gives me a cake</i>). Pupils act out some of these. They then draw and annotate their experiences. Step 2 – Apply Question: <i>When are journeys exciting? Worrying? What happens if we get lost? Grandma was out, the plane was delayed, it was raining, you had to have a tooth out? Is there always something good at a journey's end? How does this affect our feelings?</i> Discuss. Step 3 – Enquire <i>Why are journeys important? Why is the end of a journey important?</i> Tell the story of Baboushka. <i>What happened at her journey's end? What feelings did she have?</i> Step 4 – Contextualise <i>Why is the nativity journey's end important to Christians?</i> Tell the three stories: <i>Mary and Joseph to Bethlehem, The shepherds and The Magi</i> . Role play the three scenarios. Make concept lines: - Mary and Joseph – Start journey in Nazareth – can't find room – find room – have baby - shepherds in fields – afraid of angels – decide to visit Jesus – see Jesus - the Magi – follow star – get lost – follow star again – find Jesus. Compare concept lines: <i>What is important? What are the feelings at the journey's end? How do Christians remember the journey's end?</i> Discuss. Step 5 – Evaluate <i>Is there a pattern to the nativity journey's end? Why are Christians happy at the endings? Why is Jesus being the focus of the journey's end, important to Christians? How would Christians feel if the manger was empty – no baby Jesus?</i> Discuss. Role play the journeys and finding no baby Jesus. <i>How do they feel?</i>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: having a sense of enjoyment and fascination in learning about themselves, others and the world around them. Using imagination and creativity in their learning. Moral: developing an ability to understand and appreciate the viewpoints of others. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Assessment opportunities: Evidence can be gathered when pupils: <ol style="list-style-type: none"> draw and annotate pictures discuss their feelings about different endings to journeys discuss the meaning of a <i>journey's end</i> (Baboushka) create concept lines for the three stories role play and discuss responses. 	Resources: <ul style="list-style-type: none"> story of Baboushka (eg. by Scholix, ISBN: 978-0745944562) stories of the nativity journeys concept line: blank smiley faces. 	Cross-curricular links: Drama Opportunities for role playing scenarios with different <i>journeys' ends</i> and the Nativity <i>Journey's end</i> . Role playing the characters from the Nativity story and considering their feelings at the <i>Journey's end</i> . Literacy Discussing the meaning of a <i>journey's end</i> from the Baboushka story. Creating concept lines for the three stories. Writing about the meaning of the <i>Journey's end</i> for the characters in the story.
Steve Jefferson Castle Hill Infant School		

Autumn Term 2- Year 3

Year: 3

Term: Autumn

Intended learning outcomes:

Children will be able to:

- Step 1: **Communicate**: describe their own responses to *angels*
- Step 2: **Apply**: describe examples of how their responses to *angels* are or can be applied to their own and others' lives
- Step 3: **Enquire**: describe the concept of *angels*
- Step 4: **Contextualise**: describe how beliefs about *angels* are expressed by Christians
- Step 5: **Evaluate**: evaluate the concept of *angels* by describing its value to Christians and by describing an issue raised

Informed by the end of Year 4 age-related expectations

Assessment opportunities:

- Mood board to describe the *imagery* associated with themselves.
- Drama scenarios to depict *imagery* affecting people's lives.
- Writing about the impact of *imagery* in the nativity.
- Writing about the importance of *imagery* to Christians and themselves.

Theme/Unit: *Angels*

Key concept: *Angels*

Sequence of activities:

Step 1 – Communicate

- Look at some current adverts (eg: Ferrero Roche) or pictures of famous people such as David Beckham. Ask: *what image are they intended to create?* Ask the children: *what image of themselves do they want to give to other people?* Make a brochure marketing yourself – draw yourself in the clothes that best reflect your image, the car you would drive – holidays, food, hobbies, house, etc. Or make a mood board which best reflects your image cutting out pictures from magazines, etc.

Step 2 – Apply

- *How do images affect people's lives? Are they a real or true reflection of the person/product?* Move on to the idea of stereotype (ie: a fixed and rigid image) and discuss. Pictures of teenagers/elderly people. *What are the common stereotypes associated with these people?* Make up a short scene which challenges a stereotype.

Step 3 – Enquire

- *What would the stereotype of an angel be like?* Discuss. Children draw/mind map/write their stereotypical ideas. Look at images of the Angel of the North (see website address). *What image is the sculptor trying to convey? How is he doing it?* Look at a variety of images of angels – warlike (St Michael), guardian, Islamic, messengers, etc. (Plenty of images on Google images.)
- To end the session, children think/pair/share ideas answering the question: *What do we understand by the word image?* Discuss and settle on a definition which everybody agrees with.

Step 4 – Contextualise

- Identify where angels come in the nativity story. Look at a variety of angel images in the nativity. Stick each picture on a large sheet of paper. Children work in groups and write their ideas on the sheet; cover them and pass them on to the next group (use different colour pens). *What image is the artist trying to portray?* eg: powerful, kind, sinister, holy. Discuss all the ideas on the sheets.

Step 5 – Evaluate

- *What is the impact of the imagery on the way the story is understood?* Take a nativity picture and superimpose a different angel on it – eg: naive cherub. *What difference would this make?* Swap a warlike angel in a guardian angel picture. Discuss the difference. Decide on which image you like the most. *What would your angel look like?* Paint your own angel in the image you think is most appropriate.

Resources:

- angel pictures
- www.angelofthenorth.org.uk
- adverts
- pictures of stereotypes.

RE KS2

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

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

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

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

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

Cross-curricular links:

Art

Using art and drawing opportunities to develop thinking through the concept. Looking at a wide range of Christian art from different traditions and countries.

Drama

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

Literacy

Opportunities to listen and respond to the story of the Nativity and to consider the meaning of the story.

Writing about how angels are used in the stories of the birth of Jesus.

Autumn Term 2- Year 4

Year 4- Shalfleet

Year: 4	Theme/Unit: <i>Mary, Mother of God</i>
Term: Autumn 2	
Intended learning outcomes: Children will be able to:	Key concept: <i>Holy</i>
Step 1 describe the concept of <i>holy</i>	Sequence of activities:
Step 2 describe how Christians show that they believe Mary is <i>holy</i>	Step 1 – Enquire: What does holy mean?
Step 3 evaluate the concept of <i>holy</i> by describing the value of Mary's <i>holiness</i> to believers	<ul style="list-style-type: none"> Show image or model of Mary and Jesus – children speculate on who it is. <i>How does she look? What does she think of the baby? Why do you think that? Where would I find such an image? Who would use it? What for? How do other people feel about it?</i> Draw a picture or make a clay model. Write a label saying "I think that this is ..." Tell story of the Annunciation. Discuss. <i>Where do pupils think the angel was from in the story? Why is there an angel in the story? Could the message from the angel have been sent to Mary any other way? Would that have been as effective (or seemed so special) in the story? What is the most important thing that the angel said, do you think? How do you think Mary felt?</i> Look at artists' impressions of the Annunciation. <i>How does the artist show that Mary is holy? Discuss. Would children want to add things to their original pictures/lay models to show that Mary is special/holy?</i> Children discuss with partners what they think holy means. <i>Can they decide on a description which could be used in a glossary of terms or a dictionary definition?</i>
Step 4 describe their own response to the concept of <i>holy</i>	Step 2 – Contextualise: How do Christians show that they believe Mary is holy?
Step 5 describe examples of how their ideas about <i>holiness</i> affect their lives.	<ul style="list-style-type: none"> Children have copies of carols which identify Mary as <i>holy, Mother of God, blessed, etc.</i> Children highlight phrases and descriptions of Mary. Collate in class discussion. Look at Pictures of <i>stained-glass</i> window/images and icons of Mary. Draw their own. Children investigate how and why the images and icons are used by believers. Annotate the pictures for a classroom display. Investigate the <i>Hail Mary</i> prayer. Children prepare questions to ask a Catholic visitor about their feelings and ideas about Mary. <i>When do they show reverence or pray to Mary? Why? What happens?</i>
Informed by the end of Year 4 age-related expectations	Step 3 – Evaluate: What is our opinion about Christians showing reverence to Holy Mary?
Assessment opportunities:	<ul style="list-style-type: none"> Children in groups brainstorm all the words they have heard associated with Mary. Collate responses and make a composite list. Children individually put them in 2 categories. <i>Agree with and disagree with. Compare with a partner. Can they agree on the two categories? Discuss.</i> <i>If they asked a priest or Catholic visitor to sort the cards, which columns would the words then go in?</i> Children re-sort the cards in role as a Catholic. <i>Is it important for Christians to believe that Mary is Holy? Discuss. (Remember that it is not just Roman Catholics who believe Mary is Holy).</i> Children complete writing frame.
Evidence can be gathered when children:	Step 4 – Communicate: What do we think of the concept of holy in our experience?
1 produce their pictures and write descriptions or definitions	<ul style="list-style-type: none"> Allow time for quiet reflection, perhaps play quiet music. Ask children to sit quietly and consider things or people they would/might describe as <i>holy</i>. <i>What other word might they use if holy is not right for them? Do they have objects that remind them of holy/special people? Perhaps draw a picture, write a few words or a description of their ideas. What would they include in the picture to show other people that you think this is holy (or otherwise)?</i> Invite pupils to share responses. <i>Can children explain why they consider something to be holy for themselves or others? What qualities does it have, or memories are evoked?</i>
2 annotate pictures for classroom display	Step 5 – Apply Assessment: How does the sense of holy (special) impact on their lives?
3 sort and discuss cards	<ul style="list-style-type: none"> Children consider when or why they or others refer to their holy object or people, and how they feel. <i>What happens next? In pairs, discuss how they or others use their objects, where they keep them, how often they look at or handle them. Share as a class.</i> They could perhaps draw their own picture of what they think of as Holy to them.
4 draw and write about their own responses to <i>holy</i>	Resources:
5 share ideas in pairs and as a class.	<ul style="list-style-type: none"> <i>Mary, Mother of God-images</i> of Mary (models, icons, artist impressions) Make sure they are multicultural Artist impression of the Annunciation plus the story (Luke 1:26–38). Carols including descriptions of Mary. The <i>Hail Mary</i> Prayer.

RE KS2

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

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

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

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

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

Cross-curricular links:

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

Philosophy for children (P4C)
Opportunities for enquiry into "what does *holy* mean?" and "who is *holy*?"

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

Year 4- Yarmouth

Year: 3	Theme/Unit: <i>Angels</i>
Term: Autumn	
Intended learning outcomes: Children will be able to:	Key concept: <i>Angels</i>
<ul style="list-style-type: none"> Step 1: Communicate: describe their own responses to angels Step 2: Apply: describe examples of how their responses to angels are or can be applied to their own and others' lives Step 3: Enquire: describe the concept of angels Step 4: Contextualise: describe how beliefs about angels are expressed by Christians Step 5: Evaluate: evaluate the concept of angels by describing its value to Christians and by describing an issue raised 	Sequence of activities:
Informed by the end of Year 4 age-related expectations	Step 1 – Communicate
Assessment opportunities:	<ul style="list-style-type: none"> Look at some current adverts (eg: Ferrero Roche) or pictures of famous people such as David Beckham. Ask: <i>what image are they intended to create? Ask the children: what image of themselves do they want to give to other people? Make a brochure marketing yourself – draw yourself in the clothes that best reflect your image, the car you would drive – holidays, food, hobbies, house, etc. Or make a mood board which best reflects your image cutting out pictures from magazines, etc.</i>
	Step 2 – Apply
	<ul style="list-style-type: none"> <i>How do images affect people's lives? Are they a real or true reflection of the person/product? Move on to the idea of stereotype (ie: a fixed and rigid image) and discuss. Pictures of teenagers/elderly people. What are the common stereotypes associated with these people? Make up a short scene which challenges a stereotype.</i>
	Step 3 – Enquire
	<ul style="list-style-type: none"> <i>What would the stereotype of an angel be like? Discuss. Children draw/mind map/write their stereotypical ideas. Look at images of the Angel of the North (see website address). What image is the sculptor trying to convey? How is he doing it? Look at a variety of images of angels – warlike (St Michael), guardian, Islamic, messengers, etc. (Plenty of images on Google images.)</i> To end the session, children think/pair/share ideas answering the question: <i>What do we understand by the word image? Discuss and settle on a definition which everybody agrees with.</i>
	Step 4 – Contextualise
	<ul style="list-style-type: none"> Identify where angels come in the nativity story. Look at a variety of angel images in the nativity. Stick each picture on a large sheet of paper. Children work in groups and write their ideas on the sheet; cover them and pass them on to the next group (use different colour pens). <i>What image is the artist trying to portray? eg: powerful, kind, sinister, holy. Discuss all the ideas on the sheets.</i>
	Step 5 – Evaluate
	<ul style="list-style-type: none"> <i>What is the impact of the imagery on the way the story is understood? Take a nativity picture and superimpose a different angel on it – eg: naïve cherub. What difference would this make? Swap a warlike angel in a guardian angel picture. Discuss the difference. Decide on which image you like the most. What would your angel look like? Paint your own angel in the image you think is most appropriate.</i>
	Resources:
	<ul style="list-style-type: none"> angel pictures www.angellofthenorth.org.uk adverts pictures of stereotypes.

RE KS2

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

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

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

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

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

Cross-curricular links:

Art
Using art and drawing opportunities to develop thinking through the concept.
Looking at a wide range of Christian art from different traditions and countries.

Drama
Opportunities for role playing the Nativity story and considering all the aspects involved.
Circle time and discussion opportunities for speaking and listening.

Literacy
Opportunities to listen and respond to the story of the Nativity and to consider the meaning of the story.
Writing about how angels are used in the stories of the birth of Jesus.

Autumn Term 2- Year 5

<p>Year 5 Autumn Term</p>	<p>Theme/Unit: The Christmas Mystery: <i>why two stories?</i></p>	<p>RE KS2</p>
<p>Learning Objectives/Intended Learning Outcomes <u>1.</u> Pupils can explain what interpretation is.</p> <p>2. They can explain how interpretation is relevant to the 2 gospel accounts of Jesus' birth</p> <p>3. They can evaluate, by explaining, the importance and relevance of interpretation in the birth narratives to Christians</p> <p>4. They can explain how the concept can be applied in their own and others' lives.</p> <p>5. They can express a personal response to the concept of interpretation</p> <p>L4/5</p>	<p>Key concept: <i>Interpretation</i></p> <p>Sequence of activities over several lessons:</p> <p>Step 1 Enquire: what does Interpretation mean? Does everyone always see things the same way? Give/ask for examples of when two people experience the same incident but interpret it differently – eg a playground dispute. Two pupils (or teachers) each recount their own interpretation of one story. Which parts of the story are important? Which aren't? (eg colour of someone's hat). Ask pupils to record the most important parts of each telling, including the key characters. Where there were differences, did it affect the message of the story? Did they matter?</p> <ul style="list-style-type: none"> Encourage pupils to speculate upon which story more important, if any. Why? Listen to or tell the story of the Wise Man and the Elephant (excellent version on British Library Sacred Stories site, link below). Reflect on the above activity. <i>What does interpretation mean?</i> Pupils in pairs write description or definition for concept of interpretation. Compare and refine as a class. <p>Step 2 Contextualise: how do different cultures and religions express their ideas about Interpretation? Compare the 2 birth accounts of Luke & Matthew as per separate lesson plan: "Comparison of Luke and Matthew". See notes. Analyse and express as Venn Diagram</p> <p>Step 3 Lesson 5: Evaluate: what is the value of the concept of Interpretation to believers? Use the Matthew/Luke PowerPoint to recap which events are from which gospel. Why are the two so different? How do Christians feel about it? Go on with the PowerPoint to explore this: which bits of the story are really important to believers? What if it was discovered tomorrow that Jesus was born in a house? Or no wise men? Some would not be bothered by the historical facts, but some Christians believe it's all <i>literally</i> true. What if they found Jesus had a normal birth? Working in small groups, pupils put the Evaluate statements, on the Evaluate Christians believe scale and then report back and discuss. If Christians could only keep one or two parts of the story, what would they keep? Now use the Matthew & Luke cards with the statements; decide which would spoil L's interpretation (Jesus came for everyone inc non-Jews and the poor) and which would spoil M's (Jesus exclusively for Jews). Matthew & Luke <i>interpreted</i> (or put a spin on) the less important parts of the story because they were writing for different audiences (see Why 2 stories?). Can there be any one true version of anything? What should go in centre of Venn diagram? In groups, children discuss ideas. Jesus Son of God, come to earth is the 'truth' of the story for most Christians. Add it in the centre of the Venn diagram.</p> <p>Step 4 Apply: how is Interpretation significant? (Short session) Show the short Guardian ad 'Point of View' (YouTube) and discuss how we are all prone to misinterpretations sometimes. Teacher role play with 2 pupils – playground dispute. Teacher listens to only one side of the story. Discuss with pupils: how would teacher/pupils feel? Is it fair? Continue to explore the benefits of analyzing different interpretations of events, to build a complete picture. Why do people interpret things in different ways? What are their motives? Is it useful on some occasions but not others?</p> <p>Step 3 Communicate: what does Interpretation mean? Question your pupils: <i>What do you interpret in your life?</i> Pupils discuss in pairs then as a class. Note their responses.</p> <ul style="list-style-type: none"> Encourage pupils to participate in activities that possibly demonstrate the concept in their lives, eg: interpret a piece of modern or traditional art, interpret a difficult playground situation, interpret a text with missing paragraphs, interpret a <i>Chinese whisper</i> or interpret a photograph. Pupils discuss with others why they interpreted the picture, story or situation differently. Pupils produce a paragraph focusing on how they interpreted one of these in comparison to how a friend interpreted one of these. (See also alternative Enquire, an art activity). 	<p>Key Concepts</p> <ul style="list-style-type: none"> Relating to human experience Symbolic Used in investigating religions Specific to particular religions <p>Skills</p> <ul style="list-style-type: none"> reflection empathy comprehension investigation interpretation & analysis evaluation <p>Attitudes</p> <ul style="list-style-type: none"> curiosity open-mindedness self understanding respect awe and wonder
<p>ASSESSMENT: pupils can explain what interpretation is.</p>	<p>RESOURCES: Matthew and Luke passages/Bibles; your own 2 PPTs (Greed or similar, + images of artists' interpretation of words you gave the pupils); Communicate writing frame; Guardian ad https://www.youtube.com/watch?v=ScccRkLLzU (Google Guardian point of view ad); Venn diagram pro-forma; British Library Sacred Stories link: http://www.bl.uk/learning/cult/sacred/ Or http://www.k4care.net/index.php?id=44 for written version.</p>	<p>Programme of Study Enquiry & skills. Pupils should be taught how to: Enquire into concepts that are significant in religious & non-religious experiences. Contextualise the concept within religious practice and explore the diversity of practice and belief. Evaluate the concept within one or more religions. Communicate their own understanding of the concept. Apply their own understanding of the concept to situations in their own and others' lives.</p>

Year: 5/6
Term: Autumn 2

Theme/Unit: *Christmas: The Magi and their gifts*

Key concept: *Prophecy*

Sequence of activities:

Step 1 – Enquire – put picture in book – **ch** look , **discu**.
 • *What does prophecy mean?* Look up in dictionary. Brainstorm, discussion, concept mapping. Alternatively, find images of prophets in art and sculpture and show to the children one at a time and invite them to guess the concept they will be studying.

Step 2 – Contextualise
 • Pull out a model of one of the Magi (from nativity set) from a mystery bag. *Where would this be found? Who would use it? Where have you seen one before? On what occasions? Why is it special? To whom?* Get the children to help you piece together the Magi story, do not at this point correct any misconceptions, eg: that they were kings or they had names. Use **Storysack** type artefacts to help bring tale to life – including gold, frankincense and myrrh. Smell and investigate the latter two particularly. *Can children guess how they might be used?* In pairs, speculate upon their use and why they were given as presents, maybe writing out a detailed label to go with each gift. Appoint three **experts** to read cards with actual definitions of the three gifts.

• In pairs/threes, children go on to be **detectives** looking at the actual Bible references about the Magi (Matthew 2:1–12). Take feedback about what surprises them (does not say **three** – this number is only extrapolated from the fact there are three gifts, not **kings** but **wise men**, no camels, no names).
 • *Why were these gifts chosen? Were the Magi prophets? In what way?* Use questioning and discussion to draw out the possible symbolic significance of the gifts: gold for kingship, frankincense for worship, myrrh to foreshadow death.
 • Children write out another label to go with each gift, explaining its use and significance. Use this as an assessment opportunity.

Step 3 – Evaluate
 • *Would it make a difference to Christians if the gifts were absent or different? Suggest that maybe the story should be re-written to make it more child-friendly or modern. Using the statement: *It doesn't matter what presents were to given to Jesus* as a debating point, children write their opinions for or against, ready for short debate.*

Step 4 – Communicate
 • Divide children into groups and give each a question to discuss such as one of the following: *Have children any experience of telling the future? Is it possible to tell the future? Where can we find out about the future? Can you predict what your friends will become in later life? Explore such ideas through drama and discussion. You could add certain scenarios for the drama, such as a birthday, a busy road or a holiday.*

Step 5 – Apply
 • Discuss: *Would it be good to always be able to predict what happens or what a person will become? In what situations might that be useful or not?*

Resources:
 • Magi topic box from RE Centre (01962 863134) • Copies of Bible passage, or Bibles.
 • Model of Magi from nativity set. • Definitions of the gifts.
 • Art images (eg: Christmas cards). • Christmas at KS2 RE teaching pack (RE Centre 01962 863134)
 • Frankincense and myrrh

Intended learning outcomes:
 Children will be able to:
Step 1 explain the meaning of the term *prophecy*
Step 2 explain how *prophecy* is significant within the story of the gifts of the Magi
Step 3 evaluate by explaining the importance of *prophecy* in this story for Christians
Step 4 express a personal response to the concept of *prophecy*
Step 5 give examples of how *prophecy* might affect their own lives or the lives of others.

Informed by the end of Year 6 age-related expectations

Assessment opportunities:
 Evidence can be gathered when pupils:
 1 make *before* and *after* labels in Step 2
 2 make verbal/written responses in Step 3.

RE KS2

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

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

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

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

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

Cross-curricular links:

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

Philosophy for children (P4C)
 Conducting an enquiry into the meaning of *prophecy* or its value as a **concept** with peers.

Literacy
 Opportunities to listen and respond to the nativity story from the Bible and to consider the meaning for them and for Christians. Writing their own thoughts about *prophecy*. Considering and writing their definitions of *prophecy*.

