



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	Basic	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 to 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 celebrated 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 IV Long term plan from September 2022-July 2023

EYFS and KS1 Long-term plan teaching Christian traditions and Hindu tradition as religion two in-depth
Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue

FS Year R						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Me</i> All about me	<i>Celebrating</i> [UC foundation incarnation plan]	<i>Special People</i>	<i>Signs of New life</i> [UC foundation salvation plan]	<i>Special Clothes</i>	<i>Remembering</i>
Golden Thread			Special		Special	
	All about me Linked to school values	Christmas- Jesus's birth (and other celebrations from the children's experiences)	Special people- Jesus and special people for children	Eggs as a sign of new life	Special Clothes Hindu and others from Children's experiences	Janmashtami Hindu
Year 1						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Thanking</i> (Hampshire RE resources- Harvest RE009)	<i>Journey's End</i>	<i>Belonging- Followers of Jesus</i> [UC Gospel KS1 People Jesus met plan]	<i>Welcoming</i> (Hampshire RE resources- Easter for Infants RE007)	<i>Community</i>	<i>Story</i> (Hampshire RE resources- Story RE026)
Golden Thread			Belonging		Community	
	Harvest Harvest and further traditions	The Nativity Journey	Followers of Jesus	Palm Sunday	Community in Hindu and further traditions	Stories across religions
Year 2						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Special Place</i>	<i>Waiting</i> [UC incarnation plan]	<i>Remembering</i>	<i>Sad and Happy</i> [UC salvation plan] (Hampshire RE resources- Easter for Infants RE007)	<i>Special food OR Special Book</i>	<i>God UC -God</i>
Golden Thread	Special			Love	Special	
	Hindu Mandir	Advent	Holi	The Easter Story	Special Food or Books across religions and traditions	The idea of God across different religions

Federation of Shalfleet and Yarmouth CE Primary Schools
Living Difference IV Long term plan from September 2022-July 2023

Lower KS2 Long-term plan

- Christian (C) and Jewish (J) traditions in Years 3/4 as a depth study with Buddhist (B) and Hindu (H) traditions

Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue

Year 3						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Trees</i> (Hampshire RE resources- Trees RE038)	<i>Angels (C)</i> (Hampshire RE resources- Angels 001)	<i>Authority (J)</i> (Hampshire RE resources- Synagogue RE 027)	<i>Love- Changing Emotions (C)</i> [UC salvation plan] and Hampshire planning	<i>Sacred place (C/H)</i>	<i>Belonging as Identity (J)</i> (Hampshire RE resources- Synagogue RE 027)
Golden Thread				Love	Special	Belonging
	Trees Across Religions	Angels	Torah	Changing Emotions- Easter	Places of worship	Jewish Traditions
Year 4						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Community (C)</i> [UC Gospel KS2 digging deeper Jesus' teachings & message)	<i>Symbol (J)</i> (Hampshire RE resources- Jewish Festivals RE 015)	<i>Myth</i> (Hampshire RE resources- Myth RE019)	<i>Freedom (J)</i> (Hampshire RE resources- Passover RE020) UC-UKS2- People of God- Moses and the Passover	<i>Stones as Symbols</i> (Hampshire RE resources- Stones as Symbols RE024)	<i>God</i> (Hampshire RE resources- God Talk-RE008) UC- God
Golden Thread	Community					Special
	Neighbour	Hanukkah- Jewish Festivals	Myth	Passover	Across Religions	Across traditions Traditions interpretation of God

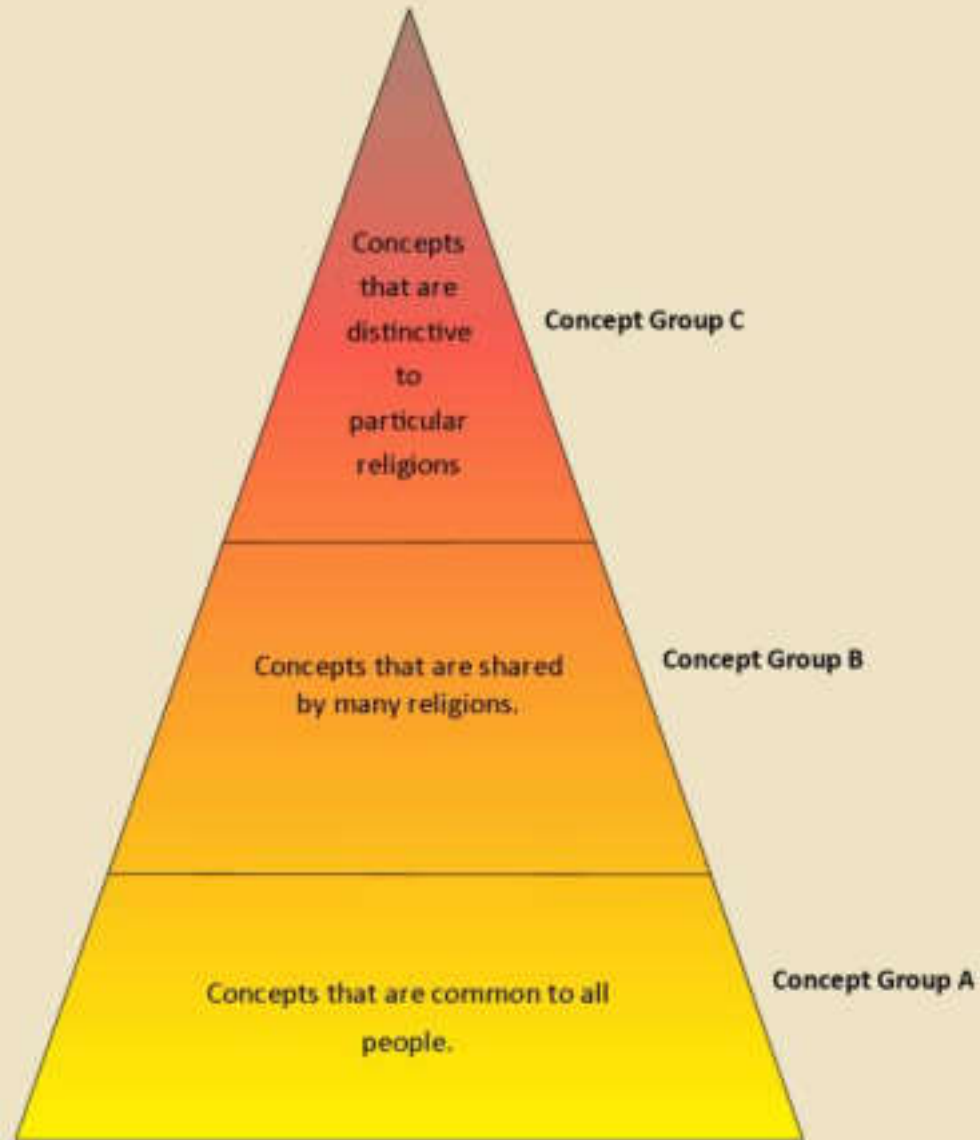
Federation of Shalfleet and Yarmouth CE Primary Schools
Living Difference IV Long term plan from September 2022-July 2023

Upper KS2 Long-term plan

- **Christian (C) and Muslim (M) traditions in Years 5/6 as a depth study with Sikhi (S) and Humanist (H) traditions/ways of life**
Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue

Year 5						
Term Assessment Focus	Autumn 1 <i>Communicate</i>	Autumn 2 <i>Apply</i>	Spring 1 <i>Inquire</i>	Spring 2 <i>Contextualise</i>	Summer 1 <i>Contextualise</i>	Summer 2 <i>Evaluate</i>
Concept	<i>Belonging (M)</i> <small>(Hampshire RE resources-Islam for KS2-RE040)</small>	<i>Interpretation (C)</i> <small>(Hampshire RE resources-Teaching Christmas at KS2 RE004)</small>	<i>Love (H)</i>	<i>Salvation (C)</i> <small>UC Salvation Plan KS2? (Hampshire RE resources-The Christian Story RE 003)</small>	<i>Sacred place (S/C)</i>	<i>Umma (M)</i> <small>(Hampshire RE resources-Islam for KS2-RE040)</small>
Golden Thread	<i>Belonging</i>		<i>Love</i>		<i>Special</i>	<i>Community</i>
	Shahada and salat	Christmas – the two birth narratives	Humanism The Golden Rule Looking at humanistic traditions/ ways of life	The Christian Story	Places of worship Sikh traditions Christian traditions	Hajj and zakat
Year 6						
Term Assessment Focus	Autumn 1 <i>Communicate</i>	Autumn 2 <i>Apply</i>	Spring 1 <i>Inquire</i>	Spring 2 <i>Contextualise</i>	Summer 1 <i>Contextualise</i>	Summer 2 <i>Evaluate</i>
Concept	<i>Peace (M)</i> <small>(Hampshire RE resources-Islam for KS2-RE040)</small>	<i>Incarnation (C)</i> <small>UC incarnation plan (Hampshire RE Moodle/HIAS RE Website)</small>	<i>Ritual (M)</i> <small>(Hampshire RE resources-Islam for KS2-RE040)</small>	<i>Resurrection (C)</i> <small>UC salvation plan (Hampshire RE resources-Easter for KS2 RE039)</small>	<i>Love (S)</i>	<i>River of Life (H)</i>
Golden Thread			<i>Community</i>		<i>Love</i>	
	Revelation of the Qur'an, sawm and Ramadan	Messiah (UC) An extraordinary baby	Wudu and Eid-ul-Fitr and Eid al Adha	The empty cross	<i>Sewa</i>	Humanism Looking at humanistic traditions/ ways of life

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



FEDERATION CURRICULUM ASSESSMENT



Key area of cycle of enquiry

Individual target

Insert names of individuals not achieving target

Big idea – key concept

Y	INFORMATION TECHNOLOGY			DANCE		RE COMMUNCIATE		Art KNOWLEDGE	
		Use the keyboard confidently to type at a suitable pace		Organising to rearrange / zoom / move / rotate and delete / using expressions / undo / redo		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 / Folders using folders (or 5)		Combine flexibility, technique and movement to create a final sequence		Describe / explain my own progress in the concept of / ownership		SKILLS	
		Operate a database accurately		Move appropriately and with the required style in / a range of settings / using various levels, such as / travelling and / walking		Describe / explain my own progress in the concept of / justice		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
		Design and operate a database		Organising to show a change of pace and timing in their movements		Describe / explain my own progress in the concept of / second place		Digital movement and progression in drawings	
	DATA							DRAWING	
		Create a graph from a data (both databases and spreadsheets)		Use the space provided to his maximum potential		Describe / explain my own progress in the concept of / success		Use a variety of tools and material for most appropriate	
								Use key vocabulary in	



RE Assessment Overview sheet

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

Class	Half term	Theme and concept Theme: 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

LIVING DIFFERENCE IV- END OF YEAR EXPECTATIONS

RE- End of Year Expectations (EYEs)

Living Difference IV

By the end of Year 1

In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two of the golden thread concepts/words of community, belonging, special, love **as well as** other A concepts/words chosen by the teacher and children themselves (pondering time)

Consequently, children can

At Communicate	... express creatively their response to their own experiences of the concepts/words introduced.
At Apply	... recognise their responses relate to events in their own lives.
At Inquire and Contextualise	... recognise what has been taught about the concept/word and how they are used in the tradition studied.
At Evaluate	... in simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 2

In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to at least two golden thread concepts/words of community, belonging, special, love, including those not studied in Year 1, **as well as** other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept/word at the end of Year 2.

Consequently, children can

At Communicate	... express creatively their response to their own experiences of the concepts/words introduced.
At Apply	... recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	... simply describe what has been taught about how the concept/word and how it is used in the tradition studied.
At Evaluate	... in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

For Year 3 add **To** begin to... on the Year 4 statements

By the end of Year 4

In an age-appropriate way, through a well-made lower KS2 curriculum that is taught well, by the end of Year 3 and Year 4 children will have encountered, studied and had the opportunity to discern value in relation to four golden thread concepts/words of community, belonging, special, love, as well as other A concepts/words and some B concepts/words, chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	... express creatively as well as describe their response to their own experiences of the concepts/words introduced.
At Apply	... recognise and describe how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	... accurately describe what has been taught about the meanings of concepts/words (taught at the Inquire step). ... accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the Contextualise step).
At Evaluate	... discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.

For Year 5 add **To** begin to... on the Year 6 statements

By the end of Year 6

In an age-appropriate way, through a well-made upper KS2 curriculum that is taught well, through Year 5 and by the end of Year 6 children will have encountered, studied and had the opportunity to discern value in relation to **each** of the four golden thread concepts/words of community, belonging, special, love, other A and B concepts/words and also some C concepts/words, chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	... respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.
At Apply	... explain some examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the Contextualise step).
At Evaluate	... discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. ... discern possible value in the concepts/words for their own lives and communities (not only assessed through summative assessment).

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 - EYFS

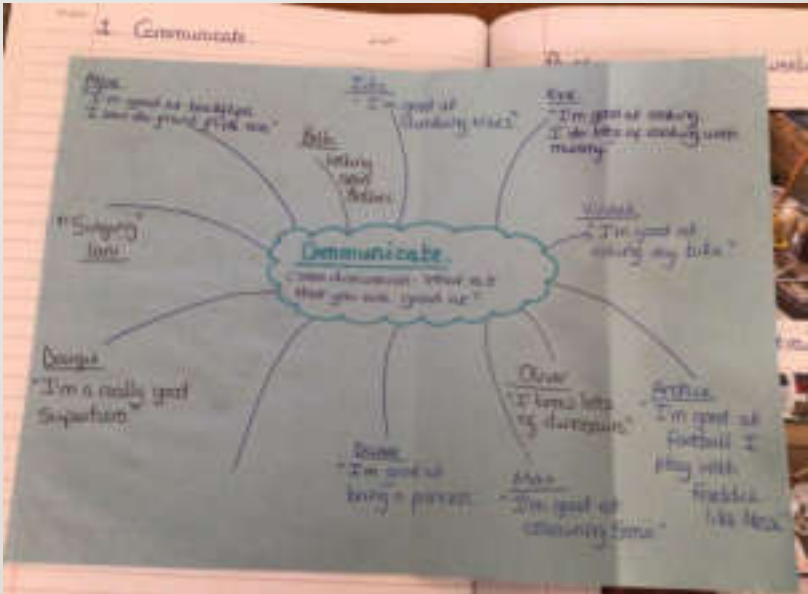
<p>Year: R Term: Autumn 1</p>	<p>Theme/Unit: Belonging Key concept: All about Me</p>	<h2 style="text-align: center;">RE FS</h2>
<p>Intended learning outcomes: Children should:</p> <p>Understand the World: P, C & C: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Assessment opportunities:</p> <p>Evidence can be gathered when children:</p> <p>Communicate - Step 1: Draw / paint a picture of themselves</p> <p>With thanks to Karen Folder from the RE sharing group.</p>	<p>Sequence of activities:</p> <p>Step 1 - Communicate - <u>Can talk about myself</u></p> <ul style="list-style-type: none"> Teacher leads discussion about a child's name - who has the same name, what is the story of your name? Children discuss what they like doing, what things they are good at? Draw or paint a picture of themselves, what colour are their eyes, their hair? <p>Step 2 - Apply - <u>Are we all the same?</u></p> <ul style="list-style-type: none"> Circle time, Children talk about their own family and friends. Consider - does everyone have the same people in their family - brothers, sisters, carers, friends, parents? Look at photos of their family and friends. Discuss - What is similar and what is different? <p>Step 3 - Inquire - <u>What makes me me?</u></p> <ul style="list-style-type: none"> Children make a collage of all the things that makes them who they are - their own photo, their friends, pets, family, favourite toys etc. <p>Step 4 - Contextualise - <u>What makes someone a Christian?</u></p> <p>Introduce (persona dolls) or use some photos of children as children coming to visit the class. If you are using persona dolls, their background stories will be in their books. Highlight that a Christian child may:</p> <ul style="list-style-type: none"> Go to Church (messy church, Sunday school, take part in children's activities, singing etc) Be baptised as an entry to being part of the church (some churches wait until children become adults before this happens) Read or look at pictures in the Bible in church. A Christian child will see the Bible as a special book and learn about Jesus through stories in the Bible, eg. Jesus with his friends, feeding the 5000. Draw pictures/ make models to remind children of what is important for a Christian to feel they belong. Create a display of things that help a Christian belong and label them. <p>Step 5 Evaluate (reflect): Is feeling that they belong important for Christians?</p> <ul style="list-style-type: none"> Persona doll - tell children that a Christian child went to church and they couldn't do the things they normally do there because the church was closed. How would they feel/ would it matter? Why/ why not? <p>Resources:</p> <ul style="list-style-type: none"> Children's photos, artefact boxes from the RE centre, Children's Bible <p>Enhanced Provision: I believe all individuals have the potential and to achieve the potential of all about me</p>	

EYFS- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet



Yarmouth



Class Circle Time



EYFS AUTUMN TERM 1 CYCLE OF ENQUIRY

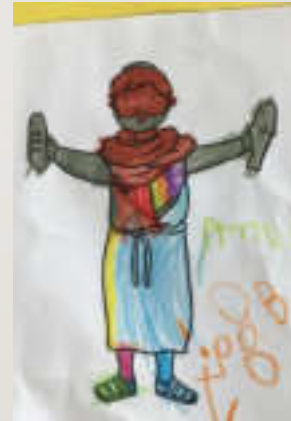
Step 2- Apply-



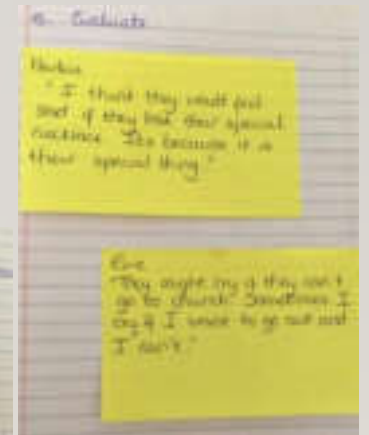
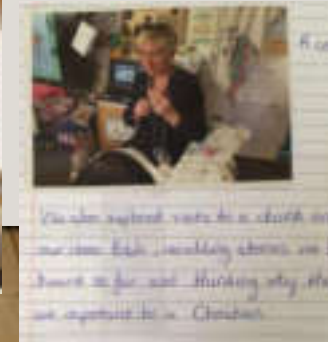
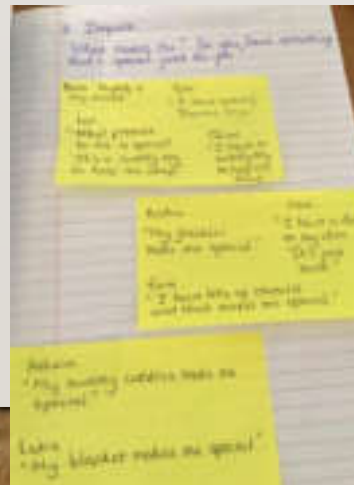
Step 3-Inquire



Step 4- Contextualise-



Step 5- Evaluate-



Autumn Term I - Year 1

Year: 1	Theme/Unit: Harvest	RE KS1
Term: Autumn	Key concept: Celebration	
Intended learning outcomes: Children will be able to:	Sequence of activities:	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
Step 1 - Communicate: express confidently their response to a celebration	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.	Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.
Step 2 - Apply: recognise how celebration relates to their own and others' lives	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 would we want to celebrate? Why not? Are celebrations always good? Why/why not?	Moral: worked in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.
Step 3 - Inquire: recognise what a celebration is and list some features of celebrations	Step 3 - Inquire: What are the features of celebrations? Children offer ideas eg special food, inviting guests, sending cards, giving presents, singing songs, generating 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 mimed 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.	Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.
Step 4 - Contextualise: Recognise ways in which Christians celebrate Harvest	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 inquire and decide how many are used at Harvest festival. Why do people 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.	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.
Step 5 - Evaluate: Talk about the importance for Christians of celebrating Harvest.	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 or the CD-ROM (Celebration: Evaluate) or the cards provided and/or Why is it important to Christians to celebrate harvest Festivals? Discuss each statement in turn, deciding on the best and worst reason from those supplied.	
Informed by end of Year 1 Assessment opportunities: Evidence can be gathered when children:	Resources: Harvest REC learning pack and Harvest book from REC Centre Pictures, books, posters about celebrations and harvest in particular (eg a tree and why it's important to children) by Gill Murray - eg books - www.gillmurray.co.uk www.gillmurray.co.uk www.gillmurray.co.uk www.gillmurray.co.uk	Vocabulary (in bold) and knowledge building blocks: Children will learn that
<ul style="list-style-type: none"> Contextualise - children can write a simple prayer, make a model or write a poem which shows how a Christian might respond to harvest (children can choose whichever is appropriate) Evaluate - children talk about the importance of celebrating Harvest. 		<ul style="list-style-type: none"> There are many different ways to celebrate People who are religious will use different ways to celebrate too Christians celebrate the food they have at Harvest time in the Autumn At Harvest, many Christians go to church to celebrate in a special Harvest service There are songs, prayers and other things to praise and thank God for at Harvest



YEAR 1- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Yarmouth

RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Sunshine	Autumn 1	Theme: Harvest Concept: Celebration
Assessment focus: Communicate		
Children working towards ARE		
Alfie P	Frank	Sonny
Blake	Logan	William
Charlie	Mariana	
Children exceeding ARE		
Teacher comments		

Celebrations

birthday	Presents
Christmas	Cake
Halloween	decorations
Easter	banners
Wedding	food
New Year	Crackers
	cards
	bouncy castle
	balloons
	Music
	dancing
	draws

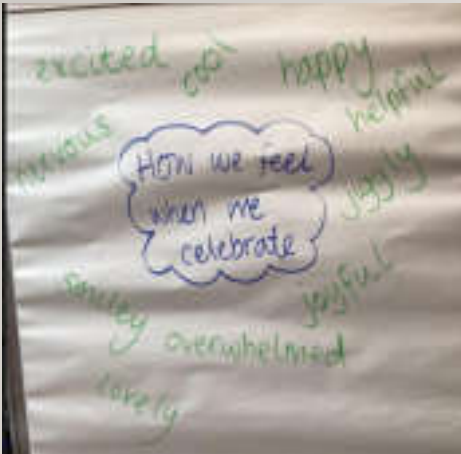
Communicate

We had a class discussion about what a celebration is, why we might have a celebration and what we might have at a celebration.

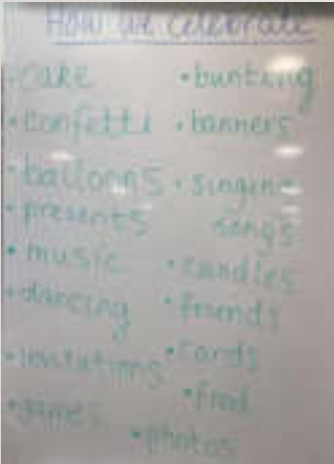


YEAR 1 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 2- Apply-



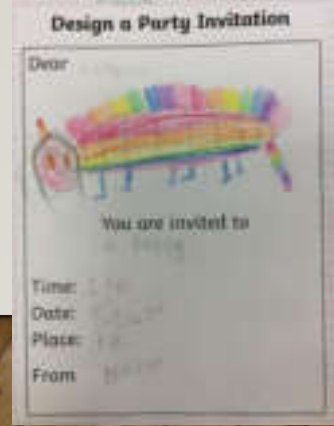
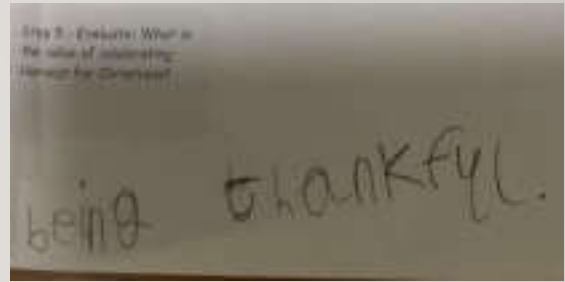
Step 3-Inquire



Step 4- Contextualise-



Step 5- Evaluate-



Autumn Term 1- Year 2

Year: 2
 Terms: Autumn 1

Intended learning outcomes:
 Most pupils will be able to:

- Step 1** express creatively their response to special places
- Step 2** recognise how their ideas about special places relate to their own lives and those of others
- Step 3** simply describe the concept of specialness in relation to special places
- Step 4** simply describe how the Mandir is a special place for Hindus.
- Step 5** talk in simple terms about the importance of the Mandir as a special place for Hindus.

Informed by end of year 2 Expectations

Assessment opportunities:
 Evidence can be gathered when pupils:

- Step 1** simply describe their own experience of special places
- Step 4** draw, write and simply describe what happens in a Hindu Mandir
- Step 5** simply describe their own ideas about the importance of the Mandir as a special place for Hindus.

*Based on the original plan by Philippa Hughes:
 Fair Oak Infant School*

Theme/Unit: Special places

Key concept: Special (Hindu Mandir)

Sequence of activities:

- Step 1 – What places are special to me? (Communicate) (30 minutes)**
- Teacher to describe/show photos of one or two places which are special to them and give a reason why they are special, eg: a happy memory of being there, somewhere they often go, a place they have quiet times with family/friends, a place which is peaceful and relaxing, a place where they can think about important things.
 - Circle time – pupils share own experiences of a special peaceful place.
- Step 2 – People have different special places (Apply) (1 hour)**
- Following on from step 1, develop the idea that places can be special for different reasons and that different people have different special places.
 - Pupils draw and write about a place which is special to them and a place which is special to someone else (friend/teacher/parent, etc). Annotate "It is special because ..."
 - Discuss: Will your places always be special? If your special place was destroyed, could you find another? When do you go to your special place? How do you feel? When you go to someone else's special place how do you feel? Why? Are there any special places that we all feel are special?
- Step 3 – What makes places special? (Inquire) (1 hour)**
- In groups try to explain what special means. Bill in groups, apply to places. Make a list of places which the group think are special and try to explain why.
 - As a whole class, look at photos of places in the local area. Which of them are special? Why? Sort into special/not special.
- Step 4 – The Mandir as a special place for Hindus (Contextualise) Preparation for visit (1 hour)**
- In groups, pupils record what they think/know about a Hindu mandir. Who goes there? What happens there? What might you see/hear inside? Are mandirs special places? Why? Who to?
 - Look at photos of mandirs and at pictures/definitions of key features.
 - Watch this film clip to help you see what might be at your local Mandir and to help prepare children for the visit.
[HYPERLINK "https://www.youtube.co.uk/resources/charlie-and-blue-hear-all-about-hindu-worship"](https://www.youtube.co.uk/resources/charlie-and-blue-hear-all-about-hindu-worship)
[Charlie and Blue Hear all about Hindu Worship - TrueTube](#)
 - Visit to a Mandir (1+ hours)
 - Preed to talk simply to children about why the mandir is a special place for Hindus and about what happens there.
 - Take digital photos.
- Follow-up from visit (1 hour)**
- Draw things that might be found there.
 - Download photos/old text.
 - Talk/write about how and why the Mandir is a special place for Hindus.
- Step 5 – Is it important to have a special place? (Evaluate) (30 minutes)**

Resources:
[HYPERLINK "https://www.youtube.co.uk/resources/charlie-and-blue-hear-all-about-hindu-worship"](https://www.youtube.co.uk/resources/charlie-and-blue-hear-all-about-hindu-worship)
[Charlie and Blue Hear all about Hindu Worship - TrueTube](#)
 RE Centre artefact box Hindu Mandir

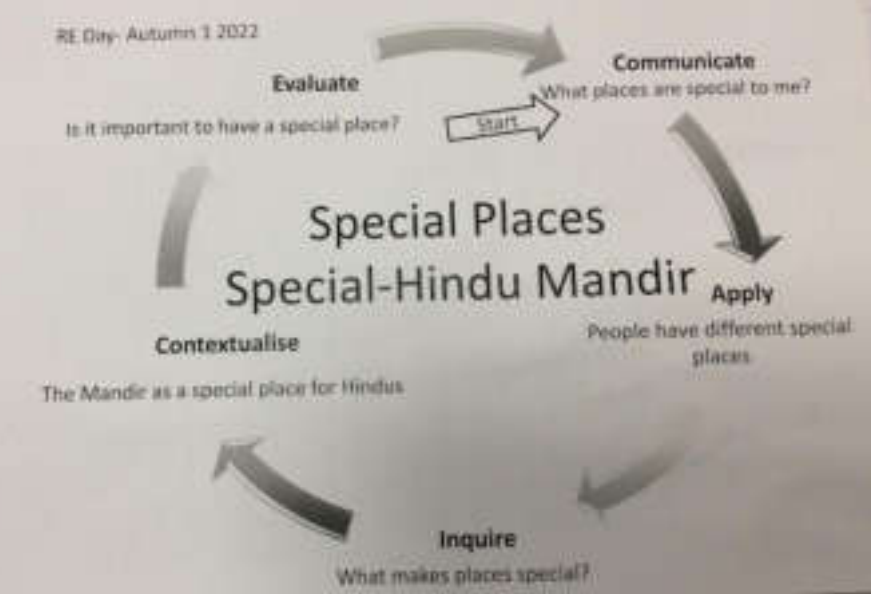
RE KS1

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:** To share out 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.

Vocabulary (in bold) and knowledge building blocks

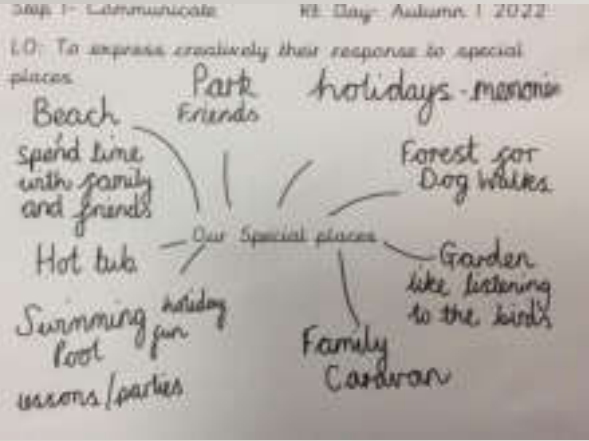
- Children will learn that:
- The **Hindu Mandir** is a special place for Hindus
 - The **Mandir** is a temple
 - Hindus** go there to **worship** and treat it as a special place by the way they dress and behave there.
 - Hindus** worship there using their **five senses**: sight, sound, touch, taste and smell
 - The **Mandir** has images of God there which are called **murtis**
 - The **murtis** help **Hindus** worship
 - Hindus** may also have a small **shrine** at home for **worship**



YEAR 2- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Yarmouth



RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Sky	Autumn 1	Theme: Special Places Concept: Special Hindu Mandir
Assessment focus: Communicate		
Children working towards ARE		
Children working at ARE All of class		
Children exceeding ARE NK, CB, HC, MG- children were more articulate with their reasons showing an understanding of their feelings towards their special place		
Teacher comments All the children were able to communicate a place that was special to them and explain the reason why it was special. Some children went into more details than others. The children enjoyed finding out about a Mandir through the Video of Charlie and Blue.		

Special Places
Special Hindu Mandir

Communicate: To express creatively their response to special places

We talked about places that are special to us.

We came up with a list of why they are special.

- happy places
- quiet
- peaceful
- happy memories
- special to our family
- go there with my family
- had lots of fun there
- important places

Will your special place change in 10 years?
 YES because it will give me memories

If your special place was destroyed, would you find another?
 YES I will

Are there any special places that everyone finds are special?
 YES because there are special

YEAR 2 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 2- Apply-



Step 3- Inquire



Step 4- Contextualise-



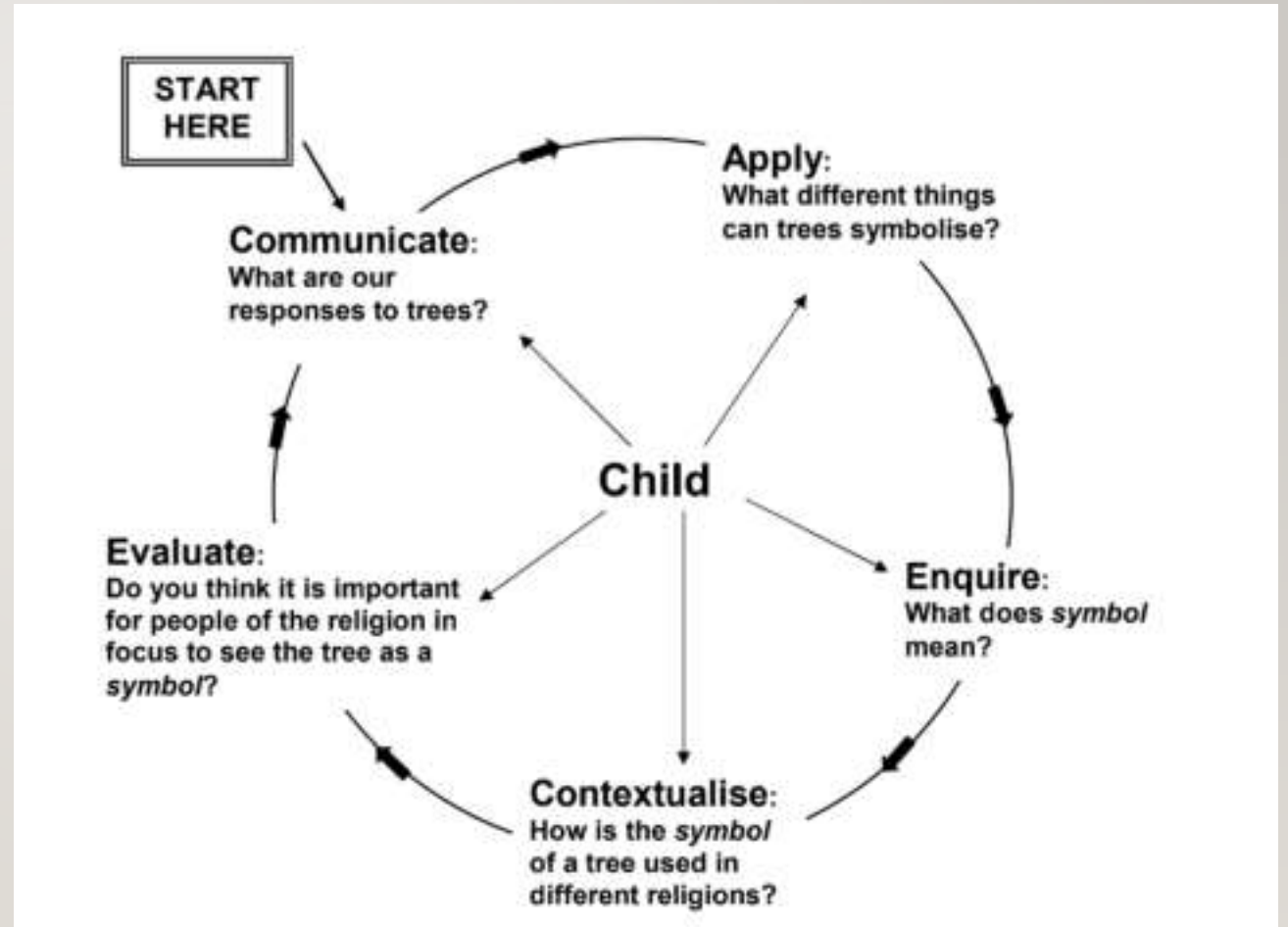
Step 5- Evaluate-



Autumn Term 1- Year 3

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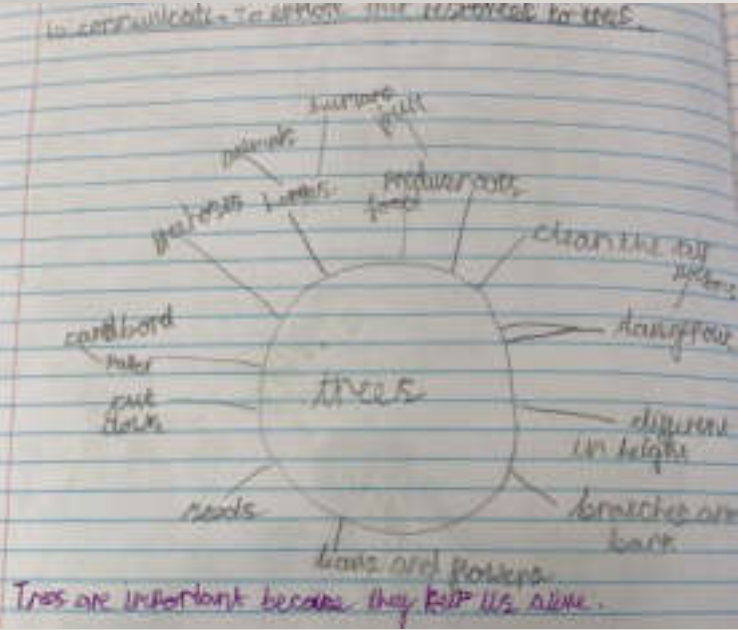
Link to planning document for Trees



YEAR 3- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

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Autumn Term 1 - Year 4

<p>Year group: 3/4</p> <p>Term: any</p>	<p>Theme/unit: Christianity</p>	<h1>RE KS2</h1>
<p>Intended learning outcomes:</p> <p>Children will be able to:</p> <p>Step 1: Children can accurately describe the concept of <i>neighbour</i>.</p> <p>Step 2: Children can accurately describe how <i>neighbour</i> is contextualised within Christianity.</p> <p>Step 3: Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives & communities.</p> <p>Step 4: Children express creatively as well as describe their responses to <i>neighbour</i>.</p> <p>Step 5: Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.</p> <p>Informed by end of Year 4 expectations</p>	<p>Key concept: Neighbour</p>	
<p>Assessment opportunities: Evidence can be gathered when children:</p> <ol style="list-style-type: none">1. Create a definition of the concept <i>neighbour</i>2. Create the hidden meaning of the Good Samaritan3. Discuss the importance of <i>neighbour</i> to Christians4. Sort and justify their choices for the card sort5. Act out their drama, thinking of how this can be related to modern day life.	<p>Sequence of activities:</p> <p>Inquire Chat with your partner – what words come to mind when you think of the concept <i>neighbour</i>? Share with class and teacher to create a class Wordle. Use this to write a definition in your books.</p> <p>Contextualise Discuss with the class that Jesus often told types of stories that are called Parables, these stories always have a hidden meaning.</p> <p>Read Luke 10 v 25 – 37 – the Parable of the Good Samaritan.</p> <p>Discuss: <i>what does this story mean? What is the hidden meaning of this story? What is Jesus trying to get his followers to understand?</i></p> <p>Activity – use a cube net to create a pictorial representation of the story – ie the six key moments. Make the cube up and then put the hidden message inside.</p> <p>Evaluate Share local stories of Christians 'being a good neighbour' in action eg food banks, homeless shelters, community action groups (toddlers groups/older people's groups etc) Discuss: <i>How is this related to the concept of neighbour? How important is this concept to Christians?</i></p> <p>Communicate <i>Who is my neighbour?</i> Card sorting activity in pairs: split the choices into two groups – Neighbour/Not Neighbour. Children to circulate around the class and see how other pairs have sorted their choices. Ask children to justify their choices eg <i>he/she is/is not my neighbour because ...</i> Go back to choices and re-sort if appropriate. Stick into books.</p> <p>Apply Think about the parable of the Good Samaritan again. Discuss: <i>if this was in the modern day, who would each of the characters be?</i> In small groups act out your new version of the Good Samaritan. Take photos for evidence. Literacy extension – groups to write up their playscripts.</p>	<p>Vocabulary (in bold) and knowledge building blocks</p> <p>Children will learn that:</p> <ul style="list-style-type: none">• Jesus often told stories that are called parables.• Parables are stories with hidden meanings• The Parable of the Good Samaritan is in Luke's gospel in the New Testament• It tells the story of how the only person to help someone who was beaten and robbed was a Samaritan• 2000 years ago in Judaea, Samaritans were a group of people who were disliked by others• This Samaritan still helped someone who would have disliked him• Christians use this parable to show them how to behave with all people
<p>Resources:</p> <ul style="list-style-type: none">• https://www.wordclouds.com/• Cube nets• Card sort <i>Who is my neighbour</i> sheet		

YEAR 4- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Yarmouth

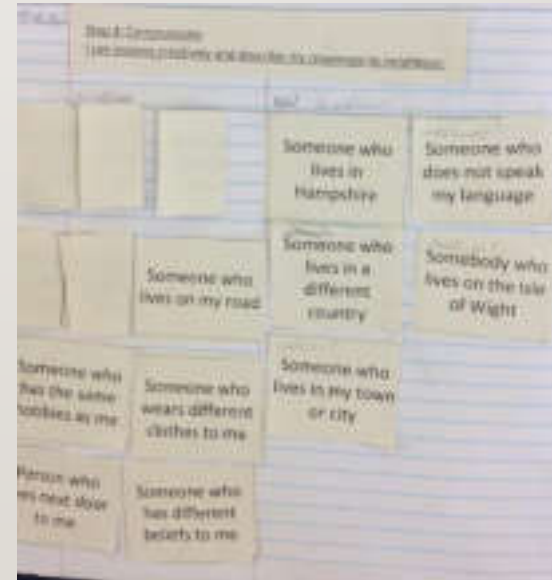
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Link to stills and Videos for the Communicate step

RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Year 4	Autumn 1	Theme: Christianity Neighbour
Assessment focus: Communicate		
Children working towards ARE None		
Children working at ARE None		
Children exceeding ARE: None		
Teacher comments The concept of neighbour was hard to understand at first but eventually the children understood the true meaning.		



RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Coast Year 4	Aut 1	Theme: Christianity Key Concept: Neighbour
Assessment focus: Communicate - I can express creatively and describe my responses to neighbour.		
Children working towards ARE Elixa, Jake, Ethan.		
Children working at ARE Nina, Autumn, Elle-Mae, Isla, Tilly, Maddison, James, Jack, George, Owen, Joseph, Isaac, Emma, Ollie, Logan, Charlie, Jay		
Children exceeding ARE Ted, Emma, Eli		
Teacher comments Children were asked to sort a selection of cards into 2 piles: those they considered their neighbour and those they considered not their neighbour. Cards referenced things like distance, food, clothes and hobbies. Once arranged children could move around the classroom, looking at each other's arrangements and discussing each other's choices. Following this they were allowed to go back and change any of their		

answers before finalising them and adding them in. For Purple

YEAR 4 AUTUMN TERM 1 CYCLE OF ENQUIRY

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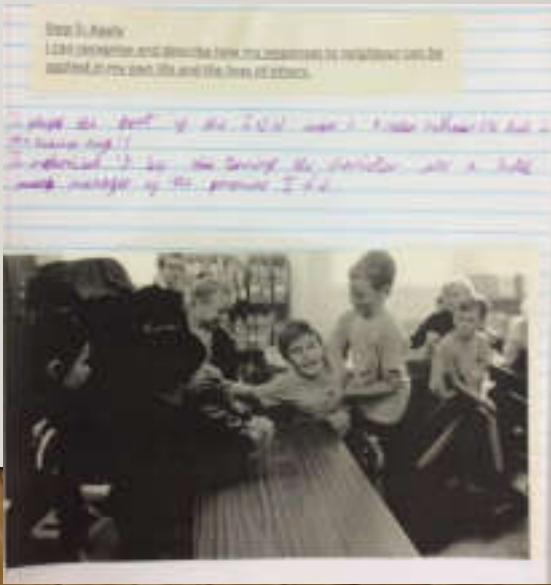
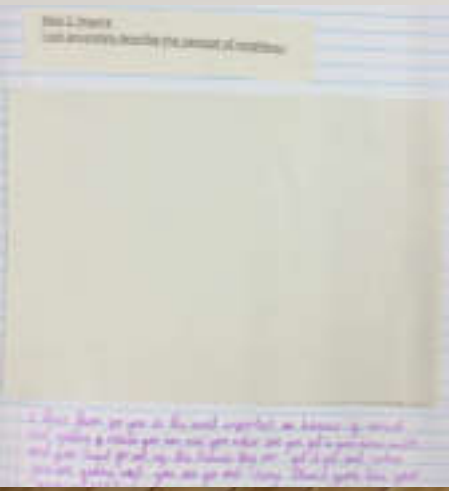
Link to stills and videos for the Apply Step

Step 1- Inquire

Step 2- Contextualise

Step 3- Evaluate

Step 5- Apply



YEAR 5 AUTUMN TERM I CYCLE OF ENQUIRY

Step 2- Apply



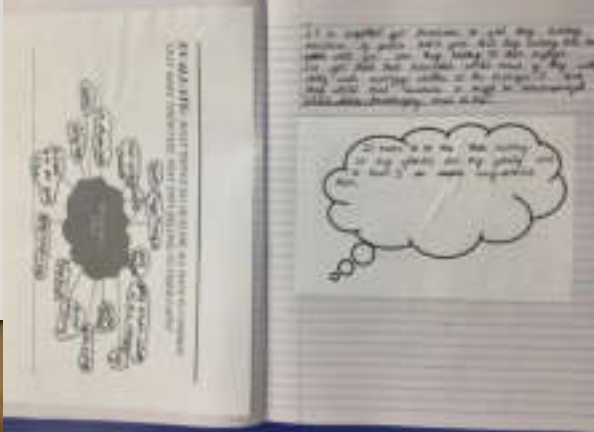
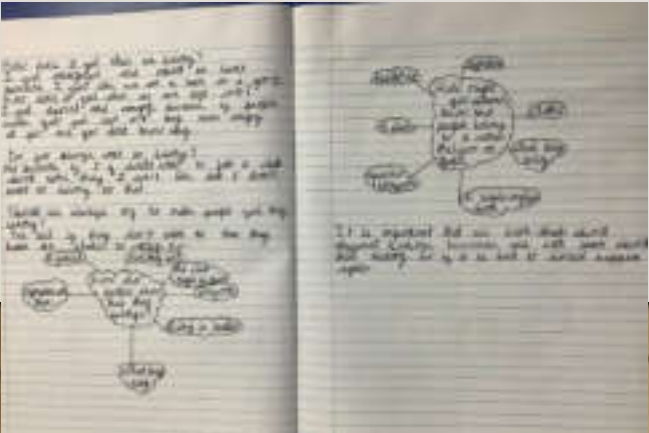
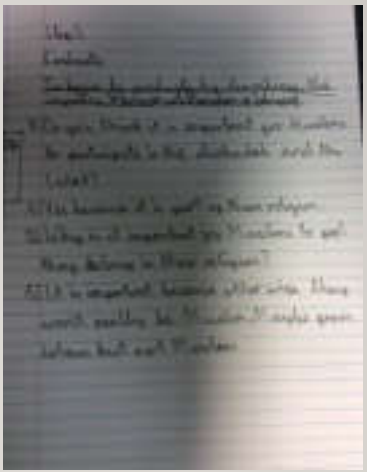
Step 3- Inquire



Step 4- Contextualise



Step 5- Evaluate

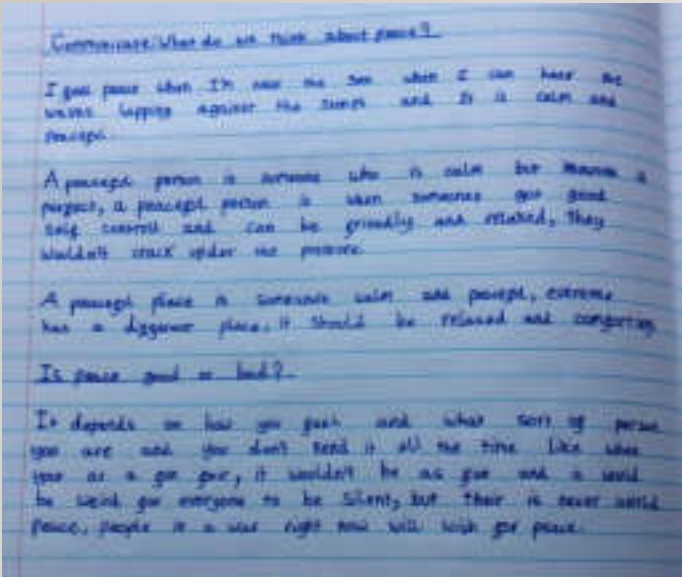


Autumn Term 1- Year 6

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>	
	<p>Intended learning outcomes: Children will be able to:</p> <p>Step 1: Enquire: explain the meaning of peace.</p> <p>Step 2: Contextualise: explain the significance of peace through submission for Muslims.</p> <p>Step 3: Evaluate: explain the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace.</p> <p>Step 4: Communicate: express a personal response to peace in their own experience.</p> <p>Step 5: Apply: explain examples of how their responses and ideas about peace affect the way they and others behave.</p>	<p>Sequence of activities:</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 peace. In small groups discuss words and images associated with peace. List words on whiteboard. Through art or poetry, pupils create responses to the concept of peace. 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 peace 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 peace. What helps them feel peace? 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. 	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: opportunities to reflect on what peace means and how they feel at peace.</p> <p>Moral: discussion of times when there is not peace and why this is so.</p> <p>Social: how others think about peace and what they do about it.</p> <p>Cultural: appreciation of the way others feel about peace and how this is represented through art, music and writing.</p>
	<p>Assessment opportunities: Evidence can be gathered when pupils:</p> <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. 	<p>Resources:</p> <ul style="list-style-type: none"> <i>Islam KS2 RE teaching pack</i> (available to purchase from RE Centre 01962 863134) Class clips 	<p>Cross-curricular links:</p> <p>Art: representing ideas through artwork and consideration of how to express their thoughts.</p> <p>Music: appreciating the wide range of music in Great Britain and what it is used for.</p> <p>English: writing a poem about peace, evaluating a concept from someone else's view point.</p> <p>PHSE: practising peacefulness and mindfulness and discussing how helpful this is in class.</p>

YEAR 6- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

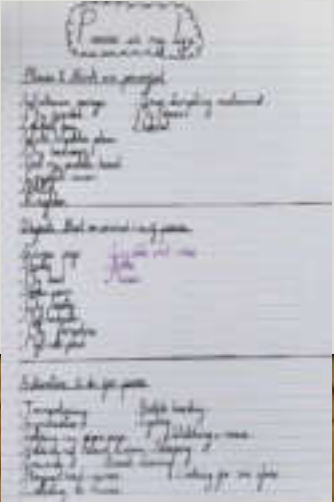


RE Assessment sheet

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

Class Horizon	Half term Autumn 1	Theme and concept Peace Revelation of the Qur'an, sawm and Ramadan
Assessment focus: Communicate		
Children working towards ARE JJ, MH, KM, DM, D-MP, NR, SS, MS,		
Children working at ARE IA, OA, WB-H, JC, FC, TC, PC, EF, PH, JJ, GL, LM, TM, RR, LS, EW, AW		
Children exceeding ARE		
Teacher comments RB not started at Shalfleet School till mid-September		

Yarmouth



AUTUMN TERM 2



Autumn Term 2- EYFS

Year: 11	Theme/Unit: Christmas – celebrating the birth of a baby – Jesus birth
Term: Autumn 2	Key concept: Celebrating birth
Intended learning outcomes: Children will be able to: Understand the World: P, C & C 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. Foundation Stage	<p>Sequence of activities</p> <p>Step 1 – Communicate Talk about children's own experiences – ask about when they were born. Capture their own ideas. They can use worksheets about a girl being born. No cards, presents, photographs. Read: What the Birth Means cards, by Dawn Woodard. Display of cards, photos of children who born, etc.</p> <p>Step 2 – Apply Discuss: How does it feel to have a new baby? Does anyone know a new baby cousin to visit? What happens to welcome and welcome new babies? Do we always need to welcome and welcome new babies? Does the baby like being welcomed and welcomed at all? How? For the children what it would be like if they didn't welcome for some of a new baby?</p> <p>Step 3 – Inquire Look after a baby and to the classroom – make baby ready to welcome the new arrival. Read: Welcoming babies, by Marge Storm Knight, if a new baby were to visit or what questions would we ask to find out about how that baby was welcomed? Teacher writes questions. Visit from a new baby. How was the birth of the baby welcomed? Cards, gifts, flowers, water, etc. Why do they do these things? How does it make the baby feel? Children draw the things needed to welcome the birth of a baby. In the home corner, role play welcoming a new baby in the home.</p> <p>Step 4 – Contextualise Show picture or poster of Nativity scene. Who is the baby? Notice similarities and differences to today. What does the picture show? Mother's love, presents, babies, etc. Link to new ideas of babies being welcomed today. Talk about using a Christmas picture. This is the story that is told in churches at Christmas by Christmas. Christmas. This story is celebrated at the time of winter or people call, our Christmas. Show the Christmas story drawing the day about the first Christmas. Christmas - Christmas - Christmas. Read: The story of Christmas, by Jane Fook. What's the story? Why special? Why important by Christmas? Role play the story - talk about feelings of baby, shepherds, etc. What is special? Single recording book. www.dorsetcatholic.org.uk work. Imagine you are welcomed the child. Make Christmas cards. What is it to welcome? How does it Christmas welcome the birth of baby Jesus? Cards, sharing food, presents, decorations. Make a display showing what the Christmas celebrates the birth of Jesus.</p> <p>Step 5 – Evaluate Discuss: Why do you think Christmas all celebrate Jesus birth? Why do you welcome you visit? How do you help Christmas to remember Jesus birth? What is made if you bring and do not celebrate your birth? Why? Would it matter if Christmas forgot to celebrate Jesus birth? Why?</p> <p>Resources: The story of Christmas, by Jane Fook (1999), (ISBN: 0750021207/14) Process of babies, with 24, by Dawn Woodard Welcoming babies, by Marge Storm Knight (1997), (ISBN: 0750021207/14) What the Birth Means, by Dawn Woodard (1999), (ISBN: 0750021207/14) What the Birth Means, by Dawn Woodard (1999), (ISBN: 0750021207/14) Cards that would be used in a baby's welcome, by Dawn Woodard (1999), (ISBN: 0750021207/14) Baby's first, drawing up children's names, (ISBN: 0750021207/14)</p>
Assessment opportunities: Evidence can be gathered when children: talk about their own birth pictures talk and listen to each other creatively things needed to welcome the birth of a baby talk about ways of celebrating Christmas respond to questions about the importance of celebrating birth. Senior Infant School	

RE FS

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

Spiritual: providing an opportunity for argument and discussion about their own lives and those of others. Using opportunities to receive and welcome things that are important to us.

Moral: ability to understand and appreciate the views of others.

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

Cultural: willingness to participate in and respect activities to artists and cultural experiences. Giving children an interest in and an opportunity to explore different faiths and beliefs.

- Vocabulary in Bible and knowledge building sheets**
- Children will learn that:
- Christmas celebrates the birth of Jesus on Christmas Day
 - Jesus was a very special baby born to Mary and Joseph long ago in Bethlehem
 - The Christmas story tells the story of how Jesus was born

Contextualise Video + carpet time
Own experiences of new baby being born and photos.
My Very first Series 1 Month 0-Newton
My first Baby Brother
Apply Carpet Time.
How does it feel to have a new baby? What happens to welcome a new baby?

Inquire
Role play

Contextualise
Nativity poster-
BBC Video
Nativity photos

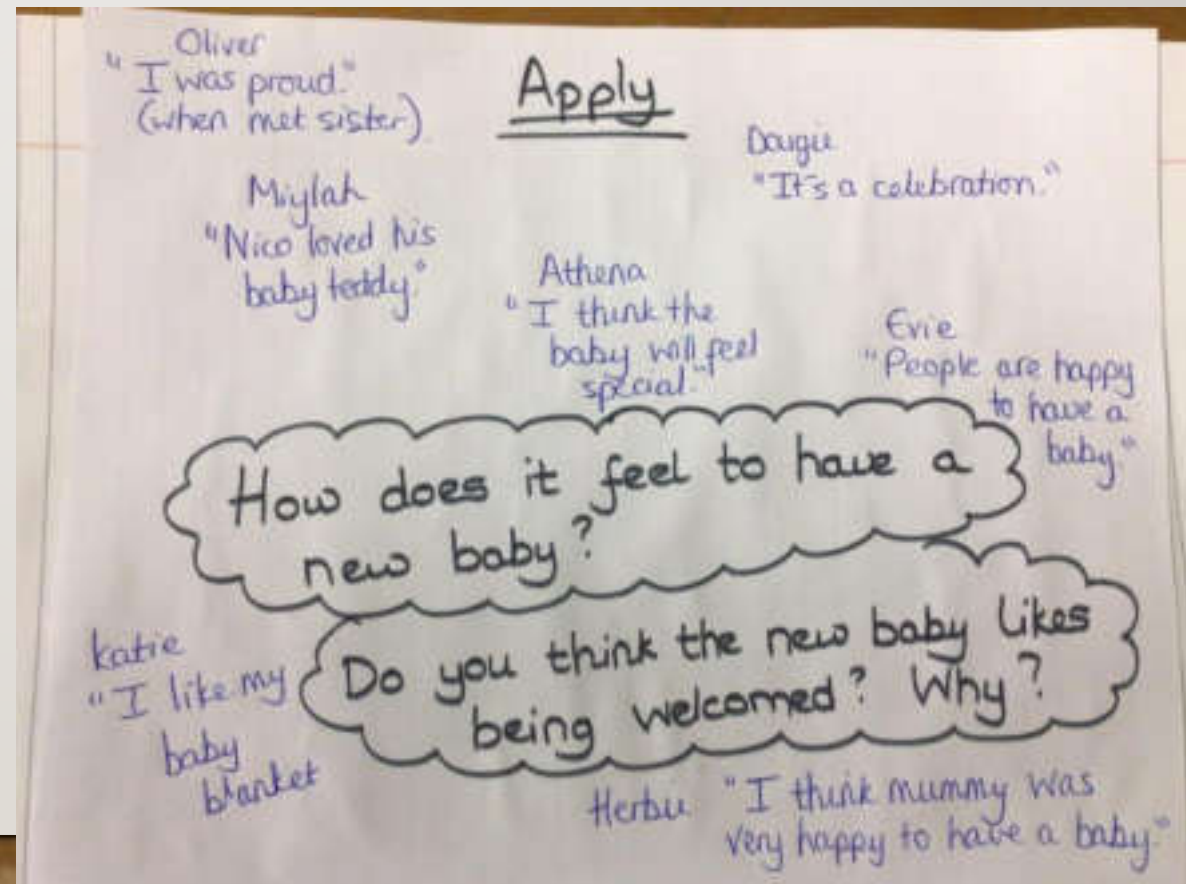
Evaluate

EYFS- AUTUMN TERM 2

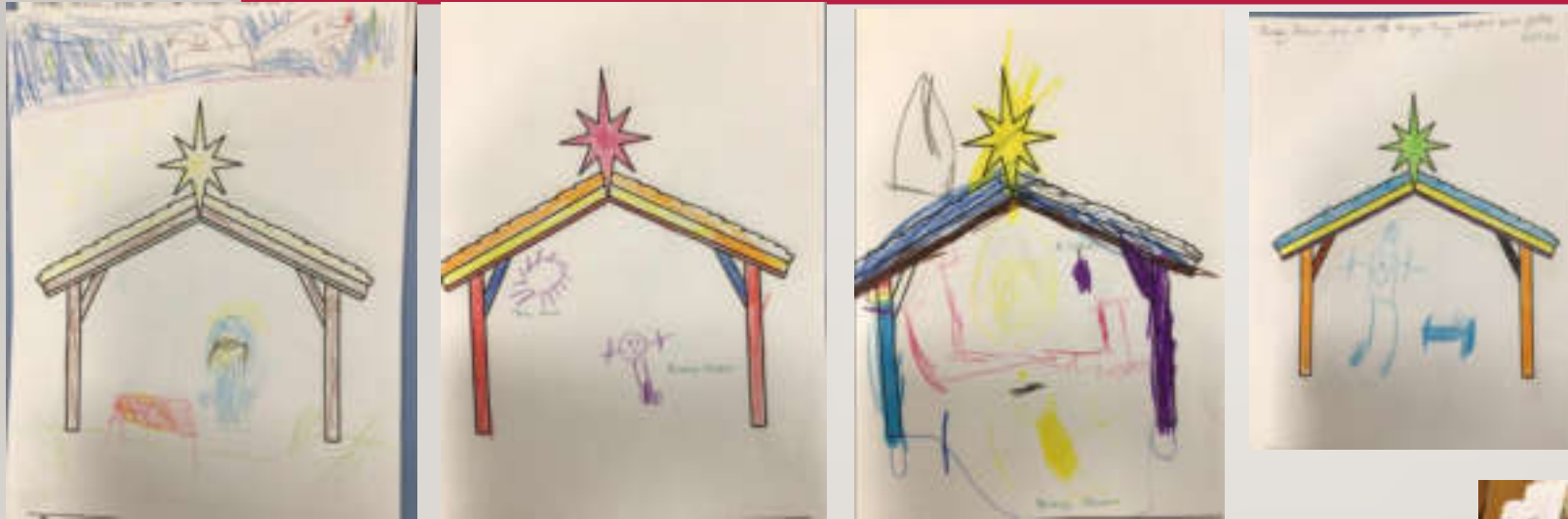
ASSESSMENT FOCUS- APPLY

Shalfleet

Yarmouth



EYFS AUTUMN TERM 2 CYCLE OF ENQUIRY

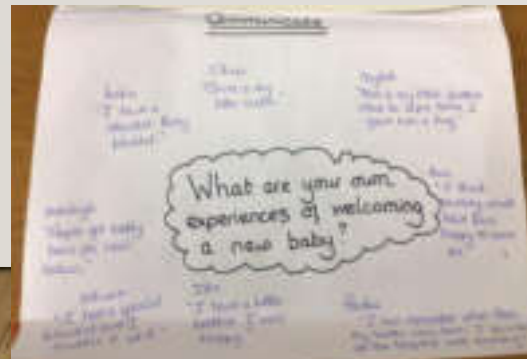


Shalfleet- Rainbow Class



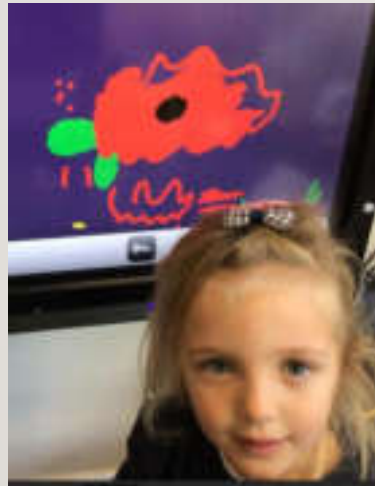
Yarmouth- Beach Class
Link for additional photos of
their Role play for the Inquire
step and their Nativity play.

<https://drive.google.com/drive/folders/ISAwjLb8ZFERLjdMoIkXtFCulITCoxu518>



EYFS ADDITIONAL ACTIVITIES

- Shalfleet- Rainbow Class. The children learnt all about Remembrance and what it means.



Autumn Term 2- Year 1

Year: 1

Term: Autumn 2

Intended learning outcomes:

Children will be able to:

Step 1 express creatively their responses to journey's end in their experience

Step 2 recognise how different journey's ends relate to their lives

Step 3 recognise different journeys' ends

Step 4 recognise the journey's end of the characters in the Christmas birth narratives

Step 5 in simple terms recognise something of the value of the journey's end to Christians.

Informed by end of Year 1 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 they have 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 – Inquire

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: 978-0745044562)
- 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.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- In many stories, the **end of the journey** is very important
- The **Christian Nativity** story is told in two of the four gospels in the Bible
- The story tells how **Jesus** was born in **Bethlehem**
- In the story, **Mary and Joseph** travel to **Bethlehem** and at the end of the journey, **Mary** gives birth to **Jesus**
- The **shepherds** also go on a journey to see **Jesus** and find him at the end of the journey
- The **magi (wise men)** go on a journey to see **Jesus** and find him at the end of their journey

YEAR 1- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

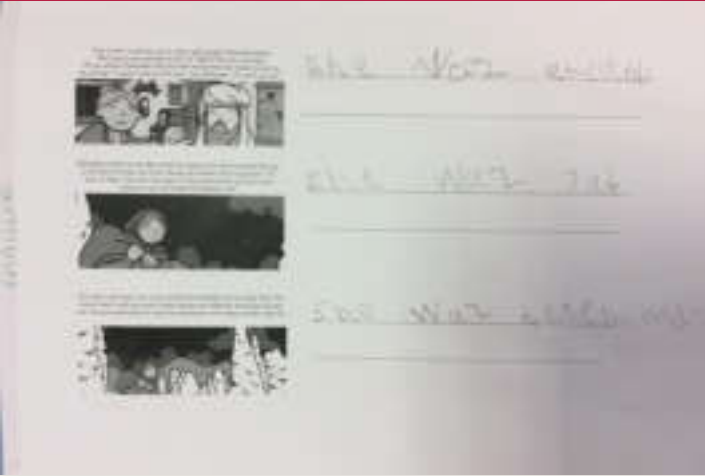


Yarmouth



YEAR 1- AUTUMN TERM 2 CYCLE OF ENQUIRY

Yarmouth- Cove Class

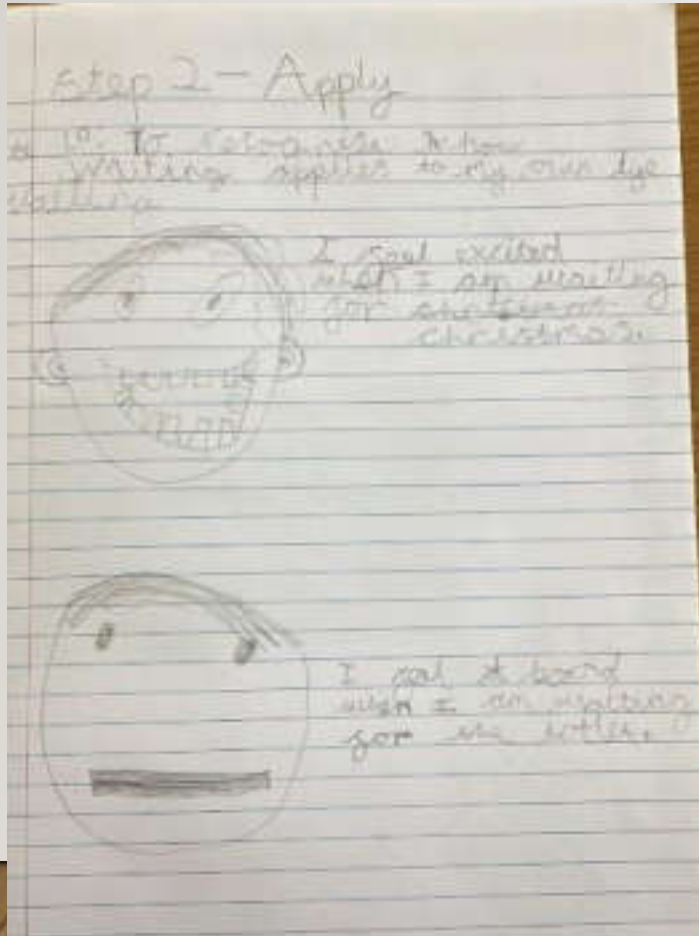


Autumn Term 2- Year 2

<p>Year: 1 Term: Autumn</p>	<p>Theme/Unit: <i>Waiting during Advent in Christianity</i></p>	<p>Key concept: <i>Waiting</i></p>	
<p>Intended learning outcomes: Children will be able to:</p> <p>Step 1 express creatively their own responses to waiting</p> <p>Step 2 recognise how waiting relates to their own lives</p> <p>Step 3 recognise what waiting means</p> <p>Step 4 recognise how the concept of waiting is used at Advent by Christians</p> <p>Step 5 in simple terms, discern something of waiting for Christians and for themselves</p> <p>Informed by end of Year 1 expectations</p>	<p>Sequence of activities:</p> <p>Step 1 – Communicate their own responses to waiting Show some pictures of children waiting for things (such as queuing for an ice cream or waiting for the rain to stop so they can go outside to play). Discuss what the children are doing and what they might be waiting for. Gather the responses and ideas and further examples from the children, for example, waiting for the tooth fairy to come, waiting for a holiday or waiting for a school trip. How do they feel about waiting? Does the waiting make the event more special when it happens or not? Explain to the children that you are going to give them a special treat that day. A suggestion here is chocolate which you might need to inform parents about in advance. They can choose to have one piece now or two pieces at the end of the day and it is their choice. Discuss with the children what they will do and come back to their choices at the end of the day.</p> <p>Step 2 – Apply their own responses to their own and others' lives Discuss all the different situations that the children have mentioned where they have to wait. Ask the children what it would be like if they didn't have to wait in such examples – would it better or not as good? Why? What difference does waiting mean? <i>How do they feel when they have to wait? Is it a good feeling or not always? Why? Ask the children to paint a picture of a time when they have to wait which shows their emotions during the time of waiting.</i></p> <p>Step 3 – Inquire – What does waiting mean? Show the children the pictures they have painted and discuss them. Write up on the board: <i>Waiting means ...</i> <i>Can the children finish the sentence? Share ideas. Encourage the children to also share with you how they feel when they wait and discuss why this is important (for example, it makes the event more special when it happens).</i></p> <p>Step 4(a) – Contextualise waiting at Advent Explain to the children that Advent for Christians is a special time of preparation and waiting for Christmas on the four Sundays leading up to Christmas Day. The word Advent is from the Latin and means "to come" and refers to the birth of Jesus. Remind the children about the Nativity story if you need to, so that they know the Bible story before talking about Advent (My First Bible is a good suggestion for KS1 and can be borrowed from the RE centre). During Advent, many Christians may choose to pray more, do more good works or observe some form of fasting (such as eating less snacks), as well as marking it by making an Advent wreath, having an Advent calendar or making a Christingle. Some Christians may even choose to put up their Christmas tree only on Christmas Eve as a sign that the waiting is almost over, ready for Christmas Day. In this case, the tree will not be taken down until the feast of Epiphany, 12 days after Christmas. Visit a local church or invite a Christian into school to talk about what they do during Advent and how they make this a special time for them. Discuss why the period of waiting may make Christmas more special when it comes for Christians. Choose one of the craft activities here to make with the children.</p> <p>Step 5(a) – Evaluate the importance of Waiting at Advent. <i>Watch this video clip with the children about waiting at Advent.</i> https://www.bing.com/videos/search?q=Advent+Sunday+for+children&view=detail&mid=A0609003867822FFB866AD6D9003867822FFB866&FORM=VRDGAR <i>Discuss why Advent is important for Christians and discuss whether waiting is important for them too.</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. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.</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: Evidence can be gathered when pupils:</p> <ol style="list-style-type: none"> 1. Paint a picture and annotate: <i>My picture show me waiting for... and I feel...</i> 2. talk about what waiting means 3. make an Advent craft and label it 4. Talk about why waiting is important to Christians 			
<p>Resources: Making a Christingle: https://www.childrensociety.org.uk/what-you-can-do/fundraising-and-events/christingle/how-make-christingle Making a Calendar and chains: https://www.activityvillage.co.uk/advent-printables</p>		<p>Vocabulary (in bold) and knowledge building blocks Children will know that:</p> <ul style="list-style-type: none"> • Advent is a special time of preparation and waiting for Christmas for Christians • The four Sundays leading up to Christmas day make up the period of Advent • Advent means "to come" and refers to the birth of Jesus • During Advent Christians prepare for the birth of Jesus • They may make a Christmas wreath, make a Christingle and have an Advent calendar 	

YEAR 2- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet



RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Year 2- Sky Class	Autumn 2	Theme: Waiting during Advent Concept: Waiting

Assessment focus: Apply

Children working towards ARE

RM- was unable to explain his emotions.

Children working at ARE

Rest of class

Children exceeding ARE

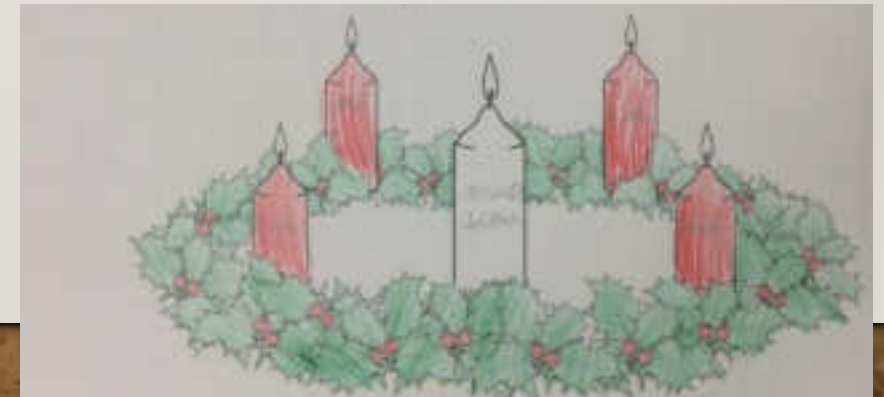
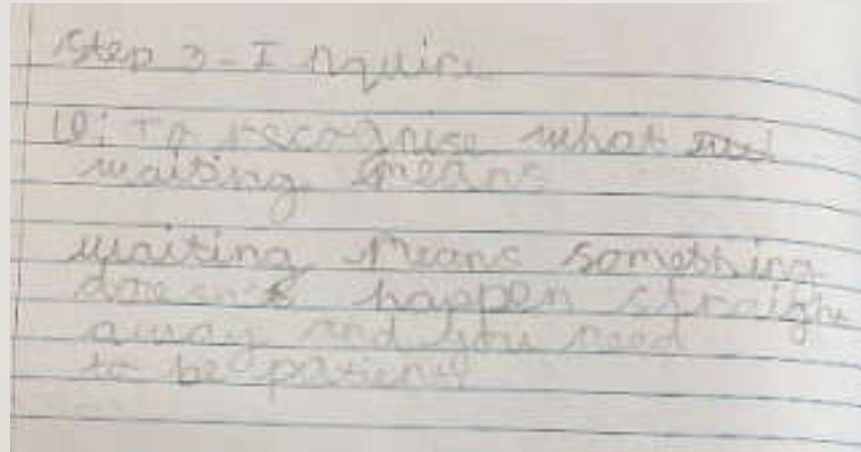
Teacher comments

The children were able to apply their knowledge of waiting to their own lives and were able to communicate their feelings. Some children were more articulate than others.

YEAR 2- AUTUMN TERM 2

CYCLE OF ENQUIRY

Shalfleet- Sky Class



Autumn Term 2- Year 3

Year: 3

Term: Autumn

Intended learning outcomes:

Children will be able to:

- Step 1** respond creatively as well as begin to explain their own responses to image.
- Step 2** explain some examples of how their responses to imagery can be applied to their and others' lives.
- Step 3** accurately explain the meaning of image.
- Step 4** accurately explain how angel images are used in the stories of the birth of Jesus.
- Step 5** discern the value of imagery to Christians and the possible value in their own lives and communities.

Informed by the end of Year 6 [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.

