



RE Subject Overview

	Body of Knowledge (Learning about Religion)	Skills (Learning from Religion)	Key Questions	Suggested learning experiences	Vocabulary (Tier 2/3)
Year 1 MYSTERIES	<p>Know the main religious symbols and what they are called for:</p> <p>Christianity Islam Hinduism Judaism Sikhism Buddhism</p> <p>Know where people worship.</p>	<p>Identifying symbols from their own experiences, (around school, at home, out on the street)</p> <p>Learn about the major places of worship and how they differ and are similar. Identify personal experiences of</p>	<p>Where have you seen symbols before?</p> <p>What do these different religious symbols mean?</p> <p>Why do Christians go to a church to worship? Who worships in a synagogue?</p>	<p>Show the children some symbols they would be familiar with, e.g. recycling symbol. Can they identify them? Show them the symbols of the major faiths. Can they match the symbol to the religion.</p> <p>Children match pictures of people of faith with a place of worship. Watch a video of places of worship.</p>	<p>Tier 2</p> <p>Tier 3 Cross Star of David Crescent and Star Om Khanda Wheel of Dharma</p> <p>Tier 3 Church Mosque Gurdwara Temple Synagogue Mandir</p>

	<p>attending a place of worship.</p>				
Know main religious books.	Identify when we use books to help us, e.g. dictionaries, thesauruses.	Why do people use books to help them with their faith? Which books do we use to help us?	Children create a display on special books.	Tier 3 Bible Qur'an Guru Granth Sahib Torah Vedas Pali Canon	
Know how different religions celebrate new babies/birthing rites/baptisms.	What personal experiences have you had in celebrating the birth of a new child?	Why do people celebrate the arrival of a new child?	Create a birth announcement for a new baby.	Tier 3 Baptism Birth rites	
Know that people of different religions will have questions about their faith	Who would you go to for help?	Where do you go for help? (Triple G) (UNICEF/Childline, adult)	Give children a scenario of a character (linked to traditional tales, e.g. Cinderella) What could Cinderella do to help herself?	Tier 3 Priest Pastor Imam Rabbi	

	and know where they would go for help?				Elder
Year 1 Spring Term	Know the story of Jonah and the whale	What happens if you don't do something that you were supposed to do? Have you ever done something you were not meant to do? What happened?	Why should you always try to do the right thing?	Read the story of Jonah and the Whale The Lion First Bible – A Fishy Story (pg.264). What did he do that was wrong? How was this resolved?	Tier 2
Climates around the World (Freeze Flame!)	Know the story of Zaccheus	Have you ever felt sorry for doing something wrong? How did you show you were sorry? Is there any behaviours that you could change?	What is it like to feel sorry? How can you show if you are sorry for something.	Read the story of Zaccheus (Luke 19 or The Lion First Bible – A Nasty Little Cheat, pg. 414 – 417) Why didn't the people like him? How did Zaccheus show that he was sorry for his mistakes?	Tier 3 Truth Obey Consequence Tier 3 Tax collector Compassion Forgiveness

	<p>Know the story of Noah and the Flood</p>	<p>How do you feel safe? What can you do if you don't feel safe? How do people keep safe in different climates? What dangers might we have around Greenholm? How do animals keep safe?</p>	<p>What do we do to keep safe? (link to UNICEF)</p>	<p>Read the story of Noah and the Flood – The Lion First Bible – Rain, Rain, Rain (pg.28) How was Noah able to keep his family and the animals safe?</p>	
	<p>Know the Sikh story 'It's All Within' https://www.sikhnet.com/stories/audio/its-all-within</p>	<p>What special qualities have you got inside you? What would you say is special about you?</p>	<p>What is special about us? What positive qualities do you have?</p>	<p>Read the story of the deer in It's All Within. https://www.sikhnet.com/stories/audio/its-all-within Where was the beautiful smell coming from? What does this show us?</p>	<p>Tier 3 Guru</p>