<p>Year 5 Autumn Term</p>	<p>Theme/Unit: The Christmas Mystery: why two stories?</p>	<p>RE KS2</p>
<p>Learning Objectives/Intended Learning Outcomes 1. Pupils can explain what interpretation is. 2. They can explain how interpretation is relevant to the 2 gospel accounts of Jesus' birth 3. They can evaluate, by explaining, the importance and relevance of interpretation in the birth narratives to Christians 4. They can explain how a concept can be applied in their own and others' lives. 5. They can express a personal response to the concept of interpretation</p> <p>L4/5</p> <p>ASSESSMENT: pupils can explain what interpretation is.</p>	<p>Key concept: Interpretation</p> <p>Sequence of activities over several lessons:</p> <p>Step 1 Enquire: what does Interpretation mean? Does everyone always see things the same way? Give/ask for examples of when two people experience the same incident but interpret it differently – eg a playground dispute. Two pupils (or teachers) each recount their own interpretation of one story. Which parts of the story are important? Which aren't? (eg colour of someone's hat). Ask pupils to record the most important parts of each telling, including the key characters. Where there were differences, did it affect the message of the story? Did they matter? • Encourage pupils to speculate upon which story more important, if any. Why? Listen to or tell the story of the Wise Man and the Elephant (excellent version on British Library Sacred Stories site, link below). Reflect on the above activity. <i>What does interpretation mean?</i> Pupils in pairs write description or definition for concept of interpretation. Compare and refine as a class.</p> <p>Step 2 Contextualise: how do different cultures and religions express their ideas about Interpretation? Compare the 2 birth accounts of Luke & Matthew as per separate lesson plan: "Comparison of Luke and Matthew". See notes. Analyse and express as Venn Diagram</p> <p>Step 3 Lesson 5: Evaluate: what is the value of the concept of Interpretation to believers? Use the Matthew/Luke PowerPoint to recap which events are from which gospel. Why are the two so different? How do Christians feel about it? Go on with the PowerPoint to explore this: which bits of the story are really important to believers? What if it was discovered tomorrow that Jesus was born in a house? Or no wise men? Some would not be to be bothered by the historical facts, but some Christians believe it's all <i>literally</i> true. What if they found Jesus had a normal birth? Working in small groups, pupils put the Evaluate statements, on the Evaluate Christians believe scale and then report back and discuss. If Christians could only keep one or two parts of the story, what would they keep? Now use the Matthew & Luke cards with the statements; decide which would spoil L's interpretation (Jesus came for everyone inc non-Jews and the poor) and which would spoil M's (Jesus exclusively for Jews). Matthew & Luke interpreted (or put a spin on) the less important parts of the story because they were writing for different audiences (see Why 2 stories?). Can there be any one true version of anything? What should go in centre of Venn diagram? In groups, children discuss ideas. Jesus Son of God, come to earth is the 'truth' of the story for most Christians. Add it in the centre of the Venn diagram.</p> <p>Step 4 Apply: how is Interpretation significant? (Short session) Show the short Guardian ad 'Point of View' (YouTube) and discuss how we are all prone to misinterpretations sometimes. Teacher role play with 2 pupils – playground dispute. Teacher listens to only one side of the story. Discuss with pupils: how would teacher/pupils feel? Is it fair? Continue to explore the benefits of analyzing different interpretations of events, to build a complete picture. Why do people interpret things in different ways? What are their motives? Is it useful on some occasions but not others?</p> <p>Step 3 Communicate: what does Interpretation mean? Question your pupils: <i>What do you interpret in your life?</i> Pupils discuss in pairs then as a class. Note their responses. • Encourage pupils to participate in activities that possibly demonstrate the concept in their lives, eg: interpret a piece of modern or traditional art, interpret a difficult playground situation, interpret a text with missing paragraphs, interpret a <i>Chinese whisper</i> or interpret a photograph. Pupils discuss with others why they interpreted the picture, story or situation differently. Pupils produce a paragraph focusing on how they interpreted one of these in comparison to how a friend interpreted one of these. (See also alternative Enquire, an art activity).</p> <p>RESOURCES: Matthew and Luke passages/Bibles; your own 2 EPDs (Greed or similar, + images of artists' interpretation of words you gave the pupils); Communicate writing frame; Guardian ad https://www.youtube.com/watch?v=S5ccRkLLzU (Google <i>Guardian point of view ad</i>); Venn diagram pro-forma; British Library Sacred Stories link: http://www.bl.uk/learning/culti/sacred/ Or http://www.k4cars.net/index.php?id=44 for written version.</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> Relating to human experience Symbolic Used in investigating religions Specific to particular religions <p>Skills</p> <ul style="list-style-type: none"> reflection empathy comprehension investigation interpretation & analysis evaluation <p>Attitudes</p> <ul style="list-style-type: none"> curiosity open-mindedness self understanding respect awe and wonder <p>Programme of Study Enquiry & skills. Pupils should be taught how to: Enquire into concepts that are significant in religious & non-religious experiences. Contextualise the concept within religious practice and explore the diversity of practice and belief. Evaluate the concept within one or more religions. Communicate their own understanding of the concept. Apply their own understanding of the concept to situations in their own and others' lives.</p>

SPRING TERM I



SPRING TERM I - EYFS PLANNING

Living Difference - RE Planning EYFS (Purple Class)

Theme Storytelling. Stories Jesus Told.

Process of an enquiry

lockdown - Home Learning Links

→ Promote home storytelling

→ Sharing storytime - videos for children to listen to stories - including reading stories Jesus told from Children's Bible.

Communicate

• the time linked to us
• bring our news about
• favourite stories -
• at home/school. Sharing

• reading some of
• favourite stories.
• stories are shared in
• links - how else? -
• storytelling/theatre/
• drama/music.

Evaluate

• are stories important to
• 2 people? Do all people like or
• we in the same stories?

• celebrate diversity/difference/being unique and
• respectful of others' opinions.

• are Jesus' stories so important to Christians?
• what messages did they give to people?

Child

Apply

Within classroom environment
have regularly refreshed
resources to promote story
telling between children -
retelling familiar stories
and making up our own.

- * Parables of the Lost Sheep
- * Parables of the Lost Coin.
(Ten Silver Coins)
- * The Good Stranger.

Enquire

Consider and share stories from
The Bible that Jesus told.
→ C

Consider stories important to other
faiths. Chinese New Year - Nianh.
Refer back to Diwali story - Ravana

ing 1. Stories that Jesus told.

SPRING TERM I-YEAR 1 PLANNING

Year: 1

Term: Spring 1

Intended learning outcomes:

Children will be able to:

Step 1 describe in simple terms what *remembering* means

Step 2 simply describe ways in which Jews *remember* the Passover story

Step 3 simply describe the value/importance of *remembering* Passover for Jews

Step 4 simply describe their own responses to *remembering* in their own experience

Step 5 simply describe ways in which *remembering* can be applied to their own and others' lives.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 discuss the meaning of *remembering*
- 2 produce labels for display
- 3 complete speech bubbles
- 4 design and describe their own special plates
- 5 complete writing frame or draw and annotate.

Theme/Unit: *Passover*

Key concept: *Remembering*

Sequence of activities:

Step 1 – Enquire

- *What is remembering?* Discuss as a class. *What do we use to help us to remember?* Teacher models using photos, letters, postcards, souvenirs, etc. Show Seder plate. *What is it? What is it used for? Where is it used? Who uses it?* Invite children's responses in open speculations/guesses. *What do you think it might help people remember?*
- This plate helps Jews to remember a special story.
- Tell the story of Passover (Exodus 7:17:12). Role play in groups to show different parts of the story or draw picture story/cartoon, or sequence story, or pupils retell the story.

Step 2 – Contextualise

- Show a picture of a family celebrating the Seder meal at Passover.
- Role play the meal with children, explaining how Jewish people use the Seder plate to help them to remember this story.
- Taste some foods, eg. Charoset, Matzah. Create a classroom display with the pupils showing a Jewish family around a table for the Seder meal. Pupils produce pictures and labels for the display.

Step 3 – Evaluate

- Watch a film about Passover eg. <http://www.bbc.co.uk/education/clips/zmq6sbk> – discuss what they are remembering. *Is it important for them to remember things that happened? How do these Jews feel at the Seder meal? Do they think the items used and the celebrations are a good way of remembering?* Discuss as a class.
- Pupils complete speech bubbles for a Jewish family saying what they like to remember at Passover and why.

Step 4 – Communicate

- Link to own experience of a special meal at home. Discuss any special meals in their house to remember something special. *Why is it important to remember these things? How else could you remember that special time? What things could help them remember what happened?* Design own special plate for a special occasion that will help remember parts of that special occasion.

Step 5 – Apply

- *How does remembering make us feel? Is it always good to remember things? Why/why not? Are there some things that you do not want to remember? Why?* Have a class discussion in circle time.
- Pupils complete writing frame or draw and annotate: "Things I like to remember ____." "I like to remember because ...".

Resources:

- [Passover topic](#) box (RE Centre)
- [Passover RE teaching pack](#) (RE Centre)
- Speech bubbles for a Jewish family.

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

Using craft opportunities to design and describe their own plates.

Drama

Opportunities for role playing the Passover story and considering all the aspects involved.

Design and Technology

Make and taste the foods for Passover.

Literacy

Discuss the meaning of the word *remembering*. Produce labels for display and speech bubbles. Writing about why *remembering* is important for Jewish people.

Spring Term 1- Year 2

Year 2- Sky Class

Year: 2
Term: Spring 1
Intended learning outcomes: Children will be able to:
Step 1 identify and talk about different types of <i>change</i> in their experience
Step 2 identify how their responses to <i>change</i> affect their lives
Step 3 identify and talk about the meaning of <i>change</i> and different types of <i>change</i>
Step 4 recognise that Christians believe that Jesus <i>changes</i> some people's lives
Step 5 talk about why the idea of Jesus being able to <i>change</i> people is important to Christians and identify an issue raised.
Informed by end of Year 1 age-related expectations
Assessment opportunities: Evidence can be gathered when pupils:
1 draw a picture and annotate <i>change</i> in their own lives
2 draw two pictures – one before and one after either a good or bad <i>change</i>
3 contribute to the brainstorm
4 act out the story, sequence of pictures, etc
5 complete a speech bubble.
<i>Manor Infant School</i>

Theme/Unit: <i>People Jesus met</i>
Key concept: <i>Change</i>
Sequence of activities: Step 1 – Communicate: <i>What is our experience of and response to change?</i> <ul style="list-style-type: none"> In pairs, children talk about anything they have noticed changes. Teacher scribes children's ideas on board. <i>Has anything about them changed?</i> Eg: could not ride a bike before, but can now, could not write their name before but can now, used to be scared of dogs before but not now. Sometimes people can change their ideas. Read story to illustrate change – discuss. <i>How do you feel about change?</i> Discuss. Draw a picture and annotate change in their own lives. Step 2 – Apply: <i>How does change affect us?</i> <ul style="list-style-type: none"> <i>Is there anything you would like to change?</i> It could be about yourself, change something in the school, change something in the world. Discuss ideas. Record simply the change you would like to make. <i>Are changes always good? Can some changes make you feel sad or scared?</i> Draw two pictures – one before and one after, either a bad or a good change. Step 3 – Enquire: <i>What does change mean?</i> <ul style="list-style-type: none"> Pupils brainstorm as a class the meaning of change and the different types of change, eg: in nature, in people, in weather, in attitudes in ideas, in computers. Create a display and pupils add pictures and annotate (teacher scribes, if necessary). Step 4 – Contextualise: <i>What stories do Christians have about Jesus changing people?</i> <ul style="list-style-type: none"> Use a persona doll as a Christian to explore some Christian stories. Tell some stories about Jesus changing people's lives: <ul style="list-style-type: none"> Zacchaeus (Luke 19:1–10). Role play story – <i>What happened that changed for Zacchaeus? How did Zacchaeus feel before and after? What made Zacchaeus change?</i> Scribe children's ideas on paper. Respond by: paper divided in two – use colours to represent Zacchaeus before/after, or write own story or diary entry, or sequence pictures as appropriate. Jesus' daughter (Matthew 9:18, 19:23–26, Mark 5:22–24, 35–43, Luke 8:41, 42, 49–56). <i>What part of the story do you think is the most important? Why? How do you think Jesus did this? How did the father feel before and after? What do you think the people watching thought? How did they change?</i> Open discussion. Role play story. Respond using musical instruments to represent before and after. Draw picture from the story/sequence four pictures/write story in own words/write story as a group/paint story in group/make a thank you card or letter from the little girl/write letter. The blind man (John 9:1–34). Reflect and respond to story. <i>What change happened? What did the blind man feel and think before? What did he think after?</i> Discuss. Pupils act out the story, sequence pictures, etc. Step 5 – Evaluate: <i>Why are these stories important for Christians?</i> <ul style="list-style-type: none"> Discuss why pupils think these stories are important to the persona doll and other Christians. Briefly retell or act out each story but without any change occurring. <i>What difference would that make? How would people feel about Jesus if He could not change people? What do you think Christians think about the way Jesus changed people's lives?</i> Pupils complete a speech bubble on a picture of the persona doll (or a Christian) which says <i>"The idea of Jesus changing people is important because"</i>
Resources: <ul style="list-style-type: none"> Various Bible story books. Sequencing sheet. DVD – C4 animated stories. <i>Change and transformation</i> teaching pack (RE Centre). Pictures or objects that have changed, eg: egg, seasons. Story book about someone who changed.

RE KS1
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Cross-curricular links: Art Using art opportunities to develop the concept and to explore the concept of <i>change</i> through drawing and painting. Science To explore the concept of <i>change</i> in materials and talk about why this happens. Drama Opportunities for role playing a story and considering the meaning of the story. Circle time and discussion opportunities for speaking and listening. Literacy Opportunities to listen and respond to the stories about Jesus. Talking about why the concept is important and learning to listen to and hear other people's opinions.

Year: 1
Term: Spring 1
Intended learning outcomes: Children will be able to:
Step 1 describe in simple terms what <i>remembering</i> means
Step 2 simply describe ways in which Jews <i>remember</i> the Passover story
Step 3 simply describe the value/importance of <i>remembering</i> Passover for Jews
Step 4 simply describe their own responses to <i>remembering</i> in their own experience
Step 5 simply describe ways in which <i>remembering</i> can be applied to their own and others' lives.
Informed by end of Year 2 age-related expectations
Assessment opportunities: Evidence can be gathered when pupils:
1 discuss the meaning of <i>remembering</i>
2 produce labels for display
3 complete speech bubbles
4 design and describe their own special plates
5 complete writing frame or draw and annotate.

Theme/Unit: <i>Passover</i>
Key concept: <i>Remembering</i>
Sequence of activities: Step 1 – Enquire <ul style="list-style-type: none"> <i>What is remembering?</i> Discuss as a class. <i>What do we use to help us to remember?</i> Teacher models using photos, letters, postcards, souvenirs, etc. Show Seder plate. <i>What is it? What is it used for? Where is it used? Who uses it?</i> Invite children's responses in open speculations/guesses. <i>What do you think it might help people remember?</i> This plate helps Jews to remember a special story. Tell the story of Passover (Exodus 7:17-12). Role play in groups to show different parts of the story or draw picture story/cartoon, or sequence story, or pupils retell the story. Step 2 – Contextualise <ul style="list-style-type: none"> Show a picture of a family celebrating the Seder meal at Passover. Role play the meal with children, explaining how Jewish people use the Seder plate to help them to remember this story. Taste some foods, eg: Charoset, Matzah. Create a classroom display with the pupils showing a Jewish family around a table for the Seder meal. Pupils produce pictures and labels for the display. Step 3 – Evaluate <ul style="list-style-type: none"> Watch a film about Passover eg: http://www.bbc.co.uk/education/clips/zmq6sbk – discuss what they are remembering. <i>Is it important for them to remember things that happened? How do these Jews feel at the Seder meal? Do they think the items used and the celebrations are a good way of remembering?</i> Discuss as a class. Pupils complete speech bubbles for a Jewish family saying what they like to remember at Passover and why. Step 4 – Communicate <ul style="list-style-type: none"> Link to own experience of a special meal at home. Discuss any special meals in their house to remember something special. <i>Why is it important to remember these things? How else could you remember that special time? What things could help them remember what happened?</i> Design own special plate for a special occasion that will help remember parts of that special occasion. Step 5 – Apply <ul style="list-style-type: none"> <i>How does remembering make us feel? Is it always good to remember things? Why/why not? Are there some things that you do not want to remember? Why?</i> Have a class discussion in circle time. Pupils complete writing frame or draw and annotate: <i>"Things I like to remember" "I like to remember because"</i>
Resources: <ul style="list-style-type: none"> <i>Passover topic</i> box (RE Centre) <i>Passover RE</i> teaching pack (RE Centre) Speech bubbles for a Jewish family.

Yarmouth- Beach Class

RE KS1
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Cross-curricular links: Art Using craft opportunities to design and describe their own plates. Drama Opportunities for role playing the Passover story and considering all the aspects involved. Design and Technology Make and taste the foods for Passover. Literacy Discuss the meaning of the word <i>remembering</i> . Produce labels for display and speech bubbles. Writing about why <i>remembering</i> is important for Jewish people.

Spring Term 1 - Year 3

Year: 3

Term: Spring 1

Intended learning outcomes:

Children will be able to:

Step 1 begin to describe the concepts of *good* and *evil*

Step 2 begin to describe ways in which Hindus remember *good* and *evil* in the story and celebrations of Holi

Step 3 begin to describe the value of the ways in which good over evil is celebrated and identify an issue raised

Step 4 begin to describe their responses to the concepts of *good* and *evil*

Step 5 begin to describe incidents in their own and others' lives where good comes out of evil.

Informed by end of Year 3 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- create collages and discuss
- annotate pictures
- complete a speech bubble: *I am celebrating Holi because ...*
- create poems/stories about good or evil (Literacy link).

Theme/Unit: *Holi*

Key concept: *Good and evil*

Sequence of activities:

Step 1 – Enquire into the concepts of *good* and *evil* (assessment)

- Brainstorm in groups the words *good* and *evil*. What associations/ideas do pupils have with these words? Discuss.
- Children create collages from pictures around the words *good* and *evil* – display and discuss.

Step 2 – Contextualise the concepts in the story and celebrations of Holi

- Tell the story of Prahlad. Children identify *good* and *evil* characters in the story.
- Make simple masks or simple puppets to depict good and evil characters. Children act out or puppet-play the story.
- Teacher introduces the ways Hindus celebrate Holi and remember good overcoming evil (include worship to the God Vishnu at the shrine, burning of an effigy, remembering the story, cards, decorations, food, etc). Role play aspects of the celebration and take pictures. Pupils annotate pictures.

Step 3 – Evaluate the importance of the concepts of *good* and *evil* in the stories and celebration

links with understanding Christianity creation

- In groups, children sort cards in order of priority: according to a Hindu response according to their own ideas.
- Hot-seat a child as a Hindu – children ask questions about how good and evil are remembered and what the celebration means to him/her. Children complete a speech bubble: *I am celebrating Holi because ...*
- Pose the question: *Prahlad had Holika killed – could that be good?* Discuss.

Step 4 – Communicate their own understanding and responses to *good* and *evil*

- Circle time activity – children share experiences of *good* or *evil* in their own lives. Children paint/draw (art link?) and annotate the pictures. Share and discuss.
- Discuss current affairs – *good in the world* and *evil in the world*. Show clips from the previous night's TV news. Children create poems/writing about *good* and *evil*.

Step 5 – Apply the concepts to different situations in their own and others' lives

- Discuss: *How can good come out of evil?* Eg: a bad fight in the playground – leads to conflict resolution – how is it made good? In disaster situations, others rally around to support those in need. Role play scenarios – *How does good come out of evil? Does good always come out of evil?* Discuss.

Resources:

- *Holi* booklet
- good and evil pictures for collage.
- Story of Prahlad and Lord Vishnu.
- Sorting cards.

RE KS2

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

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

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

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

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

Cross-curricular links:

Art and design

Creating collages from magazines around the concept of *good* and *evil*.
Making masks and or puppets to depict *good* and *evil* characters.

Literacy

Writing poems and stories about *good* or *evil*.

Drama

Creating and acting out situations involving sacrifice. Discussing the feelings of the characters involved.

Philosophy for children (P4C)

Enquiry into the statement *can good come out of evil?*

Spring Term 1 - Year 4

Year 4- Shalfleet

Year: 4
Term: Summer

Theme/Unit: **Stones as Symbols**

Key concept: *Symbols*

Sequence of activities:

Step 1 – Enquire: *What is a symbol? Assessment*

Use PowerPoint A on the CD to promote discussion about what symbols are. There is no definitive answer - all pupils' answers should be valued as the point of the activity is to enable pupils to listen to each other and refine their thoughts and ideas.

Step 2 – Contextualise: *How are stones used as symbols in religion?*

An enquiry into the significance of stones as symbols in Christianity

□ Possible Visit to a churchyard with the pupils to study the headstones.

□ Pupils draw the symbols found on headstones eg. curtains, skulls, angels and cherubs.

□ Pupils see if they can find the oldest stone. Discuss:

The use of the words *stone* or *rock* as metaphors in

Christian writings

□ Show pupils the texts from the Bible

Discuss as a class why the pupils think that there has been reference to *stone* or *rocks* in the Bible extracts. Pupils write notes about what they have discussed.

□ Pupils record and illustrate the text reference in the form of a bumper sticker or a poster for outside a new church. How do they interpret the metaphor?

□ Teacher to provide images of uses of rocks/stones in Christian imagery to discuss with the class

Step 3 – Evaluate: *What is the value of stones used as symbols to Christians, Buddhists or Muslims and what issues are raised?*

□ Discuss with the pupils a possible scenario such as the examples below.

N.B. Emphasise to pupils that these scenarios are not true but that they should imagine the situation and how members of the Christian, Buddhist or Muslim communities might react.

□ Pupils in pairs or small groups take on the role of Christians or Buddhists or Muslims in the situation suggested in the scenarios. They should discuss and list what it is that they value so much about the use of stones that is about to be prevented.

□ Using their lists, pupils should compose some letters of complaint or some persuasive writing for a newspaper article opposing the suggested ban.

□ Pupils role play a meeting between officials and members of the faith community. With pupils in role, they should consider and plan what they will say at the meeting. Teacher should be in role as mediator.

Step 4 – Communicate: *What are our responses to the idea of symbolic stones?*

□ Do pupils have any experience of seeing or having rocks or stones as a symbol? Eg gemstones, mood stones, birthstones, stones with holes in, souvenirs of visits etc. *What was that?*

Children can bring them in to create a display and write a label explaining what the stone symbolises to them.

Step 5 – Apply: *How do rituals affect our lives?*

• Children consider and share their thoughts on which occasions they feel their rituals (at home and the created ritual) are important/reassuring. *Are there times when they do not want to carry out the ritual – when, why?*

• *Could there be some rituals that are unpleasant? Why would that be?*

• Children write captions for a chosen ritual or for the digital pictures taken in Step 4.

Step 5 – Apply: *How does the symbolic use of stones apply to ours and others' lives?*

• □ Discuss with pupils what difference stones and rocks make to them and others. Pupils have a debate or a P4C (Philosophy for Children) discussion about stones and their significance to humans following their suggestion of a line of enquiry.

□ Perhaps have a large stone at the front of the class and pupils write questions about stones and put them under the stone or they could write their questions on a stone. Can any of the pupils suggest answers to the questions? discussion about stones and their significance to humans

Intended learning outcomes:

Step 1. ENQUIRE: describe the meaning of *symbol*

Step 2. CONTEXTUALISE: describe how *stones* are used as *symbols* in religious practice and writings

Step 3. EVALUATE: evaluate *stones* as *symbols* by describing the value of their symbolism to Christians, Muslims or Buddhists

Step 4. COMMUNICATE: describe their own responses to *stones* as *symbols*

Step 5. APPLY: describe examples of how their responses to *stones* as *symbols* can be applied to their own and others' lives.