Kathy Bagley from Lee-on-Solent Junior School

Julia Blencowe from Oak Meadow Primary School

Theme/Unit: Angels

Key concept: Imagery

Sequence of activities:

Step 1 – Communicate

- Look at some current adverts (eg: Ferrero Rocher) or pictures of famous people. 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 – Inquire

- 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. 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
- 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.

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.

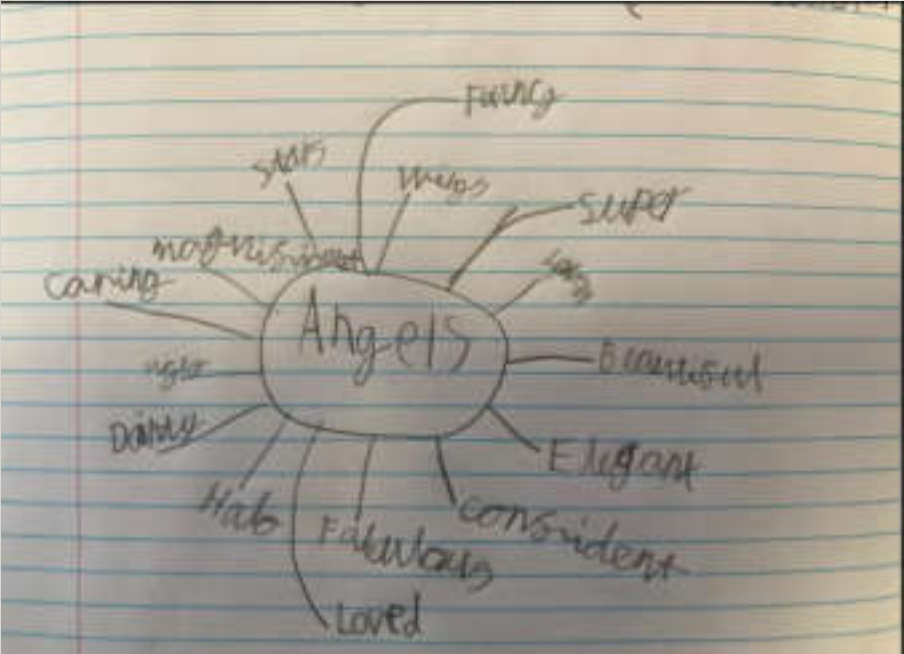
Vocabulary (in bold) and knowledge building blocks:

Children will learn that:

- Imagery is the use of pictures or words to describe ideas (Cambridge English Dictionary online)
- The word angel means messenger and angels appear in various places in the Old and New Testament
- Imagery of angels is often used to show visually the role of angels in religious stories
- In the Nativity story, angel imagery highlights the role of the angel as a messenger
- Angel imagery can also show the power, holiness, kindness of the angel as well as other aspects
- People may often have a stereotype of an angel in their minds due to the artwork or imagery they have seen.

YEAR 3- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet



Autumn Term 2- Year 4

Year: 4/5
Term: Autumn

Intended learning outcomes:
Most pupils will be able to:

Step 1 describe the concept *symbol*

Step 2 describe how Jews use the symbol of the Hannukah lights

Step 3 evaluate the concept of *symbol* by describing the value of the Hannukah lights to Jews and by identifying and describing an issue raised

Step 4 describe their own responses to *symbol* in their experience

Step 5 describe examples of how their responses to *symbol* can be applied to their own and others' lives.

Level 3

Assessment opportunities:
Evidence can be gathered when pupils:

- 1 produce concept webs
- 2 retell the story with reference to the Hannukah lights as a symbol
- 3 produce diary entry or poem
- 4 draw and annotate their own symbols
- 5 discuss the significance of symbols and complete writing frame

Theme/Unit: *Hannukah*

Key concept: *Symbol*

Sequence of activities:

Step 1 – Enquire: What does symbol mean?

- Pupils, in groups, produce a concept web from the word *symbol*.
- Teacher demonstrates the lighting of the Hannukah candles. Pupils speculate about what they can symbolise.

Step 2 – Contextualise: What is the meaning of the Hannukah lights for Jews?

- Light the Hannukah lights. Remind pupils of their ideas.
- Tell/explore the story of the conflict between Syrians and Jews.
- Pupils consolidate story through drama, sequencing and extended writing focusing on the significance of the lights.
- Explore other features of the celebrations to explore what the lights mean for Jews.
- Pupils prepare to have a Hannukah celebration or a Hannukah assembly.

Step 3 – Evaluate: What is the value of the symbol of the Hannukah lights?

- Pupils discuss how a Jewish child might feel about lighting the lights.
- Pupils produce a poem or a diary entry to illustrate a Jewish viewpoint of the lighting of the candles.
- Discuss how Jews might feel if they were unable to light the lights. *How much would it matter?*

Step 4 – Communicate: What symbols do I have that mean something special in my life?

- Pupils discuss symbols in their experience and their different levels of significance. Discuss in pairs, then in groups of four, then groups of eight. Pupils draw and annotate their symbols.

Step 5 – Apply: How do symbols apply in my life and others' lives?

- Teacher suggests that all wear a special symbol that has been created for them. (Show a symbol which is entirely inappropriate.) Discuss: *Can you wear a symbol you don't agree with? Why/why not? What does a symbol say?*
- Complete writing frame.

Resources:

- Hannukah and candles.
- CD-ROM, website, books on Hannukah celebrations.

RE KS2

Key concepts:

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

Skills:

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

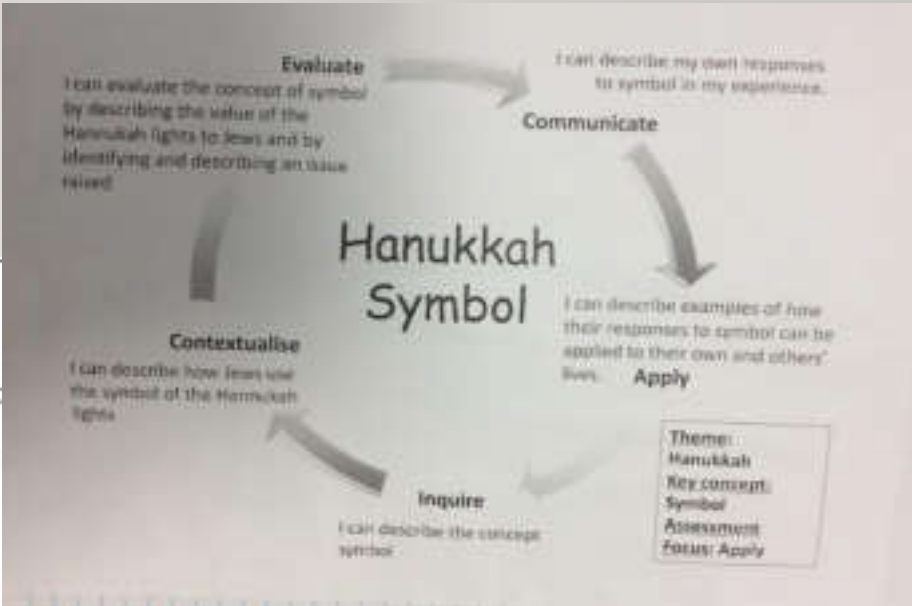
Attitudes:

- curiosity
- open-mindedness
- self-understanding
- respect
- wonder and appreciation

Programme of study:
Enquiry and skills

Pupils should be taught how to:

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



YEAR 4- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet

RE Assessment Overview sheet

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

Class Year 4	Half term Autumn 2	Theme: Hannukah Concept: Symbol
Assessment focus: Apply-how do symbols apply in my life?		
Children working towards ARE Boris Max (absent) Ismat (absent) Pinar Uly (absent)		
Children working at ARE Imes Rella Cly Daisy Auly (absent) Georgia Anastel Thekla Logan Liam Iziah Rooze James (absent) Lola Edith Surya Ethan		
Children exceeding ARE: Penny, Freddie, Evita		
Teacher comments The children could not understand about the Jewish religion as we looked at a map and identified the places in the story-Byle and Israel. We talked about other religions first.		

RE Assessment Overview sheet

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

Class Coast Year 4	Half term Aut 2	Theme and concept Theme: Hannukah Key Concept: Symbol
Assessment focus: Apply - I can describe examples of how my responses to symbol can be applied in my own and other's lives.		
Ted and Ethan were absent. Children working towards ARE Ella, Jake, Charlie, Jay		
Children working at ARE Nina, Autumn, Ella-Max, Isla, Tilly, James, Jack, George, Joseph, Isaac, Femi, Oly, Logan, El, Emma		
Children exceeding ARE Owen, Madison, Nina		
Teacher comments Children were asked to discuss and debate a symbol that I created. I told them I had made it for them so they could feel proud and happy. I also said they had to wear it, they had no choice. After discussions, children then responded to 3		

Yarmouth

Step 5: Apply

I can describe examples of how their responses to symbol can be applied to their own and others' lives.

questions. To extend some children they were asked to consider other questions around the idea of symbols.

I have used Charlie's work as my JA example as he did the best out of that group but still needed lots of support to get him there. Even so, he understood the questions and could construct his answers verbally.

I have used James's work as my MA example as he was the only person to recognise the symbol as the Japanese currency. He answered his questions well but without much more development.

I have used Nina's work as she had the most well-developed answers and well thought out responses during the verbal discussions.

Questions to prompt discussion:

- Do you think this symbol is appropriate? Why/why not?
- What does it make you think about?
- Does it seem the same to everyone? Why/why not?

Can a symbol be created or does it evolve (come out of an event or a story)? Can you give examples of symbols that are created and symbols that come out of an event or story?

Questions to prompt discussion:

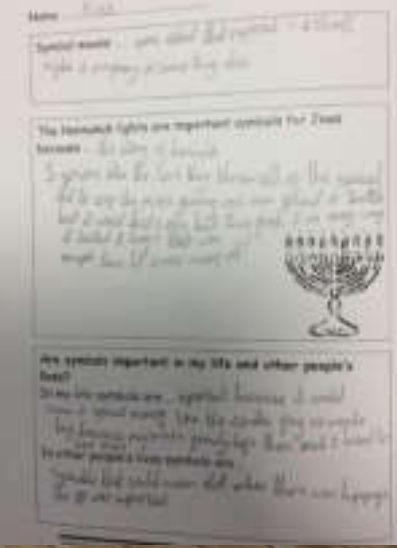
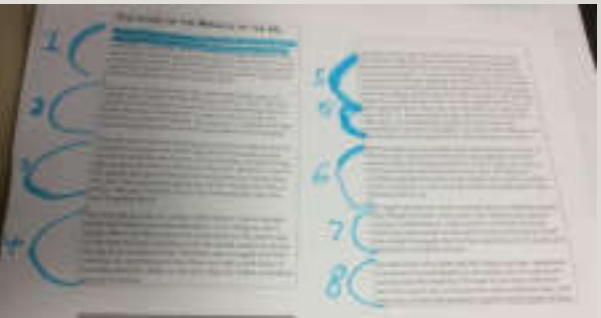
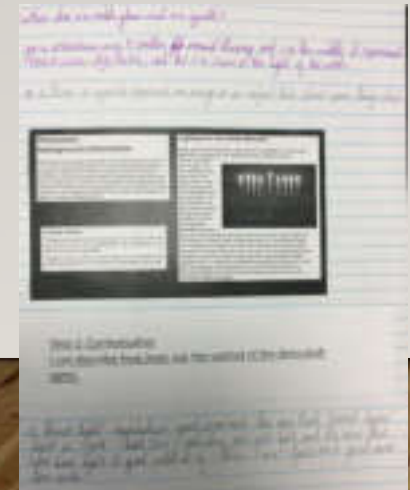
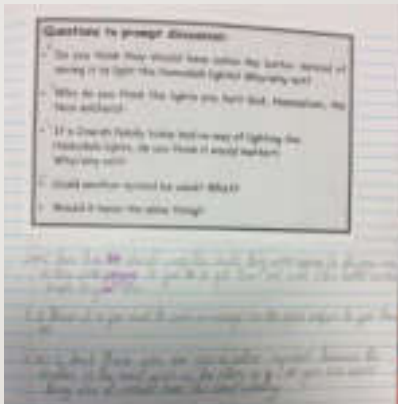
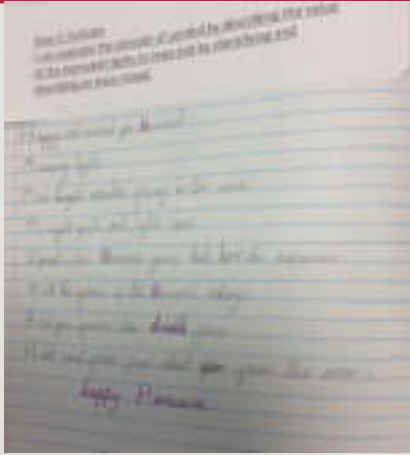
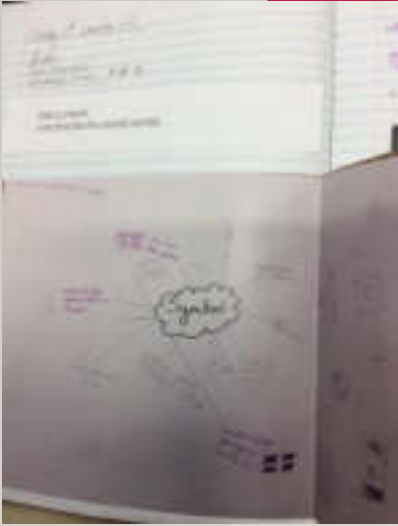
- Do you think this symbol is appropriate? Why/why not?
- What does it make you think about?
- Does it seem the same to everyone? Why/why not?

Can a symbol be created or does it evolve (come out of an event or a story)? Can you give examples of symbols that are created and symbols that come out of an event or story?

Can a symbol mean the same to everyone? (eg. does an animal symbol mean the same to everyone?)

Are there symbols that represent different cultures and a symbol that can be shared across cultures?

YEAR 4- AUTUMN TERM 2 CYCLE OF ENQUIRY

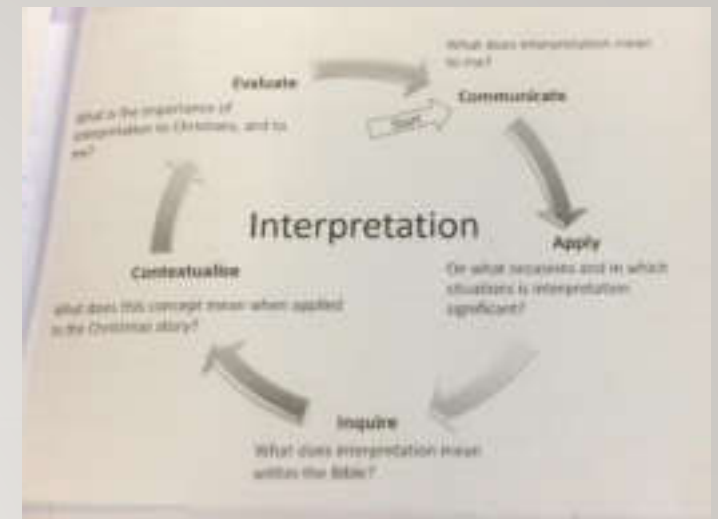


Autumn Term 2- Year 5

Year: 5
Term: Autumn 2
Intended learning outcomes:
Children will be able to:
Step 1 accurately explain the meaning of interpretation
Step 2 accurately explain why there are two interpretations of the story of the birth of Jesus in the Bible
Step 3 discern the value of the two interpretations for Christians and discern the possible value of interpretation for themselves
Step 4 respond creatively as well as begin to explain a personal response to the way in which different interpretations of situations have been evident in their own experience
Step 5 explain how their ideas about interpretation may affect their experiences and others
Informed by the end of year 6 expectations
Assessment opportunities:
Evidence can be gathered when children:
• produce an explanation of the concept of interpretation
• produce Venn diagrams
• write about the value of different interpretations for Christians
• write a paragraph explaining theirs and others' interpretations of something
• discuss the impact that different interpretations can have on situations in life

Theme/Unit: Christmas: the two birth narratives
Key concept: Interpretation
Sequence of activities:
Step 1 – Inquire: What does interpretation mean?
<ul style="list-style-type: none"> Two children (or teachers) each recount their own interpretation of one story. Ask pupils to record the important parts of each telling, including the key characters. Note any similarities and differences. What difference do these make to the story? Encourage children to speculate upon the importance of the two versions. Class discusses which is the most important. Why? Reflect on the above activity. What does interpretation mean? Children in pairs write a description or definition for the concept of interpretation. Compare and refine as a class.
Step 2 – Contextualise: What does interpretation mean in the birth narratives?
<ul style="list-style-type: none"> Teacher stories, or children read, the two birth narratives found in Matthew and Luke (see references in Resources box below). Ask children to record the important parts of the stories, including the key characters. Class discusses whether they think one is more important. Opinions need to be justified. Establish that children have been interpreting two important Christian stories which contain similarities and differences. In groups, split the children to make reference to Matthew or Luke and answer the following questions: Where did Mary and Joseph live at the beginning of the story? How did Mary become pregnant? Where was Jesus born? Who visited the baby Jesus? What happened after the visitors left? Where did Joseph and Mary live at the end of the story? Individually or as a class, children produce a Venn diagram. Children discuss why they think that there are two stories about the same event and why these stories have similarities and differences.
Step 3 – Evaluate: What is the value of the different interpretations to Christians? What do I think?
<ul style="list-style-type: none"> Class, in role as theologians, articulate/express their opinion about why they think there are two different birth narratives. (NB: Theologians believe that the writers were writing for different audiences.) Discuss: Does it matter that there are different interpretations of this story? Write a story or Christian value to contribute to the class discussion. Write a short explanation.
Step 4 – Communicate: What does interpretation mean to me?
<ul style="list-style-type: none"> Question your pupils: What do you interpret as your life? Pupils discuss in pairs then as a class. Note their responses. Encourage pupils to participate in activities that possibly demonstrate the concept in their lives, eg: interpret a piece of modern or traditional art, interpret a difficult playground situation, interpret a text with missing paragraphs, interpret a Chinese whisper or interpret a photograph. Children discuss with others why they interpreted the picture, story or situation differently. Children produce a paragraph focusing on how they interpreted one of these in comparison to how a friend interpreted one of these.
Step 5 – Apply: On what occasions and in what situations is interpretation significant?
<ul style="list-style-type: none"> Scenario: A disagreement between two children who have different versions of events needs to be addressed. Normally the teacher will take to both interpretations of the event and try to determine what actually happened on the occasion. The teacher will observe the first child to recount their story. Class discusses/provides the situation of the story to then be established: How would the children and teacher feel? Do you need to consider both versions of events? Could a child be unfairly treated? What are the consequences of this? Continue to explore the benefits of analysing different interpretations of an event. Why do people interpret things in different ways? What are their motives? Is it useful in some situations and not in others? Discussion could be extended to thinking about people or that in court, how several affairs are reported in the media, records of historical events (such as literary and history texts here).
Resources:
<ul style="list-style-type: none"> Bibles and copies of stories for annotation: Matthew 1:18–25 and Matthew 2:1–23, Luke 2:1–20 and Luke 2:39–40. Christmas at KS2 RE teaching pack (RE Centre 01962 863134) Fictional or non-fiction stories. Modern and/or traditional art.

RE KS2
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.
Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.
Social: sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.
Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Vocabulary (in bold) and knowledge building blocks:
Children will learn that:
<ul style="list-style-type: none"> The story about the birth of Jesus is found in two of the four gospels – Matthew and Luke It is not in the other two gospels of Mark and John at all The two stories have similarities, such as Jesus is born in Bethlehem and the family make their home in Nazareth The two stories have differences, such as the shepherds in Luke and the wise men in Matthew This is because each of the gospel writers interpreted the story of Jesus in a way that highlighted what was important to them as a writer



YEAR 5- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

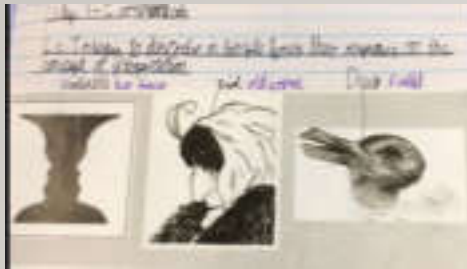
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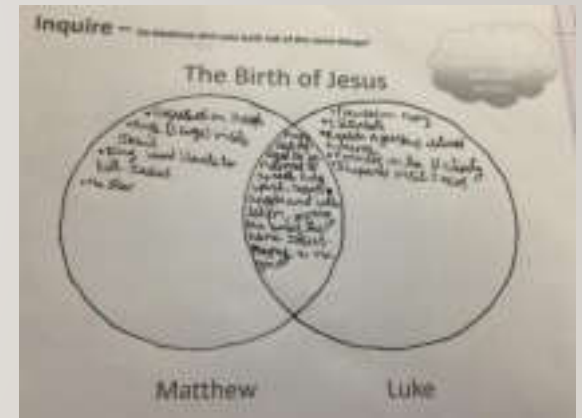
Yarmouth



YEAR 5- AUTUMN TERM 2 CYCLE OF ENQUIRY



The story is told in Luke and the possible is given
The story is told in Luke and the possible is given
The story is told in Luke and the possible is given



How do optical illusions differ in interpretation?
In school, sometimes people see different things.

Mr Roberts says "The birth stories can't be true, because they don't agree with each other."
Do you agree with Joe? Why / why not?

The story is told in Luke and the possible is given
The story is told in Luke and the possible is given



Compare of Joseph
Mary's journey
The birth of Jesus
The birth of Jesus

The birth stories can't be true because they don't agree with each other they are different things. I don't believe in the birth of Jesus.

Autumn Term 2- Year 6



Year: 6
Term: Autumn 2

Theme/Unit: *An extraordinary baby – how Christians perceive the birth of Jesus*

Key concept: *Incarnation*

Intended learning outcomes:

- Children will be able to:
- Step 1** accurately explain the Christian concept of incarnation
 - Step 2** accurately explain how the birth narratives reflect the incarnation for Christians
 - Step 3** discern the value of the incarnation for Christian believers and discern the possible value for themselves and others
 - Step 4** respond creatively as well as begin to explain a personal response to the concept of incarnation
 - Step 5** explain some examples of how the idea of incarnation might affect their own and others' lives.

Informed by the end of Year 6 expectations

Assessment opportunities

- Step 1 – Discussion
- Step 2 – Writing
- Step 3 – Writing
- Step 4 – Drawing and annotation
- Step 5 – Discussion

Jenny Tait
Clanfield Junior School

Step 1 – Inquire: What is the meaning of incarnation?
Give out copies of extract from *Beyond ourselves*, by Catherine Marshall. Discuss the following in pairs.
What was the scientist doing? What was his problem? What was his solution? How would it help the ants? How would it help him?

List suggestions on the board to keep for later. Look up meaning of incarnation (also incarnate) in a dictionary/thesaurus. Have pupils heard of this idea before? Who has read the *Harry Potter* books, notably the *Goblet of Fire*? Lord Voldemort, who had been in existence but without a body for a time, took on bodily form, and was, therefore, an incarnation. Discuss this idea.

Step 2 – Contextualise: How is the concept of incarnation expressed within the Christian birth stories?

Explain that Christians believe that Jesus was God made into a man (God incarnate) and is also referred to as God the Son. How do the birth narratives of Jesus reflect the concept of **incarnation**? Give the following Gospel stories to pairs/small groups of children with the question: *What aspects of the story reflect the concept of incarnation/show the baby is God made man (God incarnate)?*
Luke 1:26–38.
Matthew 2:1–12 and 13–15.
Luke 2:8–20 (The shepherds).

Volunteers with each reading report back to class. Discuss together, teacher questioning carefully to draw out which bits of the stories point to Jesus being God incarnate. Make notes on board. Complete writing framework.

Step 3 – Evaluate: What is the value of the idea of incarnation to Christians?

Pose this question for the children to discuss: *If an ancient scroll was found which revealed that Jesus was not God made into a man (God incarnate), what difference would that make to Christians?* Children discuss in groups. They should write down comments that they think Christians might make. Compare as a class. Children complete the writing frame: *The idea of incarnation is important to Christians because ...*

Step 4 – Communicate: What is your own response to the concept of incarnation?

Ask children to discuss the following in pairs: *If God were to take on a human form now, what do you think he/she would be like? What would he/she do?* Pupils draw own picture annotated with the following: name, nationality, mission in life, personality. Write down one question you would like to ask them. Title of piece of work: *If God was one of us.*

NB You need to be aware of sensitivities and different beliefs in the class before this step as some children may not want to draw God (eg children from Muslim families). Others may come from religious families with specific beliefs or atheist families. Pictures of humans or the world could be done instead.

Step 5 – Apply: How does the concept/idea of incarnation affect us and others?

Share points of view from Step 4. Do pupils think that they will always think the same way as they do now? Why? What might make them change their views? Why do people change their views? (Encourage open-mindedness and respect of viewpoints of others.)

Resources:
Good news children's Bibles
Quote from *Beyond ourselves*, by Catherine Marshall
Incarnation writing framework

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.

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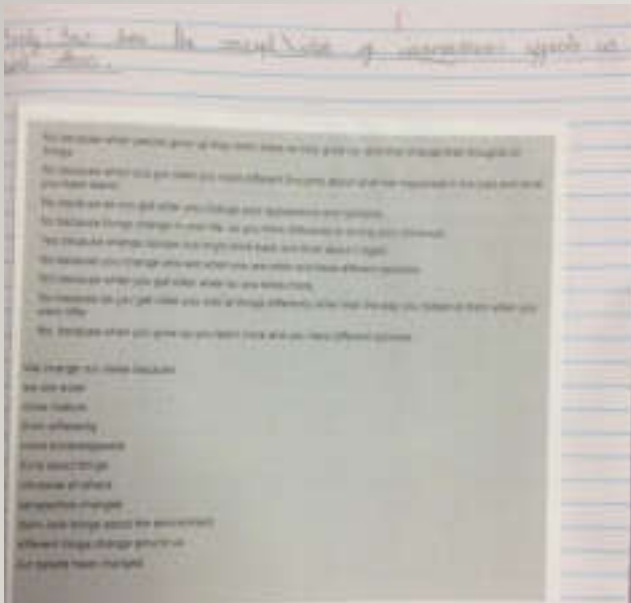
Vocabulary (in bold) and knowledge building blocks:

Children will learn that:

- Christians believe that Jesus was **God made into a man**
- This belief is called the **Incarnation**
- The **birth narratives** show that Jesus was the **Son of God** yet also human
- Different aspects of the birth narratives highlight this, for example the coming of the **angel Gabriel** who tells **Mary** Jesus will be the **Son of God**
- An **angel** also appears to the shepherds telling them that the **Lord or Messiah** has been born

YEAR 6- AUTUMN TERM 2 ASSESSMENT FOCUS- APPLY

Shalfleet



RE Assessment sheet


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

Class Horizon	Half term Autumn 2	Theme and concept Incarnation An extraordinary baby
Assessment focus: Apply		
Children working towards ARE JH, NH, XM, DM, D-MP, NR, SS, MS, IA, OA		
Children working at ARE WB-H, IC, FC, TC, PC, ES, FH, JL, QL, LM, TM, BR, LS, EW, AW		
Children exceeding ARE		
Teacher comments		

Yarmouth

Apply

How could an incarnation of God benefit from our modern world?



Modern invention	How an incarnation of God could benefit from this?
Flying	The person God could show people his miracles that he does and he will be able to share it to others in minutes.
Transport	God could show the people that don't believe in the bible he can do miracles when he gets them in quicker transport when he was young.
Social media	The incarnate of God can share his miracles around the world in seconds.
News	The incarnate of God can perform miracles that will be reported and written about.
Book	The incarnate of God can perform + benefit from this by it will be like a new bible and loads of people will read it.
Radio	The incarnate of God can benefit from a radio by talking to his people on the radio that with help broadcast words of God to the other side of the world.


The bible would be most important to a modern incarnation of God because the bible is the story book and can lead the bible and with it.

YEAR 6- AUTUMN TERM 2 CYCLE OF ENQUIRY


What is the meaning of incarnation?
 An incarnation is when someone has to be someone they become a new person.
 Example: Jesus became a human.

Incarnation
 Describe the 'Incarnation' of Jesus Christ.
 Use images to help you explain it.


Look at the pictures showing different aspects of the story of Jesus' birth. Read to each one. Describe the feelings of the baby Jesus. Write the baby Jesus' name in each picture.



The Virgin Mary is a woman who has a baby. She is a woman who has a baby. She is a woman who has a baby.



This is the baby Jesus. He is a baby who has been born. He is a baby who has been born. He is a baby who has been born.



This is the baby Jesus. He is a baby who has been born. He is a baby who has been born. He is a baby who has been born.

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This is the baby Jesus. He is a baby who has been born. He is a baby who has been born. He is a baby who has been born.

Tuesday 8th November 2022
Incarnation

It could help the baby Jesus to be born in a manger. It could help the baby Jesus to be born in a manger. It could help the baby Jesus to be born in a manger.

It could help the baby Jesus to be born in a manger. It could help the baby Jesus to be born in a manger. It could help the baby Jesus to be born in a manger.

EXT - A manger is a place where you put your things. It is a place where you put your things. It is a place where you put your things.

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This is the baby Jesus. He is a baby who has been born. He is a baby who has been born. He is a baby who has been born.

SPRING TERM I



Spring Term 1 - EYFS

Year: 1

Term: Autumn 1

Intended learning outcomes:

Children will be able to:

- Step 1** talk about their own responses to special people
- Step 2** identify how special people relate to their own lives
- Step 3** talk about special people
- Step 4** recognise how the Buddha is a special person for Buddhists
- Step 5** talk about the importance of special people

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when children:

- contribute to the display, or talk about, their own special people
- discuss their responses
- talk about what special means
- sequence pictures and talk about stories that show The Buddha is special for Buddhists
- talk about their own responses to the idea of the Buddha being special

Philippa Hughes:
Fair Oak Infant School for
plan on Special people

Theme/Unit: The Buddha – special people

Key concept: Specialness

Sequence of activities:

Step 1 – Communicate: Who is special to us?

Teacher – model a special person to them – pictures, memories, feelings.
Discuss: who is special to you? Why?
Do you know any other special people?
Create a display of paintings and photos. These people are special to us.

Step 2 – Apply: What difference do special people make to us?

Discuss:
If someone is special, does it make you want to be with them, like them, find out more about them?
Are there some special people who are special to everyone?
How would you feel if you could not see your special person?
Do we all have the same special people?
Will the same special people always be special to us?
Will we find more special people as we grow up?

Step 3 – Inquire: What does special mean?

Circle time discussion – What makes a person special?
because we love them/they love us – family/friends
because they look after us/help us – teachers/other people in school/admirers, etc.
we like to listen to them/hear what they say
make us laugh/make us happy
because they're important/famous
because of things they can do, eg: very good at football, singing

Step 4 – Contextualise: Who is special for Buddhists?

Watch the first 2 minutes of the KS1 film clip about the Buddha here: [HYPERLINK](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swain-and-the-monkey-king/ks1-1)
<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swain-and-the-monkey-king/ks1-1> Religious Studies KS1: The Buddhist Story of Siddhartha and the Swan and The Monkey King - BBC Teach

- Tell the story given, act it out, sequence pictures and explain that the Buddha is a very special person for Buddhists – he is someone that Buddhists follow and use as a guide to living their own lives (note for teachers: Buddhists do not pray to the Buddha or pray to a God, but instead see the Buddha as a role model for their own lives).

Tell children further information about the Buddha and show pictures of Buddhists around the world today: [HYPERLINK](https://www.bbc.co.uk/5tsize/topics/wh/religious/articles/wh/14/01/140101_buddhism_1) https://www.bbc.co.uk/5tsize/topics/wh/religious/articles/wh/14/01/140101_buddhism_1 What is Buddhism? - BBC 5tsize

Children write, draw or talk about how the Buddha is special for Buddhists

Step 5 – Evaluate: Why do you think The Buddha is special to Buddhists?

Discuss – Why is The Buddha special to Buddhists? Buddhists show that the Buddha is special

Resources:

[HYPERLINK](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swain-and-the-monkey-king/ks1-1)
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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 people that are special 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.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

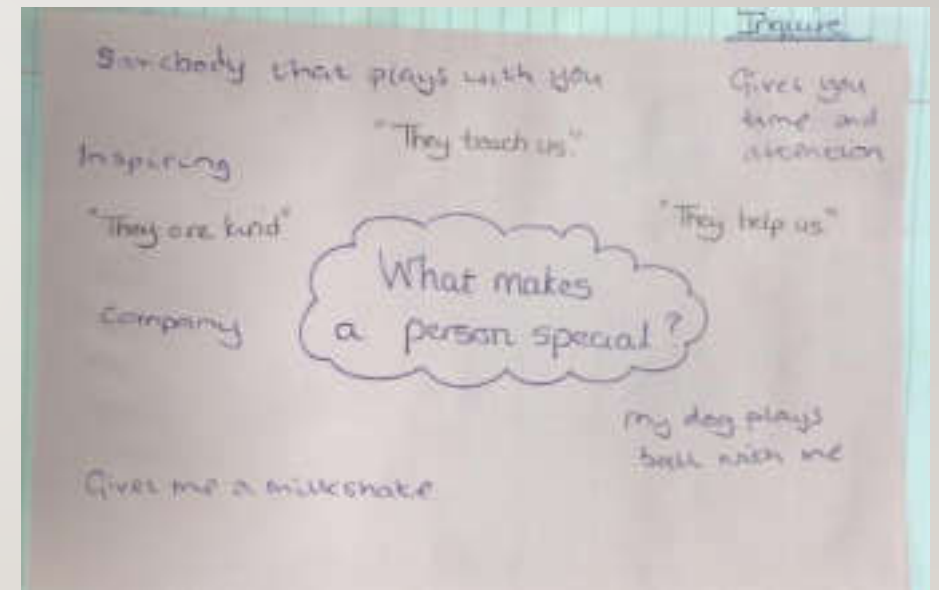
- **The Buddha** is a very special person for Buddhists
- **The Buddha** was a prince who went in search of truth outside his palace
- He saw suffering and tried to find out why people suffered
- After a long time, he became enlightened – he found the answers that helped with suffering
- Buddhists all around the world follow his teachings in their lives

EYFS- SPRING TERM 1 ASSESSMENT FOCUS- INQUIRE

Shalfleet



Yarmouth



EYFS- SPRING TERM I CYCLE OF ENQUIRY



Spring Term I - Year 1

Year: 2

Term: Spring 1

Intended learning outcomes:

Children will be able to:

- Step 1** simply describe what remembering means
- Step 2** simply describe ways in which Jews remember the Passover story
- Step 3** in simple terms describe something of the value/importance of remembering Passover for Jews
- Step 4** express creatively their own responses to remembering
- Step 5** recognise how their responses to remembering can relate to their own and others' lives.

Informed by end of Year 2 [expectations](#)

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 discuss the meaning of remembering
- 2 produce labels/thoughts for display
- 3 complete writing and talk on the concept
- 4 design and simply describe their own special plates
- 5 complete writing or draw and annotate.