	<p>Know the story of Peter and Jesus and how Peter denied him.</p>	<p>Have you ever been let down by a friend? How did you mend that friendship? Did either of you have to forgive each other? What would have happened if you lost that friend forever?</p>	<p>Have you ever been let down by a friend?</p>	<p>Look at the story of when Peter denied Jesus once he was arrested – The Lion Bible A Last Meal Together (pg.428) Why did Peter deny Jesus? How do you think Peter felt? Why did Jesus forgive Peter?</p>	<p>Tier 3 Denial</p>
	<p>Know the Easter story</p>	<p>Have you had something happen to you that you made you sad but then things changed and things turned out to be different, e.g. going to hospital, forgetting homework,</p>	<p>Why is Easter so important to Christians?</p>	<p>Read the story of Easter – The Lion Bible The Saddest Day (pg.436) and The Happiest Day (pg.442)</p>	

		losing something special then finding it?			
Year 1 Summer Term Blaze of Glory	Know how to <i>feel</i> thankful.	Do you feel thankful for anything? Why is it important to be thankful for things? (Link to GFL – people being thankful that the fire was over; that they survived.	Why is it important to feel thankful? What do you feel thankful for?	Read the story of The Thankful Coat https://karenharveycox.wordpress.com/2008/04/04/the-thankful-coat/	Tier 2
	Know the Sikh story of Secret To All Happiness and Success https://www.sikhnet.com/stories/audio/secret-all-happiness-and-success-part-1-jagjits-mysterious-book	What things make you happy? How can you make other people feel happy? What can you do when you are not feeling happy?	What makes us happy?	Read the story of the Secret to All Happiness and Success. What made Jagjit happy? Were they little things or great things?	Tier 3 Gratitude

	<p>Know about the 5 Pillars of Islam</p>	<p>Are there any rules that you have to follow, at home or at school or in other places? Why do you think these rules exist? What would happen if there were no rules?</p>	<p>What rules do we need to follow? Why do rules exist?</p>	<p>Watch a video on the 5 Pillars of Islam. https://www.youtube.com/watch?v=BkL1uDuta2U Why are these rules important to Muslims?</p>	<p>Tier 3 Pillars Shahada Salah Sawm Hajj</p>
	<p>Know about the 5th Pillar of Islam (Hajj)</p>	<p>How do we know when we belong? What shows us that people belong to a special group? How do we know we belong to Greenholm School?</p>	<p>How do we know we belong? Why is it important to belong?</p>	<p>Watch the video https://www.bbc.com/bitesize/clips/z29hyrd about the Islamic pilgrimage to Mecca for Hajj. (Could be linked to St. Paul's Cathedral, a place where Christians visit for a special reason).</p>	<p>Tier 3 Mecca Pilgrimage</p>
	<p>Know why it is important to tell the truth.</p>	<p>Why do we need to tell the</p>	<p>Why is it important to tell the truth?</p>	<p>Tell the children the story of The Boy who cried 'Wolf!' What is the meaning behind the story?</p>	<p>Tier 3 Israelites</p>

				and how she was influenced by her mother to want to heal people and also how she refused to be influenced by the negative responses she received because of her skin colour. Compare and contrast with the experience of Florence Nightingale. (Links to heroes)	
	To understand why people give and receive presents.	When do you give and receive presents? What are presents for?	What are presents for? Why do people give presents?	Discuss with the children the different occasions when presents are given. Ask an older person to come in to talk about the presents they had as a child. Sort pictures of presents into modern day and in the past. Children could write a wish list of presents they would like for a special event (link to Christmas or other special occasion).	Tier 3
	To understand the presents that Jesus received.	Why was Jesus given presents at his birth? What were they? What did they mean?	Why are the presents that Jesus received important to Christians?	Remind the children of the importance of giving presents. Look at the gifts that Jesus got when he was born. What is the significance of these gifts? https://www.topmarks.co.uk/christmas/Epiphany.aspx	Tier 3
Year 2 Spring Term	Know how people of faith respond to suffering.	How do you feel when	What do people of faith do when	Show the children the story about Mother Teresa https://www.youtube.com/watch?v=A0S1qFiYV9Q	Tier 3