Informed by end of Year 4 age-related expectations

Step 1. ENQUIRE: explain the meaning of *symbol*

Step 2. CONTEXTUALISE: explain how *stones* are used as *symbols* in religious practice and writings

Step 3. EVALUATE: evaluate *stones* as *symbols* by explaining the value of their symbolism to Christians, Muslims or Buddhists and describing some issues raised

Step 4. COMMUNICATE: explain their own responses to *stones* as *symbols*

Step 5. APPLY: explain examples of how their responses to *stones* as *symbols* can be applied to their own and others' lives

RE KS2

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

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their own ideas

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

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

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

Cross-curricular links:

Art
Looking at symbols drawing and sketching them

Drama
Role play about stones and their uses.

English
Debates about uses of stones. Persuasive letters.

Resources:

- See resource pack on T drive
- Disc resources power points and clips.

Year 4- Yarmouth

Year: 3

Term: Spring 1

Theme/Unit: *Holi*

Key concept: *Good and evil*

Intended learning outcomes:

Children will be able to:

Step 1 begin to describe the concepts of *good* and *evil*

Step 2 begin to describe ways in which Hindus remember *good* and *evil* in the story and celebrations of Holi

Step 3 begin to describe the value of the ways in which *good* over *evil* is celebrated and identify an issue raised

Step 4 begin to describe their responses to the concepts of *good* and *evil*

Step 5 begin to describe incidents in their own and others' lives where *good* comes out of *evil*.

Informed by end of Year 3 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- create collages and discuss
- annotate pictures
- complete a speech bubble: *I am celebrating Holi because ...*
- create poems/stories about *good* or *evil* (literacy link)

Theme/Unit: *Holi*

Key concept: *Good and evil*

Sequence of activities:

Step 1 – Enquire into the concepts of *good* and *evil* (assessment)

• Brainstorm in groups the words *good* and *evil*. *What associations/ideas do pupils have with these words?* Discuss.

• Children create collages from pictures around the words *good* and *evil* – display and discuss.

Step 2 – Contextualise the concepts in the story and celebrations of Holi

• Tell the story of Prahlad. Children identify *good* and *evil* characters in the story.

• Make simple masks or simple puppets to depict good and evil characters. Children act out or puppet-play the story.

• Teacher introduces the ways Hindus celebrate Holi and remember *good* overcoming *evil* (include worship to the God Vishnu at the shrine, burning of an effigy, remembering the story, cards, decorations, food, etc). Role play aspects of the celebration and take pictures. Pupils annotate pictures.

Step 3 – Evaluate the importance of the concepts of *good* and *evil* in the stories and celebration links with understanding Christianity creation

• In groups, children sort cards in order of priority:

according to a Hindu response

according to their own ideas.

• Hot-seat a child as a Hindu – children ask questions about how *good* and *evil* are remembered and what the celebration means to him/her. Children complete a speech bubble: *I am celebrating Holi because ...*

• Pose the question: *Prahlad had Holika killed – could that be good?* Discuss.

Step 4 – Communicate their own understanding and responses to *good* and *evil*

• Circle time activity – children share experiences of *good* or *evil* in their own lives. Children paint/draw (art link?) and annotate the pictures. Share and discuss.

• Discuss current affairs – *good* in the world and *evil* in the world. Show clips from the previous night's TV news. Children create poems/writing about *good* and *evil*.

Step 5 – Apply the concepts to different situations in their own and others' lives

• Discuss: *How can good come out of evil?* Eg: a bad fight in the playground – leads to conflict resolution – how is it made good? In disaster situations, others rally around to support those in need. Role play scenarios – *How does good come out of evil? Does good always come out of evil?* Discuss.

Resources:

- *Holi* booklet good and evil pictures for collage.
- Story of Prahlad and Lord Vishnu.
- Sorting cards.

RE KS2

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

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

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

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

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

Cross-curricular links:

Art and design
Creating collages from magazines around the concept of *good* and *evil*.
Making masks and or puppets to depict *good* and *evil* characters.

Literacy
Writing poems and stories about *good* or *evil*.

Drama
Creating and acting out situations involving sacrifice. Discussing the feelings of the characters involved.

Philosophy for children (P4C)
Enquiry into the statement *can good come out of evil?*

Spring Term 1 - Year 5

Year Group – Year 5

Term – Spring 1

Theme/Concept – Creation

Key Concept – Stewardship

RE Medium
Term Planning

Intended Learning Outcomes:

Step 1 - explain the meaning of the word stewardship

Step 2 – explain a personal response to stewardship

Step 3 - explain how their ideas about stewardship may affect their experiences and others' experiences.

Step 4 – explain how the Christian creation story links to stewardship and how other views conflict or support the story.

Step 5 – to explain why both views still have importance when linking to the idea of stewardship.

Assessment Opportunities:

Their response to what stewardship is

Their DRAW MY LIFE stewardship work

Their responses to the philosophical enquiry on stewardship

Their responses to examples of stewardship around the world

Their work on how to show stewardship towards the earth.

Their responses to what they feel is the creation story's link to stewardship

Their work on the differences in views on the Earth's creation.

Their response to our evaluation question on the two views.

Sequence of Activities:

Communicate – What does stewardship mean to me? - Dojo to the first child who finds it in the dictionary – Then show the slide on the board with the definition - the responsible overseeing and protection of something considered worth caring for and preserving. What things in your life do you have that you not only protect but care for? Give an example to the children of mine through a DRAW MY LIFE style presentation – include small sentences to say why.

Apply – What effect does what we think about stewardship have? – Display ~~examples~~ DRAW MY LIFE style pieces at the front of the room around one of the working walls. We can see we all have stewardship over a variety of different things as well as similarities. But imagine if people had no concept of stewardship. We can find examples of this when we give our special things to people to borrow or leave them to be looked after by someone else. In a circle of enquiry using the smart TV – write – Stewardship & Others (with a relevant broken object picture) – children to come up with a question they would like to discuss around this concept – whittle it down using the usual enquiry process. Discuss this question nominating a child to take notes. Look for discussion to cover the emotions you have when people borrow an item, how you'd feel if it was someone else borrowing your item and how you would feel if it was broken under their stewardship.

Enquire – What does stewardship mean? – We have explored stewardship in our lives (go back to the definition), but what about the lives of others? Does stewardship mean the same thing for every person? Children to give their response to this question. Reveal that around the room there are multiple pictures of a variety of people around the world. I want the children in small groups to create a ~~mind map~~ around the pictures and suggest something they have stewardship over. Give each group 2 minutes on each ~~picture~~ (pictures to somehow also lead into stewardship over the world). Once children have done this discuss their answers and give them the overall question. Are there any links between these pictures? Children to have a sheet with the image of the world in the middle. The children are to create key steps for how we show stewardship over the world. They can use pictures to support their points.

Contextualise – What do Christians feel is the biggest example of stewardship in the bible? – Ask the children how stewardship can link into Christianity. Then as a re-cap play them this video of the creation story. Using the UC resource, have the children look at the version of the creation story called 'the message'. What key things do we learn about the interpretation of the creation story? How is it laid out? Does this effect how the writer wants us to interpret it? Not all Christians believe this literally though. Introduce the cosmological idea (big bang) and evolutionary (humans). What key things do they learn here? How does this conflict with the bible's version? Ask children to come up with as many questions as they can for the Genesis text and cosmology account, write them on strips of paper. Using the whiteboard at the back we will then decide as a class, can they be answered by science, religion or neither.

Evaluate – Ponder to the children, why do they think the Genesis account was written. Give the children a range of different reasons, they are to move to the side of the room they think sounds most probable, explaining why they have made the choice they have. Then show them a range of statements, can they place them in order of which a Christian would believe and ones they wouldn't (there will be some definite correct answers and some that can be explained as to children's positioning). Does which account a Christian believes affect their responsibility to hold stewardship over the world? Children to write their answer and explain why. Summarise that regardless of the account a Christian believes, one message is clear and it is to have stewardship over the world.

Resources: Dictionaries, DRAW MY LIFE template, Pictures of stewardship around the world, Earth stewardship template, YouTube video, Quote from Genesis, Pictures of damage to the environment, Improve our stewardship template. Evaluation question template,

Cross-Curricular Links:

PSHE – Personal feelings

Art – making a DRAW MY LIFE

Literacy – written responses to questions

Geography/Topic link – with links to our work on the environment and oceans

Understanding Christianity

RE KS2

Year group: 6
Term:
Intended learning outcomes: Children will be able to: Step 1 Enquire: explain the meaning of <i>ritual</i> . Step 2 Contextualise: explain the significance of <i>ritual</i> during wudu and Eid-ul-Fitr to Muslims. Step 3 Evaluate: evaluate the concept of <i>ritual</i> by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to <i>ritual</i> . Step 4 Communicate: explain a personal response to <i>ritual</i> in their own experience. Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the <i>rituals</i> they and others participate in.
Assessment opportunities: Evidence can be gathered when pupils: 1 Produce definition of <i>ritual</i> 2 Design an annotated picture board of the wudu <i>ritual</i> 3 Explain the significance of <i>ritual</i> in their RE books 4 Card sorting 5 Class debate / persuasive writing 6 Design a new ritual.

Theme/unit: <i>What does it mean to be a Muslim today?</i>
Key concept: <i>Ritual</i>
Sequence of activities: Step 1: Enquire: What does the word ritual mean? <ul style="list-style-type: none"> As a class discuss and record the rituals they have learnt about in previous RE lessons – record on a flip chart. Discuss: <i>what do we mean by the word ritual?</i> Produce definition. NB it is important to ensure pupils recognise the difference between a <i>ritual</i> and a <i>routine</i>. Step 2: Contextualise: What is the significance of ritual during wudu and Eid-ul-Fitr? <ul style="list-style-type: none"> Show clip explaining wudu, ritual washing before prayer. Discuss what makes wudu a <i>ritual</i> and how important this ritual is for Muslims. Pupils design a picture board of the wudu <i>ritual</i>, clearly annotated. Show clip of Eid-ul-Fitr rituals or set a home corner in class for a role play. Pupils write in their RE book explaining the significance of <i>ritual</i> during wudu or Eid-ul-Fitr for a Muslim. Step 3 Evaluate: What is the value of ritual to Muslims? Does ritual have a value to me? <ul style="list-style-type: none"> Use cards provided to identify elements of wudu and their priority for a devout Muslim. Watch DVD to reinforce understanding. Discuss: <i>Would it matter if parts of the ritual were removed? Is ritual more important than the prayer?</i> Step 4: Communicate: What does ritual mean to me? <ul style="list-style-type: none"> Class debate or persuasive writing: <i>rituals make you who you are or rituals define who you are.</i> Pupils produce artwork: <i>How would you express the concept of ritual in art/patterns?</i> Step 5: Apply: How can ritual be used in my life and other people's lives? <ul style="list-style-type: none"> Discuss: <i>how Muslims might feel if their rituals changed.</i> Pupils design a <i>ritual</i> for their class or school that is new and symbolic to the community.
Resources: <ul style="list-style-type: none"> Islam KS2 RE teaching pack (available to purchase from RE Centre 01962 863134) Class clips

RE medium-term planning
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: reflection on the importance of <i>ritual</i> for some people. Moral: appreciating the diversity of opinion about <i>ritual</i> and listening to other people's point of view. Social: evaluating and ordering thoughts and considering how these may change depending on belief. Cultural: appreciating the diverse nature of religion and belief and respecting other traditions.
Cross-curricular links: English: creative writing opportunities to persuade people, drama opportunities for freeze framing and role play, writing about the importance of <i>ritual</i> for Muslims, opportunities for debate and evaluation. Art: producing artwork that reveals their thoughts about <i>ritual</i> and its importance.

Yarmouth

Year Group – Year 5 Term – Spring 1	Line/Concept – Creation	RE Medium Term Planning
Intended Learning Outcomes:	Key Concept – Stewardship	
<p>Step 1 - explain the meaning of the word stewardship</p> <p>Step 2 – explain a personal response to stewardship</p> <p>Step 3 - explain how their ideas about stewardship may affect their experiences and others' experiences.</p> <p>Step 4 – explain how the Christian creation story links to stewardship and how other views conflict or support the story.</p> <p>Step 5 – to explain why both views still have importance when linking to the idea of stewardship.</p>	<p>Sequence of Activities:</p> <p>Communicate – What does stewardship mean to me? – Dojo to the first child who finds it in the dictionary – Then show the slide on the board with the definition – the responsible overseeing and protection of something considered worth caring for and preserving. What things in your life do you have that you not only protect but care for? Give an example to the children of mine through a DRAW MY LIFE style presentation – include small sentences to say why.</p> <p>Apply – What effect does what we think about stewardship have? – Display copy/paste DRAW MY LIFE style pieces at the front of the room around one of the working walls. We can see we all have stewardship over a variety of different things as well as similarities. But imagine if people had no concept of stewardship. We can find examples of this when we give our special things to people to borrow or leave them to be looked after by someone else. In a circle of enquiry using the smart TV – write – Stewardship & Others (with a relevant broken object picture) – children to come up with a question they would like to discuss around this concept – whittle it down using the usual enquiry process. Discuss this question nominating a child to take notes. Look for discussion to cover the emotions you have when people borrow an item, how you'd feel if it was someone else borrowing your item and how you would feel if it was broken under their stewardship.</p> <p>Enquire – What does stewardship mean? – We have explored stewardship in our lives (go back to the definition), but what about the lives of others? Does stewardship mean the same thing for every person? Children to give their response to this question. Reveal that around the room there are multiple pictures of a variety of people around the world. I want the children in small groups to create a copy/paste around the pictures and suggest something they have stewardship over. Give each group 2 minutes on each pictures (pictures to somebody also lead into stewardship over the world). Once children have done this discuss their answers and give them the overall question. Are there any links between these pictures? Children to have a sheet with the image of the world in the middle. The children are to create key steps for how we show stewardship over the world. They can use pictures to support their points.</p> <p>Contextualise – What do Christians feel is the biggest example of stewardship in the bible? – Ask the children how stewardship can link into Christianity. Then as a re-cap play them this video of the creation story. Using the UC resource, have the children look at the version of the creation story called 'the message'. What key things do we learn about the interpretation of the creation story? How is it laid out? Does this affect how the writer wants us to interpret it? Not all Christians believe this literally though. Introduce the cosmological idea (big bang) and evolutionary (humans). What key things do they learn here? How does this conflict with the bible's version? Ask children to come up with as many questions as they can for the Genesis text and cosmology account, write them on strips of paper. Using the whiteboard at the back we will then decide as a class, can they be answered by science, religion or neither.</p> <p>Evaluate – Ponder to the children, why do they think the Genesis account was written. Give the children a range of different reasons, they are to move to the side of the room they think sounds most probable, explaining why they have made the choice they have. Then show them a range of statements, can they place them in order of which a Christian would believe and ones they wouldn't (there will be some definite correct answers and some that can be explained as to children's positioning). Does which account a Christian believes affect their responsibility to hold stewardship over the world? Children to write their answer and explain why. Summarise that regardless of the account a Christian believes, one message is clear and it is to have stewardship over the world.</p>	<p>Cross-Curricular Links:</p> <p>PSHE – Personal feelings</p> <p>Art – making a DRAW MY LIFE</p> <p>Literacy – written responses to questions</p> <p>Geography/Topic link – with links to our work on the environment and oceans</p> <p>Understanding Christianity</p>
<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> Their response to what stewardship is Their DRAW MY LIFE stewardship work Their responses to the philosophical enquiry on stewardship Their responses to examples of stewardship around the world Their work on how to show stewardship towards the earth. Their responses to what they feel is the creation story's link to stewardship Their work on the differences in views on the Earth's creation. Their response to our evaluation question on the two views. 	<p>Resources: Dictionaries, DRAW MY LIFE template, Pictures of stewardship around the world, Earth stewardship template, YouTube video, Quote from Genesis, Pictures of damage to the environment, Improve our stewardship template, Evaluation question template,</p>	

SPRING TERM 2



SPRING TERM 2- EYFS PLANNING

Year: R

Term: Spring 2

Intended learning outcomes:

Children will be able to:

- Step 1** begin to communicate their ideas about eggs as a *reminder/symbol of new life*
- Step 2** begin to identify how Christians use eggs as a *reminder/symbol of new life*
- Step 3** share their own experiences of eggs
- Step 4** begin to reflect on their own ideas about eggs as a *reminder/symbol*
- Step 5** respond in a variety of ways to their own ideas and experiences.

Foundation Stage

Assessment opportunities:

Evidence can be gathered when children:

- discuss similarities and differences
- make cards
- discuss
- complete activity sheet
- discuss different responses.

Theme/Unit: *Eggs as a sign of new life*

Key concept: *Reminder/symbol of new life*

Sequence of activities:

Step 1 – Communicate: *What do we think about eggs?*

Hatch out some real eggs in an incubator if possible. Children role play being in an egg all curled up, and chipping their way out. Play music as they role play an egg hatching. *How do they feel when they have a new life?* Discuss with children. Use activity – draw an egg and complete: *My egg makes me think about ...* This may well need a lot of adult support for the younger or less able children. Display results.

Step 2 – Apply: *Do we all think the same?*

- Compare different eggs and different children's responses from the display. Consider the different ways we think about eggs.

Step 3 – Enquire: *How can eggs be a reminder?*

Read the story of *Baby Goz*. Question: *What are eggs? What do you know about eggs?* If possible, watch a video showing eggs hatching. Children sequence pictures of a hatching egg. Compare a hen's egg and a chocolate egg – look at similarities and differences. Discuss. Hens' eggs have *new life*. The chocolate egg is a *reminder of new life*.

Step 4 – Contextualise: *How do Christians use eggs as a reminder/symbol of new life?*

Show Easter eggs and Easter decorations, cards, cake decorations, eggs, etc. Through a Christian persona doll, illustrate how Christian families use eggs (decorations, cards, cake decorations, etc) to help them to remember that Jesus had a new life after he died. Very simply tell the story of Jesus being arrested and dying and the women who found the empty tomb. Children make egg cards to send to the persona doll.

Step 5 – Evaluate: *Do you think eggs are a useful reminder/symbol of new life?*

Is it important to think about new life? What does it make Christians think about? Do people want to think about new life all the time? Why/why not? Do the Easter eggs and decorations help Christians to remember Jesus' new life? Discuss.

Resources:

Video or film on chicks hatching eg HYPERLINK
"http://www.msichicago.org/experiment/videos/the-hatchery"
<http://www.msichicago.org/experiment/videos/the-hatchery>

Pictures to sequence.

Baby Goz, by Steve Weatherill.

Christian family festivals, by Rod Hunt, pages 8 – 9.

- Selection of craft materials, card and eggs. Easter eggs, decorations and cards.

RE FS

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

Spiritual: providing an opportunity for reflection on their own beliefs and giving them an opportunity to learn about the beliefs of others.

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

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. To develop mutual respect for and tolerance of those with different faiths and beliefs.

Cultural: a willingness to respond to and participate in a variety of art, musical and cultural experiences.

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept and to explore the concept of *new life*.

Drama

Opportunities for role playing an egg hatching using music and dance to perform to.
Circle time and discussion opportunities for speaking and listening.

Literacy

Opportunities to listen and respond to the story of *Baby Goz*, and to consider the meaning of this.

Talking about why the concept is important to them
Discussing why the concept is important to Christians and therefore seeing something from another viewpoint.

SPRING TERM 2- YEAR 1 PLANNING

Year: 1

Term: Spring 2

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms the concept of *welcoming*
- Step 2** simply describe how the concept of *welcoming* is important in the story of Palm Sunday, and how Christians re-create that *welcome* today
- Step 3** evaluate the concept by simply describing the importance of *welcoming* in the story of Palm Sunday
- Step 4** describe in simple terms their ideas about the concept of *welcoming* and identify examples of how they have felt *welcomed*
- Step 5** simply describe situations when *welcoming* is or is not important, or can change to hostility.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 re-tell or act out the Palm Sunday story
- 2 describe in simple terms how Christians *welcome* Jesus
- 3 apply the concept of *welcoming* to their own experience
- 4 contribute to a *welcome* pack.

Manor Infant School

Theme/Unit: *Palm Sunday – Christians welcome Jesus*

Key concept: *Welcoming*

Sequence of activities:

Step 1 – Enquire

Invite pupils to think about different ways people are welcomed. Teacher to scribe ideas. Look at dictionary meaning. Role play different ways of welcoming people. *Can you only welcome people in words? What else can you do? How do you feel when you go somewhere new or meet new people? Collect examples of places.* eg: Rainbows, school, church, clubs, swimming lessons. *How does it feel if you are not welcomed? Share ideas.*

Step 2 – Contextualise

2a Tell or read the story of Palm Sunday (Mark 11:1–10) – act out. *How do you think Jesus felt? What were the people doing to welcome Jesus? Why were they welcoming Jesus? Do you think everyone felt the same?*

Use visualisation technique. (Mary Stone – Alert and relaxed) *Sit quietly, hands in lap – relax shoulders – close eyes – breathe gently. Listen to the noises around you – push them away – you are in a busy street, everyone is rushing about – pulling down palm leaves, shouting, excited. There is lots of noise – someone is coming – you are standing on your toes trying to see. There is a man on a donkey – look at his eyes, they are somehow sad – how does He make you feel? How do you think He feels? People are waving branches – shouting Hosanna, etc. When I count to five you will come back from that street and open your eyes – 1,2,3,4,5. Greet children in character as if they were at Palm Sunday – share ideas on how they felt and what did they do to welcome Jesus? How did they feel? Did everyone feel the same? Did they think that everyone was welcoming Jesus? Share ideas with a partner.*

Write a letter or diary entry for the day that Jesus was welcomed into Jerusalem – still in character. Differentiate as needed for lower ability – speech bubbles.

2b Show pictures of Christians recreating the welcoming of Jesus on Palm Sunday. Show Palm cross. Share thoughts and ideas. Show and read words of the hymn *Sing Hosanna* – discuss words and their meaning. *How do Christians recreate the welcome of Jesus?*

Step 3 – Evaluate

Is it important to welcome people? Why/why not? What if we didn't welcome people? Was it important for people to welcome Jesus on Palm Sunday? What if they hadn't welcomed Him? Did everyone welcome Jesus? Why/why not? How might He have felt if some people didn't welcome Him? Should we welcome people? Why/why not?

Step 4 – Communicate

When have you felt welcomed? Share and discuss ideas of pupils. How do you feel when you are welcomed? Or not welcomed? What made you feel welcome or not? How could you have been made to feel more welcome?

Write a poem about your feelings when you are welcomed or not made to feel welcome.

Step 5 – Apply

If we had a new person coming into our school or class how could we make them feel welcome? Brainstorm ideas. What could we do, make or tell them about? Does it make a difference if they are older or younger? What about teachers or other visitors? Make a welcome pack for new pupils into the class or school, or a visitors' pack, eg: welcome card, welcome badge, take digital photos to make an information sheet, pictorial map, or who's who.

Do we always want to welcome people? When would we not want to welcome people? Discuss and share.

Resources:

- Palm crosses.
- Jesus Christ Superstar CD.
- Pictures of Christians re-creating Palm Sunday.
- A little life of Jesus, by Lois Rock.
- Set of outline pictures to show story/ DVD: C4 Animated Bible tales.
- Materials to make welcome pack.
- Digital camera.
- Worksheet – letter and speech bubbles

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept especially through activities for the class *welcome* book.