Theme/Unit: Passover

Key concept: Remembering

Sequence of activities:

Step 1 – Inquire

- 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. [What is Passover? - BBC Bitesize](#) - 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 writing or speech 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 or draw and annotate: "Things I like to remember **are** ... 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:

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

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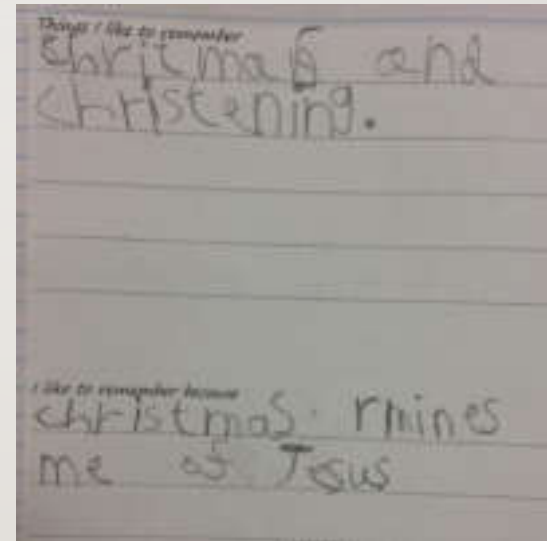
Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- The Seder plate helps Jews remember a special story called the **Passover**
- The story of the **Passover** is found in the Torah, the first five books of the Hebrew scriptures
- It is remembered at a special festival of **Passover** each year
- **Passover** tells the story of how Jews were led out of Egypt and slavery by **Moses**
- The Seder meal has special foods in it to help remember parts of the story: bitter herbs, a lamb bone, celery or parsley, paste made of fruit and nuts and a **hard-boiled** egg

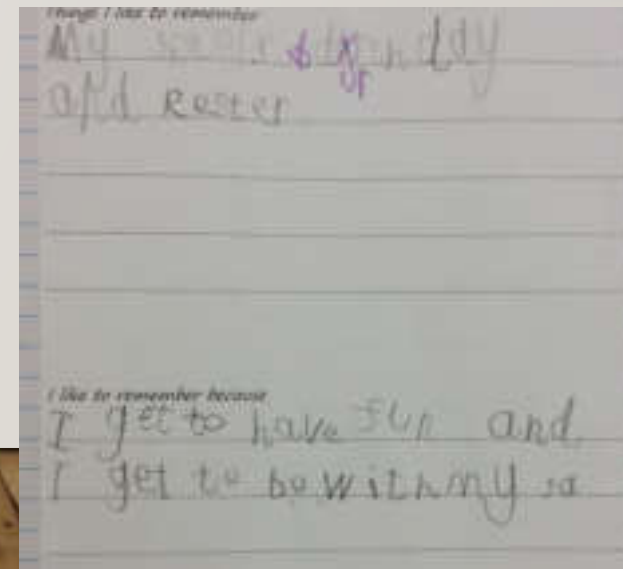
YEAR 1- SPRING TERM 1 ASSESSMENT FOCUS- INQUIRE

Shalfleet

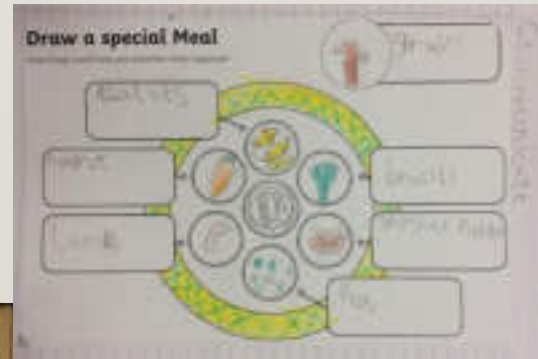
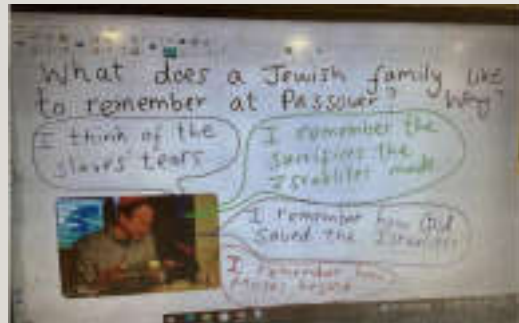


Yarmouth

RE Assessment Overview sheet		
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.		
Class Cove	Half term Spring 1	Theme and concept Theme: Passover Concept: Remembering
Assessment focus: Enquire		
Children working towards ARE Reggie Charlie Daniel Lighton Stanley		
Children working at ARE Jack Sara Lola Aina Noah Layla Arabella Layla C		
Children exceeding ARE Milla William Bonnie Skyla		
Teacher comments		



YEAR 1- SPRING TERM 1 CYCLE OF ENQUIRY



Spring Term 1 - Year 2

Year: 2
Term: Spring 1

Intended learning outcomes:

Children will be able to:

- Step 1** simply describe what remembering means
- Step 2** simply describe ways in which Hindus remember Vishnu at Holi
- Step 3** in simple terms, discern something of the value of remembering for Hindus in the celebrations and devotions paid to Vishnu
- Step 4** express creatively ways in which they remember events or people
- Step 5** recognise how their responses to remembering relate to their own and other's lives

Informed by end of Year 2 expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- * talk about remembering in the story
- * complete the writing
- * complete the speech bubble
- * share their own ways of remembering.

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

Theme/Unit: Holi

Key concept: Remembering Vishnu

Sequence of activities:

Step 1 – Inquire – Who is remembered in the story?

Tell the pupils that they are going to hear a very special story which is ancient and treasured and told by many Hindus.

Tell or read the story.

Ask the pupils to think about the parts of the story they liked, disliked or found puzzling. Discuss them.

Act out the story with the pupils.

Discuss: Who was good in the story? Was it important for Prahlad to remember Vishnu? Why? Discuss: What does remembering mean?

Step 2 – Contextualise – How do Hindus remember Vishnu?

Ask the pupils to close their eyes and think about Vishnu in the story. Encourage them to imagine Vishnu. Is he old or young, large or small, happy or sad? What is his personality like? Is he powerful, dangerous, loving, kind, frightening?

Pupils can think of words to describe him and share their ideas. How might these qualities be shown in a picture? Pupils can paint or draw Vishnu and display the results alongside written descriptions (remembering that children from some religious backgrounds will not draw God or religious figures, for example children who are Muslim).

Show the pupils images of Vishnu. This picture helps Hindus to remember Vishnu.

Show a picture of a shrine to Vishnu and explain how Hindus remember Vishnu's goodness when they go to the shrine and pray to him and think about him.

Arrange some aspects of the Holi celebration for pupils, eg: play Indian music, dance a simple dance which retells the story, share sweets, sing a song.

Discuss with the pupils which parts of the celebrations might help people remember that Vishnu is a special and wonderful God and that he made good things happen.

Step 3 – Evaluate – Do the Hindu shrine and Holi celebrations help Hindus remember Vishnu?

As a whole class led by teacher or in small groups, sort cards in order of priority (see Holi booklet for cards).

Discuss the different priorities pupils identify.

If Hindus were not allowed to go to the shrine or celebrate Holi, how would they feel? Would they forget Vishnu? What else could they do to remember him?

Step 4 – Communicate – What do pupils have to help them remember someone?

Teacher model from own experience and explain – a card, a photo, a gift, an anniversary celebration, that helps remember to remember someone good.

Pupils bring to school items and/or talk about ways they remember someone good. Draw and annotate.

Step 5 – Apply – When do we remember and why?

Discuss: Do we remember all the time? When? Are there special times when we like to remember someone good? Would it matter if we forgot? Why/why not?

Resources:

Sunshine Religious Stories: The story of Prahlad

by Cole and Lowndes (Heinemann).

Images of Vishnu.

Items for a shrine to Vishnu.

Items for Holi celebrations.

Holi booklet available from the RE

Centre (Tel 01962 863134)

Holi topic box from 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 knowledge of 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.

Vocabulary (in bold) and knowledge building blocks

Children will know that:

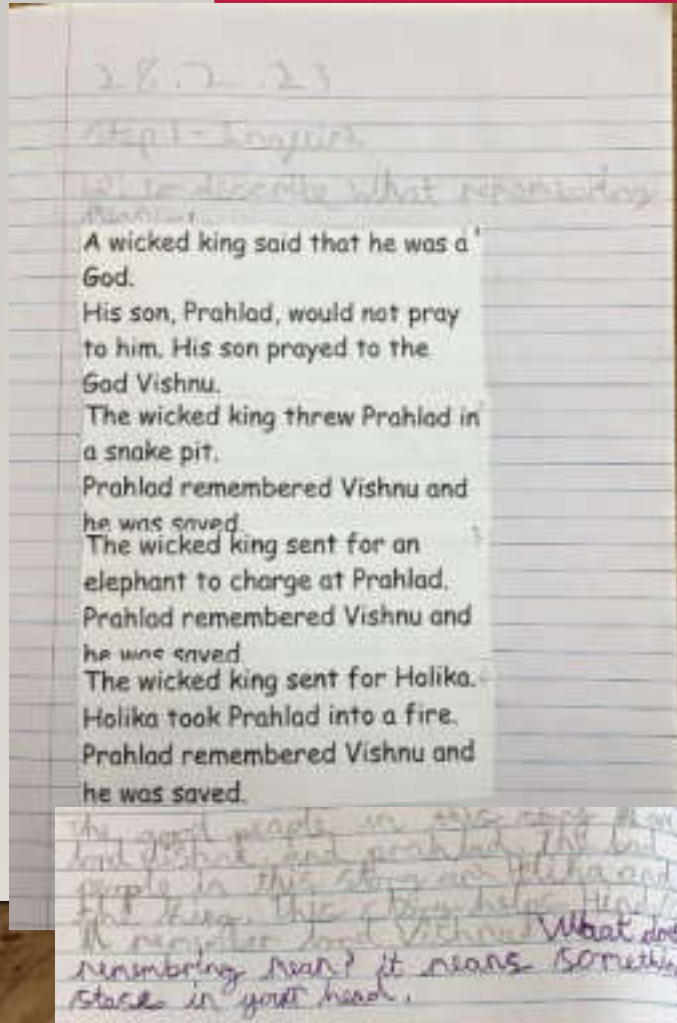
- Holi is a 2 day Hindu festival in the Spring
- On the first day people light bonfires and remember the story of Prahlad, the son of a **demon King**
- Prahlad was devoted to the Hindu God Vishnu and worshipped him instead of his father
- The **demon King's** sister Holika tried to kill Prahlad in a fire, but her protective cloak flew off and protected Prahlad instead of her
- The story **remembers** good overcoming evil
- On the second day people throw coloured paint
- Many **Hindus** play music, dance, retell the story, throw paint and share sweets
- They remember the Vishnu and celebrate



YEAR 2- SPRING TERM I ASSESSMENT FOCUS- INQUIRE

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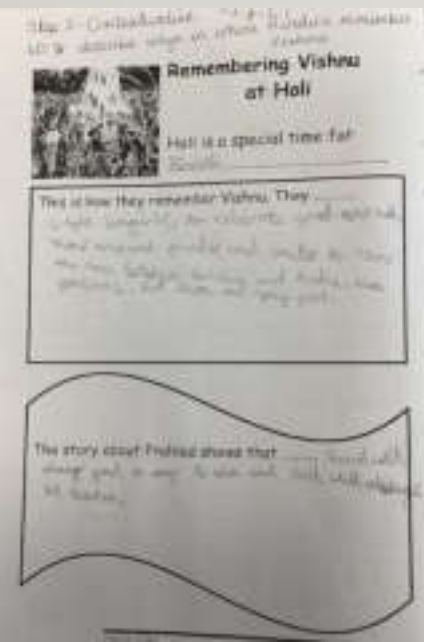
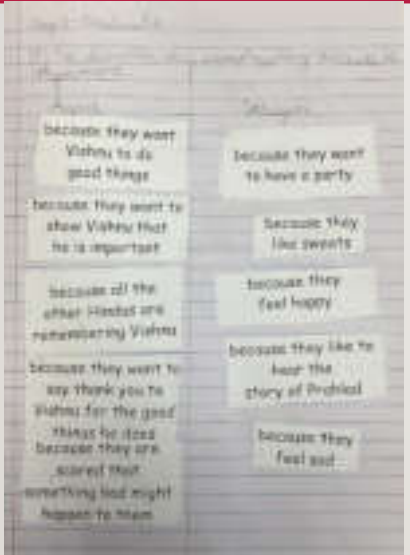
Yarmouth



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

Class	Half term	Theme and concept
Year 2- Sky Class	Spring 1	Theme: Holi Concept: remembering Vishnu
Assessment focus: Inquire		
Children working towards ARE RM, LH-G, BW, EL-G		
Children working at ARE Rest of class		
Children exceeding ARE NK		
Teacher comments The children found it a bit tricky to explain what remembering is. We worked on a definition as a class. The children enjoyed listening to the story of Vishnu and we went on to discuss the festival of Holi and why it is important to the Hindu tradition.		

YEAR 2- SPRING TERM 1 CYCLE OF ENQUIRY



Spring Term 1 - Year 3

Year: 3
Term: Spring 1 2023

Intended learning outcomes:
Children will be able to:

- Step 1** to begin to express creatively as well as describe their response to their own experiences of the concept of authority
- Step 2** to begin to recognise and describe how their responses relate to events in their own and sometimes other people's lives
- Step 3** to begin to accurately describe the meaning of authority
- Step 4** to begin to accurately describe how authority is shown in events in Jesus life
- Step 5** to begin to discern and describe the value of authority to Christians.

**Informed by end of Year 3
End of year expectations**

Assessment opportunities:
Evidence can be gathered when pupils:

- 1 act out and discuss scenarios
- 2 contribute to lists which describe characteristics of authority figures
- 3 are able to simply describe events in Jesus' life when He showed authority (diary entries, annotated pictures, speech bubbles, etc)
- 4 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 rain with no shoes on?). Act them out.

Step 3 –Inquire

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? Hat-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 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 freeze 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 KS2

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

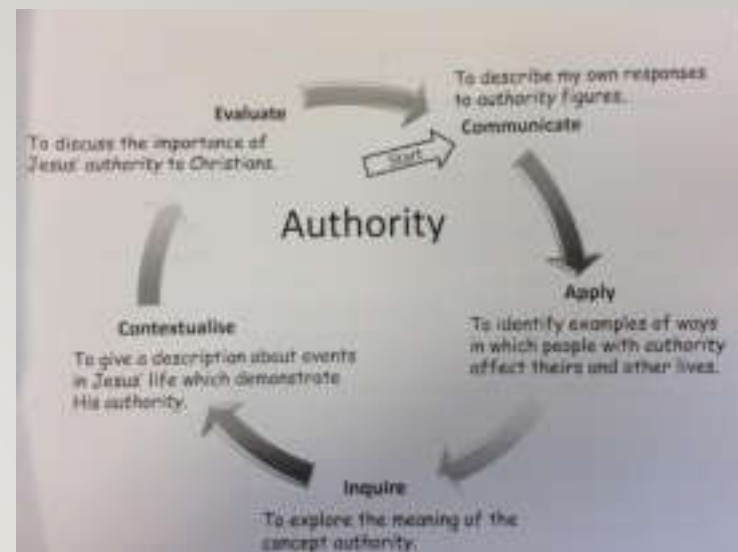
Using art and craft opportunities to develop the concept of authority and to explore it through looking at Christian art, stories and traditions.

Drama

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

Literacy

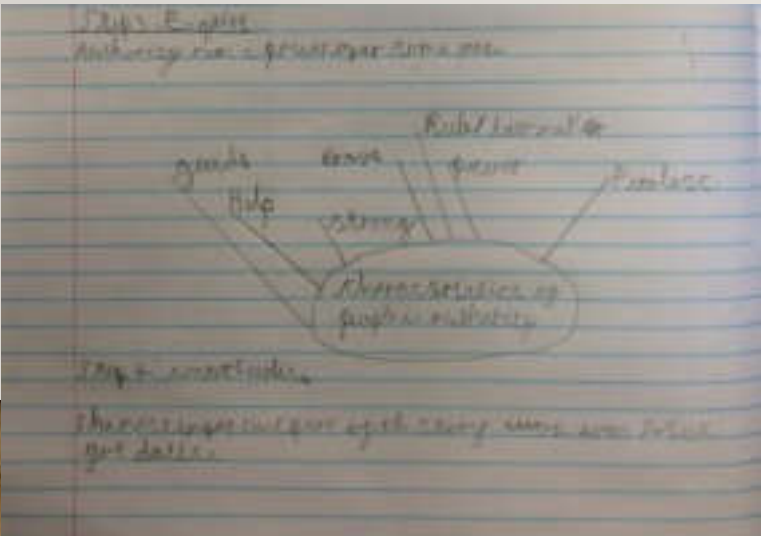
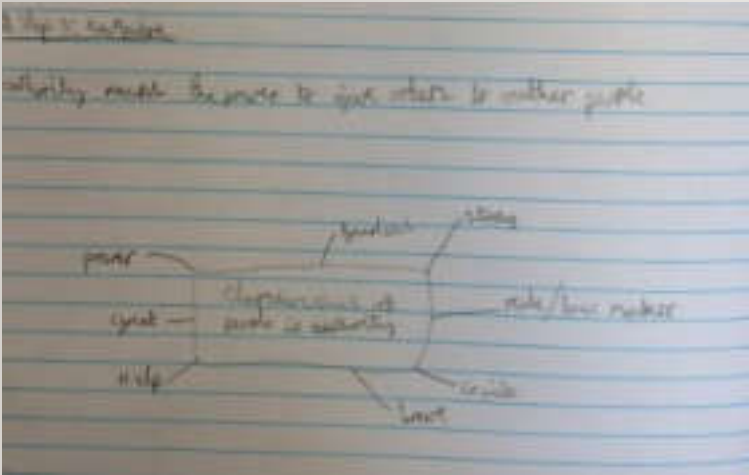
Opportunities to listen and respond to stories and to consider the meaning of the story for religious people. Writing the characteristics of people with authority.



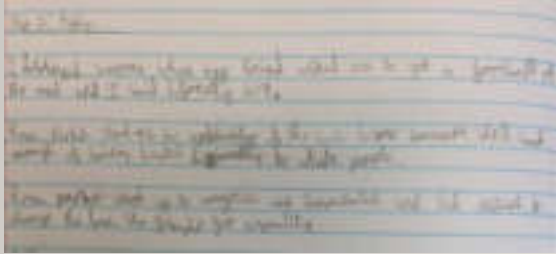
YEAR 3- SPRING TERM I ASSESSMENT FOCUS- INQUIRE

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YEAR 3- SPRING TERM I CYCLE OF ENQUIRY



Link to Y3- Star Class Videos of role play of Authority

<https://drive.google.com/drive/folders/1ejjMHApTQJfcVuNsXw9tT7a5yfoFGx8k>

Spring Term 1 - Year 4

Year Group – Year 4
Term – Spring 1

Theme/Concept – Myth

Key Concept – Myth

RE Medium
Term Planning

Intended Learning Outcomes:

Step 1: To describe the concept of myth.

Step 2: to describe how myths reveal the beliefs and values of the religions studied.

Step 3: To evaluate the concept myth by describing the value of myth to believers and by describing an issue raised.

Step 4: To describe their own responses to myth in their experiences.

Step 5: To describe examples of how their responses to myth can be applied in their own and others' lives.

Assessment Opportunities:

1. Their response to what are 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

Sequence of Activities:

Inquire – 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://www.mythsandlegends.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 10 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 religions in focus in the year group. (See suggested myths, resources and ideas from page 13 of the 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 – Use 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: Is this myth still told? Would it matter if they were not told? 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 character; the incident; the beginning, middle and the end; the belief 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 – Pupils 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? **Apply** 'Imagine a myth about "How the World Dies". How will our future myth teach the people about how the world will end up as it will? Discuss.

Resources: iPad, chat box, www.mythsandlegends.org of artwork, assessment sheet.

Cross-Curricular Links:

PSHE – Personal feelings

English – Myths and Legends

English – Written assessment

Computing - Research

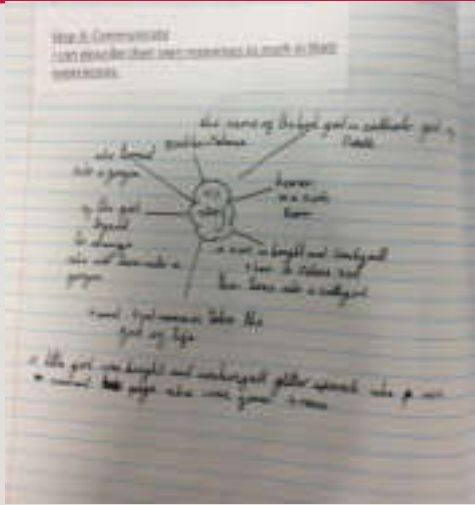


YEAR 4- SPRING TERM I CYCLE OF ENQUIRY

Additional evidence form Year 4- Yarmouth

<https://drive.google.com/drive/folders/17JperOseF660vGQUtOtIYL3fLgnIMXPB>

Handwritten notes on lined paper, possibly a list or checklist.



Handwritten notes on lined paper, including a list of bullet points and several paragraphs of text.

Handwritten notes on lined paper, including a list of bullet points and several paragraphs of text.

Handwritten notes on lined paper, including a list of bullet points and several paragraphs of text.



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

Handwritten notes on lined paper, including a list of bullet points and several paragraphs of text.

Spring Term 1 - Year 5



Year group: Years 5/6
Term: Summer 1/2

Theme/unit: Humanism

Key concept: A good life

RE KS2

Intended learning outcomes:
Children will be able to:
Step 1: Communicate: respond creatively as well as begin to explain our own responses to human experience of living a good life
Step 2: Apply: explain some examples of how our responses to a good life can be applied to our own lives and to the lives of others
Step 3: Inquire: accurately explain the concept of a good life
Step 4: Contextualise: accurately explain how Humanists might live a good life
Step 5: Evaluate: discern the value of living a good life to Humanists using examples.
Discern the possible value of this for their own lives and communities

Informed by end of Year 6 expectations

Sequence of activities:
Step 1: Communicate – What does it mean to you to live a 'good life'? Can you think of any examples of people who live a 'good life'? Children draw/paint two contrasting pictures of people living a 'good life' and a 'bad life'. Use these pictures as a stimulus for a conversation or P4C enquiry. Discuss whether immoral actions always have a negative consequence.
Step 2: Apply – How might we live a good life? What happens if someone chooses not to? Where do rules come from? Introduce idea of Plato's Ring of Gyges/Harry Potter's invisibility cloak. If you would not get caught, what would you do? What would you not do and why? Drama activity in small groups. How might we link this to the concept of a good life?
Step 3: Inquire – What does a 'good life' involve? What are the complexities surrounding this concept? How does school encourage us to live a good life? Order school rules from most to least important to you. Always? Order the rules by how easy they are to follow. Do we notice anything about this/does this make us wonder anything? Possible to introduce vocabulary of 'moral' and 'immoral' here if appropriate.
Step 4a: Contextualise - Ask the class in pairs to try to come up with a rule that they can all agree to live by at home and at school that covers all situations. Introduce the Golden Rule – for many Humanists, an ethical principle for how you live your life. It can be expressed positively "treat others as you would like to be treated yourself" or negatively "don't treat others the way you would not like to be treated yourself". It is, also seen in different ways in many religions. Look at Humanist 10 rules to live life by which is followed by some Humanists (either by Donald Fletcher or Bertrand Russell. NB: will need some adapting for your class slightly for content and language used). Class teacher to choose six of these rules and give to the children on pieces of paper. Children to order the rules from most to least important for living a good life (could do a diamond-9 type activity). Children can then choose which rule to reject and swap it for a rule of their own creation.
Step 4b: Contextualise – Roleplay drama: two Humanist characters making a possible good life choice and a bad life choice. (eg someone drops money on the floor – do they take it or return it?). Create a thought bubble for each of the characters explaining their thought processes during/after the decision. What reason might some Humanists have for returning the money to the owner? What reason might they have for keeping it? How does this link to our concept?
Step 5: Evaluate – Is it important for Humanists to live a good life? Is it important for you to live a good life? What might the differences/similarities be? Why should we respect the Humanist point of view? What should we now do differently as a class/school to help ourselves live a good life? Discuss in groups and come up with a reasoned plan. Write a letter to Headteacher explaining what we should do differently now and why.

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: giving the opportunity to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognising the legal boundaries and in so doing, respect the civil and criminal law of England. 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.

Assessment opportunities:
Evidence can be gathered when children:
Inquire – accurately explain the concept of a good life
Evaluate – discern the value of living a good life.

- Vocabulary (in bold) and knowledge building blocks.
Children will learn that:
- The Golden Rule is an ethical principle that many Humanists & different religions use
 - It helps Humanists see how to live their life
 - It can be expressed positively 'treat others as you would like to be treated yourself'
 - It can be expressed negatively 'don't treat others the way you would not like to be treated yourself'
 - Many Humanists use 10 rules to live their lives by

Sophie Etheridge
Twyford St Mary's CE Primary School

Resources:
Humanist 'rules' - [HYPERLINK](http://understandinghumanism.org.uk/uhtheme/ethics/?page=7)
["http://understandinghumanism.org.uk/uhtheme/ethics/?page=7"](http://understandinghumanism.org.uk/uhtheme/ethics/?page=7)
understandinghumanism.org.uk/uhtheme/ethics/?page=7
Harry Potter clip – Youtube/DVD

YEAR 5- SPRING TERM I ASSESSMENT FOCUS- INQUIRE

Shalfleet

Yarmouth

Step 3: Inquire
To begin to see

• Don't punch. Make a list of rules we follow a school.
• No physical contact. 16 9
• Be Respectful. 14 8
• Be kind. 11 7
• Be caring. 11 6
• Work hard. 11 4
• Listen to the teacher. 2 11 5
• Don't Swear. 11 1
• Don't shout out. 2
• Don't wander around. 3

Least to most important
Most to least easy to follow.
Moral Meaning:
Behaving in ways considered by most people to be correct and honest.
Immoral Meaning:
Morally wrong, or outside society's standards of acceptable, honest and moral behaviour.

~~Step 3: Inquire~~
Step 3: Inquire
To begin to accurately explain the concept of a good life.

- don't run down the corridor
- treat others the way you want to be treated
- keep your hands and feet to yourself
- be kind to people
- listen to people

School rules from most to least important

- treat others the way you want to be treated
- keep your hands and feet to yourself
- be kind to people
- listen to people
- don't run down the corridor

YEAR 5- SPRING TERM 1 CYCLE OF ENQUIRY



Step 1: Introduction
To begin to investigate explain how I would like to live and how I would like to be treated.

The idea is to discuss something you are doing that is not all of this, but write each one to make the book just one then just write away so to be a good idea and also down.

Phonetic form or if I don't know the phonetic form.

If they have no notes - No sharing/notes.

The spider web is to show you, the same as you can be treated. I don't know to help you.

- What is a spider web? - A long thin web
- Making something that is made of many small things.
- To be a good thing - To make things work.
- Making them.



Step 2: Introduction
To begin to investigate explain how I would like to explain our role responses to the spider web as being a good life.

What does it mean to live your life a 'good life'?

Is it to be happy because you think to live a good life, you think people to be kind to you and to be happy you think to be kind.



Step 3: Introduction
To begin to investigate explain how I would like to live and how I would like to be treated.

The idea is to discuss something you are doing that is not all of this, but write each one to make the book just one then just write away so to be a good idea and also down.

Phonetic form or if I don't know the phonetic form.

If they have no notes - No sharing/notes.

The spider web is to show you, the same as you can be treated. I don't know to help you.

- What is a spider web? - A long thin web
- Making something that is made of many small things.
- To be a good thing - To make things work.
- Making them.



Step 4: Introduction
To begin to investigate explain how I would like to live and how I would like to be treated.

The idea is to discuss something you are doing that is not all of this, but write each one to make the book just one then just write away so to be a good idea and also down.

Phonetic form or if I don't know the phonetic form.

If they have no notes - No sharing/notes.

The spider web is to show you, the same as you can be treated. I don't know to help you.

- What is a spider web? - A long thin web
- Making something that is made of many small things.
- To be a good thing - To make things work.
- Making them.

Step 5: Introduction
To begin to investigate explain how I would like to live and how I would like to be treated.

The idea is to discuss something you are doing that is not all of this, but write each one to make the book just one then just write away so to be a good idea and also down.

Phonetic form or if I don't know the phonetic form.

If they have no notes - No sharing/notes.

The spider web is to show you, the same as you can be treated. I don't know to help you.

- What is a spider web? - A long thin web
- Making something that is made of many small things.
- To be a good thing - To make things work.
- Making them.



Step 5: Introduction
To begin to investigate explain how I would like to live and how I would like to be treated.

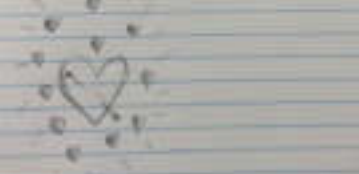
The idea is to discuss something you are doing that is not all of this, but write each one to make the book just one then just write away so to be a good idea and also down.

Phonetic form or if I don't know the phonetic form.

If they have no notes - No sharing/notes.

The spider web is to show you, the same as you can be treated. I don't know to help you.

- What is a spider web? - A long thin web
- Making something that is made of many small things.
- To be a good thing - To make things work.
- Making them.



Spring Term 1 - Year 6

RE KS2

Year group: 6
Term:

Theme/unit: *What does it mean to be a Muslim today?*
Key concept: *Ritual*

RE medium-term planning

Intended learning outcomes:
Children will be able to:
Step 1 Enquire: explain the meaning of ritual
Step 2 Contextualise: explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims
Step 3 Evaluate: evaluate the concept of ritual by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to ritual
Step 4 Communicate: explain a personal response to ritual in their own experience
Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the rituals they and others participate in.

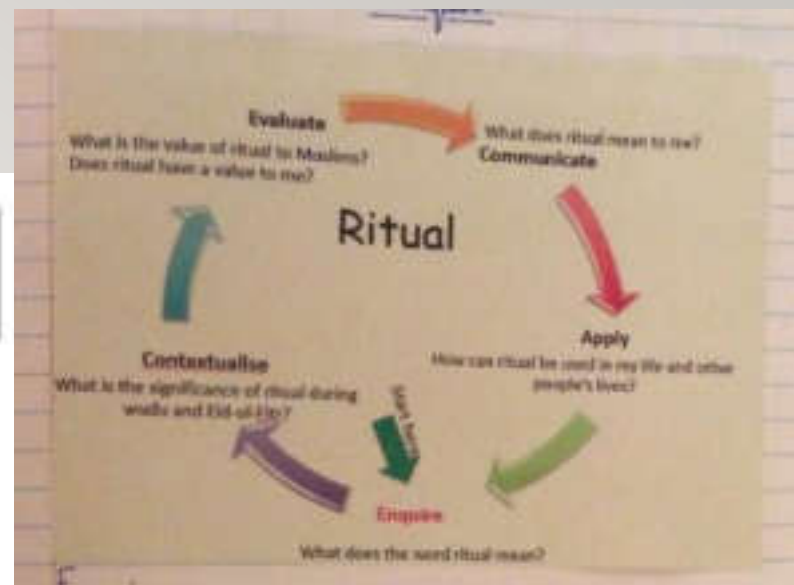
Sequence of activities:
Step 1: Enquire: What does the word ritual mean?
• As a class discuss and record the rituals they have learnt about in previous RE lessons – record on a flip chart.
• Discuss: what do we mean by the word ritual? Produce definition.
NB it is important to ensure pupils recognise the difference between a ritual and a routine.
Step 2: Contextualise: What is the significance of ritual during wudu and Eid-ul-Fitr?
• Show clip explaining wudu, ritual washing before prayer. Discuss what makes wudu a ritual and how important this ritual is for Muslims.
• Pupils design a picture board of the wudu ritual, 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 ritual 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?
• Use cards provided to identify elements of wudu and their priority for a devout Muslim.
• Watch DVD to reinforce understanding
• Discuss: *Would it matter if parts of the ritual were removed? Is ritual more important than the prayer?*
Step 4: Communicate: What does ritual mean to me?
• Class debate or persuasive writing: *rituals make you who you are or rituals define who you are.*
• Pupils produce artwork: *How would you express the concept of ritual in art/patterns?*
Step 5: Apply: How can ritual be used in my life and other people's lives?
• Discuss: *how Muslims might feel if their rituals changed.*
• Pupils design a ritual for their class or school that is new and symbolic to the community.

Assessment opportunities:
Evidence can be gathered when pupils:
1 Produce definition of ritual
2 Design an annotated picture board of the wudu ritual
3 Explain the significance of ritual in their RE books
4 Card sorting
5 Class debate / persuasive writing
6 Design a new ritual.

Resources:
• Islam KS2 RE teaching pack (available to purchase from RE Centre 01962 863134)
• Class clips

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:
Spiritual: reflection on the importance of ritual for some people.
Moral: appreciating the diversity of opinion about ritual 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 ritual for Muslims, opportunities for debate and evaluation.
Art: producing artwork that reveals their thoughts about ritual and its importance.



YEAR 6- SPRING TERM I ASSESSMENT FOCUS- INQUIRE

Shalfleet

Yarmouth

Inquire
 10 What does the word ritual mean?
 A routine is something you do every day like I get up and brush
 get dressed (but) would be very morning routine
 A ritual is like a tradition that would happen at any time
 and someone through who looks like they are not
 on a boat and the boat is not on fire down
 in a river if they do it because they want to go on
 the boat after the boat like a boat

Inquire
 10 What does the word ritual mean?
 The word ritual means like making up get things done...
 The word ritual means someone with a meaning full purpose like
 when a woman dies they will read Quran out to books and read the
 book of God with family members who when the Quran died they had
 made a massive ritual which would probably be passed down to the generation
 when

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

Class Horizon	Half term Spring 1	Theme and concept Ritual Wahab & Eid-ul-Fitr and Eid al-Adha
Assessment focus: Inquire		
Children working towards ARE (ie. NH, KM, DM, D-MP, NR, SS, MS, OA, EW)		
Children working at ARE WB-H, JC, FC, TC, FC, EF, FH, JL, GL, LM, TM, RR, LS, AW, RMT		
Children exceeding ARE		
Teacher comments RE, SA, absent		

Monday 6th June 2023
 10 The word ritual means to do something that is done at the time of the
 (celebrating occasions).
 A ritual is something that you do to do it's something you have to do every
 day or something you have to do. End of the world will bring a new
 world.

RITUAL

A special ceremony or series of actions with special meaning performed at a regular or a
 specific time.

ROUTINE

A sequence of actions regularly followed that are not so special as a ritual.

1	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
2	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
3	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
4	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
5	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
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7	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
8	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
9	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).
10	RL	The word ritual means to do something that is done at the time of the (celebrating occasions).

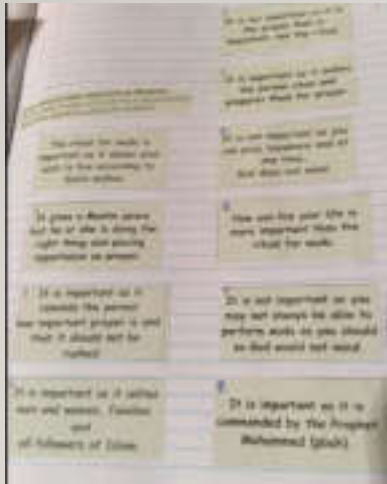
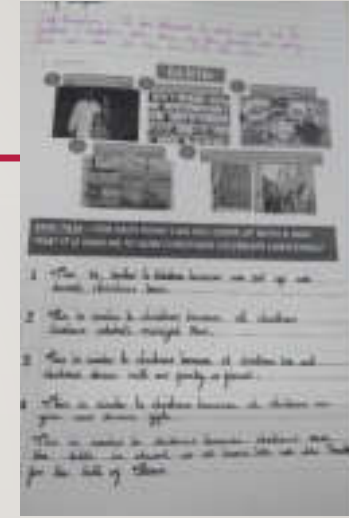
YEAR 6- SPRING TERM I CYCLE OF ENQUIRY

Additional photos of evidence for Shalfleet Y6

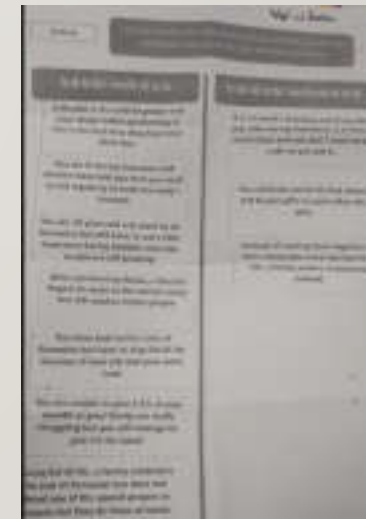
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Introduction
What is the value of ritual to Muslims?
Does ritual have a value to us?
What is the value of your sacred parts of the ritual?
I think you may wonder if they value the ritual they would not have the ritual, but they are not aware of the things they are never seeking themselves.



Apply
How can ritual be used in my life and other people?
Each day, every year, every generation, every race, to another person and they try to do it.
Everything around us, every something we do, we do it every day, and they don't really get it with it.
I think they will make people want to be friends.
I think
The community has people who are different for other people.



SPRING TERM 2



Spring Term 2- EYFS

Year: R
Term: Spring 2

Intended learning outcomes:

Children will be able to:

Understand the World: P, C & C:

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.

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 – Inquire: *How can eggs be a reminder?*

Read the story of *Baby Gooz*. 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

Pictures to sequence.

Baby Gooz, by Steve Weatherill.

Christian family festivals, by Rod Hunt, pages 8 – 9. Film: [Learn about the celebration of Easter on CBeebies - CBeebies - BBC](#)

- 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: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the views of others.

Social: use of a range of social skills in different contexts. 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.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- **Easter** is a very important **Christian** festival
- Christians tell the **Easter** story to remind them about how **Jesus** died and then **rose again**
- **Christians** celebrate **Jesus' new life** on **Easter Sunday** and give **Easter** eggs as a sign of **new life**.

EYFS- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Yarmouth



EYFS- SPRING TERM 2 CYCLE OF ENQUIRY



Spring Term 2- Year 1

Year: 1
Term: Spring 2

Intended learning outcomes:

Children will be able to:

Step 1 Inquire: recognise the meaning of welcoming

Step 2 Contextualise: recognise that Jesus' welcome into Jerusalem on Palm Sunday is remembered by Christians

Step 3 Evaluate: in simple terms, recognise the value of remembering Jesus' welcome to Christians

Step 4 Communicate: express creatively their response to welcoming

Step 5 Apply: recognise how their responses to welcoming relate to their lives.

Informed by end of Year 1 expectations

Assessment opportunities:

Evidence can be gathered when pupils:

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

Manor Infant School

Theme/Unit: Palm Sunday – Christians welcome Jesus

Key concept: Welcoming

Sequence of activities:

Step 1 Inquire: What does welcoming mean?

- Children in groups think of ways people show a welcome and demonstrate to the rest of the class. Teacher collates and lists ideas. Explain that welcoming means being polite or friendly to someone who is new.
- Discuss with the class why they might want to show a welcome to someone.
- Ask children to imagine someone very special and important coming to visit the town. Who might that be? Discuss how children might show a welcome.

Step 2 Contextualise: When do Christians remember the story about Jesus' welcome into Jerusalem?

- Tell the story of Jesus entering Jerusalem on Palm Sunday (John Ch.12 vs.12-15; Matthew Ch.21 vs.1-11; Mark Ch.11 vs.1-11; Luke Ch.19 vs.29-40).
- Role play the story with children.
- Children complete the speech bubbles on the worksheet.
- Look at images of churches. Inform children that this is where Christians remember and sometimes act out the story. Through pictures of Christian children, explain how Christians remember the story in churches and sing hymns about the event.
- Listen to or learn a Palm Sunday song or hymn.