	<p>To know how Jesus relieved the suffering of others.</p>	<p>How do you feel when someone else is unhappy/unwell/frightened? What can we do to help someone who is in need?</p>	<p>Why is Jesus important to Christians? What does the Bible say that Jesus did to help people who were suffering?</p>	<p>Discuss who Jesus was and why he is so important to Christians. Discuss that Christians believe that Jesus helped many people when he lived. Read the story of how Jesus helped Jairus' daughter in the Lion First Bible – 'Jesus and the Little Girl' (pg.350) or watch video https://www.youtube.com/watch?v=O1KAC6Jrofg How did Jesus help the little girl? Read the story of Jesus and the blind man in The Lion First Bible – 'I Can See' (pg. 410). What do these two stories show us about what Christians believe about Jesus?</p>	
	<p>Know about the Sikh Gurdwara.</p>	<p>Learn about where Sikh people go to worship, think, meditate and give thanks.</p>	<p>Where do you go to think quietly? Where do you go to worship if you have a faith? Why is it important to have a place to go to?</p>	<p>Ask the children to think about their knowledge of India and discuss where they think people who belong to the Sikh faith go to worship. Show the children the powerpoint on the Sikh Gurdwara. Discuss some of the key features about worshipping at the Gurdwara, e.g. taking off shoes, covering heads, etc. Why do you think these things are important for Sikhs? (Activity on Twinkl about labelling features of a Gurdwara) Arrange a visit to a Gurdwara.</p>	<p>Tier 3 Guru Granth Sahib Chaur Langar</p>
	<p>Know about the Hindu Mandir and Hindu worship</p>	<p>Know that people from the same country can worship in different places. Know that</p>	<p>Where do Hindus worship? Why do you think Hindus worship at home as well as at a place of worship?</p>	<p>Remind the children about Sikh worship and the Gurdwara. What other religion is common in India? Where do Hindus worship? Do they only worship in one place? Show the children the powerpoint on a Hindu Mandir. Discuss the similarities between the</p>	<p>Tier 3 Puja Aum Incense Kum Kum powder</p>

	<p>Know about some of the Hindu deities.</p>	<p>Hindus worship at a Mandir and at home.</p> <p>Know that Hindus worship lots of different gods.</p>	<p>Why do Hindus worship lots of gods?</p>	<p>Mandir and the Gurdwara. Discuss puja with the children. Show the children the powerpoint on puja. Find out if there any Hindu parents who will be willing to talk to the children about puja at home.</p> <p>Show the children the powerpoint on Hindu gods and goddesses. Who are the main gods in Hindu worship? Where have you seen these before? (Previous lessons on Hindu worship). Children can create a fact file about the gods.</p>	<p>Divya lamp</p> <p>Tier 3 Deities</p>
<p>Year 2 Summer Term The Seaside</p>	<p>Know what Muslims believe about God (Allah)</p> <p>Know some of the ways that Muslims show how important God is to them.</p>	<p>Children learn that Muslims believe there is only one God (Allah) and he has no partners and that Allah has many names and that Allah created everything.</p> <p>Children learn that praying, reading the Qur'an and following the 5 pillars of Islam are</p>	<p>Why is Allah so important to Muslims?</p> <p>What do Muslims do to feel close to Allah? What do you do to feel closer to someone?</p>	<p>Discuss the fact that in Islam there are 99 names for Allah. Why do you think there are so many names for one god? Look at the video https://www.youtube.com/watch?v=JWV2PRdvQw4 which explains some of the names and their meanings.</p> <p>Read The Hundredth Name by Shulamith Levey Oppenheim.</p> <p>Read the story of Bilal https://wiki.kidzsearch.com/wiki/Bilal_ibn_Ribah</p> <p>Look at the important of prayer for Muslims? Watch the video https://www.youtube.com/watch?v=q_WEa9lobml what are the main things that Muslims need to remember when they are going to pray?</p>	<p>Tier 3 Allah</p> <p>Tier 3 Muezzin Adhan</p>

	<p>Know the importance of Ramadan and Eid-al-fitr for Muslims. (Ramadan 2020 - 23rd April - 23rd May)</p>	<p>important parts of Islamic worship.</p> <p>Children learn more about the 4th pillar of Islam. Children can compare the celebration of Eid-al-Fitr with other celebrations.</p>	<p>Have you ever given up something? Why do you think it is important for Muslim to fast during Ramadan?</p>	<p>Discuss the 4th pillar of Islam – Ramadan (which should be at this time 2020). What do they know about Ramadan? Watch the Newsround video on Ramadan https://www.bbc.co.uk/newsround/23286976 How do Muslims celebrate the end of Ramadan? What other celebrations can be compared to Eid-al-fitr? Investigate a range of Id cards to identify common practices Look at the symbols on the cards. Think of other ways people celebrate, are there any similarities? Children complete an information sheet on Ramadan (twinkl).</p>	<p>Tier 3 Ramadan Eid-al-fitr Sacrifice Fasting Celebrate</p>
	<p>Know that taking part and belonging is important.</p>	<p>Children learn that belonging to and taking part is important.</p>	<p>What groups do you belong to? Where do you feel you belong? Why is important to take part in different things? What are some of the things you take part in? What would happen if you didn't take part in these?</p>	<p>Arrange for some team activities for the children to take part in, e.g. tug of war, relay races (linked to PE). What was it like to take part? What would happen if not every member took part? Where else is it important for everyone to take part? Can the children design/create a team game. Evaluate how involved in the group were in designing the game.</p>	<p>Tier 3 Cooperation</p>