Drama

Opportunities for role playing different ways of welcoming people and discussing these afterwards. Re-enacting the events of Palm Sunday and discussing these as a group.

Literacy

Writing about the *welcome* into Jerusalem as a diary entry or letter.
Writing a poem about being *welcomed*.
Making a *welcome* pack for new children to the class.

Spring Term 2- Year 2

Year 2- Sky Class

Year: 2 Term: Spring 2	Theme/Unit: <i>Easter</i>	<h1>RE KS1</h1>
Intended learning outcomes: Children will be able to: Step 1 talk about their own experiences of <i>sad</i> then <i>happy</i> Step 2 identify feelings of <i>sadness/happiness</i> in different situations and for different people Step 3 identify and talk about the concepts of <i>sadness and happiness</i> Step 4 recognise how <i>sadness and happiness</i> are significant in the Easter story Step 5 talk about the importance of the feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story. Informed by end of Year 1 age-related expectations Assessment opportunities: Evidence can be gathered when pupils: 1 draw and annotate 2 discuss different situations of <i>sadness and happiness</i> 3 write simple descriptions 4 produce story board/frieze or sequence 5 talk about their responses to Christian feelings of <i>sadness and happiness</i> .	Key concept: <i>Sad and happy</i>	
	Sequence of activities: Step 1 – Communicate: <i>When have I been sad then happy?</i> <ul style="list-style-type: none"> Use <i>Badger's parting gifts</i> as a starting point. Discuss feeling sad then happy. Circle time activity/discussion. Use sad/happy music for reflection. <i>When do I feel sad then happy? What changes my mood/feelings?</i> Pupils draw and annotate "I was sad when ...", "then I was happy because ..." Step 2 – Apply: <i>What different things make people sad then happy?</i> <ul style="list-style-type: none"> Use different scenarios to explore different responses to different situations. Discuss – <i>do different things make us sad then happy? Are there some things that can make everyone sad then happy?</i> Step 3 – Enquire: <i>What is sadness and happiness?</i> <ul style="list-style-type: none"> Pupils share and collate ideas and words associated with <i>sad</i> and the same for <i>happy</i>. Pupils describe <i>sad</i> in a picture, a poem or a gesture. Ditto <i>happy</i>. Pupils write description "sad means ..."; "happy means ..." Step 4 – Contextualise: <i>What are the sad and happy parts of the Easter story?</i> <ul style="list-style-type: none"> Tell a simple version of the Easter events – from Garden of Gethsemane to the women finding the tomb empty. Pupils act out the story. Play music to illustrate the changing moods Pupils create a frieze or storyboard or sequence pictures. They place ☹ or 😊 at appropriate parts of the story. Explain how Christians remember the sad parts of the story through sad music/pictures and no decorations in Church, then happy parts – happy hymns, decorations, feasting. Step 5 – Evaluate: <i>Do we think it is important for Christians to feel sad then happy at Easter?</i> <ul style="list-style-type: none"> Do you think that it is important for Christians to remember the sad bits and the happy bits? Why/why not? What if they only remembered the sad bits? How would they feel? Is the happy part of the story important to Christians? Why/why not? 	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
	Resources: <ul style="list-style-type: none"> <i>Easter for Infants</i> teaching pack (RE Centre 01962 863134) Bible (eg <i>Beginners' Bible</i> – Lion). Sad/happy music. <i>Badger's parting gifts</i>, by Susan Varley (ISBN: 978-0688115180). 	Cross-curricular links: Art Using art and craft opportunities to develop the concept and to explore the <i>concept through</i> looking at Christian traditions. Drama Opportunities for freeze framing to consider the different emotions involved. Literacy Opportunities to listen and respond to the Easter story and to consider the meaning. Talking about <i>happiness and sadness</i> and what it means. Creating a poem to describe <i>sad and happy</i> for them. Producing a story board to sequence the Easter story. Music Opportunities to consider different types of music and the feelings it evokes.

Philippa Hughes:
Fair Oak Infant School

Yarmouth- Beach Class

Year: 1 Term: Spring 2	Theme/Unit: <i>Palm Sunday – Christians welcome Jesus</i>	<h1>RE KS1</h1>
Intended learning outcomes: Children will be able to: Step 1 describe in simple terms the concept of <i>welcoming</i> Step 2 simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that welcome today Step 3 evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday Step 4 describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt welcomed Step 5 simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility. Informed by end of Year 2 age-related expectations	Key concept: <i>Welcoming</i>	
	Sequence of activities: Step 1 – Enquire Invite pupils to think about different ways people are welcomed. Teacher to scribe ideas. Look at dictionary meaning. Role play different ways of welcoming people. <i>Can you only welcome people in words? What else can you do? How do you feel when you go somewhere new or meet new people? Collect examples of places, eg Rainbows, school, church, clubs, swimming lessons. How does it feel if you are not welcomed? Share ideas.</i> Step 2 – Contextualise 2a Tell or read the story of Palm Sunday (Mark 11:1–10) – act out. <i>How do you think Jesus felt? What were the people doing to welcome Jesus? Why were they welcoming Jesus? Do you think everyone felt the same?</i> Use visualisation technique. (Mary Stone – Alert and relaxed) Sit quietly, hands in lap – relax shoulders – close eyes – breathe gently. Listen to the noises around you – push them away – you are in a busy street, everyone is rushing about – pulling down palm leaves, shouting, excited. There is lots of noise – someone is coming – you are standing on your toes trying to see. There is a man on a donkey – look at his eyes, they are somehow sad – how does He make you feel? How do you think He feels? People are waving branches – shouting Hosanna, etc. When I count to five you will come back from that street and open your eyes – 1, 2, 3, 4, 5. Great children in character as if they were at Palm Sunday – share ideas on how they felt and what did they do to welcome Jesus? How did they feel? Did everyone feel the same? Did they think that everyone was welcoming Jesus? Share ideas with a partner. Write a letter or diary entry for the day that Jesus was welcomed into Jerusalem – still in character. Differentiate as needed for lower ability – speech bubbles. 2b Show pictures of Christians recreating the welcoming of Jesus on Palm Sunday. Show Palm cross. Share thoughts and ideas. Show and read words of the hymn <i>Sing Hosanna</i> – discuss words and their meaning. How do Christians recreate the welcome of Jesus? Step 3 – Evaluate <i>Is it important to welcome people? Why/why not? What if we didn't welcome people? Was it important for people to welcome Jesus on Palm Sunday? What if they hadn't welcomed Him? Did everyone welcome Jesus? Why/why not? How might He have felt if some people didn't welcome Him? Should we welcome people? Why/why not?</i> Step 4 – Communicate <i>When have you felt welcomed? Share and discuss ideas of pupils. How do you feel when you are welcomed? Or not welcomed? What made you feel welcome or not? How could you have been made to feel more welcome?</i> Write a poem about your feelings when you are welcomed or not made to feel welcome. Step 5 – Apply <i>If we had a new person coming into our school or class how could we make them feel welcome? Brainstorm ideas. What could we do, make or tell them about? Does it make a difference if they are older or younger? What about teachers or other visitors? Make a welcome pack for new pupils into the class or school, or a visitors' pack, eg welcome card, welcome badge, take digital photos to make an information sheet, pictorial map, or who's who. Do we always want to welcome people? When would we not want to welcome people? Discuss and share.</i>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
	Resources: <ul style="list-style-type: none"> Palm crosses. Jesus Christ Superstar CD. Pictures of Christians re-creating Palm Sunday. A little life of Jesus, by Lois Rock. Set of outline pictures to show story/ DVD: C4 Animated Bible tales. Materials to make welcome pack. Digital camera Worksheet – letter and speech bubbles 	Cross-curricular links: Art Using art and craft opportunities to develop the concept especially through activities for the class welcome book. Drama Opportunities for role playing different ways of welcoming people and discussing these afterwards. Re-enacting the events of Palm Sunday and discussing these as a group. Literacy Writing about the welcome into Jerusalem as a diary entry or letter. Writing a poem about being welcomed. Making a welcome pack for new children to the class.

Manor Infant School

Spring Term 2- Year 3

Year: 3
Term: Spring 2

Intended learning outcomes:
Most pupils will be able to:

- Step 1 Enquire:** begin to describe the concept suffering
- Step 2 Contextualise:** begin to describe the suffering experienced by Jesus in the Easter story
- Step 3 Evaluate:** begin to evaluate the importance of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised
- Step 4 Communicate:** begin to describe their own responses to suffering
- Step 5 Apply:** begin to identify examples of how their responses to suffering relate to their own and others' lives. **Informed by end of Year 3 age-related expectations**

Assessment opportunities:
Evidence can be gathered when pupils:
Enquire: create poems and collages
Contextualise: sequence and annotate pictures
Evaluate: sort cards and discussion
Communicate: draw and annotate their pictures; write a poem
Apply: act out scenarios and discuss responses.

Theme/Unit: Easter: the key events

Key concept: *suffering*

Sequence of activities:

Step 1 - Enquire into the concept of *suffering*:

- Discuss: What does the word *suffering* mean?
- In pairs children to role play scenarios involving *suffering*. Children then need to be able to talk about these
- Choose two to freeze frame; add actions for the *suffering*.
- Show a painting or sculpture that shows *suffering* and let the children talk about why they think it shows suffering.
- Children create something that shows *suffering* so that they can talk about it to the other children afterwards.

Step 2 - Contextualise Assessment

- Tell or read children the Easter story from the New Testament in the Bible (see next page).
- To reinforce prior learning, children to jot down or freeze-frame the key events of the Easter story eg Jesus' arrival in Jerusalem, the Last Supper, Jesus' betrayal, Jesus' death and Jesus' resurrection.
- In groups or independently, provide children with pictures of the Easter story. Children to sequence the pictures and annotate (with a symbol or words) the story board, to reflect where Jesus and those close to him endured suffering. Children to justify responses.

Step 3 - Evaluate the significance of *suffering*

- Invite the children to discuss: Is it important for Christians to recognise that Jesus suffered before and during his death?
- Ask the children: What if Jesus hadn't suffered? Would it have made any difference to the story?
- Invite the children to sort the cards in the teaching pack in the order of priority. Which do they agree with most? Which do they disagree with most?

Step 4 - Communicate their own understanding and responses to *suffering*

- Ask the children to think about times when they have suffered. Invite examples from them.
- Children then draw and annotate pictures reflecting these times.
- Ask the children to sequence these pictures into times when their suffering was greater than other times.
- Children then write a poem, story, or account about a time of suffering for them.

Step 5 - Apply the concept of *suffering* to different situations in their own and others' lives

- Question the children: *If you saw someone suffering, how would you react?*
- Ask the children to role play scenarios in the teaching pack.
 - Follow up with a class discussion to conclude the scenarios.

RE KS2

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

Spiritual: to use the awe and wonder of art to reflect on the meaning of suffering. To create art themselves to express meaning.

Moral: To discuss the way peer pressure influences decisions and emotions. To think of ways to overcome this.

Social: Circle time activity sharing group thoughts about their own experiences and empathising with the emotions of others.

Cultural: To appreciate the musical, artistic heritage of the Christian religion.

Cross-curricular links:

Art: Christian art from across the world.

Drama: Role play, freeze frame and hot seating activities to help children's speaking and listening.

Literacy: Writing their own stories or poems about different emotions

Resources: Easter for KS2 teaching pack (RE Centre tel 01962 863134)
 Pictures of the Easter story – available on loan from RE Centre.



Spring Term 2- Year 4

Year 4- Shalfleet

Year: 4	Theme/Unit: <i>Paschal candle</i>
Term: Spring	
Key concept: <i>Ritual</i>	
Intended learning outcomes: Children will be able to:	Sequence of activities:
Step 1 describe the meaning of the concept of <i>ritual</i>	Step 1 – Enquire: <i>What are rituals?</i>
Step 2 describe how Christians use the Paschal Candle in a <i>ritual</i> to remember the resurrection of Jesus	<ul style="list-style-type: none"> As a class, discuss and record the everyday routines that are performed in school and at home, eg: taking the register, reading a bedtime story, lining up for lunch. Record findings on a large flip chart for future reference. Provide the class with thinking time to establish a definition/explanation of the meaning of the word <i>ritual</i>, followed by a cross-reference to a dictionary definition. NB: It may be useful to display this definition in the classroom "a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order" Oxford Dictionaries. In groups or as a class, discuss the difference between a ritual and a routine. Children produce simple explanations of the word.
Step 3 evaluate the importance of the <i>ritual</i> by describing the value of the <i>ritual</i> to Christians and by identifying an issue raised	Step 2 – Contextualise: <i>How do Christians use the Paschal Candle in a ritual?</i>
Step 4 describe their own responses to <i>rituals</i> in their own experience	<ul style="list-style-type: none"> Tell the story of the women visiting the tomb and finding that Jesus was not there. <i>What did the angel say?</i> Role play the story with children. Look at works of art that retell this story (for example, Fra Angelico's fresco of Christ and the women at the tomb and He Qi Easter morning). <i>What is the artist trying to convey, what mood is created?</i> Ask children to speculate about how they think Christians might create a ritual to remember this event. Children discuss in groups and feed back. Invite a vicar to explain how Christians act out the events of visiting the tomb and light their candles from the Paschal Candle as a ritual at Easter time, or explore through video, CD-ROM or websites. Discuss: <i>Why is the Paschal Candle important in this ritual?</i> Children draw simple pictures and annotate sequencing the ritual.
Step 5 describe examples of how their response to <i>rituals</i> applies in different situations, in theirs and others' lives.	Step 3 – Evaluate: <i>What is the value of the Paschal Candle ritual?</i>
Informed by end of Year 4 age-related expectations	<ul style="list-style-type: none"> <i>What do children consider to be the most significant/important parts of the ritual? Why?</i> Discuss: <i>Would it matter to Christians if parts of the ritual were removed? Why/why not? Would it matter if the Paschal Candle was not used? Why do some Christians perform this ritual every Easter? Would it matter if they were ill and had to miss it? How would they feel?</i> Discuss. <i>Do children think it would matter if a Christian missed the ritual? Why/why not?</i> Discuss. Children produce speech bubbles for a Christian: <i>This ritual is important to me because ... and include: I think ...</i>
Assessment opportunities: Evidence can be gathered when children:	Step 4 – Communicate: <i>What is my experience of rituals?</i>
1 produce descriptions of the <i>word ritual</i>	<ul style="list-style-type: none"> Children discuss an important event that has happened or might happen. <i>How would they create a ritual to help them remember it?</i> Children consider and plan rituals in groups to show the rest of the class. Freeze-frame part of the ritual and take a digital picture for each group for Step 5.
2 produce annotated sequences of pictures	Step 5 – Apply: <i>How do rituals affect our lives?</i>
3 complete speech bubbles	<ul style="list-style-type: none"> Children consider and share their thoughts on which occasions they feel their rituals (at home and the created ritual) are important/reassuring. <i>Are there times when they do not want to carry out the ritual – when, why?</i> <i>Could there be some rituals that are unpleasant? Why would that be?</i> Children write captions for a chosen ritual or for the digital pictures taken in Step 4.
4 plan their own group rituals	Resources:
5 discuss or write captions for digital pictures.	<ul style="list-style-type: none"> Paschal candle (available to borrow from the RE Centre 01962 863134) CD-ROM, DVD or website. Vicar.

RE KS2

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

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

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

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

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

Cross-curricular links:

Art
Looking at artist's works on the concept and creating their own artwork on the concept.

Drama
Opportunities for role playing the story of the women at the tomb and considering all the aspects involved.
Creating a *ritual* for an event using drama and artwork.

English
Discuss the meaning of the word *ritual*.
Writing the sequencing for a *ritual* and giving their explanations.

Year 4- Yarmouth

Year: 3	Theme/Unit: <i>Easter: the key events</i>
Term: Spring 2	
Key concept: <i>suffering</i>	
Intended learning outcomes: Most pupils will be able to:	Sequence of activities:
Step 1 Enquire: begin to describe the concept suffering	Step 1 - Enquire into the concept of <i>suffering</i>:
Step 2 Contextualise: begin to describe the suffering experienced by Jesus in the Easter story	<ul style="list-style-type: none"> Discuss: <i>What does the word <i>suffering</i> mean?</i> In pairs children to role play scenarios involving <i>suffering</i>. Children then need to be able to talk about these Choose two to freeze frame: add actions for the <i>suffering</i>. Show a painting or sculpture that shows <i>suffering</i> and let the children talk about why they think it shows <i>suffering</i>. Children create something that shows <i>suffering</i> so that they can talk about it to the other children afterwards.
Step 3 Evaluate: begin to evaluate the importance of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised	Step 2 - Contextualise Assessment
Step 4 Communicate: begin to describe their own responses to suffering	<ul style="list-style-type: none"> Tell or read children the <i>Easter</i> story from the New Testament in the Bible (see next page). To reinforce prior learning, children to jot down or freeze-frame the key events of the <i>Easter</i> story eg Jesus' arrival in Jerusalem, the Last Supper, Jesus' betrayal, Jesus' death and Jesus' resurrection. In groups or independently, provide children with pictures of the <i>Easter</i> story. Children to sequence the pictures and annotate (with a symbol or words) the story board, to reflect where Jesus and those close to him endured suffering. Children to justify responses.
Step 5 Apply: begin to identify examples of how their responses to suffering relate to their own and others' lives.	Step 3 - Evaluate the significance of <i>suffering</i>
Informed by end of Year 3 age-related expectations	<ul style="list-style-type: none"> Invite the children to discuss: Is it important for Christians to recognise that Jesus suffered before and during his death? Ask the children: <i>What if Jesus hadn't suffered? Would it have made any difference to the story?</i> Invite the children to sort the cards in the teaching pack in the order of priority. Which do they agree with most? Which do they disagree with most?
Assessment opportunities: Evidence can be gathered when pupils:	Step 4 - Communicate their own understanding and responses to <i>suffering</i>
Enquire: create poems and collages	<ul style="list-style-type: none"> Ask the children to think about times when they have suffered. Invite examples from them. Children then draw and annotate pictures reflecting these times. Ask the children to sequence these pictures into times when their suffering was greater than other times. Children then write a poem, story, or account about a time of suffering for them.
Contextualise: sequence and annotate pictures	Step 5 - Apply the concept of <i>suffering</i> to different situations in their own and others' lives
Evaluate: sort cards and discussion	<ul style="list-style-type: none"> Question the children: <i>If you saw someone suffering, how would you react?</i> Ask the children to role play scenarios in the teaching pack.
Communicate: draw and annotate their pictures; write a poem	<ul style="list-style-type: none"> Follow up with a class discussion to conclude the scenarios.
Apply: act out scenarios and discuss responses.	

RE KS2

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

Spiritual: to use the awe and wonder of art to reflect on the meaning of suffering. To create art themselves to express meaning.

Moral: To discuss the way peer pressure influences decisions and emotions. To think of ways to overcome this.

Social: Circle time activity sharing group thoughts about their own experiences and empathising with the emotions of others.

Cultural: To appreciate the musical, artistic heritage of the Christian religion.

Cross-curricular links:

Art:
Christian art from across the world.

Drama:
Role play, freeze frame and hot seating activities to help children's speaking and listening.

Literacy: Writing their own stories or poems about different emotions

Resources: Easter for KS2 teaching pack (RE Centre tel 01962 863134)
Pictures of the Easter story – available on loan from RE Centre.

Spring Term 2- Year 5

REKS
2

Year: 5 – Solent Class
Term: Spring 2

Intended learning outcomes:

1. Children can explain what the concept of *justice* means.
2. Children can explain how *justice* is significant in the stories of Jewish people, Christians and Muslims.
3. Children can explain the value of *justice* to Jewish people, Christians and Muslims and identify and explain issues raised.
4. Children can explain their own response to *justice*.
5. Children can explain how *justice* can be applied in own and others' lives.

Informed by the end of Year 6 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- have initial ideas about the concept of *justice*.
- discuss and write about *justice* in the stories shared.
- compare two views of religious *justice*.
- explain their own ideas of *justice* from familiar experiences.
- explain contrasting views from different periods of history.

Theme/Unit: Stories of Justice in Christianity, Islam and Judaism

Key concept: Justice

Sequence of activities:

Enquire – What does justice mean?

- Look at PowerPoint of *justice* images. Brainstorm in groups the meaning of the word.
- Create a class definition/create concept map. *Can you think of any examples of justice or injustice?*
- Draw an example of justice and injustice that you can remember from your own life.

Contextualise – Do Christians Jews and Muslims believe that God is just?

- a) Read the story of The Lost (Prodigal) Son (N.T.) .Stop half way through the story – Conscience Alley – *should the father give the money? Complete the story – where is the justice? Was it just to welcome the son back? Was it just for the older brother? Act out the story in groups.*
- b) Read *The Crying Camel (Islam)*. *How is justice and injustice represented in this story? What is the message?*

Evaluate – How is justice important in the stories?

- Which story do you prefer, and why? Explain your choice and give your reasons for this.

Communicate – What do you feel about justice?

- Give children scenarios to discuss in small groups eg *Your brother/sister is allowed to stay up later than you; Children being treated differently at school because of their race, religion, disability, number of friends; Is it fair to punish a whole class for one or two children's behaviour?* (See discussion cards.)
- Explaining an experience where you feel you were treated justly and/or unjustly. This could be in the form of diary writing, comic strip, or a letter to the person you feel has wronged you.

Apply – How important is justice in our lives?

- How is justice seen in our lives? Look at school rules, esp punishments. (You could read the chapter *Caning* from *Boy*, Roald Dahl's autobiography). Or read Mandela's account of imprisonment on Robbin Island (*A Long Walk to Freedom* autobiography).
- How have these changed over the years; what effect has this had? *Would you prefer to be in this time or previously?* Write a diary account of someone in the historical period being studied.
- Link with history topic being studied eg Roman/Egyptian/Greek slaves; Tudors – Henry VIII & wives; Victorian school children; WWII – Hitler and Jews.