Step 3 Evaluate: Is it important for Christians to think about welcoming Jesus?

- Teacher sets the scenario that the Christian child really likes to think about welcoming Jesus when s/he goes to Church on Palm Sunday. What do you think s/he might say?
- Children select cards that the Christian child might agree with.

Step 4 Communicate: What is my experience of welcoming?

- Discuss as a class the children's responses to welcoming in their experience - of welcoming people and being welcomed themselves.
- Children in pairs or small groups role play some of the ways in which a welcome is shown.
- Children write simple poems or a class poem about welcoming
- Children draw and illustrate their experience of welcoming

Step 5 Apply: How does welcoming affect me and other people?

- Set up the children in small groups to act out scenarios where a welcome is **not** shown.
- Children act out their scenarios and discuss their feelings and responses.
- Discuss - are there some reasons why someone might **not** be welcome?

Resources:

- Resources:
- Easter for infants teaching pack
- CBE Videos bank (Mr Christian Pemble)
- Persons cut

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.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- Welcoming is being polite or friendly to someone who is new
- Jesus was **Jewish** and was in **Jerusalem** with his friends (disciples) to celebrate the **Jewish** festival of **Passover**
- He came into Jerusalem riding a horse and he was welcomed by a crowd waving **palm leaves** at him
- Many people were excited to see him because they knew about him

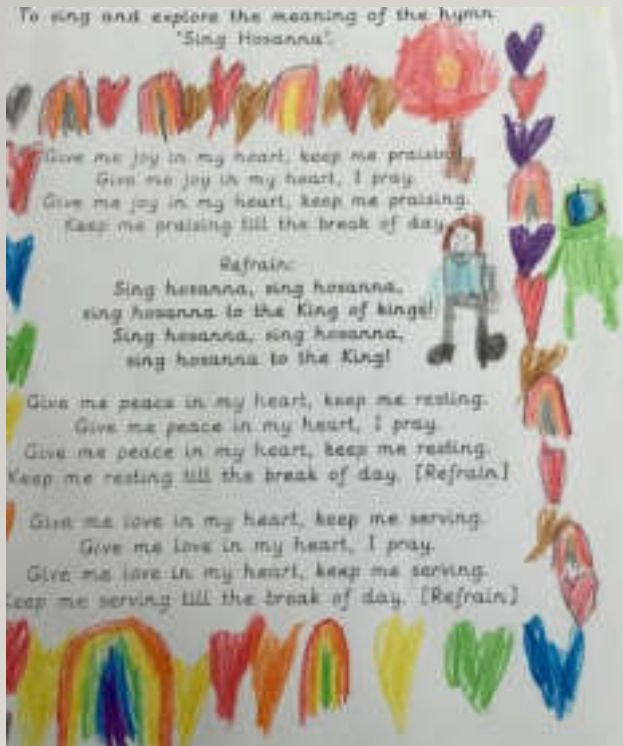
This will build on their prior learning about

- Jesus is a special person for **Christians**.
- They remember his life, death and coming back to life at **Easter**.
- They begin to learn more about the **Easter** story in this unit

YEAR 1- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Yarmouth



YEAR 1- SPRING TERM 2

CYCLE OF ENQUIRY

How do we make people feel welcome?

- Say 'welcome' Say 'welcome' and offer them a drink
- Set up something nice for them (a bouncy castle)
- An older person may need help up the steps.
- Smile Give them a hug & kiss
- Offer them a drink
- Show them around Open door for them
- Entertain them Make them talk to them
- Make them feel at home

Write a diary entry for the day that Jesus was welcomed into Jerusalem.

Without being a priest, in the crowd they asked what you saw and how you felt.

Dear diary,

I have just seen Jesus! He was the son of God and Jesus. He was riding a donkey. He was drawn up him self. Everyone was excited! He will be coming into Jerusalem!

donkey Jerusalem palm leaves
 crowd pleased happy
 loud riding standing
 cheering shouting

Let's write a message to our school.

We would love you to be our friend!

We love everyone!

Values: Respect, Honesty, Kindness, Responsibility, Teamwork, Creativity, Communication, Leadership, Problem Solving, Resilience, Empathy, Integrity, Perseverance, Self-awareness, Growth Mindset, Collaboration, Innovation, Critical Thinking, Emotional Regulation, Social Skills, Cultural Awareness, Environmental Stewardship, Digital Literacy, Financial Literacy, Global Citizenship, Lifelong Learning, Resilience, Self-awareness, Growth Mindset, Collaboration, Innovation, Critical Thinking, Emotional Regulation, Social Skills, Cultural Awareness, Environmental Stewardship, Digital Literacy, Financial Literacy, Global Citizenship, Lifelong Learning.

Spring Term 2- Year 2

Year: 2

Term: Spring 2

Intended learning outcomes:

Children will be able to:

- Step 1** talk about their own experiences of sad then happy
- Step 2** identify feelings of sadness/happiness in different situations and for different people
- Step 3** identify and talk about the concepts of sadness and happiness
- Step 4** recognise how sadness and happiness are significant in the Easter story
- Step 5** talk about the importance of the feelings of sadness and happiness 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 sadness and happiness
- 3 write simple descriptions
- 4 produce story board/frieze or sequence
- 5 talk about their responses to Christian feelings of sadness and happiness.

Philippa Hughes:
Fair Oak Infant School

Theme/Unit: Easter

Key concept: Sad and happy

Sequence of activities:

- Step 1 – Communicate: When have I been sad then happy?**
- Use *Badger's parting gifts* as a starting point. Discuss feeling sad then happy.
 - Circle time activity/discussion. Use sad/happy music for reflection. *When do I feel sad then happy? What changes my mood/feelings?*
 - Pupils draw and annotate "I was sad when ...", "then I was happy because ...".
- Step 2 – Apply: What different things make people sad then happy?**
- Use different scenarios to explore different responses to different situations.
 - Discuss – *do different things make us sad then happy? Are there some things that can make everyone sad then happy?*
- Step 3 – Enquire: What is sadness and happiness?**
- Pupils share and collate ideas and words associated with sad and the same for happy.
 - Pupils describe sad in a picture, a poem or a gesture. Ditto happy.
 - Pupils write description "sad means ..."; "happy means ...".
- Step 4 – Contextualise: What are the sad and happy parts of the Easter story?**
- 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: Do we think it is important for Christians to feel sad then happy at Easter?**
- *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?*

Resources:

- *Easter for Infants* teaching pack (RE Centre 01962 863134)
- Bible (eg *Beginners' Bible* – Lion).
- Sad/happy music.
- *Badger's parting gifts*, by Susan Varley (ISBN: 978-0688115180).

RE KS1

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

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

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

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

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

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept and to explore the [concept through](#) looking at Christian traditions.

Drama

Opportunities for freeze framing to consider the different emotions involved.

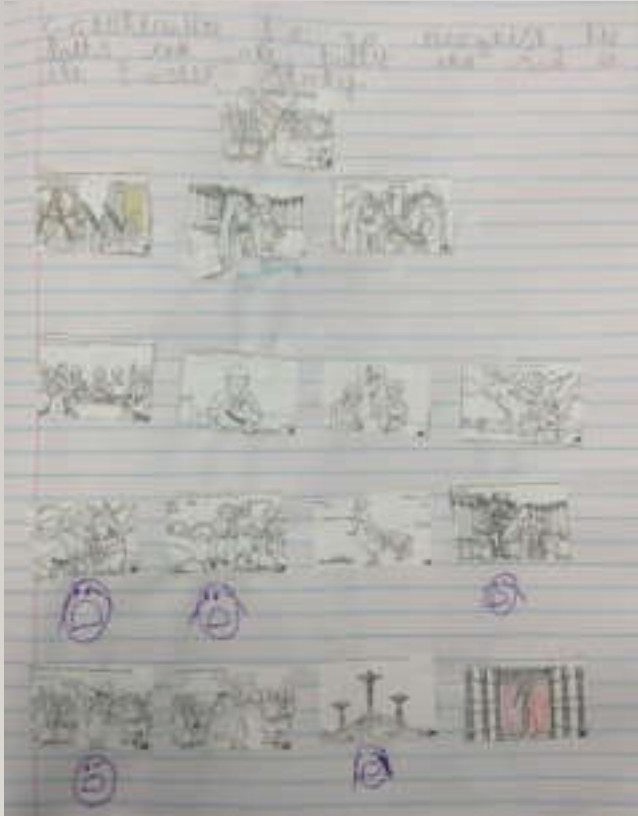
Literacy

Opportunities to listen and respond to the Easter story and to consider the meaning. Talking about *happiness and sadness* and what it means. Creating a poem to describe *sad and happy* for them. Producing a story board to sequence the Easter story.

Music

Opportunities to consider different types of music and the feelings it evokes.

YEAR 2- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE



Many churches and children think
the sad parts of the Easter story
to talking to themselves and feel
sad sad music.
They think the half talks to
singing happy hymns, hymns, dance
and special meals.

RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Year 2- Sky Class	Spring 2	Theme: Easter Concept: Happy and Sad
Assessment focus: Contextualise		
Children working towards ARE RM, LH-G, BW, EL-G		
Children working at ARE Rest of class		
Children exceeding ARE NK		
Teacher comments Children thought carefully about times when they have been happy and sad. Able to make links the Easter Story and identify the happy and sad bits. Some children had good explanations and reasons why. Discussed how Christian's felt at different parts of the Easter story.		



YEAR 2 SPRING TERM 2 CYCLE OF ENQUIRY

Theme: Easter - Carnival Day and Happy
 Communication 1: To talk about my own experience of not being happy
 When my grandpa I was sad when
 my grandpa died and
 I can get another happy when Mum goes
 to the park with me
 When I was at my Grandpa's
 house I was sad but Mum
 gave me some
 when I was at the park but
 Mum made it
 chocolate to eat with all the
 bits

Theme: Easter - Carnival Day and Happy
 Communication 1: To talk about my own experience of not being happy
 a treat colouring my pet's
 chocolate bar
 my dog what changes my building me
 mind or feelings? a box
 singing playing games movies
 dancing drawing Sports
 playing with my friends Gymnastics
 special surprises toys
 reading a book

Theme: Easter - Carnival Day and Happy
 Communication 2: To talk about the feelings of sadness and happiness in the Easter story for Christians
 Is it sad or happy?
 If they remembered just the sad bits they wouldn't remember that Jesus came back.
 They wouldn't know anything in between.
 They wouldn't feel any love.
 Is the happy part of the story important to Christians?
 Yes it is very important.
 The happy part is important as it shows that Jesus came back to life and shows that he was alive.
 It is important as it is a celebration that Jesus came back to life and shows Christians about love.

Theme: Easter - Carnival Day and Happy
 Communication 3: To talk about the feelings of sadness and happiness in the Easter story for Christians
 Is it sad or happy?
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.

Theme: Easter - Carnival Day and Happy
 Communication 3: To talk about the feelings of sadness and happiness in the Easter story for Christians
 Is it sad or happy?
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.
 When you are sad you feel like you are not happy but when you are happy you feel like you are happy.

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Theme: Easter - Carnival Day and Happy
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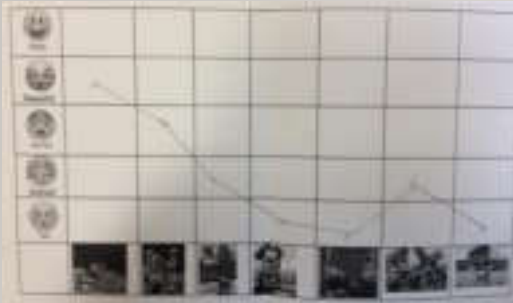
Spring Term 2- Year 3

Planning for Changing Emotions is not available on the RE Moodle so Year 3 used aspects of The Salvation Unit from Understanding Christianity which focuses on the emotions that people felt during Holy Week and Easter
Link to the planning document

https://drive.google.com/drive/folders/1Gled66m5pDX0U_4OIktVebSI2rk2JGpT

YEAR 3- SPRING TERM 2

CYCLE OF ENQUIRY



Handwritten notes on lined paper. At the top, there is a drawing of three children in a field. Below the drawing is a list of items:

- 1 Apple
- 1 Banana
- 1 Pear
- 1 Orange
- 1 Lemon

Below the list, there is a drawing of a tree and some text: "I think children will enjoy these fruits. They will love to eat them."



Handwritten notes on lined paper. At the top, there is a drawing of three children in a field. Below the drawing is a list of items:

- 1 Apple
- 1 Banana
- 1 Pear
- 1 Orange
- 1 Lemon

Below the list, there is a drawing of a tree and some text: "I think children will enjoy these fruits. They will love to eat them."

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- 1 Apple
- 1 Banana
- 1 Pear
- 1 Orange
- 1 Lemon

Below the list, there is a drawing of a tree and some text: "I think children will enjoy these fruits. They will love to eat them."

Spring Term 2- Year 4

Year: 4

Term: Spring 2

Intended learning outcomes:

Children will be able to:

- Step 1** express creatively as well as describe their own responses and feelings to the concept of freedom
- Step 2** recognise and describe how their responses to freedom can be affected by different circumstances
- Step 3** accurately describe the meaning of freedom
- Step 4** accurately describe how freedom is expressed in Judaism
- Step 5** discern and describe the value of freedom to Jewish people and the possible value for themselves and their communities

Informed by end of year 4 expectations

Assessment opportunities:

Evidence can be gathered when children:

- act out scenarios and are questioned about their feelings about restrictions and freedoms
- describe how their responses can be affected by different circumstances.

Sue Heath
Netley Abbey Junior

Theme/Unit: *Passover and Moses*

Key concept: *Freedom*

Sequence of activities:

Step 1 – Communicate: *What does freedom mean to us?*

- Children brainstorm the word *freedom*. What words come to mind? Compare the words. Discuss. Have you ever felt the lack of freedom? When? Why? When do you feel free? In what situation? Create collage pictures and annotate.

Step 2 – Apply: *When might we celebrate our freedom?*

- In pairs or small groups, children consider times when they have not felt free. Act out scenarios for the rest of the class. Children are questioned about feelings about restrictions and freedom. Role play suggested by the teacher – introduce the idea of celebrating freedom. eg: *The Lion, the witch and the wardrobe* – freedom from the witch's power?
- Is it always good to be free? For instance is it good for a three-year-old to be free? Why/why not?

Step 3 – Inquire: *What does the concept of freedom mean?*

- Class discussion. What does freedom mean to us? Who is really free? Are there levels of freedom? What is the opposite to freedom?
- Children produce thought maps about freedom. Compare results. Settle on a definition and display.

Step 4 – Contextualise: *How is freedom expressed in Judaism?*

- Role play a Seder meal. Consider/identify references made to freedom. Discuss why they are important. How are they expressed? (With reference to Haggadah – book used at Seder – and symbols.) Role play the story or hot-seat characters in the story to focus on the feelings of a Jewish slave and then freedom. *Next year in Jerusalem*: What does this story say about hopes for the future? Speech bubbles exercise on a picture of a Jewish family celebrating Seder meal.
- Children explore the story of the Jewish exodus from Egypt. Write diary entries of one of the Jewish slaves before freedom and after crossing the Red Sea.

Step 5 – Evaluate: *Is it important for Jewish people to celebrate freedom?*

- In groups, children prioritise a list of reasons why freedom is important to Jews and is worth celebrating. For example:
 - because it is an opportunity for a party
 - because it reminds them to thank God for their freedom
 - because it reminds them to think of others and support those who are not free (asylum seekers, refugees)
 - because it is a good story which can teach things
 - because it helps them feel united with other Jews.
 - Because it reminds them of their shared history when they were not always free.
- Groups compare their prioritised lists and justify their choices.
- Class discussion. Do you think it is important for Jewish people-to continue this tradition? Why/why not?

Resources:

- Bibles.
- Dictionaries.
- Seder plans.
- Pictures of Seder meal.
- RE Centre teaching pack Passover (01902 863134)
- Passover topic box from RE Centre (01902 863134)
- The Lion, the witch and the wardrobe*, by CS Lewis, extract.
- Next year in Jerusalem*, by Howard Schwartz.
- [What is Passover? - BBC Bitesize](#)

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.

Vocabulary (in bold) and knowledge building blocks

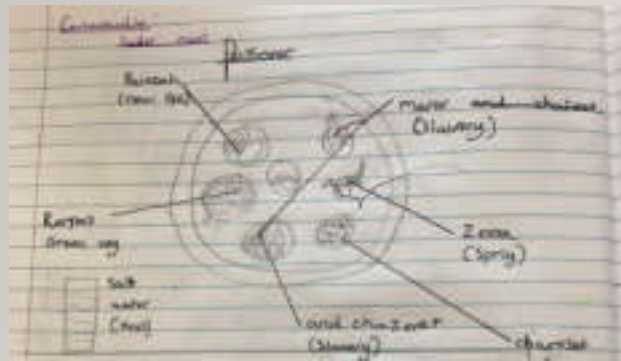
Children will learn that:

- The festival of Passover remembers the story of the Exodus in the Torah
- During Passover, Jews remember how their ancestors left slavery behind when they were led out of Egypt by Moses to freedom
- The evening before Passover, Jewish families have a special Seder meal
- The story of the Exodus is told from a book called the Haggadah during the meal
- Jewish people remember their time of being enslaved in Egypt and their freedom now

YEAR 4- SPRING TERM 2

ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet



RE Assessment Overview sheet

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

Class Year 4	Half term Spring 2	Theme: Passover Concept: Freedom
------------------------	------------------------------	---

Assessment focus: Contextualise

Children working towards ARE

Eliza
Jake
Charlie
Jay
Ethan
Marley
Mollie

Children working at ARE

James
Isla
Olly
Esme
Jack
George
Owen
Isaac
Emma
Tilly
Logan
Eli
Autumn

Children exceeding ARE:

Maddison

Teacher comments

The children had a gap in their knowledge of myths so we spent a whole lesson reading various myths and discussing the purpose of mythology before we started the lesson plan.

RE Assessment Overview sheet

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

Class Coast Year 4	Half term Spr 2	Theme and concept Theme: Passover Key Concept: Freedom
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Assessment focus: Contextualise – I can accurately describe how freedom is expressed in Judaism.

Absent = Ellie-Mae

Children working towards ARE

Eliza, Jake, Charlie, Jay, Ethan, Marley and Mollie

Children working at ARE

James, Isla, Olly, Esme, Jack, George, Owen, Isaac, Emma, Tilly, Logan, Eli, Autumn

Children exceeding ARE

Maddison, Ted, Joseph, Nine

Teacher comments

Children were asked to brainstorm and discuss their ideas around Freedom, considering how we feel free, how does it feel to not have freedom. We recounted examples from our own lives to answer these questions. We then looked at the festival of Passover and learnt about the Seder plate and all the symbolism of the various parts of the meal. We watched and listened to the story of the Jews exodus from Egypt and linked

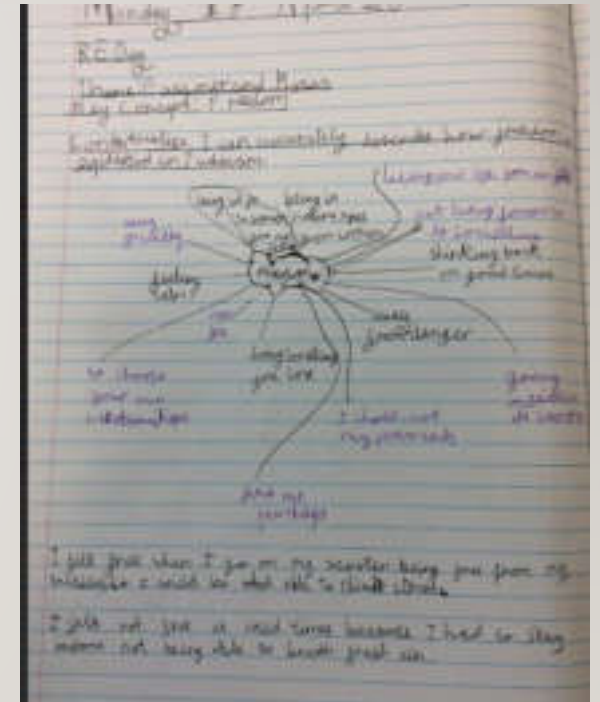
this to the Passover festival. We finished by creating diary entries/ storyboards of life as a Jewish slave and then as a free person.

I have used Maddison's work as my HA example because of her depth of answers in class discussions as well as the quality of her work in her book.

I used Owen's work as my MA example as he gave solid answers independently and wrote a good example of a diary entry.

I chose Marley's work as my LA example because even though he struggles to work independently most of the time he created his storyboard ideas on his own!

Yarmouth



YEAR 4- SPRING TERM 2 CYCLE OF ENQUIRY

Link to additional evidence for Yarmouth Year 4

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Communicate

what does freedom mean to us?

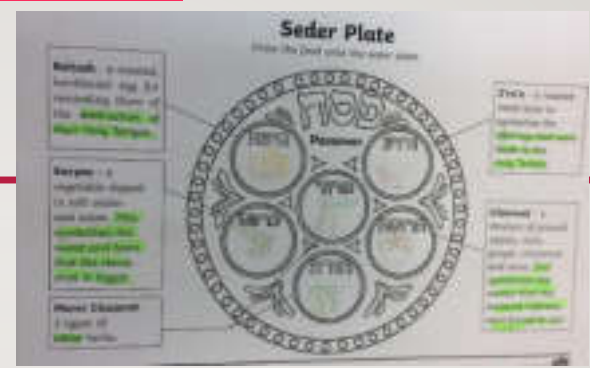
I think freedom means when you are not forced to do what you can't do what you want to do with you give it self.

Have you ever felt like you are not free?

I feel my freedom in school I feel like I was held in my hands I was really really sad.

When do you feel free?

I feel free when I could I missed my friends.



Handwritten notes and drawings related to the Seder Plate, including a drawing of a person and a table.

Apply

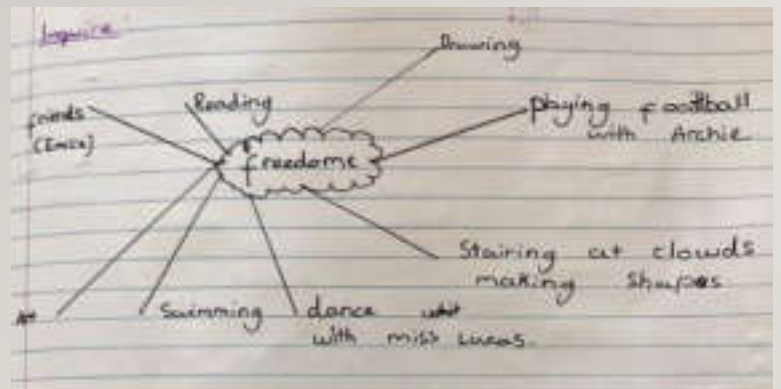
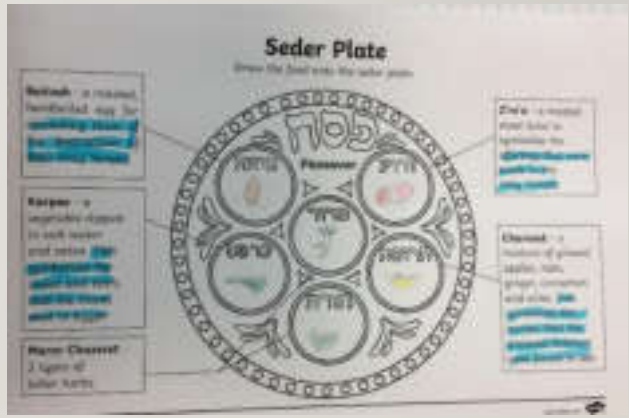
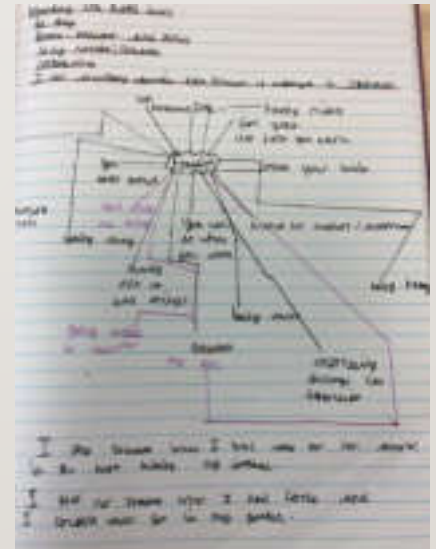
When might we celebrate our freedom?

class discussion

Copy ideas from class discussion

freedom

Reading, Drawing, Playing football with Archie, Staring at clouds making shapes, Swimming, dance with mistletoes.



Handwritten notes and drawings related to the Seder Plate, including a drawing of a person and a table.

our ancestors have bin trapped before us and we are finally free I feel so excited to see the outside world

At last we have found the promised land. We are free people. Thank you God for this free land

Spring Term 2- Year 5



Spring 2- Year 5-
derstanding Christ

Year 5- Spring 2 Planning- Understanding Christianity- Salvation_Easter Unit

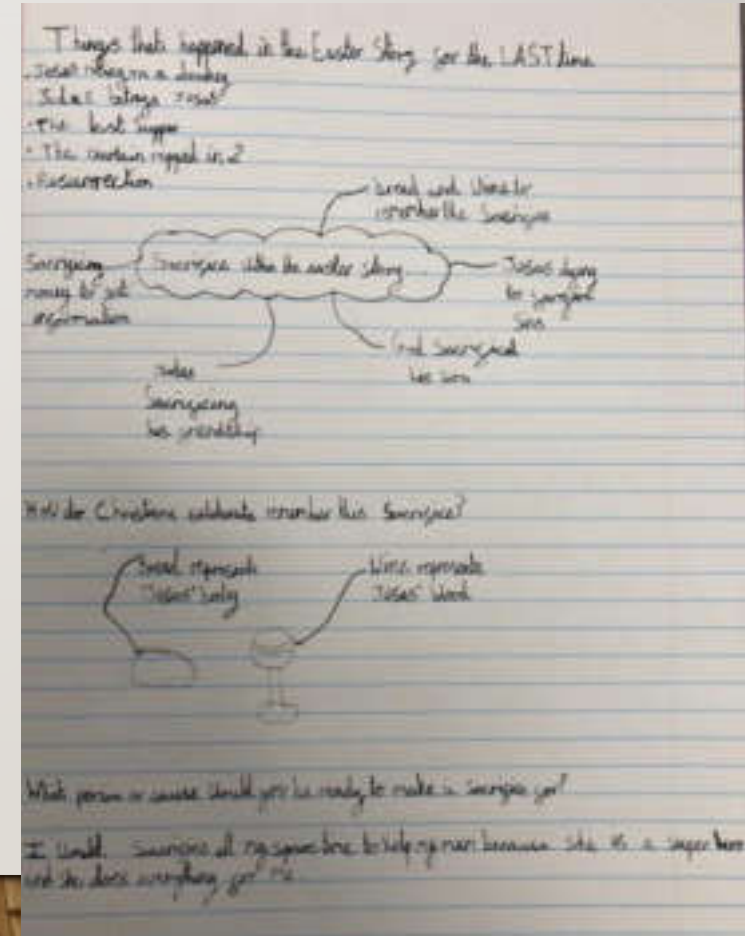
YEAR 5- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Yarmouth

Link to Shalfleet Year 5 evidence. The photos won't show on my laptop for me to copy into portfolio. Have seen the photos on LRs computer and in his books.

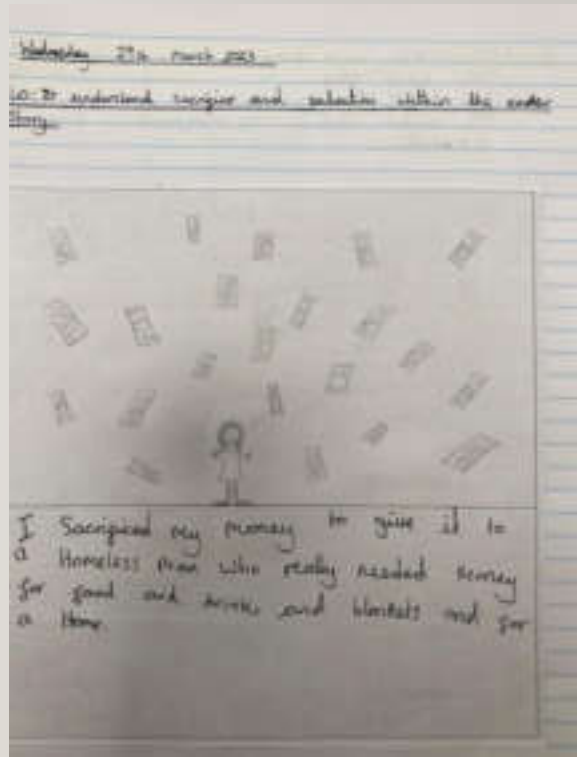
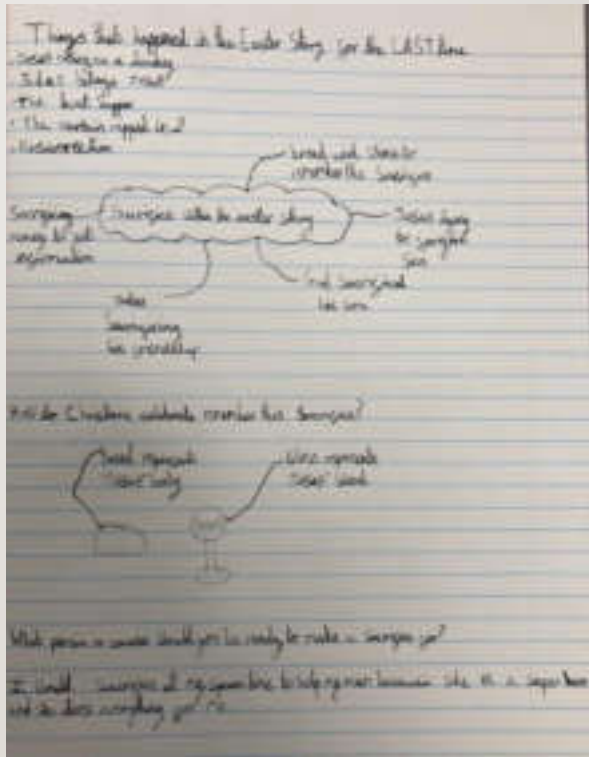
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YEAR 5- SPRING TERM 2 CYCLE OF ENQUIRY

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Spring Term 2- Year 6

<p>Year 6 Spring Term</p>	<p>Theme/Unit: Easter: What happened next? <i>Kathy Bagley, Lee-on-Solent Junior</i></p>	<p>RE KS2</p>
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can accurately explain what people mean by resurrection. Children can accurately explain how resurrection is significant within the Easter story and how this is expressed through art. Children can discern the value of people's interpretations of resurrection Children can respond creatively as well as explain their own response to the concept of resurrection through painting Children can explain some examples of how people will have different ideas about the concept of resurrection. <p>Informed by end of Year 6 expectations</p>	<p>Focus/key concept: Resurrection</p> <p><i>You need to have read the full Easter story to the children if possible.</i></p> <p>Sequence of activities over several lessons:</p> <p>Step 1 (Inquire) [This + Step 2 will need 3 lessons altogether] <i>What does resurrection mean?</i> Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – eg ghosts, haunting.</p> <p>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 <u>artefacts</u>: 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 <u>thought/speech bubbles</u>. (See <u>Exploring feelings of people in the story</u>.) Discuss various ideas. Write a diary entry for one of the characters in the story, focusing on the idea of resurrection.</p> <p>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 <u>statement slips</u> 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 <u>the</u>) key belief, there are some <u>grey</u> 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.</p> <p>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 <u>"art gallery" explanation label</u> to hang with it.</p> <p>Step 5 (Apply) [Lessons 5 & 6] Explore ready-prepared <u>statements about death</u>. If people believe in the Resurrection, 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.</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>Vocabulary (in bold) and knowledge building blocks:</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> The resurrection of Jesus is a central Christian belief Christians believe that death is not to be feared Christians believe that Jesus' resurrection has opened up the possibility of eternal life for them The belief in the resurrection is shown in many ways by Christians, for example using an empty cross, words in hymns, Christian writings and the focus on new life at Easter
<p>Assessment opportunities:</p> <p>Evaluation of the statements about the resurrection.</p> <p>Can children empathize with believers?</p> <p>Painting.</p> <p>Debate.</p>	<p>Resources:</p> <p><i>An Encyclopedia of Heaven</i> (Houghton Mifflin 978-1902618128), crosses <u>artefacts</u>, <i>The Lion the Witch & the Wardrobe</i> film, <i>The Miracle Maker</i> film. Items in red can be downloaded from this site.</p> <p>See also RE Centre teaching pack <i>Easter for KS2</i> which contains a unit on resurrection.</p>	

YEAR 6- SPRING TERM 2 ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Yarmouth

Friday 11th March 2011
Resurrection
What does resurrection mean?
I think resurrection is a new beginning.



Empty because he was put on from the blood through the cross.
Jesus has been put on the cross suffering.
He has been sacrificed.

Friday 11th March 2011
Resurrection
What does resurrection mean?
I think resurrection is a new beginning.

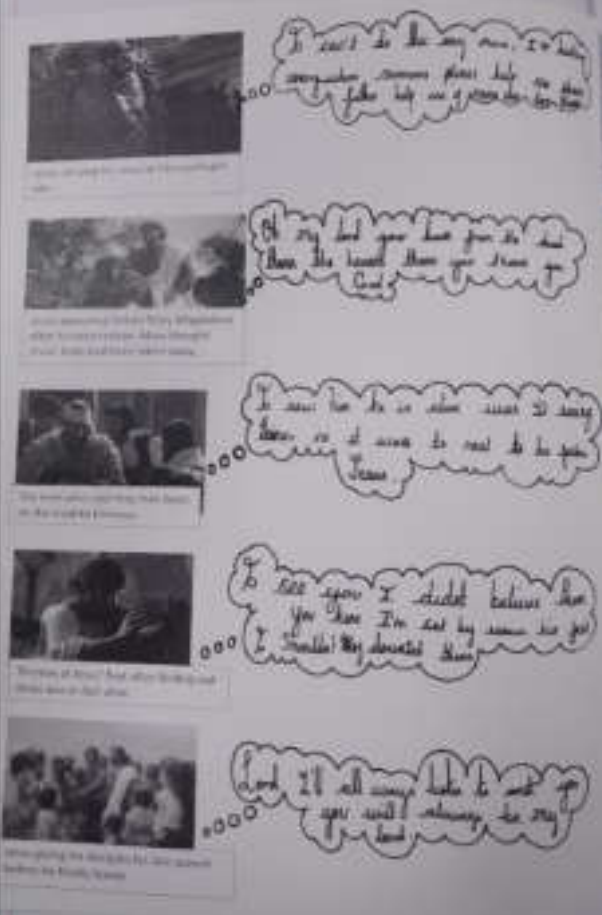


It is empty because he was put on the cross.
It is when he was killed from the dead.
It is when he was resurrected on the cross.

RE Assessment sheet

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

Class Horizon	Half term Spring 2	Theme and concept Resurrection The empty Cross
Assessment focus: Contextualise		
Children working towards ARE RB, PC, JJ, MH, KM, DM, D-MP, NR, SS, MS.		
Children working at ARE IA, OA, WB-H, JC, FC, TC, EF, PH, GL, LM, TM, RR, LS, EW, AW, JA		
Children exceeding ARE		
Teacher comments		



It can't be the way now, I'm doing something wrong please help me that's why I'm asking for help.

Oh my God you love your God that's the best than you love your God.

I know he is in there until I see him, so it's nice to see to be sure Jesus.

To see you I didn't believe him you know I'm not by some to you I should be devoted then.

And I'll all ways like to see you, you will always be my friend.



Empty Cross *CRUCIFIX OF THE KING CHRIST* *CRUCIFIX OF THE SUFFERING CHRIST*

ANALYSIS	DIFFERENCE
<i>It is empty because he was put on the cross.</i>	<i>It is when he was killed from the dead.</i>
<i>It is when he was resurrected on the cross.</i>	<i>It is when he was resurrected on the cross.</i>

YEAR 6- SPRING TERM 2 CYCLE OF ENQUIRY

Why did Jesus die?
Introduction
 What does a cross mean?
 What does the cross mean to you?



What does the cross mean to you?
 How do you feel about the cross?
 Why has Jesus died on the cross?
 What does the cross mean to you?

Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.



Why did Jesus die?
 Why did he die for us?
 Why did he die for our sins?
 Why did he die for our sins?
 Why did he die for our sins?
 Why did he die for our sins?

Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.

Why did Jesus die?	Why did he die for us?	Why did he die for our sins?
Why did Jesus die?	Why did he die for us?	Why did he die for our sins?
Why did Jesus die?	Why did he die for us?	Why did he die for our sins?
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Why did Jesus die?	Why did he die for us?	Why did he die for our sins?
Why did Jesus die?	Why did he die for us?	Why did he die for our sins?

Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.

1. Why did Jesus die?
2. Why did he die for us?
3. Why did he die for our sins?
4. Why did he die for our sins?
5. Why did he die for our sins?
6. Why did he die for our sins?
7. Why did he die for our sins?

Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.

Why did Jesus die?
 Why did he die for us?
 Why did he die for our sins?
 Why did he die for our sins?
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Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.