	<p>Know that it is important to work together. Consider that churches are made up of people that work together.</p>	<p>Children learn that it is not just one person who is responsible for everything and everyone needs to work together to be successful.</p>	<p>Why do we all need to work together? What would happen if only one person had all the responsibilities? (link to working as a class/school)</p>	<p>Look at a picture of Greenholm School. Discuss that a school isn't just a building, it is also the people in it. How could it work without certain people? Everyone has a role in the school to make it work. E.g. consider what would happen if the caretaker didn't turn up.</p> <p>Have an outline of a body. Children to label parts of the body as members of the school community and what that member does, e.g. Mrs Turner, the Headteacher, dinner supervisors, teaching staff; cleaners, etc.</p> <p>Although many people think that a church is a building, the Bible teaches that a church is the group of people who follow Jesus. Churches are people who worship together. Can the children think of the people who make up a church community? Priest/Vicar/Pastor, worship leaders, prayer leaders, Sunday School teachers, money collectors, etc</p>	
	<p>Know the story of Joseph and his coat of many colours and why it is important to Jews and Christians.</p>	<p>Children learn that sometimes people can get jealous of other people. They also learn that even if bad things happen because of jealousy, do not give up on who you are.</p>	<p>Have you ever been jealous of anyone? Has anyone ever been jealous of you? What happened?</p>	<p>Discuss the uncomfortable feeling of being jealous? What happens when people are jealous? Have you ever been jealous of anyone? Has anyone been jealous of you? Tell the story of Joseph and his brothers. What happened to him? Why did his brothers sell him into slavery? What happened to him in the end? What does this story teach us about being ourselves and not giving up? Children could create a display of a coat of many colours.</p>	<p>Tier 3 Jealousy Envy</p>

	Know that the Jewish holy book is called the Torah.	Discuss other holy books that the children have already looked at in Year 1.	What is special about the Torah?	Remind the children about the special books they looked at in Year 1. What was the holy book for Jews called? Watch the BBC video about the Torah https://www.bbc.com/teach/class-clips-video/what-is-the-torah/zhs2t39 Show the children a copy of the Torah scroll and yad. Discuss how careful scribes need to be when writing the Torah (all handwritten). What does this show us about our own presentation of work? Could children rewrite a short piece of work using a calligraphy pen to think about how carefully scribes need to be?	Tier 3 Torah Yad Scroll Hebrew Ark
Year 3 Autumn Term The Land Before Time	To understand how we are both the same and different from everyone else. Know what the Bible says about who we are. Know that presents are not just about receiving but also about giving.	Children learn that the Bible teaches that people are made in the image of God. Children learn that presents doesn't always	How are we the same and how are we different? What is good about receiving presents? Are there presents	Ask children to describe themselves to their partners. Look in a mirror. What do they see? How are they different and similar to their partners? Read Genesis 1:26 about people being made in the image of God. If this is true what does it tell Christians about what God is like? (Represents everyone regardless of colour, gender, etc.) Why do you think this is important to Christians? Could children create a display of a face (outline) and use magazines to create a collage of different skin colours, races, genders? Children discuss what their favourite presents have been. Then discuss if they have had presents that	Tier 2 Tier 3 Genesis Scripture Tier 3 Material