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

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

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

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

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

Year 6 Spring Term	Theme/Unit: Easter: What happened next?	RE KS2
Intended learning outcomes	Focus/key concept: <i>Resurrection</i> <i>You need to have read the full Easter story to the children if possible.</i>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
1. Children can explain what people mean by resurrection.	Step 1 (Enquire) <i>What does resurrection mean?</i> Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – eg ghosts, haunting.	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
2. Children can explain how resurrection is significant within the Easter story and how this is expressed through art.	Step 2 (Contextualise) Read an account of the discovery of the empty tomb. Discuss the variety of moods Jesus' followers and enemies must have felt when they heard this story. Compare the 3 Christian artefacts: an empty cross, cross of the risen Christ and a cross of the suffering Christ. Discuss the differences. Tell the story of <i>The Road to Emmaus</i> . Watch how the story is portrayed in <i>The Miracle Maker</i> . Children act out the story. Cleopas? Thomas? His mother Mary? A Roman? Pontius Pilate? The Pharisees? Record by drawing one or two of the characters with thought/speech bubbles . (See <i>Exploring feelings of people in the story</i> .) Discuss various ideas. Write a diary entry for one of the characters in the story, focusing on the idea of <i>resurrection</i> .	Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.
3. Children can evaluate, by explaining, value of people's interpretations of resurrection	Step 3 (Evaluate) [Lesson 3] <i>Can you be a Christian if you don't believe in the resurrection? How important a belief is it?</i> Look at the 3 statements about Christian beliefs about resurrection & discuss. Go back to some of the things the children have said about the resurrection (eg <i>Maybe he wasn't dead</i>). In groups of 3, give children statement slips about the resurrection. Sort statements according to <i>What Christians might say</i> and <i>What other people might say</i> . Reconvene and discuss. Add any more statements the children come up with. Children should be left with the understanding that although the Resurrection is a (maybe the) key belief, there are some grey areas about this and that not all Christians believe exactly the same. Watch the "Deep magic" scene in <i>The Lion, the Witch and the Wardrobe</i> (where Asian comes back from the dead) and discuss.	Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.
4. Children can explain their own response to the concept of resurrection through painting	Step 4 (Communicate) [Lesson 4 - painting] Ask children: <i>What do you think happens after death? Is death the end?</i> Look at parts of <i>An Encyclopedia of Heaven</i> to show different ideas about death. Include non-religious views. Give children some time to prepare notes to say what they think. Plan a painting to depict symbolically your idea of "After death". Paint your picture and write out an "art gallery" explanation label to hang with it.	Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
5. Children can explain people will have different ideas about the concept of resurrection.	Step 5 (Apply) [Lessons 5 & 6] Explore ready-prepared statements about death . If people believe in the <i>Resurrection</i> , how might this affect their beliefs about life after death? If people believe in life after death, how might this affect how they live? Debate: <i>People who believe in an after life are likely to behave better in their earthly lives</i> . Teacher to chair in order to widen the exploration of these ideas.	Cross-curricular links: Art Creating their own artwork showing the importance of <i>resurrection</i> in the Gospel stories. Writing a label for their artwork to remind people about the concept of <i>resurrection</i> .
Informed by end of Year 6 age-related expectations	Resources: <i>An Encyclopedia of Heaven</i> (Houghton Mifflin 978-1902618128); crosses artefacts; <i>The Lion the Witch & the Wardrobe</i> film; <i>The Miracle Maker</i> film. Items in red can be downloaded from this site.	Philosophy for children (P4C) Child led questions for enquiry into the concept of <i>resurrection</i> , such as <i>"Do people who believe in resurrection live better or worse lives?"</i> English Writing about the significance of the <i>resurrection</i> for Christians Explaining their own beliefs about <i>resurrection</i> .
Assessment opportunities:		
Evaluation of the statements about the resurrection.		
Can children empathise with believers?		
Painting.		
Debate.		

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Year: 5 – Solent Class
Term: Spring 2

Theme/Unit: Stories of Justice in Christianity, Islam and Judaism

Key concept: Justice

Intended learning outcomes:

- Children can explain what the concept of *justice* means.
- Children can explain how *justice* is significant in the stories of Jewish people, Christians and Muslims.
- Children can explain the value of *justice* to Jewish people, Christians and Muslims and identify and explain issues raised.
- Children can explain their own response to *justice*.
- Children can explain how *justice* can be applied in own and others' lives.

Informed by the end of Year 6 age-related expectations

Assessment opportunities:

- Evidence can be gathered when children:
- have initial ideas about the concept of *justice*.
 - discuss and write about *justice* in the stories shared.
 - compare two views of religious *justice*.
 - explain their own ideas of *justice* from familiar experiences.
 - explain contrasting views from different periods of history.

Sequence of activities:

- Enquire – What does justice mean?**
- Look at PowerPoint of *justice* images. Brainstorm in groups the meaning of the word.
 - Create a class definition/create concept map. *Can you think of any examples of justice or injustice?*
 - Draw an example of *justice* and *injustice* that you can remember from your own life.
- Contextualise – Do Christians Jews and Muslims believe that God is just?**
- Read the story of The Lost (Prodigal) Son (N.T.). Stop half way through the story – *Conscience Alley – should the father give the money?* Complete the story – *where is the justice? Was it just to welcome the son back? Was it just for the older brother? Act out the story in groups.*
 - Read *The Crying Camel (Islam)*. *How is justice and injustice represented in this story? What is the message?*
- Evaluate – How is justice important in the stories?**
- Which story do you prefer, and why?* Explain your choice and give your reasons for this.
- Communicate – What do you feel about justice?**
- Give children scenarios to discuss in small groups eg *Your brother/sister is allowed to stay up later than you; Children being treated differently at school because of their race, religion, disability, number of friends; Is it fair to punish a whole class for one or two children's behaviour?* (See discussion cards.)
 - Explaining an experience where you feel you were treated justly and/or unjustly.* This could be in the form of diary writing, comic strip, or a letter to the person you feel has wronged you.
- Apply – How important is justice in our lives?**
- How is justice seen in our lives?* Look at school rules, esp punishments. (You could read the chapter *Caning* from *Boy*, Roald Dahl's autobiography). Or read Mandela's account of imprisonment on Robbin Island (*A Long Walk to Freedom* autobiography).
 - How have these changed over the years; *what effect has this had? Would you prefer to be in this time or previously?* Write a diary account of someone in the historical period being studied.
 - Link with history topic being studied eg Roman/Egyptian/Greek slaves; Tudors – Henry VIII & wives; Victorian school children; WWII – Hitler and Jews.

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

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

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

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

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

SUMMER TERM I




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>

RE in the Foundation Stage 17

<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

SUMMER TERM 1 - YEAR 1 PLANNING

Year: 1

Term: Summer 1

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms their own responses to *authority* figures
- Step 2** identify simple examples of ways in which people with *authority* affect theirs and others' lives
- Step 3** describe in simple terms the meaning of the concept *authority*
- Step 4** give a simple description about events in Jesus life which demonstrate His *authority*
- Step 5** describe in simple terms the importance of Jesus' *authority* to Christians.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- act out and discuss scenarios
- contribute to lists which describe characteristics of *authority* figures
- are able to simply describe events in Jesus' life when He showed *authority* (diary entries, annotated pictures, speech bubbles, etc)
- discuss the importance of Jesus' *authority* in class.

Manor Infant School

Theme/Unit: *Key events in the life of Jesus*

Key concept: *Authority*

Sequence of activities:

Step 1 – Communicate

Talk about who tells them what to do (has authority) – discuss experiences of telling others what to do and being told what to do. *Who tells us what to do? Why do you do what they say? Would you do a silly thing? Who do you trust to tell us what to do? Why? What sort of things do people tell you to do?* Share ideas with a neighbour. Draw and annotate a person with authority in their lives.

Step 2 – Apply

Discuss: *In what situations do you do what people tell you? Are there some people who you would not trust to tell you the right thing to do? Are there some times when you would do what you thought was right and disobeyed someone? When?* Discuss scenarios (eg: *What if I told you to go out in the playground in the rain with no shoes on?*) Act them out.

Step 3 – Enquire

What does the word *authority* mean? Pupils discuss/write descriptions and definitions. Look up in dictionaries and compare. *What are the characteristics of people in authority?* Children write lists in groups. Compare lists.

Step 4 – Contextualise (and Evaluate)

Tell each story with reference to pictures and the Bible/Bible stories.

- Jesus in the Temple** (Luke 2:41–52) Show pictures to re-tell story. Discuss. *Which part do you think was the most important part? Who had authority in this story? What would you think if you had been one of the men listening to Jesus?* (Evaluate) *Was it important for Jesus to have authority, do you think? What would have happened if the people had told Jesus to be quiet?* Pupils complete speech bubbles for Jesus and some of the men in the Temple.
- Baptism** (Matthew 3:13–7) Read story or watch appropriate part from *Miracle maker* in the classroom and discuss. *What was the most important part of the story? Which part did you like best? What do you think this tells Christians about Jesus?* Focus on voice from Heaven. Simple recording sheet. *Who had authority in the story?* Discuss. (Evaluate) *Was it important that God spoke in the story? Why/why not?*
- Calling Disciples** (John 1:35–42) Read story of how the disciples followed Jesus. Discuss. *Why did they follow? Why drawn to Him? What did they think of Jesus? Who had authority in the story? How did Simon/Jesus. How did Simon feel?* Record in differentiated way – paintings, letter from Simon Peter to re-tell from his point of view, diary entry. (Evaluate) *Do you think you would have followed Jesus? Why/why not? What if the fishermen had said 'No, we're too busy', what would Christians think about the story if the fishermen had not followed?*
- Miracles** (Matthew: 14:22–27, Mark 6:45–52, John 6:15–21.) Tell story of how Jesus walked on water. *Why did Peter fail? What does the story say about Jesus' authority?* Sequence story or write own version from Peter's point of view.

Step 5 – Evaluate

Talk about how Jesus is special and remembered by Christians today. Christians believe that Jesus has authority and they try to behave how He told people to behave. *Do you think people should have done what Jesus said? Some people did and some people didn't – Would you have walked on water? Would you do it for anybody? Do you think it is important for Christians that Jesus shows authority in the stories?* If you wish, culminate in class frieze or class book of the *Life of Jesus* or as a class activity use a big book to do a *This is your life* type book.

Resources:

- Pictures of Jesus.
- Jesus at the Temple.
- Bible or Children's Bible.
- Extracts from *Miracle maker*.
- Outline pictures.
- Sequencing pictures.
- Palm tree stories – *Jesus gets lost*.
- Pre-prepared sheets.
- Variety of books on Jesus.

RE KS1

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

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

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

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing mutual respect and tolerance of those with different faiths and beliefs.

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

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept of *authority* and to explore it through looking at Christian art, stories and traditions.

Drama

Opportunities for acting out scenarios within the class. Discussion of scenarios afterwards with peers.

Literacy

Opportunities to listen and respond to stories and to consider the meaning of the story for religious people. Writing the characteristics of people with *authority*.

SUMMER TERM 1 - YEAR 2 PLANNING

Shalfleet

Year: 2
Term: Summer 2

Intended learning outcomes:

Children will be able to:

- Step 1** identify and talk about the concept of *creation*
- Step 2** simply describe the Christian and Hindu *creation* stories
- Step 3** describe in simple terms why they think Christians and Hindus value these stories
- Step 4** describe in simple terms their response to *creation*
- Step 5** identify simple examples of how their response to *creation* relates to their own and others' lives.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- contribute to a definition/description of *creation*
- produce collage, music and annotated pictures
- sort cards and discuss
- write their own *creation* stories
- discuss theirs and others' responses.

Stamshaw Infant School, Portsmouth

Theme/Unit: *Creation stories from the Major Religions*

Key concept: *Creation*

Sequence of activities:

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

- Pupils are given a ball of clay and instructed to make something (anything) out of it. Compare results. *What have you created? How did you create it? Can you find something in nature that has been created?* (A leaf, acorn, feather, shell, fruit, stone, etc.) *How was it created?*
- Discuss: *What does the word creation mean?* Pupils contribute to a definition or description of the word.

Step 2a – Contextualise: *What story do Christians tell about creation?*

- Tell the Christian creation story (or see video if available) or pupils engage with visualisation of creation with teacher guidance.
- Pupils produce collage, music or paintings depicting creation. Display.

Step 3a – Evaluate: *How important is the creation story?*

- Why do we think Christians tell this story? Pupils put statements in groups, agree with/disagree with? (See statement cards.)
- What do they think about the story? Regroup their cards. Discuss.

Step 2b – Contextualise: *What story do Hindus tell about creation?*

- Tell/guided imagery of the Hindu creation story.
- Pupils sequence pictures and annotate.

Step 3b – Evaluate: *How important is this creation story?*

- Use the cards for 3a and repeat for Hindu belief (use a persona doll or a character from a Hindu book to help, eg: *Where would Sita put the cards?*)

Step 4 – Communicate: *What do we think about creation?*

- How do we think the world was created? Discuss ideas.
- Pupils write their own creation stories.

Step 5 – Apply: *Does what we think about creation affect us?*

- Discuss: *Do we all think the same? Why/why not? Does it matter?*
- Look at own creation from clay. *Who has responsibility for looking after it? Why?* Discuss.
- If you believe that God made the world, do you take more or less care of it?
- If God made the world in seven days, if it gets spoilt, can God fix it?

Resources:

- Christian and Hindu creation stories
- DVD of creation stories eg Channel 4
- Creation topic box (RE Centre 01962 863134)

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

Using clay and craft opportunities to develop the concept of *creation*.

Music

Children have the opportunity to produce or listen to music to express their ideas about *creation*.

Literacy

Opportunities to listen and respond to the story of *creation* in the Hindu and Christian traditions and to consider the meaning for religious people. Writing about the concept from their own point of view. Writing their own *creation* story to express their own thoughts about the meaning of *creation*.

Yarmouth

Year: 1
Term: Summer 1

Intended learning outcomes:

Children will be able to:

- Step 1** describe in simple terms their own responses to *authority* figures
- Step 2** identify simple examples of ways in which people with *authority* affect theirs and others' lives
- Step 3** describe in simple terms the meaning of the concept *authority*
- Step 4** give a simple description about events in Jesus life which demonstrate His *authority*
- Step 5** describe in simple terms the importance of Jesus' *authority* to Christians.

Informed by end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- act out and discuss scenarios
- contribute to lists which describe characteristics of *authority* figures
- are able to simply describe events in Jesus' life when He showed *authority* (diary entries, annotated pictures, speech bubbles, etc)
- discuss the importance of Jesus' *authority* in class.

Manor Infant School

Theme/Unit: *Key events in the life of Jesus*

Key concept: *Authority*

Sequence of activities:

Step 1 – Communicate

Talk about who tells them what to do (has authority) – discuss experiences of telling others what to do and being told what to do. *Who tells us what to do? Why do you do what they say? Would you do a silly thing? Who do you trust to tell us what to do? Why? What sort of things do people tell you to do? Share ideas with a neighbour. Draw and annotate a person with authority in their lives.*

Step 2 – Apply

Discuss: *In what situations do you do what people tell you to? Are there some people who you would not trust to tell you the right thing to do? Are there some times when you would do what you thought was right and disobeyed someone? When? Discuss scenarios (eg: What if I told you to go out in the playground in the rain with no shoes on?) Act them out.*

Step 3 – Enquire

What does the word *authority* mean? Pupils discuss/write descriptions and definitions. Look up in dictionaries and compare. *What are the characteristics of people in authority?* Children write lists in groups. Compare lists.

Step 4 – Contextualise (and Evaluate)

Tell each story with reference to pictures and the Bible/Bible stories.

- Jesus in the Temple** (Luke 2:41–52) Show pictures to re-tell story. Discuss. *Which part do you think was the most important part? Who had authority in this story? What would you think if you had been one of the men listening to Jesus?* (Evaluate) *Was it important for Jesus to have authority, do you think? What would have happened if the people had told Jesus to be quiet? Pupils complete speech bubbles for Jesus and some of the men in the Temple.*
 - Baptism** (Matthew 3:13–7) Read story or watch appropriate part from *Miracle maker* in the classroom and discuss. *What was the most important part of the story? Which part did you like best? What do you think this tells Christians about Jesus? Focus on voice from Heaven. Simple recording sheet. Who had authority in the story? Discuss.* (Evaluate) *Was it important that God spoke in the story? Why/why not?*
 - Calling Disciples** (John 1:35–42) Read story of how the disciples followed Jesus. Discuss. *Why did they follow? Why drawn to him? What did they think of Jesus? Who had authority in the story? Hot-seat Simon/Jesus. How did Simon feel? Record in differentiated way – paintings, letter from Simon Peter to re-tell from his point of view, diary entry.* (Evaluate) *Do you think you would have followed Jesus? Why/why not? What if the fishermen had said 'No, we're too busy', what would Christians think about the story if the fishermen had not followed?*
 - Miracles** (Matthew: 14:22–27, Mark 6:45–52, John 6:15–21) Tell story of how Jesus walked on water. *Why did Peter fall? What does the story say about Jesus' authority? Sequence story or write own version from Peter's point of view.*
- Step 5 – Evaluate**
Talk about how Jesus is special and remembered by Christians today. Christians believe that Jesus has authority and they try to behave how He told people to behave. *Do you think people should have done what Jesus said? Some people did and some people didn't – Would you have walked on water? Would you do it for anybody? Do you think it is important for Christians that Jesus shows authority in the stories? If you wish, culminate in class frieze or class book of the Life of Jesus or as a class activity use a big book to do a This is your life type book.*

Resources:

- Pictures of Jesus.
- Jesus at the Temple.
- Bible or Children's Bible.
- Extracts from *Miracle maker*.
- Outline pictures.
- Sequencing pictures.
- Palm tree stories – *Jesus gets lost*.
- Pre-prepared sheets.
- Variety of books on Jesus.

RE KS1

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

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

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

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Developing mutual respect and tolerance of those with different faiths and beliefs.

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

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept of *authority* and to explore it through looking at Christian art, stories and traditions.

Drama

Opportunities for acting out scenarios within the class. Discussion of scenarios afterwards with peers.

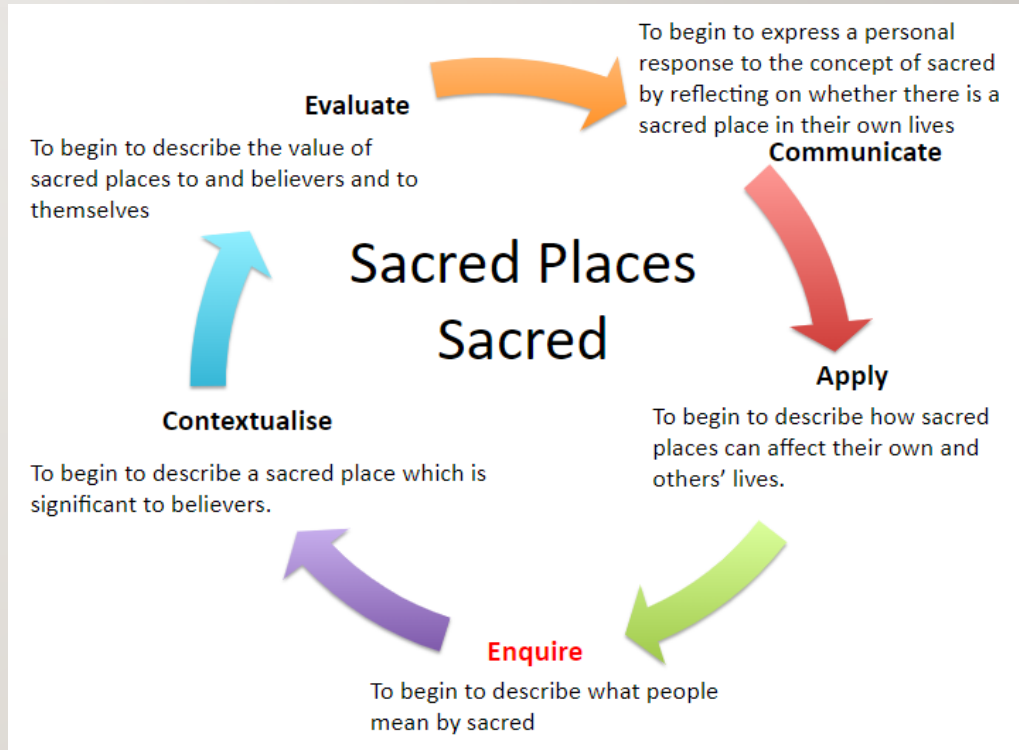
Literacy

Opportunities to listen and respond to stories and to consider the meaning of the story for religious people. Writing the characteristics of people with *authority*.

SUMMER TERM 1- YEAR 3 PLANNING



Year 3 Summer term	Theme/Unit: Sacred places	RE KS2
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers Children can describe the value of sacred places to and believers and to themselves Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives Children can describe how sacred places can affect their own and others' lives 	<p>Key concept: Sacred</p> <p>Sequence of activities over several lessons: Step 1 – Enquire into the concept of sacred places Children brainstorm the word 'sacred' in small groups. Take feedback and compare ideas. <i>What might we mean by a 'sacred place'? Why might a place be sacred? Is there a difference between special and sacred? In what sort of ways might people show a place is sacred? eg Music, pictures or colour, objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave?</i> Step 2 – Contextualise the concept within religious practice (Lessons A & B) A). Remind children of any visits to local church/mosque, etc. → <i>what sort of atmosphere did it have? Was it different from any old place? Could it be described as sacred and if so what made it feel so? Watch Buddhism at Key Stage 2 about Buddhist temples and shrines. What makes the temple seem very special and contributes to its sense of being sacred? Why have people bothered to make it like this? How would you feel if you visited such a place? Draw or paint a temple. Find out about the features on the internet and label.</i> B) Sacred places don't just have to be buildings – some people make a sacred place in their homes. (See sheet the Buddhist Home). Look at objects you would find on a Buddhist shrine (PowerPoint Buddhist shrine + artefacts in resources) and discuss reasons. <i>Why candles? Why bodhi leaves? Why (lotus) flowers? Make the shrine and decorate with prayer flags which the children could make; cut out bodhi leaves, draw mandalas, pictures of Buddha etc. Children make a card to put on the shrine explaining the meaning of each object. When finished, light candles and sit quietly for a few minutes, taking note of own thoughts. Leave the shrine set up if possible.</i> Step 3 - Evaluate the concept of a sacred place to believers <i>What if we just had ceremonies in an ordinary house and there were no 'proper' churches or places of worship? No temples for Buddhists to visit? Would it be alright to swap so the Buddhists went to a church and vice versa? (remind children of all the crosses etc at St Faith's). Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? Say a Christian or Buddhist group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas.</i> Step 4 – Communicate the concept Children decide on what they would put on their own 'shrine'. Draw on paper first – 3 or 4 objects? A photo, objects, words? What music might they want played? Decide on a value you think is important (love, freedom) and make a plasticine object to represent it. Make a label of explanation and take photos. Each child may choose one thing to place on a class shrine which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen. Step 4 – Apply the concept Look at some of the things the children have chosen to put on the shrine and discuss. <i>Are they sacred or just special? What about the Buddhist shrine? If something is sacred to someone else and not to us, how should we treat it? Is it important to have sacred places? Why/not? Pose 3 questions for children to talk about in pairs, ready to vote. Can a place be sacred to one person and not another? Can any place be sacred? Could a place be sacred if there were no people who thought it was? Have a vote and record the results. Allow abstainers. Write up 2 words: SPECIAL, SACRED. In the light of what we have learnt, invite comments about what, if any, the difference is. A useful way to understanding is that sacred things could be said to be 'touched by God'.</i></p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond positively to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p>Informed by end of Year 4 age-related expectations</p>		<p>Cross-curricular links:</p> <p>DT – design a sacred place, explaining why it is sacred in its design.</p> <p>Art – drawing or painting their sacred place.</p> <p>IT – creating labels to explain why their place is sacred. Produce a guidebook for a sacred place.</p>
<p>Assessment opportunities: Communicate - Describe their own sacred place and how it makes them feel</p>	<p>RESOURCES: PowerPoints – <i>Buddhist Shine</i> and <i>Sacred Places?</i> Buddhist artefacts: stupa, prayer flags, Buddha (statues), mandalas, incense, candles + lighter. Buddhist pictures. <i>Buddhism at KS2</i> Plasticine <i>Notice of Demolition</i> sheet. Gold paper for Buddhist temple pic. Music? Camera - Useful weblink: www.reonline.org.uk/ > <i>Buddhism ks2 > devotional practices and objects</i> Buddhist temple jigsaw (Religion in Evidence). Helpful info: http://www.bristol-buddhist-centre.org/media/Introducing_Buddhist_Shrines_for_web.pdf</p>	<p>Drama - hot seating someone in role as a Christian or Muslim and asking them questions.</p> <p>English - writing a poem about their sacred place or a piece of writing.</p>



SUMMER TERM 1- YEAR 4 PLANNING

Shalfleet

Year: 4
Term: Summer 1

Intended learning outcomes:
Children will be able to:
Step 1 describe the meaning of the concept of devotion

Step 2 describe how the concept of devotion is expressed within the celebration of **Mahashivratri**

Step 3 evaluate the importance of devotion by describing its value to Hindus and by identifying and describing an issue raised

Step 4 describe their own response to the idea of devotion in their own lives

Step 5 describe examples of how feeling devoted affects theirs and others' lives.