		
WHY DID JESUS DIE?	WHY DID HE DIE FOR US?	WHY DID HE DIE FOR OUR SINS?
<u>IMMATURE</u>	<u>DIFFERENCES</u>	
Why did Jesus die? Why did he die for us? Why did he die for our sins? Why did he die for our sins? Why did he die for our sins?	Why did Jesus die? Why did he die for us? Why did he die for our sins? Why did he die for our sins? Why did he die for our sins?	

Why did Jesus die?
Introduction
 The cross is a symbol of our suffering.



Why did Jesus die?
 Why did he die for us?
 Why did he die for our sins?
 Why did he die for our sins?
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SUMMER TERM I



Summer Term 1- EYFS

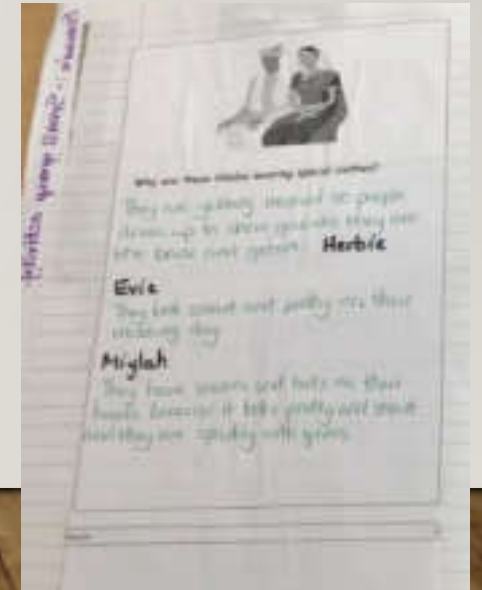
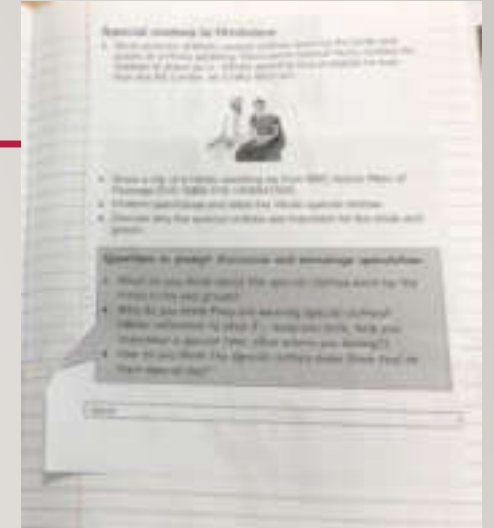


EYFS-Summer 1
Special Clothes

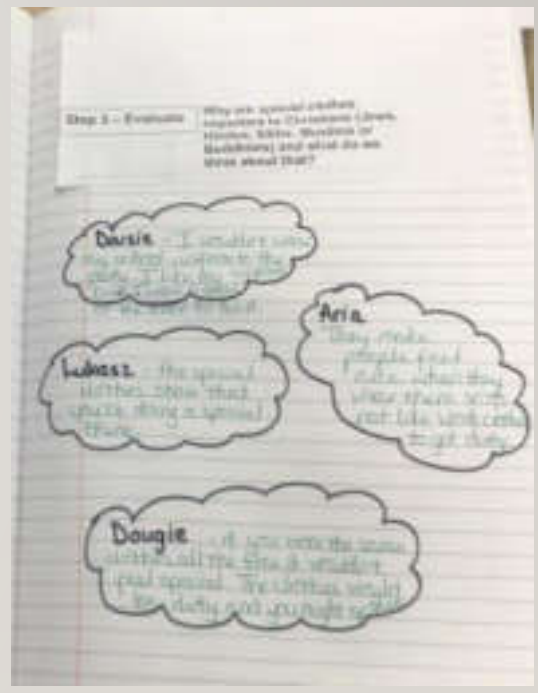
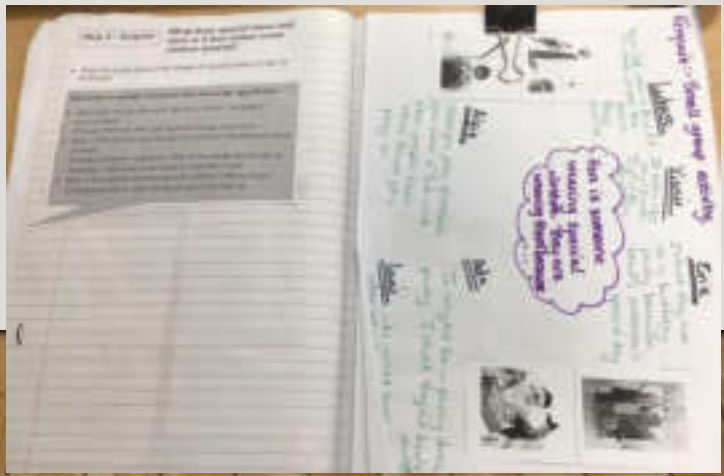
Shalfleet

EYFS- SUMMER TERM I ASSESSMENT FOCUS- CONTEXTUALISE

Yarmouth



EYFS SUMMER TERM 1 CYCLE OF ENQUIRY



Summer Term I- Year 1

Both Y1 classes used a Living Difference III unit for Summer I even though all teachers had been sent a link for the Living Difference IV planning. This is the planning they used for Summer I. (LT absent LCh covered Y1 @ Shalfleet.)

Year: 2 Term: Spring 2	Theme/Unit: Key events in the life of Jesus
Intended learning outcomes: Children will be able to:	Key concept: Authority
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 their 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.	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 just go 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. <ul style="list-style-type: none"> 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 3:13-17) 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? Hit-test 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 not followed?) Walking (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 showed authority in the stories? If you wish, submit in class. Make 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.
Informed by end of Year 2 age-related expectations	
Assessment opportunities: Evidence can be gathered when pupils:	
<ol style="list-style-type: none"> 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. 	
Resources: <ul style="list-style-type: none"> 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. 	
Manor Infant School	

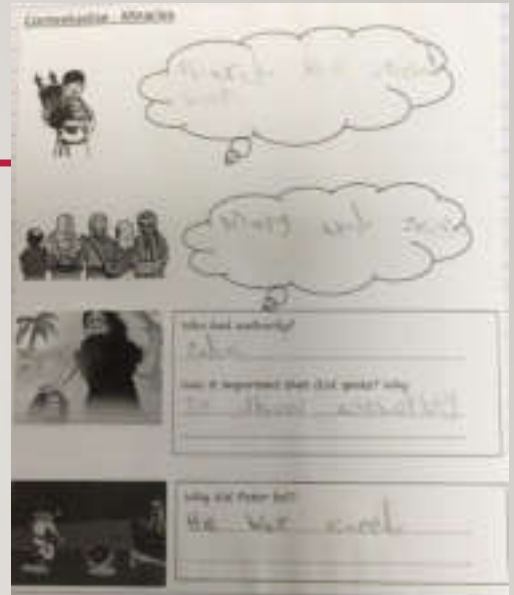
RE KS1
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: helping children be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings 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. Visiting the characteristics of people with authority.

This is the planning for Living Difference IV as on the LTP 2022-2023

Year: 1 Term: Summer 1	Theme/Unit: Generosity (JMS)	RE KS1
Key concept: Community	Sequence of activities: Step 1 – Communicate: What have we experienced generosity in our communities? <ul style="list-style-type: none"> Circle lines to describe what "generously" and "giving" means. Discuss when they have been the recipient of a gift (please types of gift present, experience, kind words, etc). Why was this gift important? Relating to stories where they have received a gift Discuss the word "community", what is our community? Draw or paint a picture of their community (school, sports, football etc) Step 2 – Apply: When do we give to our community? Show pictures of events that happen within the community (school, services, community events etc) Who might need help in our community? What help have we given before? Draw a scenario either where they have helped someone or ideas of what they could do. Step 3 – Enquire: Why do people give to others in their communities? Give three profiles of local people (community role people) who help and why they help. Pupils to evaluate why people help their community through helping. But reasons why people help their community on a line of continents. What they to lead to help. Step 4 – Contextualise: Why is generosity important in Hindu traditions? Discuss the lines of text that generosity is one of the most important values in Hindu communities. Pupils to look at pictures of people performing acts of giving. What are they doing to give to others? Pupils to listen to the story of Karu's generosity. Discuss what Lord Krishna was thinking throughout the story. Pupils to add their own thought bubbles to the story. Step 5 – Evaluate: How can we show generosity in our own community? <ul style="list-style-type: none"> Pupils to plan and draw their own generosity – e.g. gifts for Year 2/ as they complete 50% local bank collection. And words printed on cards to sell and raise money for a local cause. Decide on a class and work together. Discuss why people who are part of the Hindu community are generous. 	Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development: Spiritual: providing an opportunity for recipients and donors about their own lives and those of others. Giving opportunities to receive 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.
Intended learning outcomes: Children will be able to:	Assessment opportunities: Evidence can be gathered when pupils:	Cross-curricular links: Art Creating a project that aids the community drama Representing gift scenarios Geography Opportunities to explore, reason and persuade Geography Opportunities to explore the locations where generosity of Hindu traditions live in the UK & worldwide. Opportunity to promote their own community Vocabulary (in book) and knowledge building Books Children will learn that:
Informed by Year 1 end of year expectations.	Resources: <ul style="list-style-type: none"> Profiles of local heroes Why we people help their community (reasons to act) Acts of class photographs Warrior generosity story 	<ul style="list-style-type: none"> We all belong to different communities There are always people who may need help in any community Giving is a very important value in Hindu traditions Being generous helps people without expecting anything in return The story of Karu's generosity showed the value of generosity to others
Manor Infant School		

YEAR 1- SUMMER TERM I ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet



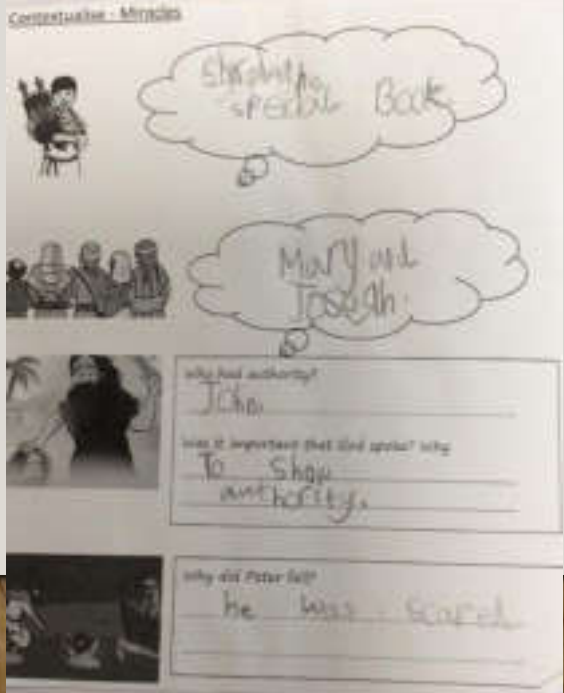
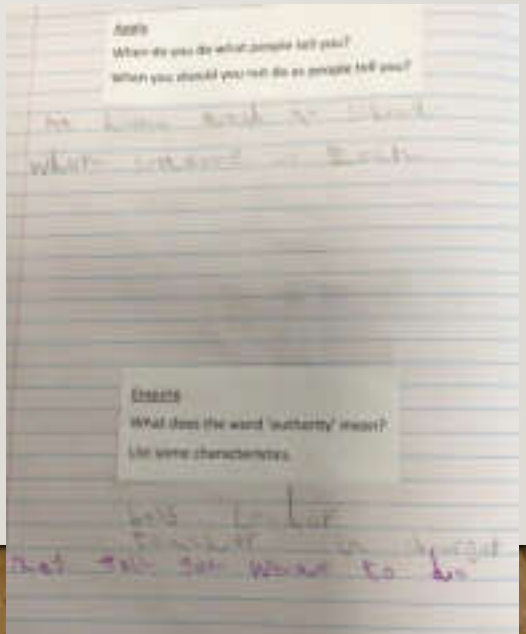
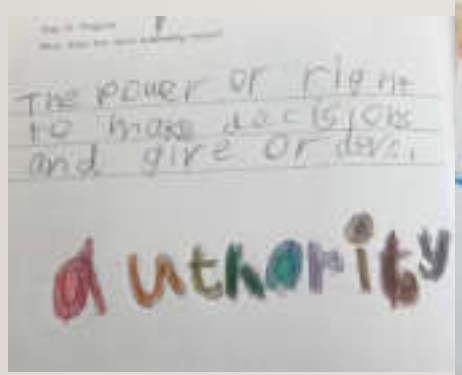
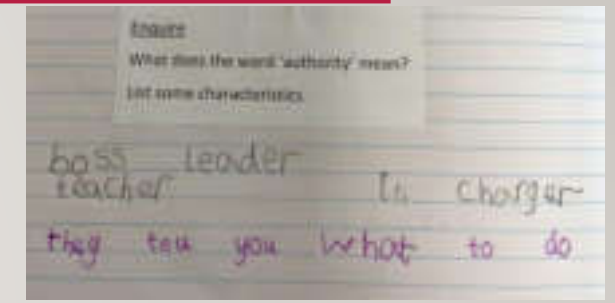
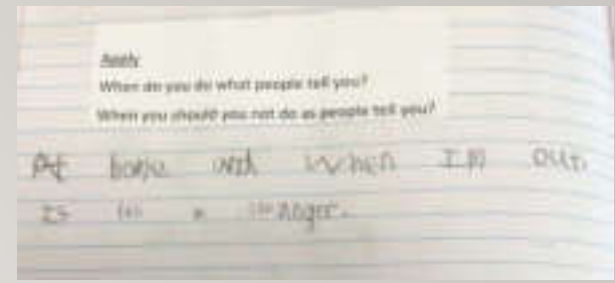
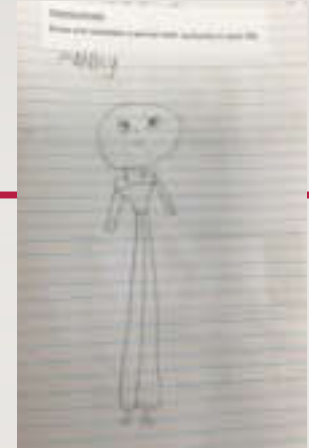
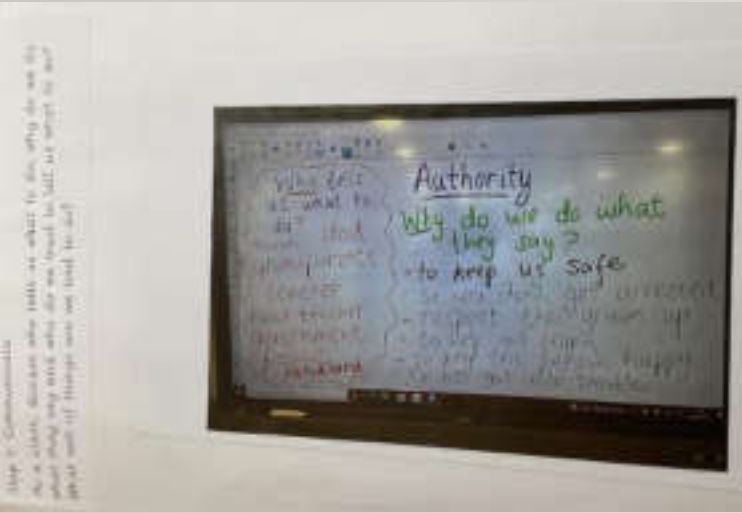
RE Assessment Overview sheet

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

Class	Half term	Theme and concept		
Cove	Summer 1	Theme: life of Jesus Concept: Authority		
Assessment focus: Contextualise				
Children working towards ARE				
Daniil	Angelina	Austin	Stanley	
Children working at ARE				
Reggie	Leighton	Alaina	Lyla C	Lyla T
William	Skyler	Lola	Keira	Jack
Children exceeding ARE				
Bonnie	Millie	Arabella	Noah	
Teacher comments				



YEAR 1 SUMMER TERM 1 CYCLE OF ENQUIRY



Summer Term 1 - Year 2

Year: 2

Term: Summer 1

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

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
Elson 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 cakes), 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 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

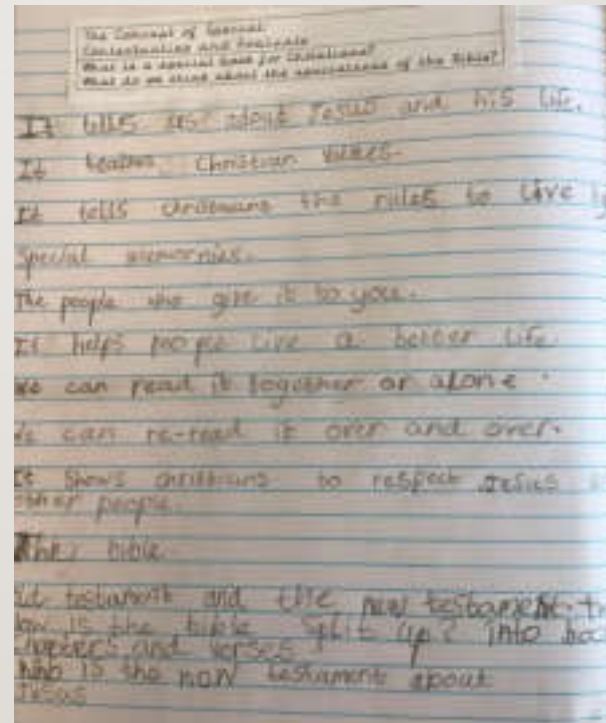
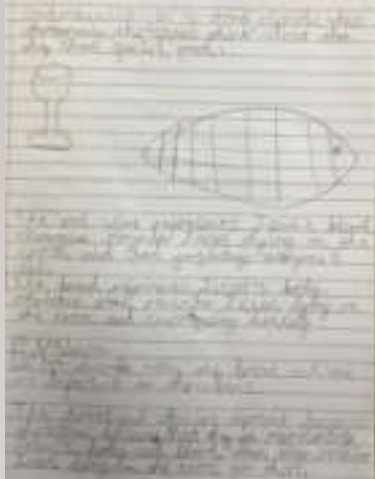
Talking about their own special food and giving reasons.

Writing about the food that is special for Christians and/or Hindus, using writing frames or not depending on need.

YEAR 2- SUMMER TERM I ASSESSMENT FOCUS- CONTEXTUALISE

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Yarmouth



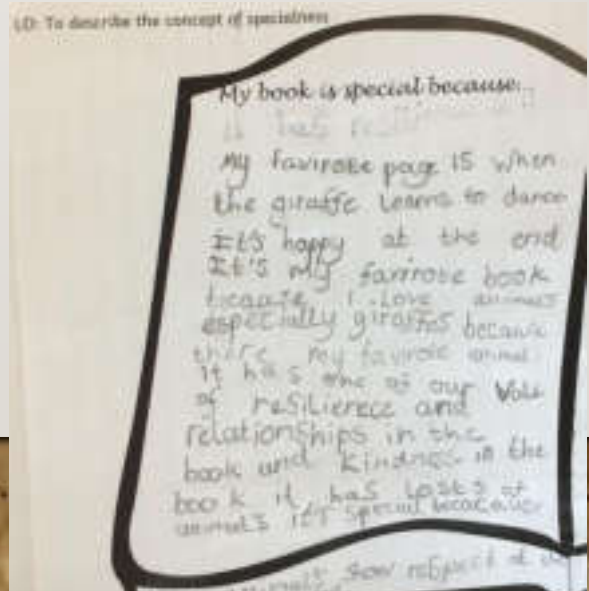
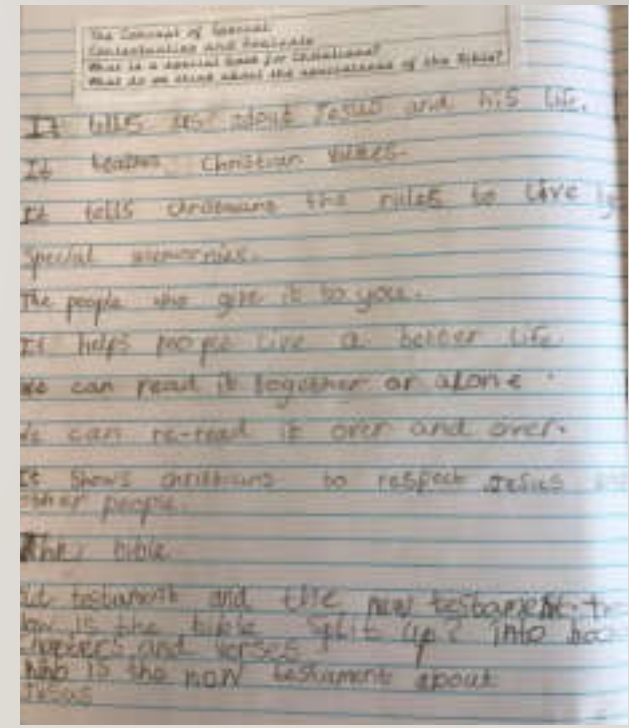
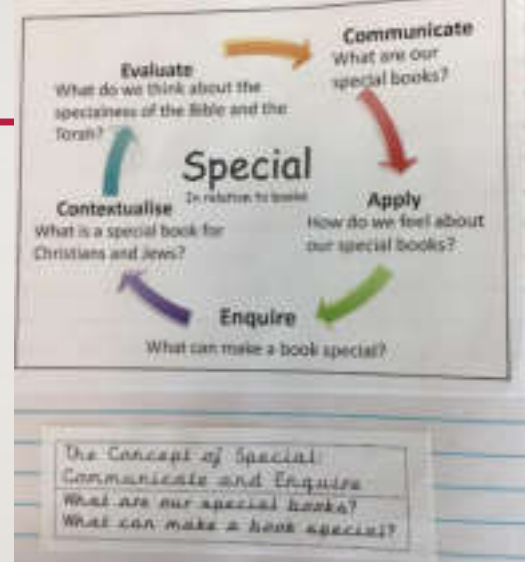
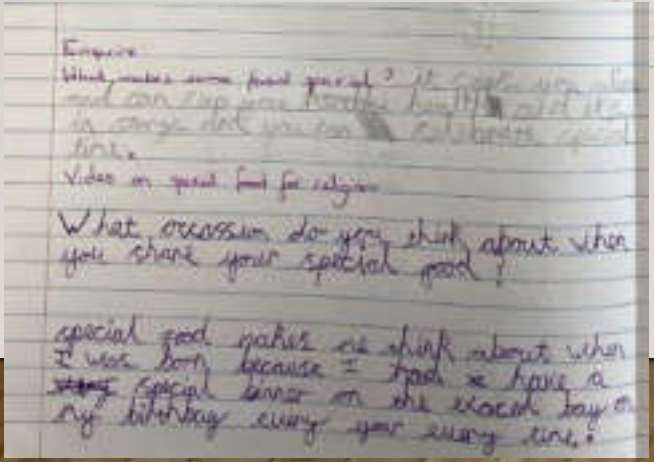
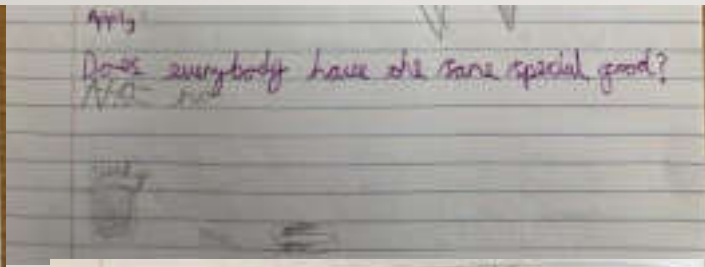
Yarmouth Year 2- did an old unit of Special and looked at Special Books. This is from LDIII which focuses on Christianity and the Jewish tradition which is a faith that is covered in LKS2 rather than KSI in LDIV.

RE Assessment Overview sheet
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Class	Half term	Theme and concept
Year 2 - Sky Class	Summer 1	Theme: Special Concept: Special food
Assessment focus: Contextualise		
Children working towards ARE RM, LH-G, BW, EL-G		
Children working at ARE Best of class		
Children exceeding ARE N/A		
Teacher comments Children enjoyed talking about special foods. Good class discussion about foods they have at special times. Good understanding of different traditions having special food as part of their worship/traditions. Dayyl Isaac taught the first few steps as was covering up.		

YEAR 2 SUMMER TERM 1 CYCLE OF ENQUIRY

Yarmouth Year 2- did an old unit of Special and looked at Special Books. This is from LDIII which focuses on Christianity and the Jewish tradition which is a faith that is covered in LKS2 rather than KSI in LDIV.



Summer Term 1- Year 3

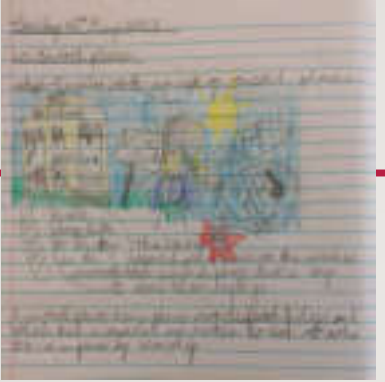
Year 3 Summer term	Theme/Unit: Sacred places	RE KS2
<p>Intended learning outcomes</p> <ol style="list-style-type: none"> Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers Children can describe the value of sacred places to and believers 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>Informed by end of Year 4 age-related expectations</p>	<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. 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 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. 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 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. 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/not? Pose 3 questions for children to talk about, 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>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 – Buddhist Shine and Sacred Places? Buddhist artefacts: stupa, prayer flags, Buddhanupas (statues), mandalas, incense, candles + lighter. Buddhism at KS2 Plasticine Notice of Demolition sheet. Gold paper for Buddhist temple pic. Music? Camera. Useful 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</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 3 SUMMER TERM 1

CYCLE OF ENQUIRY



Handwritten notes in purple ink on lined paper, including the sentence 'I had a special place for the beautiful blue sea swimming and the summer that I spent with my friends'.



Handwritten notes in purple ink on lined paper, including the sentence 'I had a special place for the beautiful blue sea swimming and the summer that I spent with my friends'.

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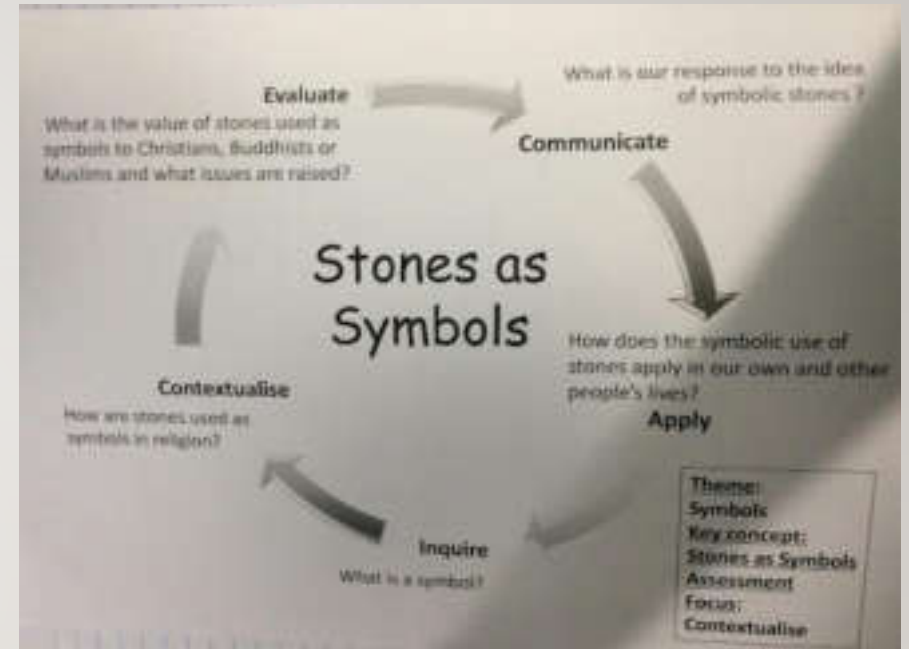
Handwritten notes in purple ink on lined paper, including the sentence 'I had a special place for the beautiful blue sea swimming and the summer that I spent with my friends'.



Summer Term 1- Year 4



Summer 1- Year
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YEAR 4- SUMMER TERM I ASSESSMENT FOCUS- CONTEXTUALISE

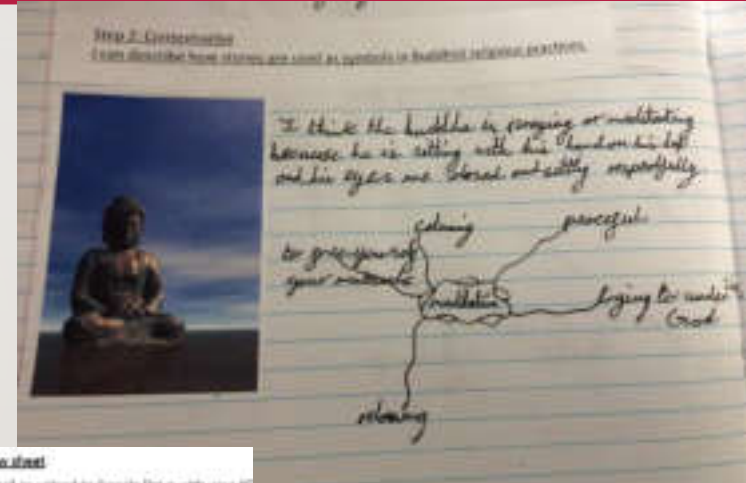
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RE Assessment Overview sheet

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

Class Year 4	Half term Summer 1	Theme: Stones Concept: Symbol
Assessment focus: Contextualise		
Children working towards ARE Sophie Liam Max Ella		
Children working at ARE Oliver Sally Anastasiya Phoebe Logan George Emilia Liam Ivan Lucas James Lara Ethan Jude Mollie		
Children exceeding ARE: Freddie Bella Henry		
Teacher comments Henry of practical ideas in this unit. That is well with our art focus.		



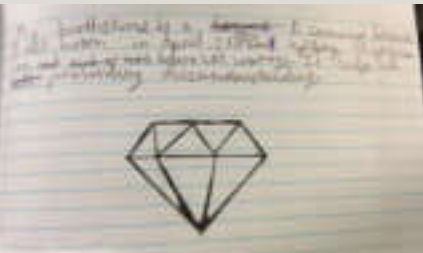
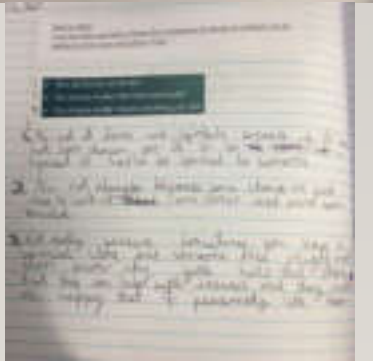
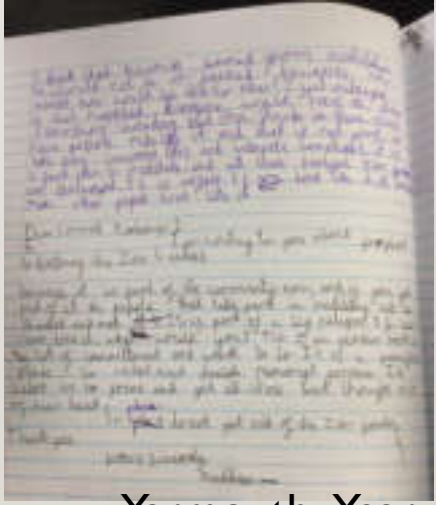
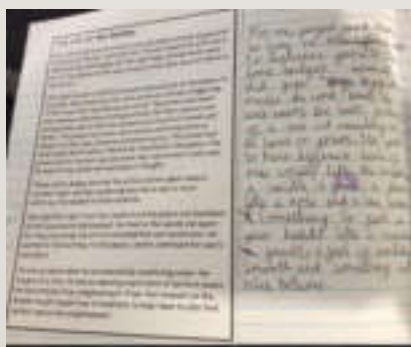
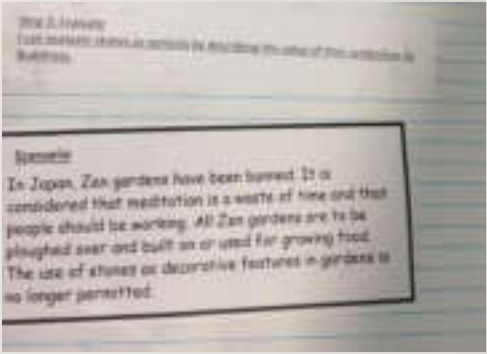
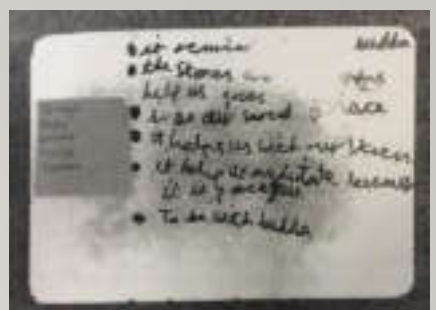
RE Assessment Overview sheet

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Class Coxst Year 4	Half term Sum 1	Theme and concept Theme: symbols Key Concept: Stones as symbols
Assessment focus: Contextualise - I can describe how stones are used as symbols in Buddhist religious practices.		
Absent = none		
Children working towards ARE Olivia, Jake, Charlie, Jay, Ethan, Marley and Mollie		
Children working at ARE James, Isla, Oly, Emma, Jack, George, Owen, Isaac, Emma, Tilly, Logan, Eli, Autumn, Joseph, Nina		
Children exceeding ARE Madison, Ted		
Teacher comments Children were asked to consider an image of a Buddha statue and reflect on what they thought was happening. We brainstormed what we thought meditation for and then practised sitting in lotus position and chanted a mantra for 5 minutes. We looked at the Story of the Life of the Buddha and thought about how we achieve perfect peace in our own lives. Children then had a go at designing their own Zen Garden both		

through art but also physically in class using sand, tools, stones, crystals and shells.
Isla is my LA example, she had a really good go at the meditation and created a lovely Zen garden design.
Jack is my MA example, he was really honest about his experience of the meditation.
Madison is my HA example as she included as much more reflection and detail in her drawing.