	<p>Understand the importance of sharing.</p> <p>Know what Zakah is and why it is important to Muslims.</p> <p>Understand the importance of the celebration of Harvest to Christians.</p>	<p>mean material things. They also learn that giving is just as important as receiving.</p> <p>Children learn about the 3rd pillar of Islam and why giving is so important to Muslims.</p> <p>Children understand that Harvest developed from a Christian belief of giving to charity. In what ways can we give to a charity?</p>	<p>that are not material?</p> <p>What is charity? Why do people give charity?</p> <p>Why is it important to give if you have more than someone else?</p>	<p>are not material, e.g. love, time, friendship, etc. Which of these presents are more valuable? Why? Read the story of the Rainbow Fish. What was the Rainbow Fish like at the beginning of the story? Why? What was he like at the end of the story? Why? Children can retell the story.</p> <p>Discuss what charity is and why people do it. Discuss that all faiths are committed to giving to charity. Look at Zakah, which is the 3rd Pillar of Islam https://www.youtube.com/watch?v=75CTDb_WYDY</p> <p>Why do Muslims follow Zakat? Who do Muslims help when they follow Zakat? Children complete an activity to show who benefits from Zakat.</p> <p>Look at how Christians are led to give generously through the teachings of the Bible, e.g. 2 Corinthians 9:6-8. Discuss how this is seen every year through the festival of Harvest. Look at the powerpoint on Harvest. Look at the school's current Harvest celebration. Which charity is being benefitted from Harvest this year? Why do they think the school chose this harvest? Children create a piece of work on the school's chosen charity for 2019.</p>	<p>Tier 3 Qu'ran Zakat Charity</p> <p>Tier 3 Harvest Festival</p>
--	--	--	--	--	---

	<p>Understand what brings believers together. Know what a pilgrimage is.</p>	<p>Children learn about different pilgrimages for different religions.</p>	<p>Have you ever been on a special journey? What was that journey for? Why did you have to go on that journey? What do you call religious journeys? (Link to people moving during the Stone Age era. Link to Stone Henge)</p>	<p>Discuss special journeys with the children. Have they ever been on a special journey? Why was it special? Do they know the names of any special journeys that people of other religions make (remind them of learning about Hajj in previous years). Show the children the powerpoint on pilgrimages. Reinforce the fact that it is not JUST a journey but a symbol of worship and dedication. Children complete a matching activity to match the pilgrimage to the religion (also include Stonehenge).</p>	<p>Tier 3 Pilgrimage Journey Commitment Dedication</p>
	<p>Explore our environment and know we have a responsibility for taking care of it. Know what Christians believe about the environment.</p>	<p>Children learn about the fragility of our environment and some of the things that are being done to harm it and save it.</p>	<p>What is happening to our environment? How are we helping or hindering the earth?</p>	<p>Discuss what is happening to the environment globally. Why are these happening? Show the children the video featuring the song of Julian Lennon – Saltwater. What is this video showing? What environmental disasters do the video show? Look at what Christians believe about the creation of the earth. What does this mean in terms of our responsibility to the earth? Children complete a cloze procedure about the environment.</p>	<p>Tier 3 Genesis Responsibility Recycle Environment Hinder</p>
	<p>Know what the major faiths believe about the environment.</p>	<p>Children learn about the other major faiths and what they</p>	<p>What do the major faiths believe about the environment? Do you agree?</p>	<p>Discuss with the children the views of Islam, Judaism, Hinduism, Buddhism and Sikhism about the environment. Are there any similarities with</p>	<p>Tier 3 Stewardship Guardianship Extinct</p>

		believe about the environment. How does this compare to the Christian belief? Are there any beliefs that are opposing?		each other or with Christianity? Are there any differences? If so, what? Children complete a sheet showing the beliefs and responsibilities of the environment from a Christian point of view. Children complete a comprehension on the views of major religions on the environment. LA – match the belief with the faith.	Khalifa
	Know how Christians celebrate Christmas.	Children learn the importance of Christmas to Christians and how they celebrate.	Do all Christians celebrate Christmas in the same way?	Discuss why Christmas is important to Christians. How do Christians celebrate Christmas? https://request.org.uk/restart/2014/12/04/what-do-christians-do-at-christmas/ Why do they think people who are not Christians also take part in these celebrations? Look at the Christmas songs that the children know, sort them into groups, those songs which are clearly Christian, e.g. O Little Town of Bethlehem; those that are vaguely Christian, e.g. Little Donkey and those that are secular, e.g. Santa Clause is coming to town. Look at the words behind the Christian carols, what do they think they mean. Can they find references to these words in the Bible gospels?	Tier 3 Nativity Saviour Advent