Informed by end of Year 4 age-related expectations

Assessment opportunities:
Evidence can be gathered when pupils:

- create word banks
- complete writing frame / booklet
- prioritise the events and discuss
- produce devotion certificates
- discuss ideas in the community of enquiry.

Resources:
Music with words of devotion. Images of Shiva.
Resources to demonstrate Puja and **Mahashivratri** celebrations. websites.

Theme/Unit: Mahashivratri- Hindu Worship

Key concept: Devotion

Sequence of activities:
Step 1: ENQUIRE: What does devotion mean?

Step 2: CONTEXTUALISE: How and why do Hindus show devotion to Shiva?

Step 3: EVALUATE: What is the value of showing devotion to Hindus?

Step 4: COMMUNICATE: What is my response to and experience of devotion?

Step 5: APPLY: How does devotion affect situations in my life and others' lives?

Programme of study: Enquiry and skills
Pupils should be taught how to:

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

Attitudes:
• curiosity
• open-mindedness
• self-understanding
• respect

Assessment opportunities:
Describe their own sacred place and how it makes them feel

RE KS2

Key concepts:

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

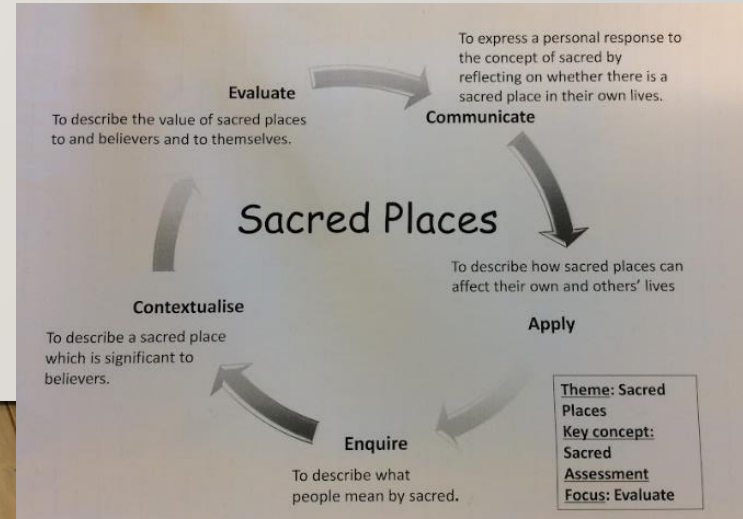
- reflection
- empathy
- comprehension
- investigation
- interpretation and analysis
- evaluation.

- curiosity
- open-mindedness
- self-understanding
- respect

Programme of study: Enquiry and skills
Pupils should be taught how to:

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

Yarmouth		RE KS2
Year 3 Summer term	Theme/Unit: Sacred places	RE KS2
Intended learning outcomes	Key concept: Sacred	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
<p>1. Children can describe what people mean by sacred</p> <p>2. Children can describe a sacred place which is significant to believers</p> <p>3. Children can describe the value of sacred places to and believers and to themselves</p> <p>4. Children can express a personal response to the concept of sacred places to and whether there is a sacred place in their own lives</p> <p>5. Children can describe how sacred places can affect their own and others' lives</p>	<p>Sequence of activities over several lessons: Step 1 – Enquire into the concept of sacred places Children brainstorm the word 'sacred' in small groups. Take feedback and compare ideas. What might we mean by a 'sacred place'? Why might a place be sacred? Is there a difference between special and sacred? In what sort of ways might people show a place is sacred? Eg Music, pictures or colour, objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave? Step 2 – Contextualise the concept within religious practice (Lessons A & B) A) Remind children of any visits to local church/mosque, etc.— what sort of atmosphere did it have? Was it different from any old place? Could it be described as sacred and if so what made it feel so? Watch Buddhism at Key Stage 2 about Buddhist temples and shrines. What makes the temple seem very special and contributes to its sense of being sacred? Why have people bothered to make it like this? How would you feel if you visited such a place? Draw or paint a temple. Find out about the features on the internet and label. B) Sacred places don't just have to be buildings – some people make a sacred place in their homes. (See sheet the Buddhist Home). Look at objects you would find on a Buddhist shrine (PowerPoint Buddhist shrine – artefacts in resources) and discuss reasons. Why candles? Why music, pictures or colour, objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave? Step 3 – Evaluate the concept of a sacred place to believers What if we just had ceremonies in an ordinary house and there were no 'proper' churches or places of worship? No temples for Buddhists to visit? Would it be alright to swap so the Buddhists went to a church and vice versa? (Remind children of all the crosses etc. at St Faith's). Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? Say a Christian or Buddhist group has found out their sacred place must be pulled down to make way for roads. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconnote and discuss ideas. Step 4 – Communicate the concept Children decide on what they would put on their own 'shrine'. Draw on paper first – 3 or 4 objects? A photo, objects, words? What music might they want played? Decide on a value you think is important (love, freedom) and make a plasticine object to represent it. Make a label of explanation and take photos. Each child may choose one thing to place on a class shrine which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen. Step 4 – Apply the concept Look at some of the things the children have chosen to put on the shrine and discuss. Are they sacred or just special? What about the Buddhist shrine? If something is sacred to someone else and not to us, how should we treat it? Is it important to have sacred places? Why/why not? Pose 3 questions for children to talk about in pairs, ready to vote. Can a place be sacred to one person and not another? Can any place be sacred? Could a place be sacred if there were no people who thought it was? Have a vote and record the results. Allow abstainers. Write up 2 words: SPECIAL, SACRED. In the light of what we have learnt, invite comments about what, if any, the difference is. A useful way to understanding is that sacred things could be said to be 'touched by God'.</p> <p>RESOURCES: PowerPoints – <i>Buddhist Shine and Sacred Places?</i> Buddhist artefacts: stupa, prayer flags, Buddha puppets (statues), mandalas, incense, candles – lighter, Buddhist pictures. Buddhism at KS2 Placetime Notice of Demolition sheet. Gold paper for Buddhist temple pic. Music? Camera-Useful website: www.reonline.org.uk/ > Buddhism ks2 > devotional practices and objects Buddhist temple jigsaw (Religion in Evidence). Helpful info: http://www.bristol-buddhist-centre.org/media/Introducing_Buddhist_Shines_for_web.pdf</p>	<p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples' faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p> <p>Cross-curricular links: DT: design a sacred place, explaining why it is sacred in its design. Art: drawing or painting their sacred place. IT: creating labels to explain why their place is sacred. Produce a guidebook for a sacred place. Drama: - hot seating someone in role as a Christian or Muslim and asking them questions. English: - writing a poem about their sacred place or a piece of writing.</p>



SUMMER TERM 1 - YEAR 5 PLANNING

Year 5 Summer term	Theme/Unit: Sacred places	RE KS2
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers Children can describe the value of sacred places to and believers and to themselves Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives Children can describe how sacred places can affect their own and others' lives <p>Informed by end of Year 4 age-related expectations</p>	<p>Key concept: Sacred</p> <p>Sequence of activities over several lessons:</p> <p>Step 1 – Enquire into the concept of sacred places Children brainstorm the word 'sacred' in small groups. Take feedback and compare ideas. <i>What might we mean by a 'sacred place'? Why might a place be sacred? Is there a difference between special and sacred? In what sort of ways might people show a place is sacred? eg Music, pictures or colour, objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave?</i></p> <p>Step 2 – Contextualise the concept within religious practice (Lessons A & B)</p> <p>A). Remind children of any visits to local church/mosque, etc. – <i>what sort of atmosphere did it have? Was it different from any old place? Could it be described as sacred and if so what made it feel so? Watch Buddhism at Key Stage 2 about Buddhist temples and shrines. What makes the temple seem very special and contributes to its sense of being sacred? Why have people bothered to make it like this? How would you feel if you visited such a place? Draw or paint a temple. Find out about the features on the internet and label.</i></p> <p>B) Sacred places don't just have to be buildings – some people make a sacred place in their homes. (See sheet <i>the Buddhist Home</i>). Look at objects you would find on a Buddhist shrine (PowerPoint Buddhist shrine + artefacts in resources) and discuss reasons. <i>Why candles? Why bodhi leaves? Why (lotus) flowers? Make the shrine and decorate with prayer flags which the children could make; cut out bodhi leaves, draw mandalas, pictures of Buddha etc. Children make a card to put on the shrine explaining the meaning of each object. When finished, light candles and sit quietly for a few minutes, taking note of own thoughts. Leave the shrine set up if possible.</i></p> <p>Step 3 - Evaluate the concept of a sacred place to believers <i>What if we just had ceremonies in an ordinary house and there were no 'proper' churches or places of worship? No temples for Buddhists to visit? Would it be alright to swap so the Buddhists went to a church and vice versa? (remind children of all the crosses etc at St Faith's). Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? Say a Christian or Buddhist group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas.</i></p> <p>Step 4 – Communicate the concept Children decide on what they would put on their own 'shrine'. Draw on paper first – 3 or 4 objects? <i>A photo, objects, words? What music might they want played? Decide on a value you think is important (love, freedom) and make a plasticine object to represent it. Make a label of explanation and take photos. Each child may choose one thing to place on a class shrine which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen.</i></p> <p>Step 4 – Apply the concept Look at some of the things the children have chosen to put on the shrine and discuss. <i>Are they sacred or just special? What about the Buddhist shrine? If something is sacred to someone else and not to us, how should we treat it? Is it important to have sacred places? Why/not? Pose 3 questions for children to talk about in pairs, ready to vote. Can a place be sacred to one person and not another? Can any place be sacred? Could a place be sacred if there were no people who thought it was? Have a vote and record the results. Allow abstainers. Write up 2 words: SPECIAL, SACRED. In the light of what we have learnt, invite comments about what, if any, the difference is. A useful way to understanding is that sacred things could be said to be 'touched by God'.</i></p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p>Assessment opportunities: Communicate - Describe their own sacred place and how it makes them feel</p>	<p>RESOURCES: PowerPoints – <i>Buddhist Shine and Sacred Places?</i> Buddhist artefacts: stupa, prayer flags, Buddha rupas (statues), mandalas, incense, candles + lighter. Buddhist pictures. <i>Buddhism at KS2</i> Plasticine <i>Notice of Demolition</i> sheet. Gold paper for Buddhist temple pic. Music? <i>Camera Useful</i> weblink: www.reonline.org.uk/ > <i>Buddhism ks2 > devotional practices and objects</i> Buddhist temple jigsaw (Religion in Evidence). Helpful info: http://www.bristol-buddhist-centre.org/media/Introducing_Buddhist_Shrines_for_web.pdf</p>	<p>Cross-curricular links:</p> <p>DT – design a sacred place, explaining why it is sacred in its design.</p> <p>Art – drawing or painting their sacred place.</p> <p>IT - creating labels to explain why their place is sacred. Produce a guidebook for a sacred place.</p> <p>Drama - hot seating someone in role as a Christian or Muslim and asking them questions.</p> <p>English - writing a poem about their sacred place or a piece of writing.</p>

Year: 6	Theme/Unit: <i>Death ceremonies</i>
Term: Summer	
Key concept: <i>Peace</i>	
Intended learning outcomes: Children will be able to:	RE KS2
Step 1 describe in simple terms their response to the idea of a <i>death ceremony</i> for a leaf	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
Step 2 identify simple examples of how the idea of <i>death ceremonies</i> affects their lives and the lives of others	Spiritual: giving children the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
Step 3 identify and discuss the meaning of the word <i>ceremony</i>	Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.
Step 4 describe simply how Christians perform <i>death ceremonies</i>	Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.
Step 5 describe in simple terms the importance of <i>death ceremonies</i> to Christians.	Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Informed by the end of Year 2 age-related expectations	
Assessment opportunities:	Cross-curricular links:
Evidence can be gathered when children:	Art Using art opportunities to recreate the leaf and to use in a <i>ceremony</i> .
1 prepare group ceremonies for the leaf	Literacy Writing a storyboard of a Christian <i>death ceremony</i> and writing about the <i>ceremony</i> chosen for their leaf.
2 produce a storyboard of the Christian death ceremony	Drama Creating and carrying out a <i>ceremony</i> for the leaf and talking about the meaning afterwards with the class.
3 complete the sorting cards activity.	Philosophy for children (P4C) Enquiry into the importance of <i>death ceremonies</i> .
Resources:	
• Autumn leaves (one per pupil).	• Storyboard.
• A text about Christian death ceremonies from a child's perspective.	• Sorting cards.

Year 5 Summer term	Theme/Unit: Sacred places	RE KS2
Intended learning outcomes	Key concept: Sacred	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
1. Children can describe what people mean by sacred	Sequence of activities over several lessons: Step 1 – Enquire into the concept of sacred places Children brainstorm the word 'sacred' in small groups. Take feedback and compare ideas. <i>What might we mean by a 'sacred place'? Why might a place be sacred? Is there a difference between special and sacred? In what sort of ways might people show a place is sacred?</i> eg Music, pictures or colour, objects, stories or objects from stories, writing. <i>How would being in a sacred place make you feel or behave?</i> Step 2 – Contextualise the concept within religious practice (Lessons A & B) A) Remind children of any visits to local church/mosque, etc. – <i>what sort of atmosphere did it have? Was it different from any old place? Could it be described as sacred and if so what made it feel so?</i> Watch <i>Buddhism</i> at Key Stage 2 about Buddhist temples and shrines. <i>What makes the temple seem very special and contributes to its sense of being sacred? Why have people bothered to make it like this? How would you feel if you visited such a place?</i> Draw or paint a temple. Find out about the features on the internet and label. B) Sacred places don't just have to be buildings – some people make a sacred place in their homes. (See sheet <i>The Buddhist Home</i>). Look at objects you would find on a Buddhist shrine (PowerPoint Buddhist shrine + artefacts in resources). <i>Why candles? Why bodhi leaves? Why (lotus) flowers? Make the shrine and decorate with prayer flags which the children could make, cut out bodhi leaves, draw mandalas, pictures of Buddha etc.</i> Children make a card to put on the shrine explaining the meaning of each object. When finished, light candles and sit quietly for a few minutes, taking note of own thoughts. Leave the shrine set up if possible. Step 3 - Evaluate the concept of a sacred place to believers <i>What if we just had ceremonies in an ordinary house and there were no 'proper' churches or places of worship? No temples for Buddhists to visit? Would it be alright to swap so the Buddhists went to a church and vice versa? (remind children of all the crosses etc at St Faith's). Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? Say a Christian or Buddhist group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas.</i> Step 4 – Communicate the concept Children decide on what they would put on their own 'shrine'. Draw on paper first – 3 or 4 objects? <i>A photo, objects, words? What music might they want played? Decide on a value you think is important (love, freedom) and make a plasticine object to represent it. Make a label of explanation and take photos.</i> Each child may choose one thing to place on a class shrine which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen. Step 4 – Apply the concept Look at some of the things the children have chosen to put on the shrine and discuss. <i>Are they sacred or just special? What about the Buddhist shrine? If something is sacred to someone else and not to us, how should we treat it? Is it important to have sacred places? Why/not? Pose 3 questions for children to talk about in pairs, ready to vote. Can a place be sacred to one person and not another? Can any place be sacred? Could a place be sacred if there were no people who thought it was? Have a vote and record the results. Allow abstainers. Write up 2 words: SPECIAL, SACRED. In the light of what we have learnt, invite comments about what, if any, the difference is. A useful way to understanding is that sacred things could be said to be 'touched by God'.</i>	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Informed by end of Year 4 age-related expectations		Cross-curricular links:
Assessment opportunities:		DT – design a sacred place, explaining why it is sacred in its design. Art – drawing or painting their sacred place. IT – creating labels to explain why their place is sacred. Produce a guidebook for a sacred place. Drama - hot seating someone in role as a Christian or Muslim and asking them questions. English - writing a poem about their sacred place or a piece of writing.
Describe their own sacred place and how it makes them feel	RESOURCES: PowerPoints – <i>Buddhist Shine</i> and <i>Sacred Places?</i> Buddhist artefacts: stupa, prayer flags, <i>Buddharupas</i> (statues), mandalas, incense, candles + lighter. Buddhist pictures. <i>Buddhism at KS2</i> Plasticine <i>Notice of Demolition</i> sheet. Gold paper for Buddhist temple pic. Music? Camera Use! weblink: www.reonline.org.uk/ > Buddhism ks2 > devotional practices and objects Buddhist temple jigsaw (Religion in Evidence). Helpful info: http://www.bristol-buddhist-centre.org/media/Introducing_Buddhist_Shrines_for_web.pdf	

SUMMER TERM 2



SUMMER TERM 2- EYFS PLANNING

Key idea/concept: Special
Unit: Special clothes

RE development according to Living Difference	EYFS Practice Guidance (Early Learning Goals)
<p>Step 1: Communicate – <i>What is our experience of special clothes?</i></p> <ul style="list-style-type: none"> Children talk about their own special clothes – uniforms, party clothes etc <i>When do they wear them? Why?</i> <i>How do they feel when they wear them?</i> Children dress up/role play wearing special clothes (party/nurse/fireman) Children design special clothes Have visitors – policeman/woman, nurse, etc to talk about their special clothes 	<p>They recount experiences and imagine possibilities, often connecting ideas. <i>(Communication - Understanding)</i></p> <p>They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. <i>(Understanding of the World - The world)</i></p>
<p>Step 2: Apply – <i>How do special clothes make us feel?</i></p> <ul style="list-style-type: none"> Discuss with the children their feelings when wearing special clothes. <i>When do you not like to wear special clothes?</i> Show photos – fireman at a party? Doctor wearing a party dress in hospital? Discuss - <i>Are there some</i> 	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour. <i>(Personal, Social and Emotional Development - Managing feelings and behaviour)</i></p>

<p><i>places when you have to wear the right sort of special clothes?</i></p> <ul style="list-style-type: none"> Use persona doll – tell a story about one day she made a mistake and wore her pyjamas to a party ... <i>how did she feel?</i> Children dress classroom dolls in <i>special</i> and <i>not special</i> clothes 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p>
<p>Step 3: Enquire – <i>What does special mean?</i></p> <ul style="list-style-type: none"> Discuss – <i>what does special mean? What makes clothes special?</i> Card sorting – sort pictures of clothes into <i>special</i> and <i>not special</i> groups (see some suggestions on pages 36 - 37) 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p>
<p>Step 4a: Contextualise – <i>What special clothes do Christians wear?</i></p> <ul style="list-style-type: none"> Priest/vicar to visit – show special clothes – explain when they are worn. Children discuss their responses Teacher and pupils bring in examples of Christening clothes for display. Show pupils pictures of a Christian baby being christened in a church. Teacher and then 	<p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <i>(Understanding of the World - People and communities)</i></p>

<p>children role play using a doll (focus on <i>special clothes</i> for this special time)</p> <ul style="list-style-type: none"> Pupils draw pictures of the special clothes for the vicar or the Christian baby being christened 	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products. <i>(Expressive Arts and Design - Being imaginative)</i></p>
<p>Step 4b: Contextualise – <i>What special clothes do Hindus wear?</i></p> <ul style="list-style-type: none"> Show pictures of Hindu special clothes. Have some special Hindu clothes to dress up in (eg an Indian red/gold sari for Hindu wedding – show pictures) Children sort pictures of Hindu special clothes and Christian special clothes (use some of the cards on pages 36 – 37) 	<p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <i>(Understanding of the World - People and communities)</i></p>
<p>Step 5: Evaluate – <i>Are special clothes important?</i></p> <ul style="list-style-type: none"> Discuss with the children: <i>How would vicar feel if she or he could not wear special clothes?</i> <i>How would all the Christians in the church feel if the vicar did not wear the special clothes – would it matter?</i> <i>Would it matter if a baby could not wear christening clothes?</i> 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p>

SUMMER TERM 2- YEAR 1 PLANNING

Year: 1

Term: Summer 2

Intended learning outcomes:
Children will be able to:

Step 1 simply describe foods that are *special* to them

Step 2 describe how different foods are important to different people

Step 3 describe simply why some foods are *special*

Step 4 describe simply what Christians think about when they share their *special* food (*bread and wine*) (symbol)

Describe simply how Hindus share their *special* food (*Prashad*)

Step 5 describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus.

Informed by the end of Year 2 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

1 talk about/make a collage of their own *special* food

4/5 complete sheet – *What food is special for Christians? Why is it special? How would Christians feel if they could not have their special food?*

4/5 talk about Hindu Prashad and discuss its importance to Hindus.

Helen Green
Eison Infant School

Theme/Unit: *Special food*

Key concept: *Special*

Sequence of activities:

Step 1 – Communicate: *What food is special to me?*

- Teacher to describe/show photographs of food that is special to them (eg: photos of sharing special food with family, wedding/birthday cake), and give reasons.
- Talk with partners – share ideas of their own special foods.
- Children produce a collage showing a food that is special to them, eg: birthday cake, party food, Christmas dinner, Easter egg.

Step 2 – Apply: *Does everyone have the same special food?*

- Annotate collage – “My ... is special to me because ...”.
- Discussion – *Are there any foods that are special to all of us? Is this food always special? What if you had it every day? Is it special to everyone?*
- Develop the idea that food can be special for different reasons, and that different people have different special foods.

Step 3 – Enquire: *What makes some foods special?*

- In groups, make a list of foods which you think are special and when reporting back explain why. Sort photos into special/not special sets.
- Discuss what makes certain foods special. *Do you have your special food on your own? Who do you share your food with? What are you doing? When you have your special food, what does it make you think about?*
- Draw a picture of an occasion when you share your special food? Annotate picture with – “Special food makes me think about ...”.

Step 4 (a) – Contextualise: *What food is special for Christians?*

- Read/act out story of the *Last Supper*.
- Use books, artefacts and pictures to explain how Christians share their special food (celebrate Communion). Teacher explains/demonstrates how the bread and wine is shared.
- Discuss the symbolism of bread and wine for Christians.

Step 5 (a) – Evaluate: *Is it important for Christians to have their special food?* (Bread and wine)

- What if Christians were not allowed to share their special food? Would it matter? Why? Why not?* Discuss.
- Complete *Christian special food* sheet.

Step 4 (b) – Contextualise: *What food is special for Hindus?*

- Use books and pictures to explain *Prashad*. Explain how Hindus offer special food to their Gods during worship. The Gods bless the food and then everyone shares it.

Step 5 (b) – Evaluate: *Is it important for Hindus to have their special food?*

- What would happen if they did not have their special food? Would it make any difference? Why? Why not?* Discuss.

Resources:

- Food topic box from the RE Centre (tel: 01962 863134)
- Photographs to sort in to *special/not special*.
- Story of the *Last Supper*.
- Books showing Christian Holy communion/ artefacts.
- Books and pictures to explain Prashad.