YEAR 4 SUMMER TERM I CYCLE OF ENQUIRY



Yarmouth- Year 4- additional evidence
<https://drive.google.com/drive/folders/17FCKnT9GclIXv4lk33nmHP2fWlIkEe6X>

Summer Term 1- Year 5

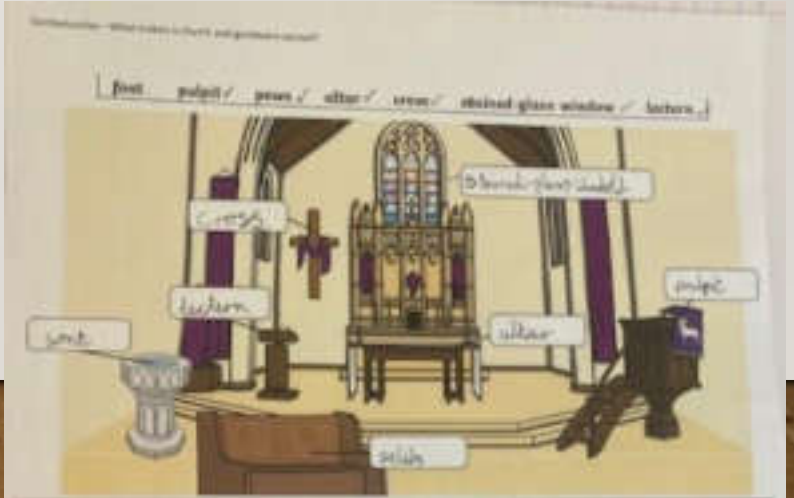
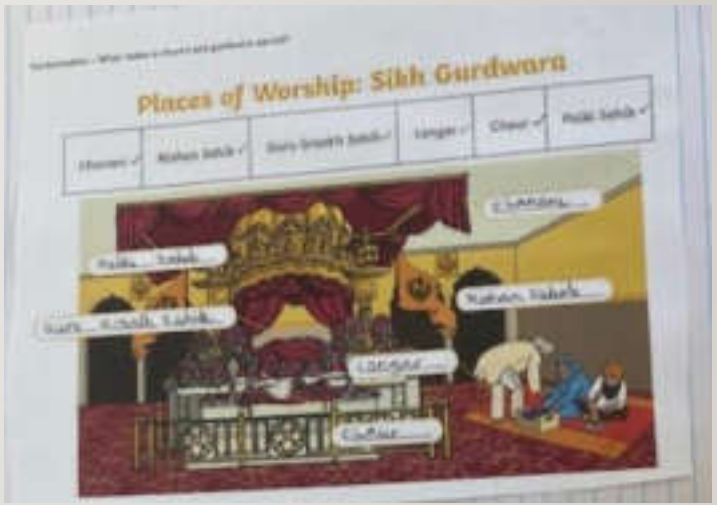
THIS WILL NEED ADAPTING FOR LDIV and PLACES OF WORSHIP FOR CHRISITAN AND SIKHI TRADITIONS

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>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. 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 objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave?</p> <p>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 <u>bodhi leaves</u>? Why (lotus) flowers? Make the shrine and decorate with prayer flags which the children could make; cut out bodhi leaves, draw <u>mandalas</u>, pictures of Buddhas 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.</p> <p>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 road. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a <u>notice of demolition from the council</u>. One member of the group scribes. Review and discuss ideas.</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? 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 <u>class shrine</u> which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen.</p> <p>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 <u>understanding</u> is that sacred things could be said to be 'touched by God'.</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 <u>respond</u> to the experiences of others. Working and <u>socialising</u> 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 – Buddhist Shrine and Sacred Places? Buddhist artefacts: stupa, prayer flags, Buddharupas (statues), mandalas, incense, candles + lighter; Buddhist pictures. Buddhism at KS2 Plasticine Notice of Demolition sheet. Gold paper for Buddhist temple pic. Music? Camera. Useful 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</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>

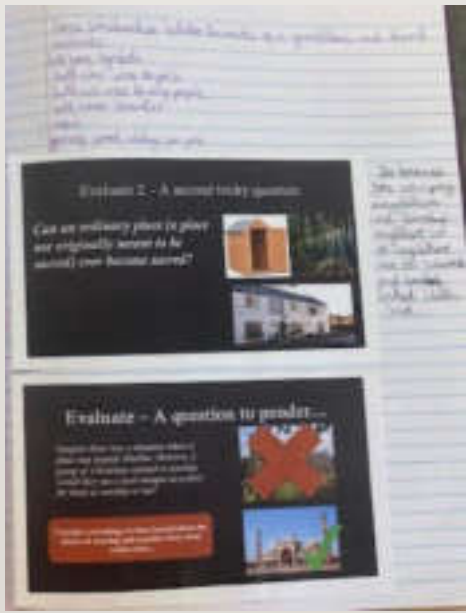
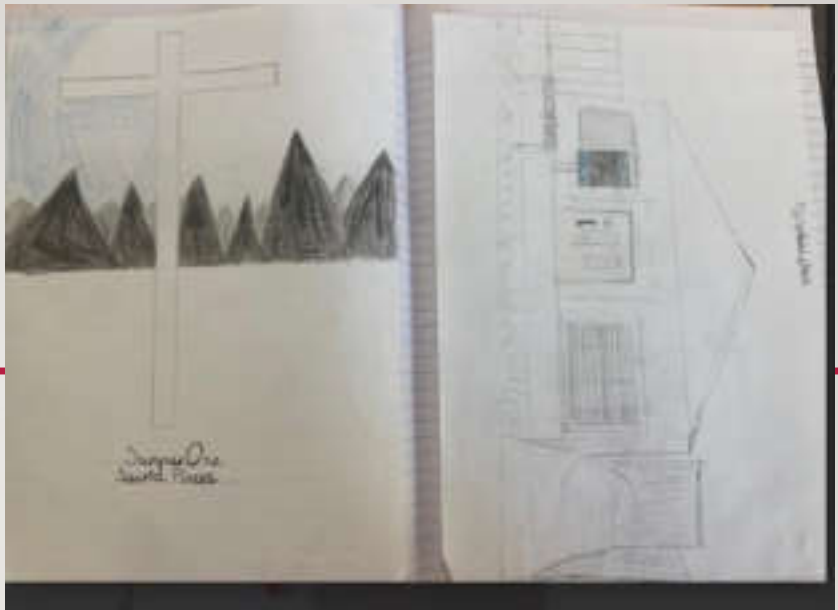
YEAR 5- SUMMER TERM I ASSESSMENT FOCUS- CONTEXTUALISE

Shalfleet

Yarmouth



YEAR 5 SUMMER TERM 1 CYCLE OF ENQUIRY



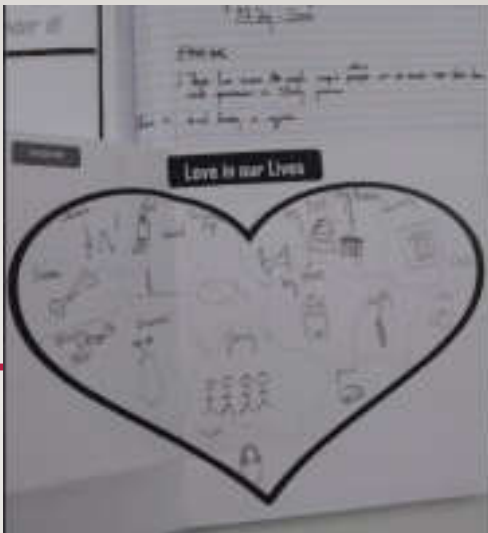
Summer Term 1- Year 6

Year: 6
Term: Summer 1
Intended learning outcomes: Children will be able to:
Step 1 respond creatively as well as begin to explain their response to their own experiences of love and community
Step 2 to explain some examples of how their responses to love and community relate to events in their own and other people's lives.
Step 3 accurately explain meanings of love and community and how it is used within the Sikh faith.
Step 4 accurately explain the way love and community within the Sikh tradition of sewa service the lives of those in the Sikh tradition
Step 5 to discern the value of love and community in the lives of those within the Sikh tradition. To discern the possible value in love and community in their own lives and communities.
Informed by Year 6 end of year expectations.
Assessment opportunities:
Evidence can be gathered when pupils:
1 draw and annotate
2 discuss different situations of charity/giving/generosity in communities
3 Consider simple reasons.
4 Infer emotions and thoughts.
5 talk about their responses in giving to their community.
Based on the original plan by Rebecca Griggs Springwood Federation 

Theme/Unit: Sewa- Love and Community
Key concept: Love (Sikhi faith)
Sequence of activities:
Step 1 – Communicate: When have we experienced help in our communities? <ul style="list-style-type: none">Circle time to discuss what helping others means. Discuss when they have been given help (discuss types of help- time, money, equipment etc). Why was this help important?Roleplay a scenario where they have received help.Discuss the word "community"- what is our community?Mind map different types of communities and how they are part of a community. (school, scouts, football etc)Discuss how being part of community links to the concept of Love. How does it feel to be part of a community?
Step 2 – Apply: When do we give to our community? <ul style="list-style-type: none">Research activities and groups that happen in the community ie charity events, scouts, brownies, guides, school events, car boots etc Make a list of events.Who might need help in our community? What help have we given before? - Draw a scenario either where they have helped someone or ideas of what they could do.Est: think of an event that they could hold in the community and what help would they need: how could it help the community?
Step 3 – Inquire: Why do people give to others in their communities? <ul style="list-style-type: none">Give three profiles of local heroes (preferably real people) who help and why they help. Children to identify the qualities and write an explanation as to why they help and the qualities they possess.Pupils to explain why each person helps their community through roleplay.Sort reasons why people help their community on a line of continuum (Most likely to least likely).
Step 4 – Contextualise: Why is sewa important in the Sikh faith? <ul style="list-style-type: none">Discuss the idea of sewa: that service to others is one of the most important values in Sikh communities. How does this demonstrate love?Talk through the RE online short powerpoint about how many Sikhs show service to others and discuss this together: sewa - RE ONLINE (reonline.org.uk)Pupils to look at the pictures of Sikhs performing acts of service. What are they doing to give to others, what different ways can they see Sikhs help others?Children watch the BBC film to show more examples of sewa: BBC Two - My Life, My Religion: Sikhs, The GurbansChildren write, draw and paint different ways that Sikhs help others.
Step 5 – Evaluate: How can we show generosity and love in our own community? <ul style="list-style-type: none">Pupils to plan and enact their own generosity: - e.g. gifts for Year 2/3 as they complete SATs, food bank collection, kind words painted on rocks to sell and raise money for a local cause. Decide as a class and work together.Discuss why people who are part of the Sikh community value sewa so highly.
Resources: <ul style="list-style-type: none">Profiles of local heroes.Why do people help their community?-reasons to sortActs of sewa photographs.RE Centre Sikhism artefact box

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.
Vocabulary (in bold) and knowledge building blocks
Children will learn that:
<ul style="list-style-type: none">We all belong to different communitiesThere are always people who may need help in any communityThe concept of sewa (service) is very important in Sikh traditionsSikhs work hard in the Gurdwara to produce free food for everyoneThey listen to the words of Guru Nanak to think of ways they can be of service to others

YEAR 6 SUMMER TERM 1 CYCLE OF ENQUIRY



Agree or Disagree

Agreement Number	Agree or Disagree	Why?
1	Disagree	I disagree because...
2	Disagree	I disagree because...
3	Disagree	I disagree because...
4	Disagree	I disagree because...
5	Disagree	I disagree because...
6	Disagree	I disagree because...
7	Disagree	I disagree because...

The Qualities of Love

QUALITY	SCENARIO
1. Expression	1. Accepting that someone has a different interest than you.
2. Endurance	2. Allowing yourself time to relax every day.
3. Being present	3. Having someone you can rely on at any moment for the rest of your life.
4. Comforting	4. Writing a thank you card.
5. Loyalty	5. If you have someone to help you in a bad time, not giving them up.
6. Showing gratitude	6. Making sure you check in with someone every day.
7. Taking care of yourself	7. A group of people coming together to offer support in a difficult time, giving physical and emotional support.
8. Creativity	8. Giving someone a hug when they feel upset.
9. Understanding	9. Making someone a cup of tea.
10. Putting in effort	10. Making a video call to ask someone what you are doing.
11. Remembering	11. Creating a folder of your names for photos over the year with your friends.
12. Being generous	12. Making the time for someone who needs someone to talk to.
13. Making a connection	13. Talking to someone when they are upset in the playground.

Agree or Disagree or unsure?

Statement	Agree	Disagree	Unsure
1. I am a special person and giving people love is hard.			
2. I am a special person and giving people love is hard.			
3. I am a special person and giving people love is hard.			
4. I am a special person and giving people love is hard.			
5. I am a special person and giving people love is hard.			
6. I am a special person and giving people love is hard.			
7. I am a special person and giving people love is hard.			
8. I am a special person and giving people love is hard.			
9. I am a special person and giving people love is hard.			
10. I am a special person and giving people love is hard.			
11. I am a special person and giving people love is hard.			
12. I am a special person and giving people love is hard.			
13. I am a special person and giving people love is hard.			

Do you have someone who you agree with one of the scenarios above?

Do you have someone who you disagree with one of the scenarios above?

SUMMER TERM 2



Summer Term 2- EYFS

Year: R/1
Term: Summer

Theme/Unit: *Janmashtami (Krishna's birthday)*

RE KS1

Intended learning outcomes:

Children will be able to:

Step 1. Communicate: express creatively their response to remembering in their own experience

Step 2. Apply: recognise how their response to remembering relate to their own lives.

Step 3. Inquire: recognise what has been taught about the characteristics of remembering

Step 4. Contextualise: recognise that Hindus remember Krishna by telling the story of his birth and by celebrating

Step 5. Evaluate: in simple terms, recognise something of the importance of Hindus remembering Krishna's birthday and the value of remembering for themselves

Informed by end of Year 1 expectations

Assessment opportunities

Evidence can be gathered where:

pupils discuss what remembering means
pupils complete writing/speaking task
pupils draw and annotate picture
four/five pupils discuss their own ideas during circle time.

Key concept: *Remembering (someone special)*

Sequence of activities:

Step 1: Communicate their own response to remembering. Who do we like to remember?

Children bring in items/photographs, etc. that help them to remember someone/something special. Circle time sharing
Have a remembering afternoon and discuss ways that would help them to remember (eg. sing songs, act out an event, make cards)

Step 2: Apply remembering to different situations (continue from above)

Discuss:

- Do we want to remember everyone/everything we meet? Why/why not?
- Who/what do we like to remember?
- Will we always remember special people/events? Why/why not?
- Will you remember special people/events when you are grown up?
- Will you remember lots of people/events or just one or two?
- Do we all like to remember the same things? Why/why not?
- How do you feel when you remember your special event?

Step 3: Inquire into the concept of remembering

Teacher reminds the children about the idea of remembering by showing again some of the photos that the children brought in someone/something special (eg. a baby photo, a first birthday card, a first pair of shoes).
Discuss with children what remembering is like (eg. thinking about things that happened, seeing pictures in your head).
Show a picture of Krishna as a baby. Ask children to say what they notice about Krishna (what colour is he, jewellery, headdress, chubby).
Explain that Hindus use this picture to help them remember Krishna who is a deity in Hindu traditions. (y. 1-Recall) with children their previous learning to help them remember the Hindu belief in Brahman and the many forms of Brahman, including the **trigunak** (Brahma, Vishnu and Shiva) Explain that Krishna is an avatar of Vishnu (a God who came to earth as a human) and a God in his own right).

Step 4: Contextualise remembering within the story and celebrations of Krishna's birthday

Tell (not read) the story of Krishna's birth. Children act out the story.
Discuss – which parts of the story do Hindus like to remember most, and why?
– which parts of the story will you remember most and why?

Tell children that Hindus remember Krishna's birth by having a celebration. How do they think Hindus might celebrate? How do we in the class normally celebrate? Discuss children's suggestions (eg. have a party, food, drinks, presents, cards, friends, sing songs, decorate the room).

Use some of children's suggestions to make or paint items that a Hindu might use in a shrine for Krishna in the classroom – food offering of Indian sweets, milk offering, cards, presents, images of Krishna, lights, joss sticks.
Explain how Hindus remember Krishna – demonstrate puja. Share the sweets, listen to a song about Krishna, listen to some Indian music. Complete worksheet.

Step 5: Evaluate the importance of remembering Krishna for Hindus

Using a Hindu persona doll or a picture of a Hindu child, explain that s/he is very upset because s/he had been on holiday, and had forgotten to remember Krishna's birthday. Does it matter? How does s/he feel? Why does s/he feel sad that s/he did not remember? Why does s/he like to remember Krishna? How does s/he feel when s/he does remember Krishna's birthday? **Discuss.**

Children draw the Hindu child. "I want to remember Krishna because ...". Children complete.

Resources:

Janmashtami (Krishna's birthday) box available from RE Centre [on](http://www.re-centre.org): 01962 863134
Janmashtami booklet (available from RE Centre)

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

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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.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

Krishna is a major deity in Hindu traditions
He is seen as both a God himself and as an avatar (a God who came to earth as a human) of the God Vishnu

His birthday is celebrated at the festival of Janmashtami
Hindus celebrate with worship to Krishna with a shrine at home or going to the Hindu temple, the **Mandir**
Worship is called **puja**

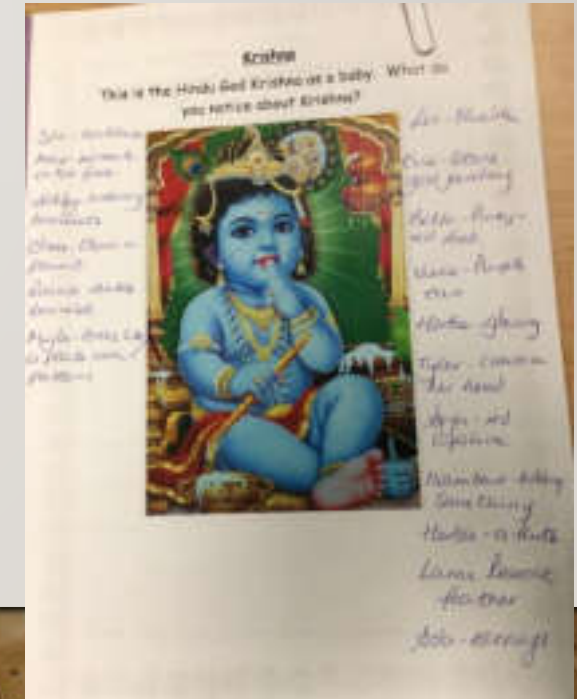
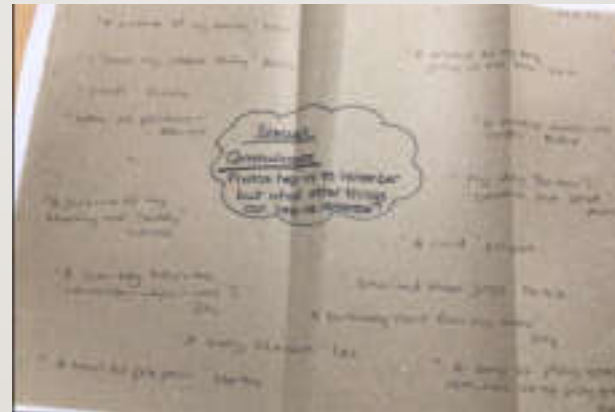
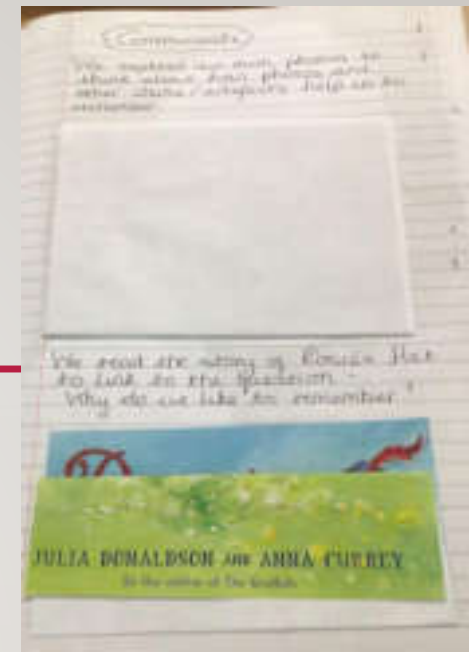
EYFS- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

Shalfleet

Yarmouth



EYFS SUMMER TERM 2 CYCLE OF ENQUIRY



EYFS- YARMOUTH-BEACH CLASS

ADDITIONAL RE EVIDENCE

- Responses to Class Worship Stories



Making a stained glass window for the Prayer window in class



Summer Term 1- Year 2

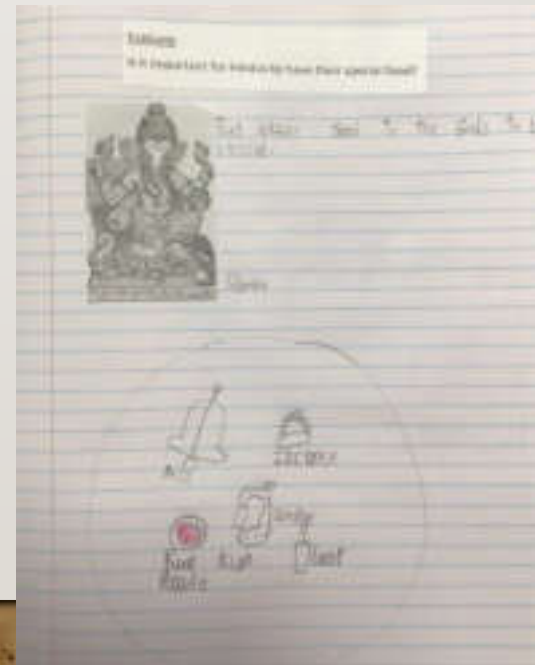
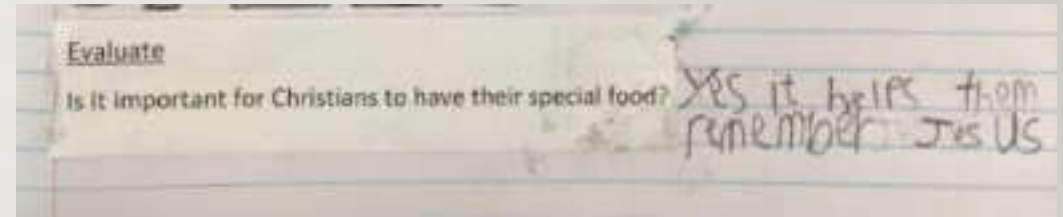
Yarmouth-YI class used a different unit for Summer 1 even though all teachers had been sent a link for the Living Difference IV planning. This is the planning they used for Summer 1. No evidence for Shalfleet YI. This is a Year 2 unit as part of Living Difference IV so will need to adapt planning for 2023-2024.

<p>Year: 2 Term: Summer 2</p>	<p>Theme/Unit: Special food</p>	<p>RE KS1</p>
<p>Intended learning outcomes: Children will be able to:</p> <p>Step 1 simply describe foods that are special to them</p> <p>Step 2 describe how different foods are important to different people</p> <p>Step 3 describe simply why some foods are special</p> <p>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)</p> <p>Step 5 describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus.</p> <p>Informed by the end of Year 2 age-related expectations</p>	<p>Key concept: Special</p> <p>Sequence of activities: Step 1 – Communicate: What food is special to me?</p> <ul style="list-style-type: none"> 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 <p>Step 2 – Apply: Does everyone have the same special food?</p> <ul style="list-style-type: none"> Anonymous 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 <p>Step 3 – Enquire: What makes some foods special?</p> <ul style="list-style-type: none"> In groups, make a list of foods which you think are special and when reporting back explain why. Sort photos into categories: 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? Show a picture of an occasion when you share your special food? Animate picture with - 'Special food makes me think about...' <p>Step 4 (a) – Contextualise: What food is special for Christians?</p> <ul style="list-style-type: none"> Read/act out story of the Last Supper. Use books, artefacts and pictures to explain how Christians share their special food (evidence: Communion). Teacher explains/demonstrates how the bread and wine is shared Discuss the symbolism of bread and wine for Christians. <p>Step 5 (a) – Evaluate: Is it important for Christians to have their special food? (Bread and wine)</p> <ul style="list-style-type: none"> What if Christians were not allowed to share their special food? Would it matter? Why? Why not? Discuss. Complete Christian special food sheet. <p>Step 4 (b) – Contextualise: What food is special for Hindus?</p> <ul style="list-style-type: none"> 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. <p>Step 5 (b) – Evaluate: Is it important for Hindus to have their special food?</p> <ul style="list-style-type: none"> What would happen if they did not have their special food? Would it make any difference? Why? Why not? Discuss. 	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: developing the ability to be reflective about their own beliefs and their interest in 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: Evidence can be gathered when children:</p> <p>1 talk about/make a collage of their own special food</p> <p>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?</p> <p>4/5 talk about Hindu Prashad and discuss its importance to Hindus.</p> <p>Helen Green Elson Infant School</p>	<p>Resources:</p> <ul style="list-style-type: none"> Food topic box from the RE Centre (eg 01842 363134) Photographs to sort in to 'specialist special' Story of the Last Supper. Books showing Christian Holy communion artefacts. Books and picture to explain Prashad 	<p>Cross-curricular links:</p> <p>Art Using collage techniques to produce displays of special food. Painting scenes of when special food is eaten.</p> <p>Design and Technology Special foods could be agreed on in groups and made with help during class time for a special occasion.</p> <p>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.</p>

This is the planning for Living Difference IV as on the LTP 2022-2023 and in the RE planning folder on Google Drive

<p>Year: 1 Term: Summer</p>	<p>Theme/Unit: Creation stories</p>	<p>RE KS1</p>
<p>Intended learning outcomes: Children will be able to:</p> <p>Step 1 identify and talk about the concept of creation</p> <p>Step 2 simply describe the Christian and Hindu creation stories</p> <p>Step 3 describe in simple terms why they think Christians and Hindus value their creation stories</p> <p>Step 4 describe in simple terms their response to creation</p> <p>Step 5 identify simple examples of how their response to creation relates to their own and others' lives</p> <p>Informed by end of Year 1 age-related expectations</p>	<p>Key concept: Creation</p> <p>Sequence of activities: Step 1 – Enquire: What does creation mean?</p> <ul style="list-style-type: none"> Pupils are given a ball of clay and encouraged to make something (anything) out of it. - 'Compare results. What have you created? How did you create it? Can you find something or nature that has been created? Is soil, water, feathers, 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. <p>Step 2a – Contextualise: What story do Christians tell about creation?</p> <ul style="list-style-type: none"> Tell the Christian creation story (or use video if available) or pupils engage with visualisation of creation with teacher guidance. Pupils produce collage, make or paint/poem depicting creation. Display. <p>Step 2b – Evaluate: How important is the creation story?</p> <ul style="list-style-type: none"> Why do we find Creation so interesting? Pupils put statements in groups: agree/withhold/agree with/ (See statement cards.) What do they think about the story? Reasons from cards. Discuss. <p>Step 2c – Contextualise: What story do Hindus tell about creation?</p> <ul style="list-style-type: none"> Religiosity imagery of the Hindu creation story. Pupils sequence pictures and annotate. <p>Step 2d – Evaluate: How important is this creation story?</p> <ul style="list-style-type: none"> Use the cards for 2a and repeat for Hindu belief (use a picture of a Hindu deity from a Hindu book to help, eg: How would this feel to you?) <p>Step 3 – Communicate: What do we think about creation? How do we think the world was created? Discuss ideas. Pupils write their own creation stories.</p> <p>Step 4 – Apply: Does what we think about creation affect us? Discuss: Do we all have the same 'definitely not'? Does it matter? Look at your creation from 2a. 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 2 days spent, can God do it?</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 offers their perspective on life and their interest and respect for different people's beliefs, 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. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an opportunity to explore different faiths and beliefs.</p>
<p>Assessment opportunities: Evidence can be gathered when pupils:</p> <ul style="list-style-type: none"> contribute to a detailed description of creation produce collage, make and annotated picture sort cards and discuss write their own creation stories discuss their own others' responses <p>Stanhaw Infant School, Portsmouth</p>	<p>Resources:</p> <ul style="list-style-type: none"> Christian and Hindu creation stories Card of creation stories eg Channel 4 Creation topic box RE Centre 01842 363134 	<p>Cross-curricular links:</p> <p>Art Using clay and craft opportunities to develop the concept of creation.</p> <p>Music Children have the opportunity to produce or listen to music to express their views about creation.</p> <p>Literacy Opportunities to listen and respond to the story of creation in the Bible and Christian traditions and to consider the meaning for religious people. Writing their own creation story to explore their own thoughts about the meaning of creation.</p>

YEAR 1- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE



RE Assessment Overview sheet

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

Class	Half term	Theme and concept
Cove	Summer 2	Theme: Special food Concept: Special

Assessment focus: Evaluate

Children working towards ARE

Nan kojo, Ella, Stanley, Lola, Angelina

Children working at ARE

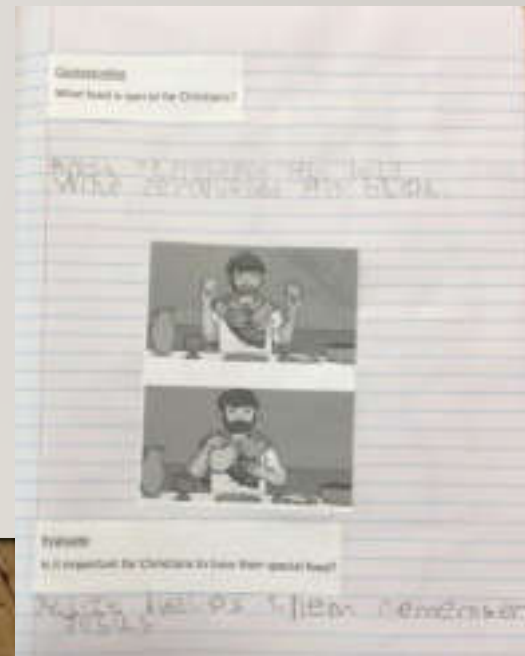
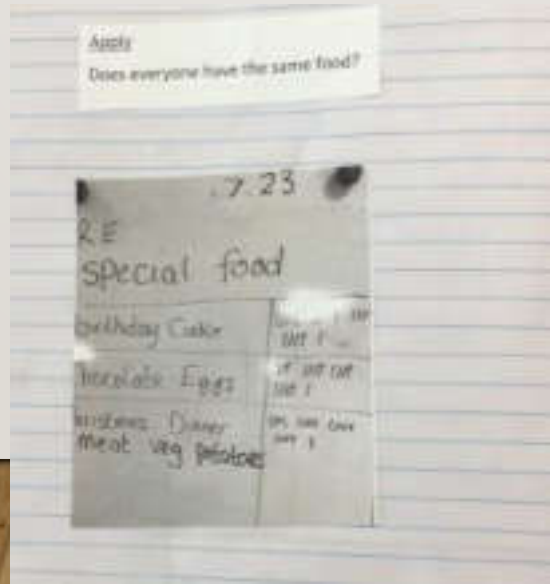
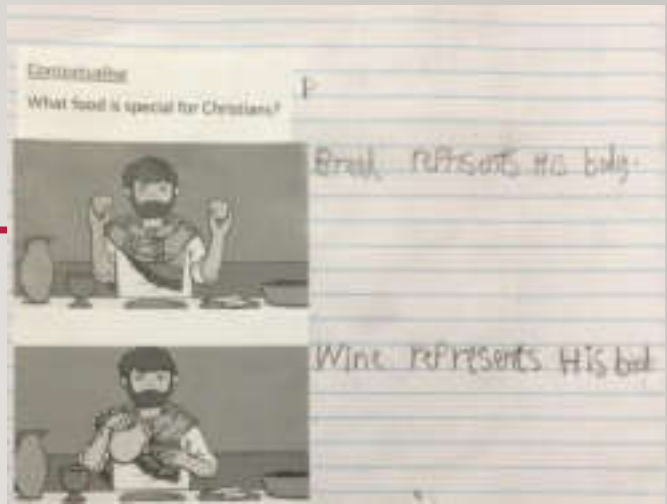
Charlie, Jack, Keira, Jacob, Layla T, Alaina, Austin, Leighton, Reggie,

Children exceeding ARE

Noah, Skylar, William, Bonnie, Millie,

Teacher comments

YEAR 1 SUMMER TERM 2 CYCLE OF ENQUIRY



Summer Term 2- Year 2

<p>Year: 2 Term: Summer 2</p>	<p>Theme/Unit: <i>Ideas about God</i> Key concept: <i>God</i></p>	<h2>RE KS1</h2>
<p>Intended learning outcomes:</p> <p>Children will be able to:</p> <p>Step 1: describe in simple terms their response to the concept of God</p> <p>Step 2: identify simple examples of when they and others think about God</p> <p>Step 3: identify and talk about the concept of God</p> <p>Step 4: simply describe ways in which the concept of God is expressed in Christianity and Hinduism</p> <p>Step 5: evaluate the concepts by describing in simple terms the value of God to Christians and Hindus.</p> <p>Informed by end of Year 2 age-related expectations</p>	<p>Sequence of activities:</p> <p>Step 1 – Communicate own responses to concept of God</p> <ul style="list-style-type: none">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. <p>Step 2 – Apply the concept to different situations</p> <ul style="list-style-type: none">Discuss: if you were to think about God – when would that be?Pupils draw and annotate these situations, eg: when scared, happy, sad, in a beautiful place.Pupils compare responses. <p>Step 3 – Enquire into the concept of God</p> <ul style="list-style-type: none">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. <p>Step 4a – Contextualise the concept in religious practice and belief for Christians</p> <ul style="list-style-type: none">Tell some stories which show the nature of God, eg: Moses and the burning bush (Exodus 2), crossing the Red Sea, Daniel in the lions den (Daniel 6), 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. <p>Step 4b – Contextualised continued</p> <ul style="list-style-type: none">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. <p>Step 5 – Evaluate the concept of God</p> <ul style="list-style-type: none">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.	
<p>Assessment opportunities: Evidence can be gathered when pupils:</p> <ol style="list-style-type: none">express own ideas about Godcompare responseswrite definitionsidentify and discuss characteristicsorder cards and discuss.	<p>Resources:</p> <ul style="list-style-type: none">Bible storiesphotocopies of hymnsimages of Hindu gods (available in the artefact boxes from the RE centre).	<p>Cross-curricular links:</p> <p>Art Using art and craft opportunities to develop the concept and to explore it through looking at Christian and Hindu traditions.</p> <p>Philosophy for children (P4C) Conducting an enquiry into the nature of God with peers.</p> <p>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.</p>
<p>Amy White, Hart Plain Infant School and Rachel Selman, Brockhurst Infant School</p>		

YEAR 2- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

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Evaluate
 To evaluate the concept of God,
 God is important to Christians because
 he cares for everyone and helps them.
 Christians believe that God is powerful
 and loves them.

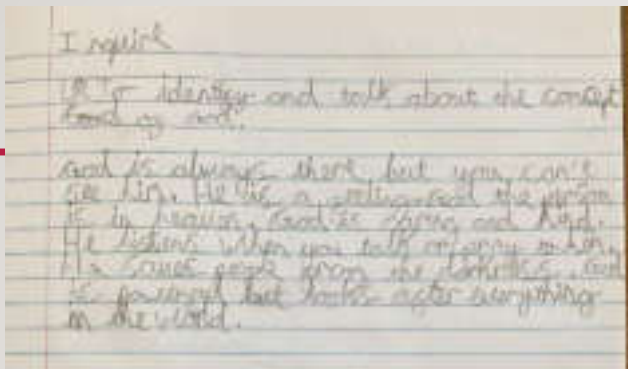
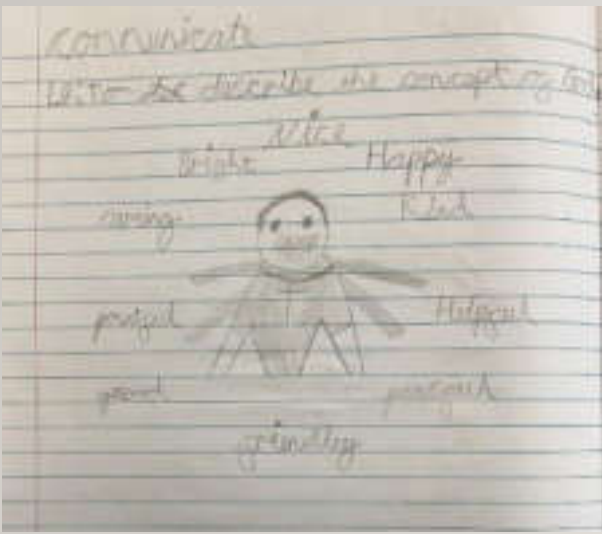
RE Assessment Overview sheet
 Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Year 2- Sky Class	Summer 2	Theme: Ideas about God Concept: God
Assessment focus: Evaluate		
Children working towards ARE RM, LH-G, BW, EL-G		
Children working at ARE Rest of class		
Children exceeding ARE NK		
Teacher comments Children had some good ideas about what God looks like. Some were more traditional and some were unique. Had a good discussion after looking at some images of God. Children struggled with the concept of God the Father, God the Son and God the Holy Spirit being one.		

R.E Day: Ideas About God

Ideas About God
 Why is God important to Christians?
 What is God like?
 How is God represented in the Hindu faith?
 PIC-COLLAGE

YEAR 2 SUMMER TERM 2 CYCLE OF ENQUIRY



RE Day: Ideas About God

Think before in one cell with many images and notes

What do you think God looks like? What do you think about God? What are you, how are you? Feeling when you think about God? Can you draw God? Which words would you use to describe God? Label your picture.

Draw the idea your picture/words here.

Is your Mum's (Dad's) your? Is God the best? (Use Christmas cards etc)

Hand-drawn sketches of figures, including a person with a halo and a figure in a dark, dramatic setting.

Ideas About God

Why is God important to Christians?
What is God like?
How is God represented in the Hindu faith?

Why do you think God is important to Christians?
How do you think God is represented in the Hindu faith?

Hand-drawn Celtic knot and a drawing of four diverse children.

PIC-COLLAGE

Summer Term 2- Year 3

Year: 3

Term: Summer 2

Intended learning outcomes:
Children will be able to:

Step 1 to begin to express creatively as well as begin to describe their response to their own experiences of belonging

Step 2 to begin to recognise and describe how their responses relate to events in their own and sometimes other people's lives

Step 3 to begin to accurately describe what has been taught about the meanings of belonging

Step 4 to begin to accurately describe some variations in ways in which belonging is shown in the lives of people in the Christian and Jewish traditions

Step 5 To begin to discern and describe the value of belonging in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.

Informed by end of Year 4 expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 discuss different aspects of belonging
- 2 complete a speech bubble
- 3 express ideas in role
- 4 share their own experience of belonging
- 5 complete a sheet about belonging.

Theme/Unit: *Belonging in Judaism*

Key concept: *Belonging*

Sequence of activities:

Step 1 – Communicate: What does belonging mean to you?

- Circle time – pupils share their own experience of being a member of a group (family/class/friendship group/church/dance club/Beavers, etc). *I belong to ... We ...*
- Children draw or paint themselves belonging to a group.

Step 2 – Apply: How does belonging affect my life?

- Complete a worksheet about the personal experience of belonging.
- Discuss: Are there some times when you wish you did not belong (eg: when you have to go to school instead of on a nice day trip? When you don't like the other people in the group, or you don't like the activities)? What do you do? What are you pleased you belong to? How does it make you feel?

Step 3 – Inquire: What does belonging mean?

- Discuss the idea of being a member of a group. Show a variety of pictures and photographs of places and groups to which they may belong (eg: school, Rainbows, Beavers, tap class and some unfamiliar places and groups) and ask them to sort and identify either: "I belong here" or "I don't belong here".
- Share and discuss the first few pages of *Belonging*, by Ruth Nasson. Emphasise the different things, rules, etc.
- Show a picture of a Jewish family celebrating Shabbat. Ask pupils to speculate: Where do these people belong? (NB: provide no answers yet – pupils are guessing.)

Step 4 – Contextualise: How do Jewish people show that they belong?

- Share and discuss pages 4 – 9 of *The Jewish faith*, by Ruth Nasson. Many Jewish families celebrate Shabbat every Friday/Saturday because they belong to the Jewish faith.
- Watch the BBC classroom clip on Shabbat [Shabbat - the Jewish day of rest - BBC Teach](#) or *Pathways of belief – Judaism* BBC DVD (programme 1 – God) to discover more about the Jewish belief in One Creator, G-d, and why Shabbat is celebrated. (NB: God is written as G-d in Judaism out of respect).
- Role play a Shabbat meal. Draw or write about Shabbat.
- Show a virtual tour of a synagogue [eg http://www.reonline.org.uk/special/tales-of-worship/judaism_video.htm](http://www.reonline.org.uk/special/tales-of-worship/judaism_video.htm)
- Use books or pictures (and ideas from the virtual tour) to find out what kinds of things happen at the synagogue: it is a place of worship, a meeting place, a place for learning Hebrew and learning about the Jewish faith.
- Complete a speech bubble for a Jewish child: *I feel I belong to the synagogue when ...*

Step 5 – Evaluate: Is it important for Jewish people to feel that they belong?