				Children look at some of the songs that they learn for the school church service and see if they can link them to the story of Christmas.	
YEAR 3 Spring Term Rivers and Romans	Know what Christianity teaches about honesty. Know the story about Naboth's vineyard.	Children learn why the truth matters.	Why is it important to tell the truth? What happens if we don't tell the truth?	Tell the children the story about Naboth's Vineyard. https://www.youtube.com/watch?v=mjLCpCjAja8 (from 1.19) Who was dishonest? What was the outcome of this lie? How did this affect Ahab's children? What does this teach us about telling the truth? Children can retell the story and say what it teaches us about telling the truth.	Tier 2
	Know what Islam teaches about honesty.	Children learn that the main religions believe that telling the truth is very important?	What can happen if people don't tell the truth?	Watch the video about 'The Lie'. https://www.youtube.com/watch?v=h0zhVfgMptY What did the children lie about? What would have been the consequences if they hadn't told the truth? What should they have done? Children could write a letter to their parents apologizing for lying for what they did.	Tier 3 Honesty Truthfulness
	Know what prejudice is.	Children learn that there are people who are treated unfairly because they are different.	What is prejudice? What does it look like? What could be different about someone that would make other people treat them unfairly?	Discuss the word 'prejudice'. What do they think this means? Discuss some of the ways prejudice can be seen. Children identify different prejudices in society.	Tier 3 Prejudice Discrimination

	<p>Know what prejudice is. Know what prejudice in its extreme can be like.</p>	<p>Children learn an example of extreme prejudice by looking at the story of Anne Frank.</p>	<p>What happens if prejudice is not dealt with?</p>	<p>Remind the children about what prejudice is and some of the ways people can be prejudice. Explain that they will be looking at extreme prejudice against race and religion and looking at the story of Anne Frank. Do the children know who Anne Frank is? What did she do? Discuss what the children already know. https://www.youtube.com/watch?v=lZmlucggzo</p> <p>Watch the video of Anne Frank and discuss what life must have been like for Jews living in Europe at this time. Children to complete a comprehension on Anne Frank (differentiated).</p> <p>Next session, look at extracts of Anne Frank's diary that shows what life was like for her and her family. Children to complete a diary entry, pretending that they are Anne Frank including some of the facts of her life.</p>	<p>Tier 3 Nazis Occupation Annexe</p>
	<p>Know that the Romans had many different gods.</p>	<p>Children learn about the different Roman gods.</p>	<p>Who did the Romans worship? Why did the Romans have so many gods?</p>	<p>Discuss with the children that the Romans had lots of different gods linked to Roman mythology. Do the children know any of these gods? Look at the powerpoint about Roman gods and what their characteristics were. Children create a presentation</p>	<p>Tier 3 Mythology</p>

	<p>Know what makes a good friend.</p>	<p>Children understand that friends could be good friends and toxic friends.</p>	<p>What makes a good friend?</p>	<p>with other group members about one of the Roman gods. Children create a fact file on a Roman god.</p> <p>Discuss what a good friend is. What makes a good friend? https://www.youtube.com/watch?v=J5IRfU2CDSk Children complete an activity to show what a good friend is.</p> <p>Next session, look at what a toxic friend is and how this is different to a good friend. Watch a video about what good and toxic friends are. What is the difference between a good friend and a toxic friend? Children complete an activity about what a toxic friend is. (Link to RSE)</p>	<p>Tier 3 Toxic</p>
	<p>Know who the disciples of Jesus were and why they are important to Christians.</p>	<p>Children learn about the disciples of Jesus and the significance of the denial of Jesus from Peter</p>	<p>Who were the disciples of Jesus? What did they do?</p>	<p>What is a disciple? What do they do? Do you know who the disciples of Jesus were? https://www.youtube.com/watch?v=1EzW-tnZ-Lw https://www.youtube.com/watch?v=EhlwTU9RbxY&list=PL339nCOIK1SXifPN-dh_8OY1tm4oY9Yy5</p>	<p>Tier 3 Disciple Commitment Dedicated</p>