RE KS1

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

Spiritual: developing the ability to be reflective about their own beliefs and their interest in different people's faiths, feelings and values.

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

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

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

Cross-curricular links:

Art

Using collage techniques to produce displays of *special* food. Painting scenes of when *special* food is eaten.

Design and Technology

Special foods could be agreed on in groups and made with help during class time for a *special* occasion.

Literacy

Talking about their own *special* food and giving reasons. Writing about the food that is *special* for Christians and/or Hindus, using writing frames or not depending on need.

SUMMER TERM 2- YEAR 2 PLANNING

Shalfleet

Year: 2
Term: Summer 2

Theme/Unit: *Ideas about God*

Key concept: *God*

Intended learning outcomes:

- Children will be able to:
- Step 1:** describe in simple terms their response to the concept of *God*
- Step 2:** identify simple examples of when they and others think about *God*
- Step 3:** identify and talk about the concept of *God*
- Step 4:** simply describe ways in which the concept of *God* is expressed in Christianity and Hinduism
- Step 5:** evaluate the concepts by describing in simple terms the value of *God* to Christians and Hindus.
- Informed by end of Year 2 age-related expectations

- Assessment opportunities:**
Evidence can be gathered when pupils:
- express own ideas about *God*
 - compare responses
 - write definitions
 - identify and discuss characteristics
 - order cards and discuss.

Amy White, Hart Plain Infant School and Rachel Selman, Brockhurst Infant School

Sequence of activities:

- Step 1 – Communicate own responses to concept of *God***
- Children close eyes and teacher asks them to imagine *if God came into the room, what would God be like?*
 - Share ideas (if this does not work, try prompt questions). *Do you think God might be ... old or young, big or small, man or woman, seen or unseen, powerful or weak, happy or sad, kind or cruel, etc.*
 - Children paint, draw, discuss or write poems, etc, expressing own ideas about *God*.
- NB:** All children's responses should be accepted.
- Step 2 – Apply the concept to different situations**
- Discuss: *If you were to think about God – when would that be?*
 - Pupils draw and annotate those situations, eg: when scared, happy, sad, in a beautiful place.
 - Pupils compare responses.
- Step 3 – Enquire into the concept of *God***
- Pupils think about and write definitions, descriptions of *God*.
 - Brainstorm and collate ideas.
 - As a class, discuss whether there can be some common elements which describe a definition.
- Step 4a – Contextualise the concept in religious practice and belief for Christians**
- Tell some stories which show the nature of *God*, eg: Moses and the burning bush (Exodus 3), crossing the Red Sea, Daniel in the lions den (Daniel 8), David and Goliath (Samuel 1).
 - Discussion points – *What did God do in this story? What did the people think about God in this story? What words would you use to describe God in this story?*
 - Distribute photocopies of hymns which describe *God*. Pupils underline words that describe *God*, collate ideas and emphasise that these are Christian descriptions of *God*.
- Step 4b – Contextualised continued**
- Children draw pictures of mum's and dad's roles, eg: cook, chauffeur. Draw two more things mum and dad are good at. Hindus believe there is one *God*, but with many images and talents.
 - Show Ganesh – Hindus believe *God* is powerful like an elephant. Lakshmi – *God* is generous and kind like this woman. Rama – *God* is brave, *God* fights evil, remind them of story of Ramayana.
 - Pupils create displays of Hindu deities and annotate with characteristics.
- Step 5 – Evaluate the concept of *God***
- Pupils create displays of Hindu deities and annotate with characteristics.
 - Discuss – *Why do you think God is important to Christians and Hindus?*
 - Pupils order cards into priority – for a Hindu, for a Christian, for them, eg: *God helps them, God has power, God loves them, God makes them feel safe.*
 - Pupils complete thought bubbles for a Christian, a Hindu, each pupil – *"I think God is ..."*

- Resources:**
- Bible stories
 - photocopies of hymns
 - images of Hindu gods (available in the artefact boxes from the RE centre).

RE KS1

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

- Spiritual:** providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.
- Moral:** developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.
- Social:** sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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

Cross-curricular links:

- Art**
Using art and craft opportunities to develop the concept and to explore it through looking at Christian and Hindu traditions.
- Philosophy for children (P4C)**
Conducting an enquiry into the nature of *God* with peers.
- Literacy**
Opportunities to listen and respond to stories and to consider the meaning of the story for religious people.
Writing their own thoughts out about *God*.
Considering and writing their definitions of *God*.

Year: 1
Term: Summer 2

Theme/Unit: *Special food*

Key concept: *Special*

Intended learning outcomes:
Children will be able to:

- Step 1** simply describe foods that are *special* to them
- Step 2** describe how different foods are important to different people
- Step 3** describe simply why some foods are *special*
- Step 4** describe simply what Christians think about when they share their *special food (bread and wine)* (symbol)
Describe simply how Hindus share their *special food (Prashad)*
- Step 5** describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus.

Informed by the end of Year 2 age-related expectations

- Assessment opportunities:**
Evidence can be gathered when children:
- talk about/make a collage of their own *special food*
 - complete sheet – *What food is special for Christians? Why is it special? How would Christians feel if they could not have their special food?*
 - talk about Hindu Prashad and discuss its importance to Hindus.

Helen Green, Elson Infant School

Yarmouth

RE KS1

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

- Spiritual:** developing the ability to be reflective about their own beliefs and their interest in different people's faiths, feelings and values.
- Moral:** developing an ability to understand and appreciate the viewpoints of others on these issues.
- Social:** sharing our own experiences and responding to the experiences of others. Working and socialising with others in a range of learning opportunities.
- Cultural:** willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

- Art**
Using collage techniques to produce displays of *special food*. Painting scenes of when *special food* is eaten.
- Design and Technology**
Special foods could be agreed on in groups and made with help during class time for a *special occasion*.
- Literacy**
Talking about their own *special food* and giving reasons.
Writing about the food that is *special* for Christians and/or Hindus, using writing frames or not depending on need.

Sequence of activities:

- Step 1 – Communicate: *What food is special to me?***
- Teacher to describe/show photographs of food that is special to them (eg: photos of sharing special food with family, wedding/birthday cake), and give reasons.
 - Talk with partners – share ideas of their own special foods.
 - Children produce a collage showing a food that is special to them, eg: birthday cake, party food, Christmas dinner, Easter egg.
- Step 2 – Apply: *Does everyone have the same special food?***
- Annotate collage – *"My ... is special to me because ..."*
 - Discussion – *Are there any foods that are special to all of us? Is this food always special? What if you had it every day? Is it special to everyone?*
 - Develop the idea that food can be special for different reasons, and that different people have different special foods.
- Step 3 – Enquire: *What makes some foods special?***
- In groups, make a list of foods which you think are special and when reporting back explain why. Sort photos into special/not special sets.
 - Discuss what makes certain foods special. *Do you have your special food on your own? Who do you share your food with? What are you doing? When you have your special food, what does it make you think about?*
 - Draw a picture of an occasion when you share your special food? Annotate picture with – *"Special food makes me think about ..."*
- Step 4 (a) – Contextualise: *What food is special for Christians?***
- Read/act out story of the Last Supper.
 - Use books, artefacts and pictures to explain how Christians share their special food (celebrate Communion). Teacher explains/demonstrates how the bread and wine is shared.
 - Discuss the symbolism of bread and wine for Christians.
- Step 5 (a) – Evaluate: *Is it important for Christians to have their special food? (Bread and wine)***
- What if Christians were not allowed to share their special food? Would it matter? Why? Why not?* Discuss.
 - Complete Christian special food sheet.
- Step 4 (b) – Contextualise: *What food is special for Hindus?***
- Use books and pictures to explain Prashad. Explain how Hindus offer special food to their Gods during worship. The Gods bless the food and then everyone shares it.
- Step 5 (b) – Evaluate: *Is it important for Hindus to have their special food?***
- What would happen if they did not have their special food? Would it make any difference? Why? Why not?* Discuss.

- Resources:**
- Food topic box from the RE Centre (tel: 01962 863134)
 - Photographs to sort in to special/not special.
 - Story of the Last Supper.
 - Books showing Christian Holy communion/ artefacts.
 - Books and pictures to explain Prashad.

SUMMER TERM 2- YEAR 3 PLANNING

Year 3 Summer 2	Theme/Unit: Raksha Bandhan	RE KS2
Intended learning outcomes <ol style="list-style-type: none"> Children can express a personal response to the concept of <i>protection</i>. Children can describe how the concept can be applied in their own and others' lives. Children can describe what <i>protection</i> means. Children can describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan. Children describe the value, for Hindus, of celebrating <i>protection</i>. 	Key concept: <i>Protection</i> <p>Sequence of activities over several lessons:</p> <p>Step 1 Communicate: what does protection mean to me? Circle time: <i>what makes you feel safe? How and when do you feel protected? What or who protects you?</i></p> <p>Step 2 Apply: how is protection significant in pupils' experience? Create scenarios where protection and being kept safe is important. Using prompt cards, children explore the scenarios through drama. Take photos and display on IWB with speech bubbles added. Discuss: <i>Do we always want to be protected? Why/not? Are there times when we want to look after ourselves? When? Why?</i></p> <p>Step 3 Enquire: what does protection mean? Ask children to give an example of protection from everyday life – drama? <i>Can we say what protection means?</i> In pairs, children come up with a short definition to share. Discuss. Discuss what <i>protection</i> means by demonstrating making a concept map on board. Include people who keep us safe. Generate question for a visiting policeman, fire officer, coastguard officer, for example.</p> <p>Step 4 Contextualise: how do different cultures and religions express their ideas about protection? Show a <i>rakhi</i> – ask children to speculate on use, origins, etc. <i>Why/how used? By whom? Might it be important? What, if anything, could it have to do with protection?</i> Tell the story of the great God Indra and his <i>rakhi</i> of protection. Demonstrate how a Hindu brother and sister would exchange a <i>rakhi</i> and gifts. Talk about the idea of <i>protection</i> and show that sisters can care for their brothers. Each child makes a simple <i>rakhi</i> out of card, tinsel and thread. Make <i>rakhi</i> cards; children write an appropriate greeting inside. Read the traditional tale <i>The Mango Tree</i>.</p> <p>Step 5 Evaluate: what is the value of the concept of protection to believers? Whole class discussion/debate. <i>What difference does protection make? What would happen if Hindus did not have <i>rakhis</i>? Would they still be able to protect each other? Is it important for them to think about protection? Why/not?</i></p>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and <i>socialising</i> with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
Informed by end of Year 4 age-related expectations	Resources: Raksha Bandhan resources available to borrow from the RE Centre (01962 863134) <i>The Mango Tree</i> (version by Jamila Gavin ISBN 0435091514). <i>Rakhi</i> (available from Articles of Faith and TTS). Lots of info on: www.rakhifestival.com/rakhi-legends/indra.html Also www.davora.co.uk Thread, tinsel, sequins, fabric, etc for making <i>rakhi</i> . Examples or picture of Raksha Bandhan greetings cards. Visit from someone who protects us.	Cross-curricular links: <p>Art Making a <i>rakhi</i> and <i>rakhi</i> card.</p> <p>Drama Role play scenarios about being kept safe.</p> <p>Philosophy for children (P4C) Enquiry into the meaning of <i>protection</i>.</p> <p>English Speech bubble. <i>Rakhi</i> card sentiments.</p>
Assessment opportunities:		
Photo display with speech bubbles Concept map <i>Rakhi</i> and <i>rakhi</i> card Class debate.		



SUMMER TERM 2- YEAR 4 PLANNING

Year Group – Year 4 Term – Summer 2	Theme/Concept – Myth	RE Medium Term Planning
	Key Concept – Myth	
Intended Learning Outcomes: Step 1: To describe the meaning of <i>myth</i> . Step 2: to describe the ways in which <i>myths</i> reveal the beliefs and values of the religions studied. Step 3: To evaluate the concept <i>myth</i> by describing the value of <i>myth</i> to believers and by describing an issue raised. Step 4: To describe their own responses to <i>myth</i> . Step 5: To describe how their responses to <i>myth</i> can be applied in their own and others' lives.	Sequence of Activities: Enquire – Discuss different ideas with pupils. Avoid telling them your own interpretation but encourage them to think of their own descriptions. Collect ideas from the pupils by creating a 'myth wall'. Refer to Myths and Legends website with examples of myths http://myths.e2bn.org . Pupils contribute ideas and discuss whether they think these are myths or stories. Discuss what they think the difference is between a myth and a story. Pupils imagine they are archaeologists – find a scroll in a tomb (see pages 30 and 22 for stories of Demeter or Nut's Children). Pupils read the stories. Pupils discuss in pairs and note what they can tell about the people who wrote the myth/story. Collate ideas as a class and discuss. Discuss – Are these myths or stories? Why? Contextualise – The myths explored should be from Christianity and the other religion in focus in the year group. (See suggested myths, resources and ideas from page 15 of this pack). Pupils work in groups. Give each group a myth to read and for each myth they briefly discuss the following and record in groups. Place answers on post-it notes. 1. What are the most important things the myth is about? 2. What are the values or beliefs expressed in the myth? 3. Why might the myth be important? Pupils contribute their post-it notes and discuss as a class. Pupils individually complete the writing frame. Possible responses might include: Christian myths (obedience / authority / God as rule giver) Evaluate – <u>Use</u> the statement cards on the following page. Pupils work in pairs or small groups and each pair or group has a set of cards to sort. They imagine themselves to be sorting the cards as a Christian in response to the Christian myth(s) explored. They may put them into groups "agree with" and "disagree with" or in order of importance. In class discussion pupils explain their reasons for what they feel about the statements. Discuss: o Are these myths still told? o Would it matter if they were not told? a What's the point? Pupils sort cards in the same way being in role as a believer from the other religion explored. Hold an imaginary press conference with the class. Put pupils in the "hot seat". The person in the "hot seat" should be playing the part of the believer in a particular faith (relating to the myth explored). They should give reasons/justification for religious myths when asked questions. Assessment writing Pupils write press release in role as the religious person. Communicate – Pupils write their own myth expressing one of their own beliefs or values using a structure to help them. They might use a storyboard format. They should consider: the characters; the incident; the beginning, middle and the end; the story or value which is the central idea. Pupils listen to each other's myths. Are they myths or stories? Discuss their responses as a class. Apply – <u>Pupils</u> consider their own and others' myths. Would any of them inform humankind about a profound/important truth about the world or about God or about good and evil or about how the world will end? (e.g. imagine a myth about "How the World Died". How will our future myth teach the people about how the world will end up as it will?) Discuss. Resources: iPads, chat box, examples of artwork, assessment sheet,	Cross-Curricular Links: PSHE – Personal feelings English – Myths and Legends English – Written assessment Computing - Research
Assessment Opportunities: 1. Their response to what <u>are</u> key messages in the myths? 2. Their responses to what are the most important things the myth is about? 3. Their responses to why might the myth be important? 4. Their contributions to myth wall. 5. Their response whether it matters if myths are no longer told. 6. Assessment questions writing		

Yarmouth

Year 3 Summer 2	Theme/Unit: Raksha Bandhan	RE KS2
Intended learning outcomes 1. Children can express a personal response to the concept of <i>protection</i> . 2. Children can describe how the concept can be applied in their own and others' lives. 3. Children can describe what <i>protection</i> means. 4. Children can describe how <i>protection</i> is expressed by Hindus in the festival of Raksha Bandhan. 5. Children describe the value, for Hindus, of celebrating <i>protection</i> . Informed by end of Year 4 age-related expectations Assessment opportunities: Photo display with speech bubbles Concept map Rakhi and rakhi card Class debate.	Key concept: Protection Sequence of activities over several lessons: Step 1 Communicate: what does protection mean to me? <i>Circle time: what makes you feel safe? How and when do you feel protected? What or who protects you?</i> Step 2 Apply: how is protection significant in pupils' experience? Create scenarios where protection and being kept safe is important. Using prompt cards, children explore the scenarios through drama. Take photos and display on IWB with speech bubbles added. <i>Discuss: Do we always want to be protected? Why/not? Are there times when we want to look after ourselves? When? Why?</i> Step 3 Enquire: what does protection mean? Ask children to give an example of protection from everyday life – drama? <i>Can we say what protection means?</i> In pairs, children come up with a short definition to share. Discuss. Discuss what <i>protection</i> means by demonstrating making a concept map on board. Include people who keep us safe. Generate question for a visiting policeman, fire officer, coastguard officer, for example. Step 4 Contextualise: how do different cultures and religions express their ideas about protection? Show a rakhi – ask children to speculate on use, origins, etc. <i>Why/how used? By whom? Might it be important? What, if anything, could it have to do with protection?</i> Tell the story of the great God Indra and his rakhi of protection. Demonstrate how a Hindu brother and sister would exchange a rakhi and gifts. Talk about the idea of <i>protection</i> and show that sisters can care for their brothers. Each child makes a simple rakhi out of card, tinsel and thread. Make rakhi cards; children write an appropriate greeting inside. Read the traditional tale <i>The Mango Tree</i> . Step 5 Evaluate: what is the value of the concept of protection to believers? Whole class discussion/debate. <i>What difference does protection make? What would happen if Hindus did not have rakhis? Would they still be able to protect each other? Is it important for them to think about protection? Why/not?</i> Resources: Raksha Bandhan resources available to borrow from the RE Centre (01962 863134) <i>The Mango Tree</i> (version by Jamila Gavin ISBN 0435091514). Rakhi (available from Articles of Faith and TTS). Lots of info on: www.rakhi festival.com/rakhi-legends/indra.html Also www.davora.co.uk Thread, tinsel, sequins, fabric, etc for making rakhi . Examples or picture of Raksha Bandhan greetings cards. Visit from someone who protects us.	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs. Cross-curricular links: Art Making a rakhi and rakhi card. Drama Role play scenarios about being kept safe. Philosophy for children (P4C) Enquiry into the meaning of <i>protection</i> . English Speech bubble. Rakhi card sentiments.

SUMMER TERM 1 - YEAR 5 PLANNING

<p>Year 5 Summer 2</p>	<p>Theme/Unit: <u>Umma</u></p>	<p>RE KS2</p>
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> 1. Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far. 2. Pupils can explore the emotions associated with rites of passage. 3. Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives. 4. Pupils can explain the meaning of Zakat <u>and</u> <u>Hajj</u> 5. Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers. <p>Informed by end of Year 6 age-related expectations</p>	<p>Key concept: <i>Hajj and Zakat</i></p> <p>Sequence of activities over several lessons:</p> <p>Step 1 Communicate: what do rites of passage mean to me? Ask pupils to think back over the important events in their lives. They make their own life-line showing important events. Explore metaphor 'life as a journey' with milestones, crossroads, etc. Pupils identify and share points on their life-line where important changes took place – eg changing school, new baby brother or sister born, someone died, someone married, new house, joining a club. <i>How were these occasions marked?</i> Talk about the rituals of the above, give examples from my life, birthdays and/or senior school prom (showing photos if possible). Introduce the term 'rites of passage' and introduce graduation as an important rite. Why could this be a rite of passage. Use it to get the definition about these events showing how life is moving from one state to another. What rite of passage would you create that doesn't already exist. Give the children a chance to design their very own. What would it be called, how is it celebrated?</p> <p>Step 2 Enquire: what do people mean by rites of passage? Rites of passages can often show how you are growing up and becoming more of an adult. These passages have been prevalent throughout history and in different cultures. We are going to watch a video of a tribe in the Amazon and a rite of passage they go through https://www.youtube.com/watch?v=29fiGlr0cuQ. I want you to think about questions you would like to explore based on the emotions of the rites of passage, particularly on young people. Children are to generate questions to vote on and then decide together which one to discuss. Bring together discussion ideas as a class. Children are then to summarize what a rite of passage means to a person in a sentence.</p> <p>Step 3 Apply: how are rites of passage significant? Now we are going to think of a range of passages we are familiar with and think about whether they are always significant - marriages, joining ceremonies, naming ceremonies, baptisms... <i>Are they important? In what way? Are there times when we would rather do without them? How do they make us or the person involved feel? Does everyone mark such occasions in the same way? Does it matter?</i> I am going to give a range of different scenarios where the children, in pairs, will need to <u>make a decision</u> on these situations.</p> <p>Step 4 Contextualise: how do different cultures and religions express their ideas about rites of passage? Look at the 5 Pillars of the Islam. Identify what each one is and the children are to put them into orders of importance. Focus on Zakat, have a debate on this, is this something other religions or the world in general could take up or is this in fact a negative that could hinder people rather than help? Explain that one of the biggest rites of passage for a Muslim is Hajj. This is a journey that shows their utter devotion to Allah and can be taken once you have gone through puberty but can be taken at any time. Hand the children out a QR coded map. In 3's on sugar paper they are going to plot the Hajj journey in an artistic way giving clear information as they go.</p> <p>Step 5 Evaluate: what is the value of rites of passage to me and to believers? In pairs sort the Hajj statement cards according to agree/disagree from the point of view of a Muslim and stick them onto concentric circles template in groups then feedback. Look for good explanations of ideas. Finally, <i>what do we think about rites of passage? What if a Muslim pupil asked for time off school to go on the Hajj, for instance? Give the children a range of scenarios where they need to show their understanding of the significance of Hajj in their answers.</i></p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.</p> <p>Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and responding to the experiences of others.</p> <p>Cultural: developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.</p> <p>Cross-curricular links:</p> <p>PHSE: discussing what are meant by <i>rites of passage</i> and 'life as a journey' in their experience.</p> <p>Literacy: writing a response to government decree. Agreeing keywords.</p> <p>Computing – Using QR codes with iPads</p> <p>Philosophy for children (P4C) Opportunities for an enquiry into the concept and exploring different ideas about <i>rites of passage</i>.</p>

SUMMER TERM 2- YEAR 6 PLANNING

RE KS2

Year group: 6	Theme/unit: <i>What does it mean to be a Muslim today?</i>	RE medium-term planning
Term:	Key concept: <i>Peace</i>	
Intended learning outcomes: Children will be able to:	Sequence of activities:	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
<p>Step 1: Enquire: explain the meaning of <i>peace</i>.</p> <p>Step 2: Contextualise: explain the significance of <i>peace</i> through submission for Muslims.</p> <p>Step 3: Evaluate: explain the concept of <i>peace</i> by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to <i>peace</i>.</p> <p>Step 4: Communicate: express a personal response to <i>peace</i> in their own experience.</p> <p>Step 5: Apply: explain examples of how their responses and ideas about <i>peace</i> affect the way they and others behave.</p>	<p>Step 1: Enquire: <i>What does peace mean?</i></p> <ul style="list-style-type: none"> Introduce a period of silence – ask the children what is happening and how they feel. At the end explain the concept they will look at is <i>peace</i>. In small groups discuss words and images associated with <i>peace</i>. List words on whiteboard. Through art or poetry, pupils create responses to the concept of <i>peace</i>. Discuss each other's presentations. <p>Step 2: Contextualise: <i>How do Muslims find peace in Islam?</i></p> <ul style="list-style-type: none"> Tell story to the children about the revelation of the Qur'an to Mohammed (pbuh). Play the class the song <i>Small deeds</i> by Native Deen. Talk about the song's message. Ask the class to write a song or poem about <i>peace</i> and perform/recite to the class. Explore Sawm, the fasting during Ramadan via a class clip. Hot seat some pupils in role as Muslims and other pupils ask about their feelings during Ramadan. Pupils write a diary entry of a Muslim child explaining their feelings at the end of Ramadan. <p>Step 3: Evaluate: <i>Is it important for Muslims to feel peace in their religion?</i></p> <ul style="list-style-type: none"> Discuss: <i>Why do you think Muslims might want to feel peace? Can they feel peace anywhere? Do you think it is useful for them to seek peace through prayer, fasting etc?</i> Children write in their RE books: <i>I can explain why it is important for Muslims to feel peace in their religion ...</i> <p>Step 4: Communicate: <i>What do we think about peace?</i></p> <ul style="list-style-type: none"> Pupils discuss in pairs or at circle time when they feel <i>peace</i>. <i>What helps them feel peace?</i> Think of things they like to look at which helps them feel at peace. Discuss with a neighbour. Use these items or create some to help pupils to practice a few minutes of peaceful meditation. Then ask if anyone would like to share their feelings and reactions. <p>Step 5: Apply: <i>What are different ideas about peace?</i></p> <ul style="list-style-type: none"> Discuss: <i>Is being at peace always good? Can people feel at peace all the time? Would that be good?</i> Pupils consider and contribute to class list – when to feel peaceful and when not. 	
Assessment opportunities: Evidence can be gathered when pupils:	Resources:	Spiritual: opportunities to reflect on what <i>peace</i> means and how they feel at <i>peace</i> .
<ol style="list-style-type: none"> Through art or poetry, create their responses to peace. Write a song or poem about peace. Give verbal responses to the hot-seating activity. Write diary entry about fasting during Ramadan. Write in their RE books about the importance of peace to Muslims. 	<ul style="list-style-type: none"> <i>Islam</i> KS2 RE teaching pack (available to purchase from RE Centre 01962 863134) Class clips 	Moral: discussion of times when there is not <i>peace</i> and why this is so.
		Social: how others think about <i>peace</i> and what they do about it.
		Cultural: appreciation of the way others feel about <i>peace</i> and how this is represented through art, music and writing.
		Cross-curricular links:
		Art: representing ideas through artwork and consideration of how it express their thoughts.
		Music: appreciating the wide range of music in Great Britain and what is used for.
		English: writing a poem about <i>peace</i> , evaluating a concept from someone else's view point.
		PHSE: practising peacefulness and discussing how helpful this is in class.