- Discuss: *Is it important for Jewish people to feel as if they belong? Why/why not? If they did not share the Shabbat meal, would they still feel as if they belonged? What if a Jewish person was ill and couldn't go to the synagogue? Would they feel as if they belonged?*
- Pupils get into role in different scenarios (which the teacher suggests) and talk about their feelings as a Jewish person.

Resources:

- Shabbat teaching pack (RE Centre).
- *Belonging and The Jewish faith*, by Ruth Nasson.
- Two candles burn CD, by Stephen Weizack, <http://www.twocandles.com>
- Shabbat box from RE Centre (01962 863134).
- *Pathways of belief* DVD from BBC or classroom clip
- Pictures/posters of synagogues.
- Books about the synagogue.

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.

Vocabulary (in bold) and knowledge building blocks

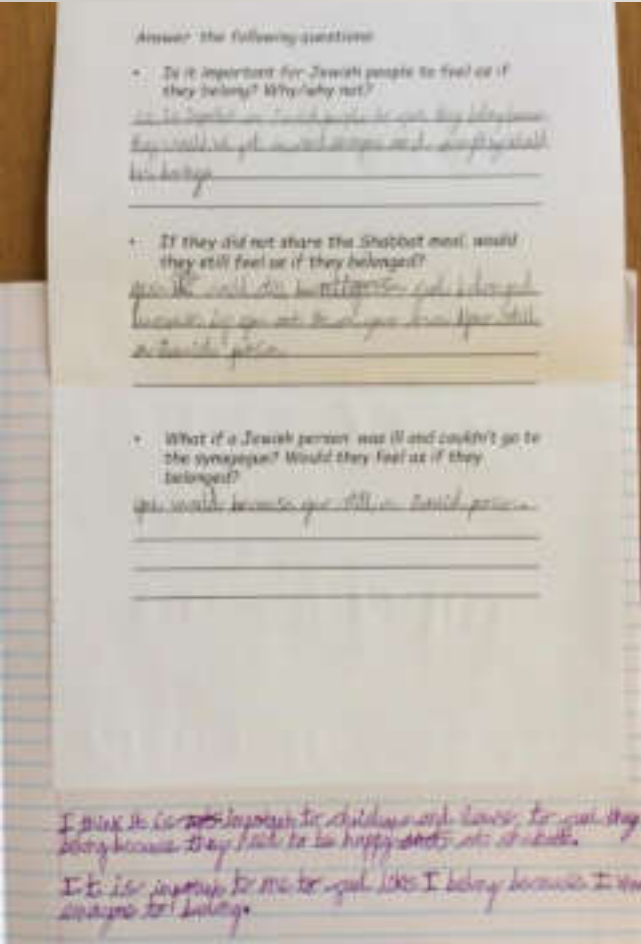
Children will learn that

- People belong to different groups for different reasons
- A key way Jewish people feel they belong to their religion is through observing the Shabbat each week
- This is a day of rest with no work undertaken
- The Shabbat reminds them that G-d created the world in 6 days and on the 7th day G-d rested
- It begins every Friday at sunset for 25 hours
- A Shabbat meal is eaten on the Friday evening
- Shabbat candles are lit, there is a special ceremony to bless the wine or grape juice called **kiddush** and bread is eaten called **challah**

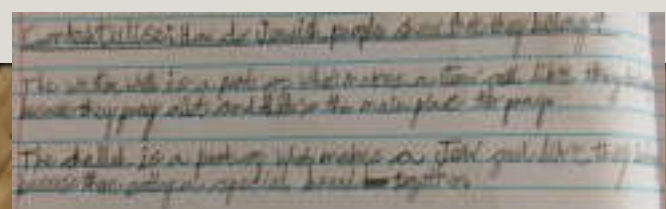
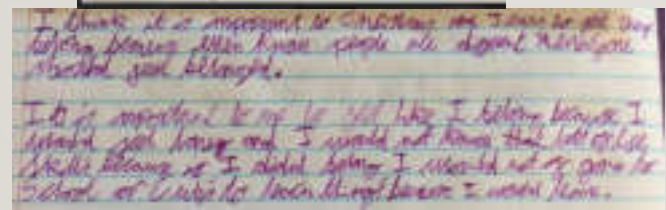
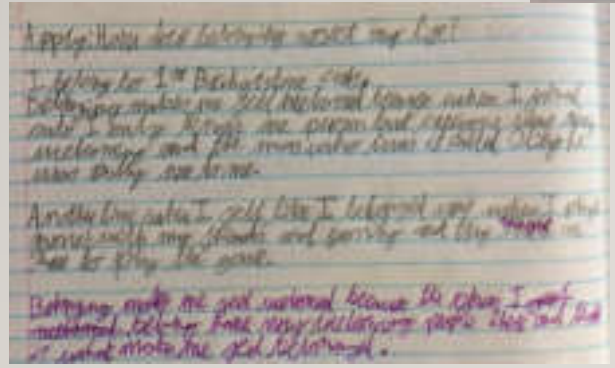
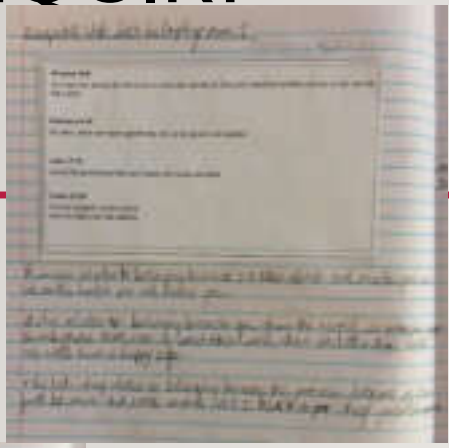
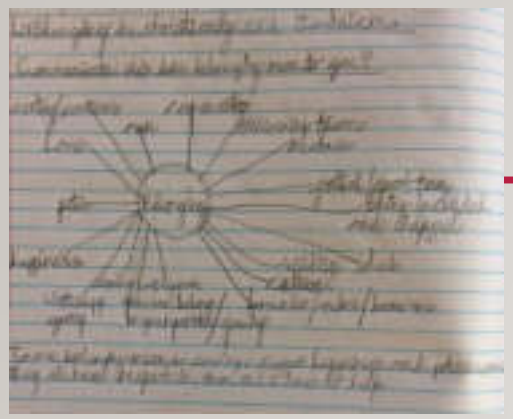
YEAR 3- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

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YEAR 3 SUMMER TERM 2 CYCLE OF ENQUIRY



Summer Term 2- Year 4

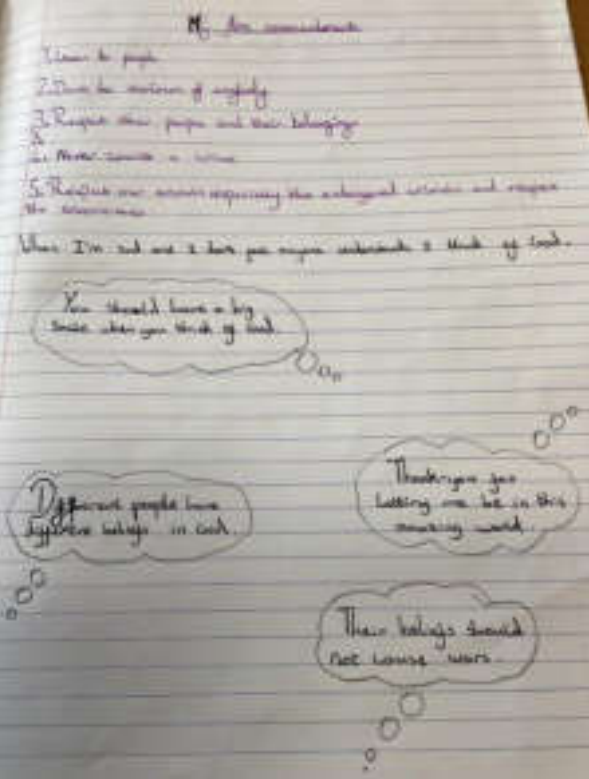
There was no KS2 plan for this on Hampshire RE Moodle so Y4 have adapted a KSI Plan about God to focus on the Jewish tradition.



YEAR 4- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

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

Class Year 4	Half term Summer 2	Theme and concept Concept: Interpretation
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Assessment focus: Evaluate

Children working towards ARE
Ella
Ella
Ella
Ella

Children working at ARE
Ella
Ella
Ella
Ella
Ella
Ella
Ella
Ella
Ella
Ella

Children exceeding ARE:
Ella
Ella
Ella

Teacher comments
Penny of interest in how different attitudes/beliefs around the world.

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

Class Coast Year 4	Half term Sum 2	Theme and concept Theme: Ideas about God Key Concept: God
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Assessment focus: Evaluate – To, in simple terms, discern something of the value of god to Jews and the possible value for themselves.

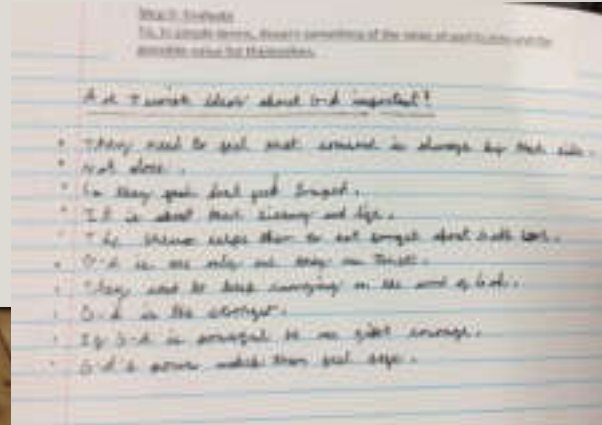
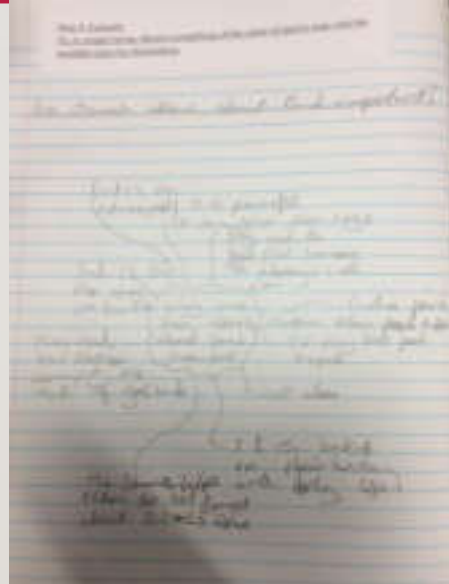
Children working towards ARE
Eliza, Jake, Charlie, Jay, Ethan, Marley and Mollie

Children working at ARE
James, Isla, Oby, Esme, Jack, George, Owen, Isaac, Emma, Tilly, Logan, Eli, Autumn, Joseph, Nina, Ellie-Mae, Maddison and Ted

Children exceeding ARE

Teacher comments
Children were asked to have group discussions about the importance of Jewish ideas about G-d to the Jewish people. We then shared these ideas as a class and compiled brainstorms and lists about our thoughts.
My LA example is Mollie as she has a good example of differentiated questions to consider.

My MA example is Tilly because of her clear and wide range of thoughts and ideas.



Summer Term 2- Year 5

RE KS2

Year group: 5

Term:

Theme/unit: *What does it mean to be a Muslim today?*

Key concept: *Umma (community)*

RE medium-term planning

Intended learning outcomes:
Children will be able to:

Step 1 **Enquire:** explain the meaning of *Umma*.

Step 2 **Contextualise:** explain how aspects of Muslim practice and belief develop a sense of *Umma*.

Step 3 **Evaluate:** evaluate the concept of *Umma* by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to *Umma*.

Step 4 **Communicate:** explain their own response to *Umma* and to the idea of community.

Step 5 **Apply:** explain examples of how their responses and ideas affect the way they behave in the communities they and others belong to.

Assessment opportunities:
Evidence can be gathered when pupils:

- 1 Produce definitions of community
- 2 Present to class or produce Hajj postcards
- 3 Engage in card-sorting activity
- 4 Draw pictures of their community and annotate with positive features.

Sequence of activities:

Step 1 **Enquire:** *What does Umma mean?*

- Children in small groups produce definitions around the word *community*. Encourage them to think about examples of *community* they are involved in. Display ideas and discuss.
- Engage in outside games where to achieve they have to work together as a team
- Discuss: *Were they a team or a group of individuals? What made the difference?*
- Show clips from DVD of large numbers of people arriving and leaving the mosque, or a large number of Muslims on Hajj. Discuss and display questions.

Step 2: **Contextualise:** *How do Muslims develop a sense of community (through Hajj and Zakat)?*

- Pupils explore aspects of Hajj using classroom clips.
- Discuss the features of Hajj in terms of reinforcing a sense of *Umma*.
- Pupils prepare brief presentations for the rest of the class or
- Pupils produce postcards from a Hajji (pilgrim).
- Pupils explore Zakat (distribution of wealth) using classroom clips and/or DVD.
- Discuss: *Why are Muslims giving their money away? How do you think they might feel about this?*

Step 3: **Evaluate:** *What is the value of Umma to Muslims? What is the value of community to me?*

- Discuss: *Do you think it is important for Muslims to participate in these activities? Why/why not?*
- Pupils engage in card sorting activity showing what they agree/disagree with and how they would think a devout Muslim would agree/disagree with.

Step 4: **Communicate:** *What are my responses to the concept of community?*

- Class discussion on what communities they belong to, drawing a picture and annotating with two positive features of that community. Swap pictures and notice any similarities and differences.
- In groups, pupils choose a community and list all the features of that community. Compare lists.
- Discuss how the different features can help reinforce the sense of community.

Step 5: **Apply:** *How does a sense of community affect our lives and others' lives?*

- Discuss: *Is it important to feel part of a community? Why/why not?*
- Pupils draw pictures and annotate or role play situations which reinforce a sense of community or in which a person might not wish to be part of a community.

Step 6: **Enquire:** *What is the meaning of Umma?*

- Pupils list features of their communities and then features of *Umma*. Discuss similarities and differences.

Resources:

- Islam KS2 RE teaching pack (available to purchase from RE Centre 01962 863134)
- Classroom clips

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

Spiritual: reflection on the many ways people build communities, awe and wonder at the Hajj, interest in other communities.

Moral: offer reasoned views about communities.

Social: to appreciate working as a community of enquiry and seeing the diversity of other communities.

Cultural: to appreciate the wide range of influences on society and to accept and respect diversity.

Cross-curricular links:

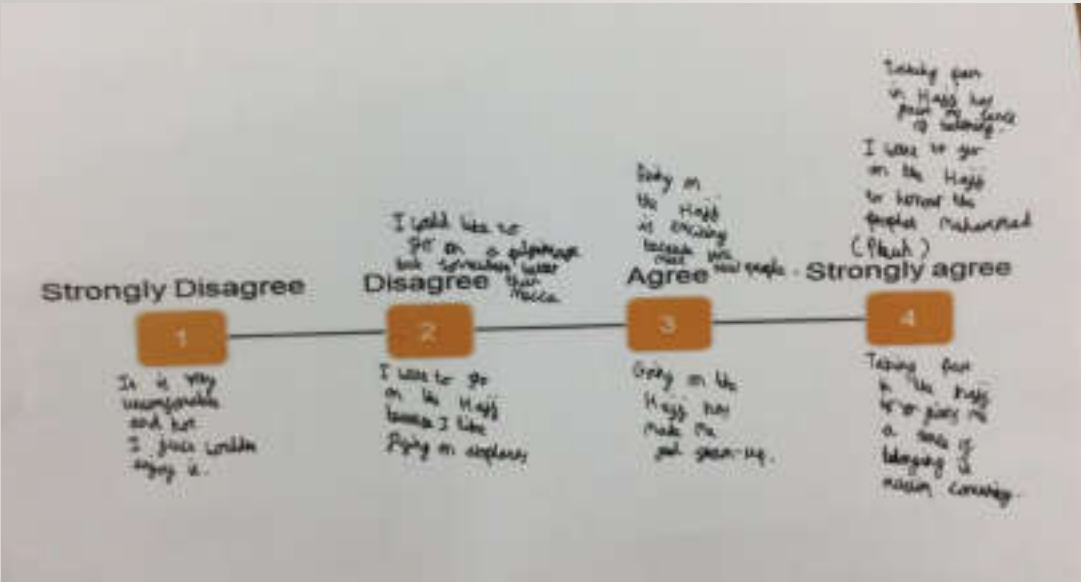
PSHE: team building and reflecting on how best to work as a team.

English: debating and evaluating activities, opportunity to make a presentation and consider audience, writing a diary entry from another point of view.

YEAR 5- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

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Step 5: Evaluate
To begin to evaluate by explaining the importance of and relevance of passage to behaviors.

Summer Term 2- Year 6

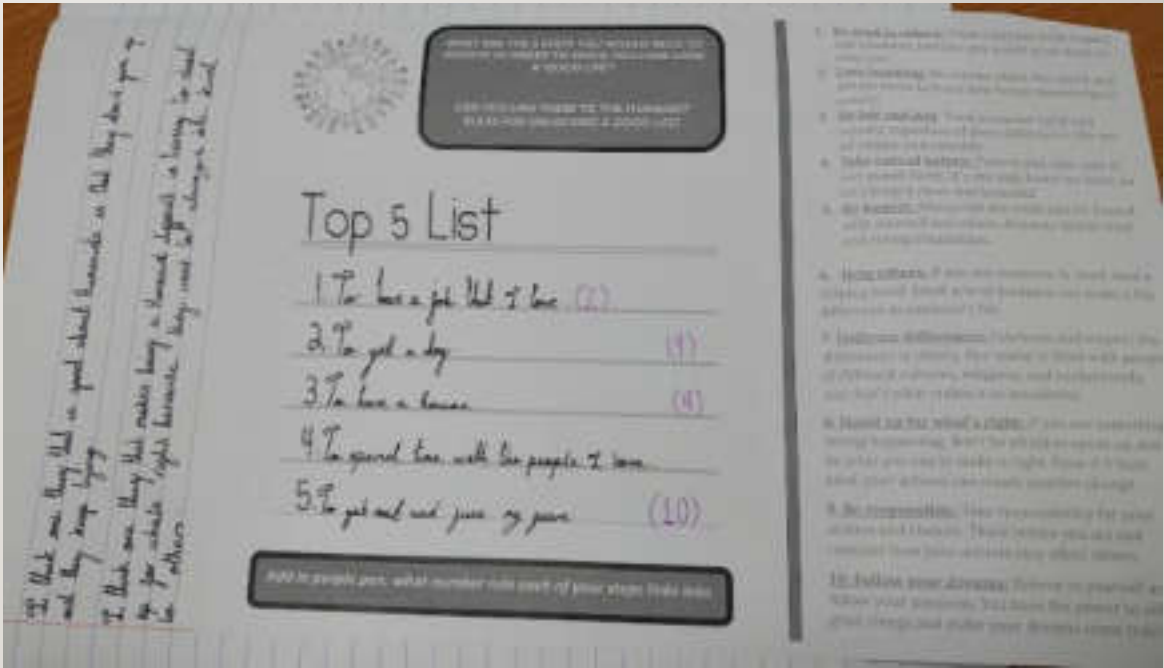
As Year 6 haven't had an introduction to the Humanism faith they followed the Year 5 Unit for this year as an introductory unit. In 2023-2024 they will use the Year 6- River of Life Unit as per the LTP.

<p>Year group: Years 5/6</p> <p>Term: Summer 1/2</p>	<p>Theme/unit: Humanism</p> <p>Key concept: A good life</p>	<h2 style="background-color: #cccccc; padding: 5px;">RE KS2</h2>
<p>Intended learning outcomes: Children will be able to:</p> <p>Step 1: Communicate: respond creatively as well as begin to explain our own responses to human experience of living a good life</p> <p>Step 2: Apply: explain some examples of how our responses to a good life can be applied to our own lives and to the lives of others</p> <p>Step 3: Inquire: accurately explain the concept of a good life</p> <p>Step 4: Contextualise: accurately explain how Humanists might live a good life</p> <p>Step 5: Evaluate: discern the value of living a good life to Humanists using examples Discern the possible value of this for their own lives and communities</p> <p>Informed by end of Year 6 expectations</p>	<p>Sequence of activities:</p> <p>Step 1: Communicate – What does it mean to you to live a 'good life'? Can you think of any examples of people who live a 'good life'? Children draw/paint two contrasting pictures of people living a 'good life' and a 'bad life'. Use these pictures as a stimulus for a conversation or P4C enquiry. Discuss whether immoral actions always have a negative consequence.</p> <p>Step 2: Apply – How might we live a good life? What happens if someone chooses not to? Where do rules come from? Introduce idea of Plato's Ring of Gyges/Harry Potter's invisibility cloak. If you would not get caught, what would you do? What would you <u>not</u> do and why? Drama activity in small groups. How might we link this to the concept of a good life?</p> <p>Step 3: Inquire – What does a 'good life' involve? What are the complexities surrounding this concept? How does school encourage us to live a good life? Order school rules from most to least important to you. Always? Order the rules by how easy they are to follow. Do we notice anything about this/does this make us wonder anything? Possible to introduce vocabulary of 'moral' and 'immoral' here if appropriate.</p> <p>Step 4: Contextualise – Ask the class in pairs to try to come up with a rule that they can all agree to live by at home and at school that covers all situations. Introduce the Golden Rule – for many Humanists, an ethical principle for how you live your life. It can be expressed positively "treat others as you would like to be treated yourself" or negatively "don't treat others the way you would not like to be treated yourself". It is, also seen in different ways in many religions. Look at Humanist 10 rules to live life by which is followed by some Humanists (either by Donald Fletcher or Bertrand Russell. NB: will need some adapting for your class slightly for content and language used). Class teacher to choose six of these rules and give to the children on pieces of paper. Children to order the rules from most to least important for living a good life (could do a diamond-9 type activity). Children can then choose which rule to reject and swap it for a rule of their own creation.</p> <p>Step 4b: Contextualise – Roleplay drama: two Humanist characters making a possible good life choice and a bad life choice. (eg someone drops money on the floor – do they take it or return it?). Create a thought bubble for each of the characters explaining their thought processes during/after the decision. What reason might some Humanists have for returning the money to the owner? What reason might they have for keeping it? How does this link to our concept?</p> <p>Step 5: Evaluate – Is it important for Humanists to live a good life? Is it important for you to live a good life? What might the differences/similarities be? Why should we respect the Humanist point of view? What should we now do differently as a class/school to help ourselves live a good life? Discuss in groups and come up with a reasoned plan. Write a letter to Headteacher explaining what we should do differently now and why.</p>	
<p>Assessment opportunities: Evidence can be gathered when children:</p> <p>Inquire – accurately explain the concept of a good life</p> <p>Evaluate – discern the value of living a good life.</p> <p>Sophie Etheridge Twyford St Mary's CE Primary School</p>	<p>Resources: Humanist 'rules' - HYPERLINK http://understandinghumanism.org.uk/whathemethose/?page=7 http://understandinghumanism.org.uk/whathemethose/?page=7 Harry Potter clip – Youtube/DVD</p>	<p>Vocabulary (in bold) and knowledge building words Children will learn that</p> <ul style="list-style-type: none"> ● The Golden Rule is an ethical principle that many Humanists & different religions use ● It helps Humanists see how to live their life. ● It can be expressed positively "treat others as you would like to be treated yourself" ● It can be expressed negatively "don't treat others the way you would not like to be treated yourself" ● Many Humanists use 10 rules to live their lives by

YEAR 6- SUMMER TERM 2 ASSESSMENT FOCUS- EVALUATE

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YEAR 6 SUMMER TERM 2 CYCLE OF ENQUIRY

Handwritten notes at the top of the page.

How do you think you did in Term 2?

Area	Strengths	Improvements
Maths	1	1
English	2	1
Science	2	1
History	2	1
Geography	2	1
Art	2	1
Music	2	1
PE	2	1
PSHE	2	1
RE	2	1
IT	2	1
Design Technology	2	1
Foreign Languages	2	1
Other	2	1

Showing being a good life or being a bad life

Good life

Bad life

It's good for us spending time with family and friends.

It's bad for us not spending time with family and friends.

Handwritten notes and diagrams.

Thought bubbles containing text:

- "I think it's important to have a good life."
- "I think it's important to have a bad life."

Other notes and diagrams are present but less legible.

Communication

Do immoral actions always have a negative consequence?

Action	Positive	How?	Negative	How?
Stealing	✓	It can help you if you are in a bad situation.	✓	It can get you into trouble.
Being a bully	✓	It can help you if you are in a bad situation.	✓	It can get you into trouble.
Being a thief	✓	It can help you if you are in a bad situation.	✓	It can get you into trouble.
Being a liar	✓	It can help you if you are in a bad situation.	✓	It can get you into trouble.
Being a cheat	✓	It can help you if you are in a bad situation.	✓	It can get you into trouble.

Handwritten notes at the bottom: "Handing the money, but not the rights because you could have someone else."

Handwritten notes at the top.

Handwritten notes:

- Handwritten notes in the top left.
- Handwritten notes in the top right.

Handwritten notes:

- Handwritten notes in the middle left.
- Handwritten notes in the middle right.

Handwritten notes:

- Handwritten notes in the bottom left.
- Handwritten notes in the bottom right.

WHAT IF...?

If you could not get caught, what would you do?

- I would steal a car and sell it.
- I would steal a job from a shop.
- I would steal a phone and sell it.

What would you not do and why?

- I wouldn't steal anything.
- I wouldn't steal anything.
- I wouldn't steal anything.

COLLECTIVE WORSHIP

Link to photos of Collective Worships including

Open the Book

Child Led Worship

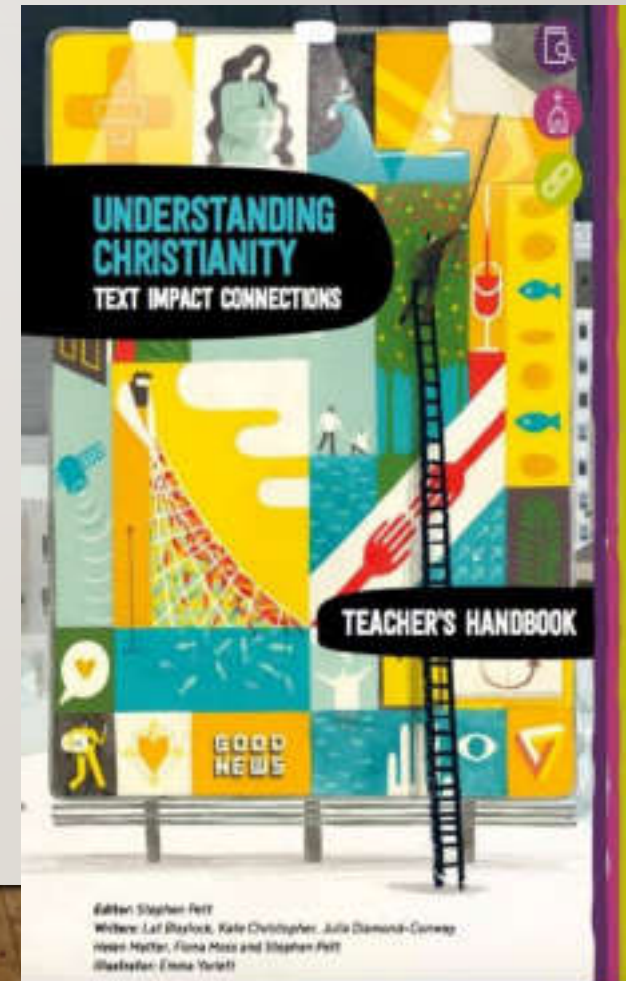
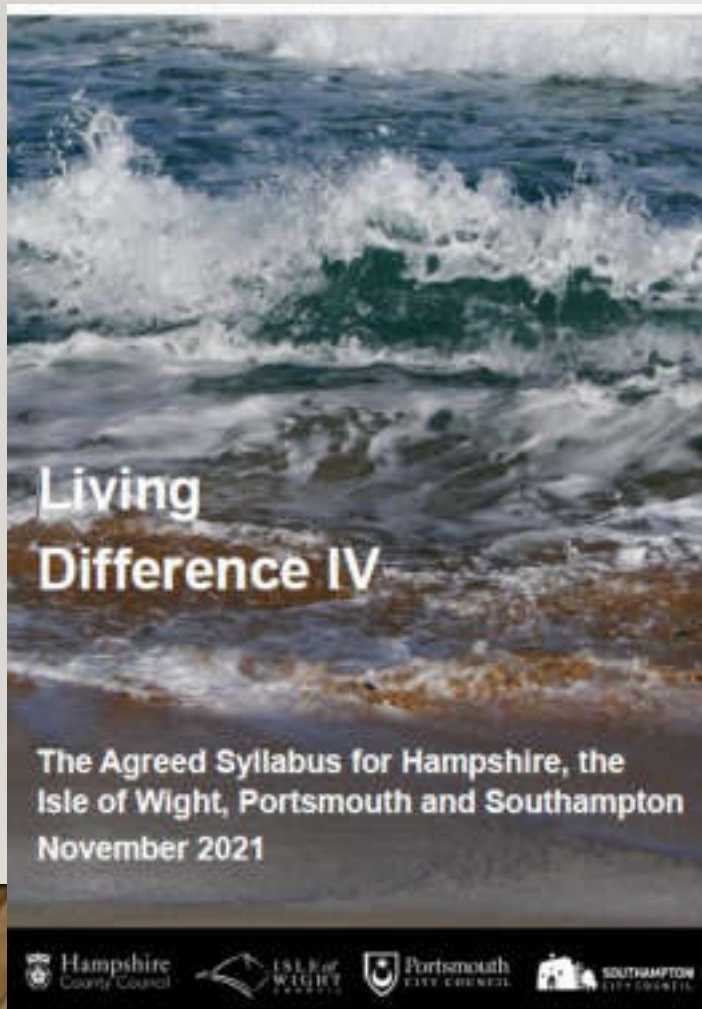
Reverend Jackie

https://drive.google.com/drive/folders/1-4l_4fZwli1Ul6cnotwXmIDm56GXkmn0

Harvest

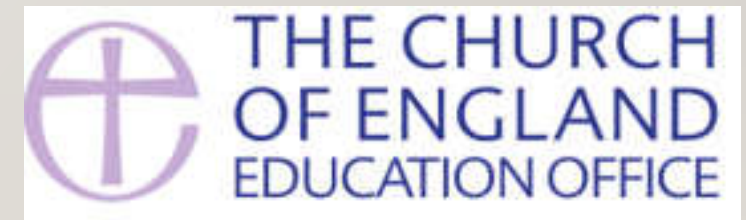
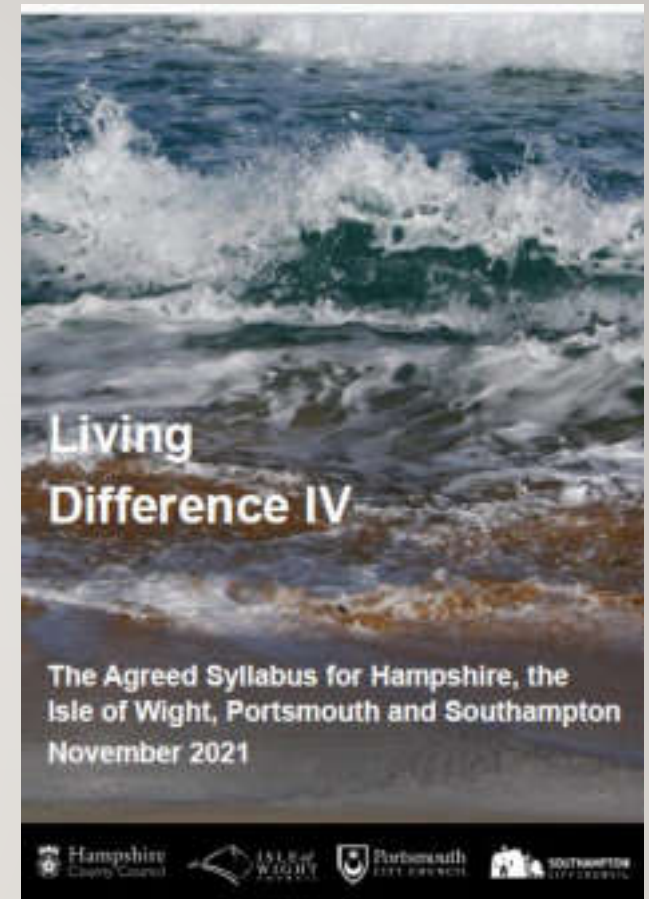


UNDERSTANDING CHRISTIANITY AND LIVING DIFFERENCE IV



Hampshire advice

- Because Living Difference IV is Hampshire and the Isle of Wight's 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."



Yarmouth and Shalfleet C.E. Primary School SIAMS Action Plan 2022-23

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> <p>Increase the times children visit the local churches to engage and lead in worship</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, meeting 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 6. More visits to the Churches planned and actioned. 	<p>Children's expertise in regularly planning and leading worship has enabled them to have more ownership.</p>
<p>The school needs to deeply embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.</p>	<p>Each teacher to confidently 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>Teachers will confidently 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 confidently use ARE descriptors to assess RE units</p> <p>Teachers to confidently use the RE Assessment 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</p>	<p>The school has begun to embed new approach to the teaching of RE, ensuring excellence across the school.</p>

	<p>RE leaders to provide members of staff 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>maintained and standards in RE will be evident through work samples – 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>	
<p>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</p>	<p>Teachers to record the data for each half term in RE on the data assessment program</p> <p>Teachers to use the information to look for trends in the children's learning and to address gaps in knowledge</p> <p>Teachers to track the number of children expected to reach end of year expectations in RE</p>	<p>Teachers will confidently use the data assessment program</p> <p>Teachers will be able to identify children not on track to achieve the end of year expectations</p> <p>Teachers will have a good understanding of the attainment in RE for their class</p>	<p>Assessment is used effectively to improve outcomes for children in RE</p>
<p>Effectively link aspects of Collective Worship to the teaching and learning in RE and the school curriculum to promote improved understanding.</p>	<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>Widen the children's cultural understanding and experiences to increase pupils' understanding of and respect for diverse communities.</p>	<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/link with 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 and pupils' understanding of and respect for diverse communities</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 	IT (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	IT (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 staff	Subject lead release time (1 day – half a day at both schools).			

EVALUATED ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – RE

Subject Lead – Jennie Thompson

FDP Link - Objective 1- Aspire

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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 	<p>IT (RE Lead)</p> <p>Staff Members using LDIV planning/ resources</p>	<p>Cover for CPD courses</p> <p>Resources not available on the Moodle</p>	ONGOING	<p>IT has attended HIAS RE meetings and Diocese RE meetings as well as Global Neighbours. Living Difference IV has been in place since September. HIAS were didn't have all the plans on the Moodle as they had suggested so some of the RE planning has been adapted. Most staff have used the living difference planning. All staff were sent the RE LTP for 23-24 and a Google Drive link that included most of the LDIV planning however some staff have not followed the LTP and have done previous units.</p>	<p>Already actioned- All planning is on the Google Drive link for every half term for all year groups</p> <p>In September send out a new LTP with updated units of work including Understanding Christianity and the Google Drive link to access all the planning.</p> <p>Ensure all staff are following the LDIV LTP and if they change it to let IT know and their reason why (may need to change it due to a class need etc)</p>
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 how 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	<p>IT (RE Lead)</p> <p>Staff members uploading data half termly/termly</p>	Cover for release time for IT and SC to work on the data.	ONGOING	<p>The new EYEs have been updated on the Foundation Subject Assessment.</p> <p>Some staff have sent through the RE assessment sheets- amount being uploaded has lessened over the year!</p> <p>Need to meet with SC to look at and analyse data</p>	<p>Remind staff that they need to upload the assessment sheet alongside their evidence as given an overview of the assessment focus for that half term.</p> <p>Meet with SC to understand the data for RE that has been collected and identify trends.</p> <p>Send round the EYEs again for all staff so they can familiarise themselves with the expectations for their year groups</p>
To record observations of learning and child's voice in RE	These are two key 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. 	<p>IT (RE Lead)</p> <p>LG- (headteacher)</p> <p>All teaching staff</p>	Subject lead release time (1 day – half a day at both schools)	ONGOING	<p>Children are enjoying RE. Some children are having weekly RE sessions and some are doing their allocated time (1X Day-KS1 and 1.5 days KS2). This is all dependent on class timetables/staffing.</p> <p>From chatting to the pupils, they are experiencing a wider range of faiths and traditions not just in RE.</p> <p>From the SIAMS inspections focus on the vision of the school for the Values and teaching of RE across the federation.</p> <p>I didn't get down to Freshwater and Yarmouth as much as I should have so this will be a point to work on in 23-24.</p>	<p>Ensure equal time spent at each school observing learning and gaining children's opinion in RE.</p> <p>Ask children about the themes they have learnt and if they enjoyed them/didn't enjoy them etc so can use this to inform future LTPs in RE.</p> <p>Ask children what they like about RE and what they would change e.g. do they like the blocks of days or would they prefer once a week etc?</p>

ACTION PLAN 23-24



RE Action Plan
23-24