	<p>Know that special events are remembered. Know the story of Pesach (Passover and why it is important to Jews)</p>	<p>Children identify special events that have happened to them in their lifetime.</p>	<p>Why do we remember special events? What do we do to remember special events?</p>	<p>Look at the denial of Jesus from Peter. Why do you think he did this? How do you think Jesus felt? How did Peter feel after this happened? What did Peter do to make up for this? (Link to Rome) Children can write a letter to Jesus explaining why he denied him and what he will do to make up for it.</p> <p>Discuss with the children events and celebrations that are remembered throughout the year, e.g. Christmas, Easter, Eid, Diwali, Birthdays, etc. Why do we remember these times? What do you do to remember these times?</p> <p>Look at the story of Pesach (Passover). Begin by explaining what life was like for Jewish people in slavery in Egypt. Watch the section of King of Egypt which shows the plagues. Can the children identify what they are? https://www.youtube.com/watch?v=GJleW4TCQM0</p> <p>Tell the children what the ten plagues of Egypt were and the significance of the tenth plague. Why was this plague the one that got the Jews freed from Egypt.</p> <p>Watch the video of the Seder meal https://www.bbc.com/bitesize/clips/zmq6sbk https://www.bbc.com/bitesize/clips/zytfgk7</p> <p>Show the children a Seder plate from RE resources. Discuss the significance of the food in the Seder meal. Children to complete a blank copy of the Seder plate by labelling the food and why it is important to the meal.</p>	
--	---	---	---	--	--

	Know why special events are remembered.	Children build on what they learned about Pesach to remember special events in their lives.	What events are special in your life? What kind of food would remind you of these events?	(PASSOVER 2020 is from Wednesday 8 th April) Remind the children of the story of Pesach (Passover). Can they remember the special food that is eaten during the Seder meal? Discuss what food could be eaten to remember a special event in their lives, .e.g. water to remember the very first time they went swimming, chicken curry to remember the first time they went to the Caribbean, an apple to remember their first tooth that fell out. Children create their own Seder plate of food to remember events that have happened in their lives so far.	
YEAR 3 SUMMER TERM Inventions	Know what courage is. Know what the Sikh story of Vaisakhi shows us about courage (Vaisakhi 2020 is on 13 th April)	Children learn that courage is about feeling brave and doing something that you might be scared of.	What is courage? How can you show courage?	Discuss what the word courage means? How can we show courage? Can the children think of some everyday examples, e.g. standing up in assembly and reading a text, going to the dentist, having an injection at the doctor's, going on an aeroplane. Watch the video of the story of Vaisakhi and the Khalsa. How did the five men of the Panj Piare show courage? https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-vaisakhiperformance https://www.bbc.com/bitesize/clips/zghyr82 (Any children who celebrated the festival of Vaisakhi during the holidays could feedback on their experiences). Children to complete a cloze procedure about the story. (Differentiated)	Tier 2 Tier 3 Courage Bravery Vaisakhi Panj Piare Khalsa Kaur Singh Amrit Guru Punjab

	<p>Know that courage is. Know what the Jewish/Christian story of David and Goliath teaches about courage.</p>	<p>Children learn that there are lots of stories from different religions that teach about courage.</p>	<p>What are some of the stories you know about courage? How did David show courage?</p>	<p>Remind the children about the story of Vaisakhi and how the five men of the Panj Piare showed courage. Explain that they will be looking at another story from a different faith about courage. Show the children a picture of David and one of Goliath? Discuss what they think the story could be about and who it was that showed courage. Show the children the powerpoint on the story. How and why did David show courage? Children create a news broadcast about the story, interviewing David, Saul, and other characters from the story.</p>	<p>Tier 3 Israelites Philistines</p>
<p>Know what courage is. Know what the Jewish/Christian story of Gideon and Midianites teaches about courage.</p>		<p>Children know how people can show courage in different ways.</p>	<p>How did Gideon show courage?</p>	<p>Remind the children about the stories looked at so far about what courage is. Tell the children the story of Gideon and the Midianites. How is this similar to the story of David and Goliath? https://www.youtube.com/watch?v=U68cIMZSgvQ https://www.youtube.com/watch?v=kWBB2VJAZPQ Children to create a Wanted poster for soldiers to join Gideon's army. What characteristics would the soldiers need to have?</p>	<p>Tier 3 Israelites Midianites Fleece</p>
<p>Know what a stereotype is.</p>		<p>Children learn about stereotypes and the different</p>	<p>What is a stereotype? What stereotypes can you think of?</p>	<p>Show the children some cards with jobs on, e.g. firefighter, nurse, childminder, doctor, cleaner, etc. Who do you see when you think of these professions? Discuss what a stereotype is. Why do you think these stereotypes exist?</p>	<p>Tier 3 Stereotype</p>