Yarmouth

Year 5 Summer 2	Theme/Unit: <u>Umma</u>	RE KS2
Intended learning outcomes	Key concept: <i>Hajj and Zakat</i>	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
<ol style="list-style-type: none"> Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far. Pupils can explore the emotions associated with rites of passage. Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives. Pupils can explain the meaning of <i>Zakat</i> and <i>Hajj</i>. Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers. 	<p>Sequence of activities over several lessons:</p> <p>Step 1 <i>Communicate: what do rites of passage mean to me?</i> Ask pupils to think back over the important events in their lives. They make their own life-line showing important events. Explore metaphor 'life as a journey' with milestones, crossroads, etc. Pupils identify and share points on their life-line where important changes took place – eg changing school, new baby brother or sister born, someone died, someone married, new house, joining a club. <i>How were these occasions marked?</i> Talk about the rituals of the above, give examples from my life, birthdays and/or senior school prom (showing photos if possible). Introduce the term 'rites of passage' and introduce graduation as an important rite. Why could this be a rite of passage. Use it to get the definition about these events showing how life is moving from one state to another. What rite of passage would you create that doesn't already exist. Give the children a chance to design their very own. What would it be called, how is it celebrated?</p> <p>Step 2 <i>Enquire: what do people mean by rites of passage?</i> Rites of passages can often show how we are growing up and becoming more of an adult. These passages have been prevalent throughout history and in different cultures. We are going to watch a video of a tribe in the Amazon and a rite of passage they go through https://www.youtube.com/watch?v=29flGlr0CuQ. I want you to think about questions you would like to explore based on the emotions of the rites of passage, particularly on young people. Children are to generate questions to vote on and then decide together which one to discuss. Bring together discussion ideas as a class. Children are then to summarize what a rite of passage means to a person in a sentence.</p> <p>Step 3 <i>Apply: how are rites of passage significant?</i> Now we are going to think of a range of passages we are familiar with and think about whether they are always significant - marriages, joining ceremonies, naming ceremonies, baptisms... <i>Are they important? In what way? Are there times when we would rather do without them? How do they make us or the person involved feel? Does everyone mark such occasions in the same way? Does it matter?</i> I am going to give a range of different scenarios where the children, in pairs, will need to <u>make a decision</u> on these situations.</p> <p>Step 4 <i>Contextualise: how do different cultures and religions express their ideas about rites of passage?</i> Look at the 5 Pillars of the Islam. Identify what each one is and the children are to put them into orders of importance. Focus on <i>Zakat</i>, have a debate on this, is this something other religions or the world in general could take up or is this in fact a negative that could hinder people rather than help? Explain that one of the biggest rites of passage for a Muslim is <i>Hajj</i>. This is a journey that shows their utter devotion to Allah and can be taken once you have gone through puberty but can be taken at any time. Hand the children out a QR coded map. In 3's on sugar paper they are going to plot the <i>Hajj</i> journey in an artistic way giving clear information as they go.</p> <p>Step 5 <i>Evaluate: what is the value of rites of passage to me and to believers?</i> In pairs sort the <i>Hajj</i> statement cards according to agree/disagree from the point of view of a Muslim and stick them onto concentric circles template in groups then feedback. Look for good explanations of ideas. Finally, <i>what do we think about rites of passage? What if a Muslim pupil asked for time off school to go on the Hajj, for instance? Give the children a range of scenarios where they need to show their understanding of the significance of Hajj in their answers.</i></p>	<p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.</p> <p>Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and responding to the experiences of others.</p> <p>Cultural: developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.</p> <p>Cross-curricular links:</p> <p>PHSE: discussing what are meant by <i>rites of passage</i> and 'life as a journey' in their experience.</p> <p>Literacy: writing a response to government decree. Agreeing keywords.</p> <p>Computing – Using QR codes with iPads</p> <p>Philosophy for children (P4C) Opportunities for an enquiry into the concept and exploring different ideas about <i>rites of passage</i>.</p>
Informed by end of Year 6 age-related expectations		

SUBJECT LEAD MONITORING FORMS

Shalfleet



Autumn Term
21-22



Spring Term 1
21-22



Spring Term 2
21-22



Summer term
21-22

Yarmouth



Autumn Term
21-22



Spring Term 1
21-22



Spring Term 2
21-22



Summer Term
21-22

COLLECTIVE WORSHIP



Whole School
Collective Worship 2021



Federation CW
Key Stage



Federation Friday
CW



Themes and ideas
for CW

https://drive.google.com/drive/folders/1I0HHrphOKceh_H3AbdKIHxIw85jAZSZ8

Link to additional photos from Collective Worship

COLLECTIVE WORSHIP VISITORS



Reverend Jackie Maw
Shalfleet vicar led Whole School
Collective Worship
13.10.21
St Luke



Reverend Jackie Maw
Shalfleet Vicar led Whole School Collective Worship
06.04.2022
Holy Week



Open the Book
Thursday 26th May



Reverend Jackie Maw
Leading Whole School Worship on
Determination.
July 2022

Harvest



Harvest Service
2021

Harvest Festival

We have now sent all of your amazing donations to the foodbank & would like to say a massive "Thank You!".



Christingle

Due to being in class bubbles we were unable to hold our usual Christingle Service so we had to hold it via Zoom. Teachers recorded their class lighting the candles and singing the carol. Mr Cook was then able to use all the videos and the recording for Mrs Grainger into a federation Christingle Video.



<https://youtu.be/tbhPMMRLhSM>



Christmas

Due to being in class bubbles we were unable to hold our usual Christmas Service so we had to hold it via Zoom. Teachers recorded their class lighting singing carols. Mr Cook was then able to use all the videos and the recording for Mrs Grainger into a federation video for parents.



Easter



Easter Collective
Worship Service

Leaver's Service



Leavers Service 22

What are the requirements for SMSC?

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

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

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

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

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

Spiritual:

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

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

Moral:

The moral development of pupils is shown by their:

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

Social:

The social development of pupils is shown by their:

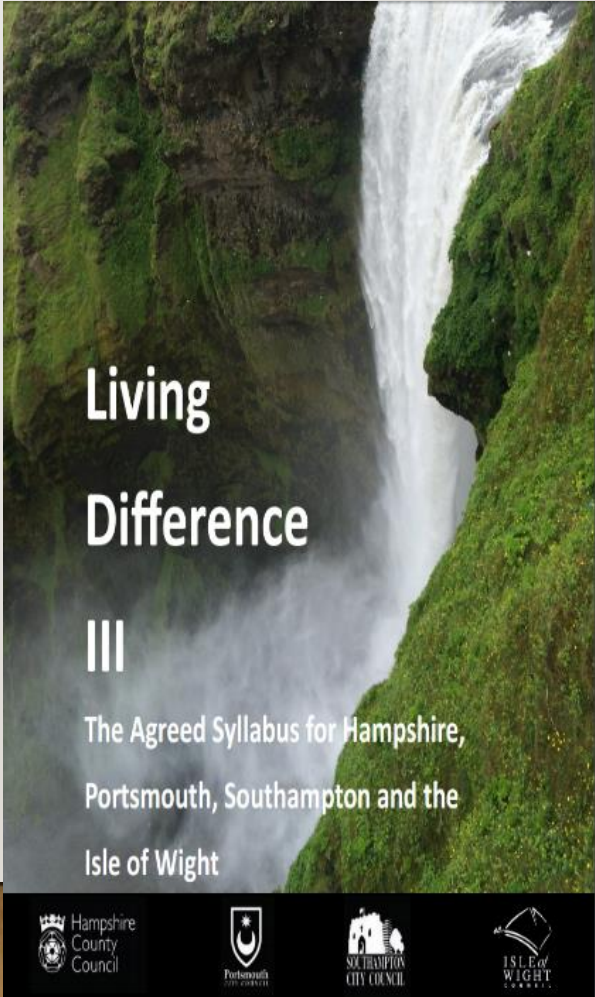
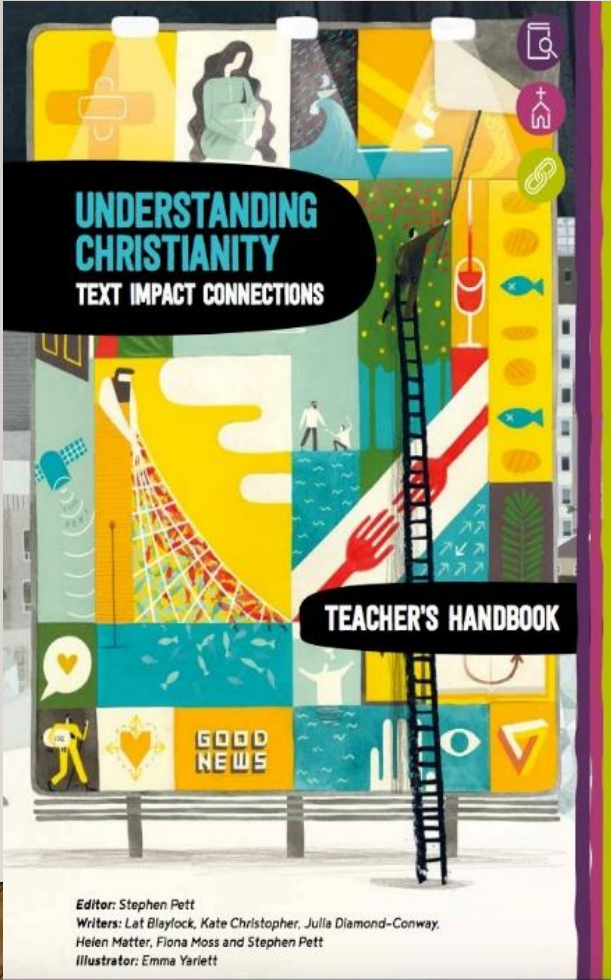
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Children are encouraged to discuss the concept together in small groups and as a class and to hear those with different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

Cultural:

The cultural development of pupils is shown by their:

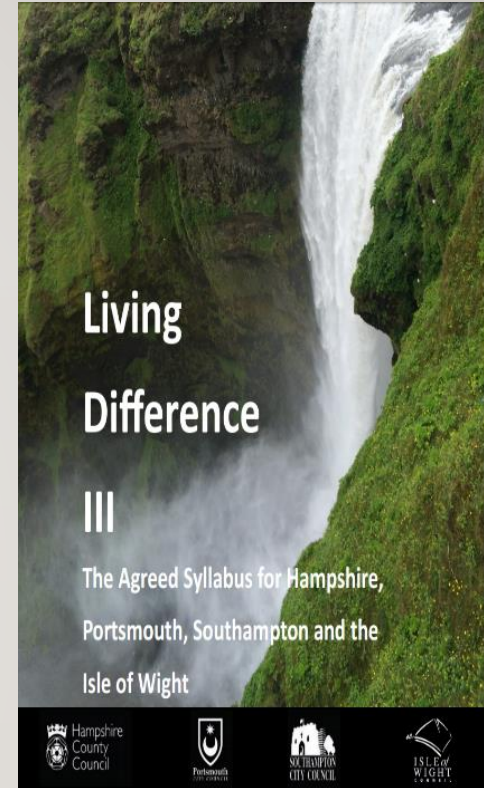
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	The diversity within a religious tradition can be shown in art, photos, stories from across the world and imagery used within RE. Careful consideration should be given to show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

UNDERSTANDING CHRISTIANITY AND LIVING DIFFERENCE III

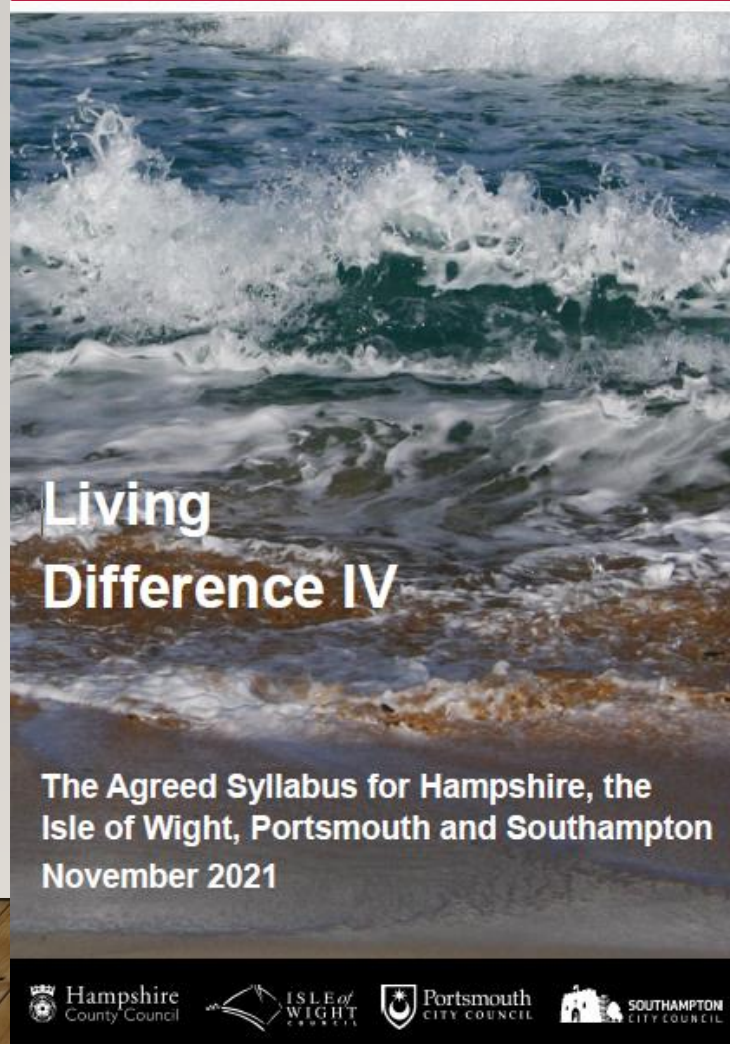


Hampshire advice

- Because Living Difference III is your agreed syllabus, “It is important to remember that you should follow the cycle of enquiry for every block of RE work.”
- “Understanding Christianity can be used to add further information, especially at the Contextualise and Evaluate steps.”
- **But:** “SIAMs inspectors consider the UC resources and planning to be the benchmark for providing a rich and varied enquiry approach to raise the religious literacy of all children.”



LIVING DIFFERENCE IV



In December 2021 Hampshire, The Isle of Wight, Portsmouth and Southampton launched Living Difference IV.

This is the agreed syllabus for RE to be implemented by schools in September 2022

Jennie Thompson and Jess Mowle attended the launch of Living Difference IV on the 12th January 2022

It has been uploaded onto the school website alongside Living Difference III which is still in effect until September.

During the Summer term it will be introduced and rolled out to staff.

Yarmouth and Shalfleet C.E. Primary School SIAMS Action Plan 2021-22

Target/Linked to the FDP	Actions	Success Criteria	Outcomes/Impact
<p>To develop the children's expertise in regularly planning and leading worship to enable them to have more ownership.</p>	<p>Collective Worship Support groups of children established at each school</p> <p>Provide further opportunities for children to lead elements of the whole school Collective Worship</p> <p>In KS2 classes, teachers to provide the children with the opportunity to plan and lead class worship at some point throughout the year at an age appropriate level</p> <p>To establish the spirit group, with children from years 1-5 to meet with RE leaders to evaluate and improve the Collective Worship experience.</p> <p>Children to begin to use the happening cards, to support children in leading class collective worship – in UKS2 with children recording their planning and evaluation</p>	<ol style="list-style-type: none"> 1. Each school to have a regular Collective Worship Support group 2. More opportunities are provided for the children to lead aspects of the Collective Worship 3. Children to plan and lead (at an age appropriate level) elements of their class in KS2 worship at least once per term 4. Spirit group is set up with children from year 1-5, <u>meeting</u> with the RE leaders evaluation and improving the CW experience 5. Children will have begun to use the happening cards in UKS2 to lead class worship 	<p>Children's expertise in regularly planning and leading worship has enabled them to have more ownership.</p> <p><i>Children have been leading class worships and inputting to whole school worships. Due to the CV-19 pandemic, we have not been able to implement this as fully as we would have wished. This remains an ongoing action with a view to the children leading entire worships independently.</i></p>
<p>The school needs to begin to embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.</p>	<p>Each teacher to plan for each half term, delivered in a block, using the Living Difference 4 programme</p> <p>Each teacher will use the circle of enquiry to plan their RE block ensuring that the 5 areas are covered</p> <p>Establish the use of assessment for the Living Difference 4 programme</p> <p>Embed the RE Assessment Sheet indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders to observe some teaching of RE – for quality assurance to the Living Difference programme</p> <p>RE leaders to provide members of staff</p>	<p>Teachers will begin to use the Living Difference 4 programme to deliver their RE lessons in a block once a half term</p> <p>Teachers will use the Circle of Enquiry to plan their RE sessions</p> <p>Teachers use the ARE descriptors to assess RE units</p> <p>Teachers use the RE Assessment Sheet indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders will have observed and provided feedback to some teachers</p> <p>RE leader portfolio will be regularly maintained and standards in RE will be evident through work samples –</p>	<p>The school has begun to embed new approach to the teaching of RE, ensuring excellence across the school.</p> <p><i>Completed – all teachers are now using the Living Difference IV materials</i></p>

	<p>with feedback following these observations</p> <p>RE leader to maintain a portfolio of planning and work which is validated to the new RE planning approach and standards</p> <p>Teachers to look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to start to use the UC document alongside Living Difference</p>	<p>focussing on one part of the planning wheel for each unit</p> <p>Teachers have look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to become more confident in using the UC document alongside Living Difference 4 where applicable</p>	
Develop the skills of all staff to ensure that effective succession planning is in place.	Potential members of staff identified to succeed in the role of RE Co-ordinator	Member of staff is identified and undergoing training for the role of RE Co-ordinator	<p>There is effective succession planning in place</p> <p><i>We now have a new RE Leader and a team of teachers who are interested and proactive in their approach to the Christian ethos of the Federations</i></p>
Effectively link aspects of Collective Worship to the teaching and learning in RE and the school curriculum to promote improved understanding.	<p>Each topic in the curriculum to be linked to one of the school Christian values</p> <p>Through Curriculum time, where appropriate, teachers to highlight links to the spirituality board</p>	<p>Topics have a clear link to the one of the three Christian Values</p> <p>Children to have a developed understanding of spirituality and how this links to their experiences and the world around them – developing here</p>	<p>Aspects of Collective Worship are effectively linked to the teaching and learning in RE and the school curriculum to promote improved understanding.</p> <p><i>New Curriculum is in place and is linked to the values which are included in worships</i></p>
Widen the children's cultural understanding and experiences to increase pupils' understanding of and respect for diverse communities.	<p>Through all policy and procedure – ensure that they are underpinned by respect for diversity</p> <p>Through the Christian Values and British Values ensure that children are taught to respect and value different cultures and diverse communities – cultural calendar and RE syllabus</p> <p>Seek and grasp any opportunities to visit or be visited by members of different cultures and celebrate diversity</p>	<p>Policies and procedure are all kept up to date and current</p> <p>Christian Values and British Values are known and understood by the children - Ongoing</p> <p>Any possible trips or visitors from different cultures and to be arranged and diversity celebrated</p>	<p>The children's cultural understanding and experiences have increased <u>and pupils'</u> understanding of and respect for diverse communities</p> <p><i>Ongoing – we now have a robust link to a school overseas.</i></p>

ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – RE

Subject Lead – Jennie Thompson

FDP Link - Objective 1- Aspire

Every child in our federation has a fantastic education

All children receive the highest quality T&L and provision

All children receive the highest quality opportunities and life experiences

ACTION	WHY?	HOW? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	NEXT STEPS
The Federation needs to deeply embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.	Living Difference IV was launched in December 21 /January 22 and has to be being followed from September 2022.	<ul style="list-style-type: none"> Use appropriate planning that links to LDIV High Quality teaching of RE observed and seen through work samples RE lead to attend RE Network meetings Lead CPD/Staff meetings on RE and Living Difference IV 	JT (RE Lead) Staff Members using LDIV planning/ resources	Cover for CPD courses Resources not available on the Moodle			
The Federation needs to forensically use the class assessment data to look for trends and ensure that all children are making progress within the RE statements and meeting the end of year expectations	We assess the children on each step of the cycle of enquiry over the academic year and now we need to highlight any areas that need to be addressed where there are trends showing children not grasping the concept-common areas children struggle with.	Use of updated curriculum system Assessment records uploaded onto the drive RE Lead to analyse the data with support from SC/LG to identify strengths and weaknesses	JT (RE Lead) Staff members uploading data half termly/termly	Cover for release time for JT and SC to work on the data.			
To record observations of learning and child's voice in RE -	These are two <u>key</u> aspects of subject leadership that have been missing from the last two years.	<ul style="list-style-type: none"> Liaise with headteacher about organising subject specific days. Communicate this with staff. Create proforma for making notes on learning. Create proforma for child interviews Spend half a day at each school during RE days, seeing learning in each class and capturing child voice. 	JT (RE Lead) LG- (headteacher) All teaching <u>staff</u>	Subject lead release time (1 day – half a day at both schools).			