	<p>Know what a stereotype is.</p> <p>To know what it's like to be visionary. Know what the people from the Windrush generation hoped for the future.</p>	<p>types of stereotypes.</p> <p>Children know that the people of the Windrush generation had a vision for the future that included some of them.</p>	<p>What is a stereotype?</p> <p>What does being visionary mean? Why is the Windrush generation important to us? Why were they visionary?</p>	<p>Give the children some information cards about some significant people. Children work in pairs to think about who they think these people are, how old, gender, skin colour, and race.</p> <p>Recap on what a stereotype. Remind the children what these could be. Show the children the poem, 'Just because.....' The poem uses negative stereotypes to turn them on their heads, e.g. 'Just because I'm a female, it doesn't mean I like glitter' Ask the children to think of some ideas for the poem and note these on the flipchart. Children complete their own poems about themselves.</p> <p>Discuss the story of the Empire Windrush in 1948. What would it have been like to come to England from the Caribbean without knowing what it was like? Why did the people do this? How were they treated when they got to England? Why did they not go back to the Caribbean? Show the children the video about some of the people on the Windrush https://www.bbc.co.uk/newsround/43793769</p> <p>Also watch 'Windrush Generation meets Newsround Generation'. Show the children an example of an acrostic poem for WINDRUSH. Children complete their own version. (Windrush Day is June 22nd)</p>	<p>Tier 3 Empire Discrimination</p>
--	--	--	--	---	---

	<p>Know what it's like to be visionary. Know what Martin Luther King hoped for the future.</p>	<p>Children learn about Martin Luther King and the civil rights movement and his 'I have a dream' speech.</p>	<p>Who was Martin Luther King? What did he do? What was his hope/dream for the future? Has this dream come true? What are your hopes for the future?</p>	<p>Ask the children if they know who Martin Luther King Jr was? What did he do? Why did he do this? How is he significant? What was his dream/hopes for the future? Show the children the powerpoint on Martin Luther King and explain what the system of segregation was like in the southern states of the USA. Explain about his 'I have a dream' speech. https://www.youtube.com/watch?v=vP4iY1TtS3s (from 2.59). What was MLK trying to say? Children complete their own 'I have a dream' sheet to write what they hope for in the future, e.g. no littering, no pollution, no more sickness, no fighting or wars.</p>	<p>Tier 3 Segregation Integration Boycott Non-violence</p>
	<p>Know what it's like to be visionary. Know what the Suffragettes hoped for the future.</p>	<p>Children learn about the fight for women's suffrage and the Suffragettes.</p>	<p>Why is it important to vote? What is voting for?</p>	<p>Ask the children if they know what voting means. Why do people vote? Explain that more than a 100 years ago only men were allowed to vote in England. Show the children the powerpoint on the fight for women's suffrage and the Suffragettes. What did the Suffragettes hope for the future? Has it happened? Why was it important for women to get the same rights as men? Compare and contrast the methods used by the Suffragettes to that of Martin Luther King. How was it different? Why do you think this was? Children complete a differentiated comprehension about women's suffrage.</p>	<p>Tier 3 Suffrage Suffragettes Civil disobedience.</p>
<p>YEAR 4 AUTUMN TERM</p>	<p>Know that asking questions is important. Know where people of faith go to find their answers.</p>	<p>Children learn that there are ultimate</p>	<p>What questions do you want to know</p>	<p>What do you do when you have a question? Who do you go? What do you use to find the answers? Discuss simple questions such as 'Who invented...?'</p>	

<p>Gadgets and Gizmos</p>	<p>Ask questions that we may not find the answers to.</p> <p>Know that asking questions is important. Know that Christians use the Bible to find answers to some questions.</p> <p>Know how different faiths celebrate the festival of Harvest. Know about the Jewish festival of Sukkot (from 13th October to 20th October 2019)</p>	<p>questions that have no universally agreed answers.</p> <p>Children become familiar with King Solomon and his book in the Bible, Ecclesiastes 3: 1-8 'To Everything there is a season'.</p> <p>Children learn about the Jewish celebration of Sukkot.</p>	<p>the answers to but may not know?</p> <p>Where would Christians go to find their answers? What questions might Christian</p> <p>What is Sukkot? Who celebrates it? How is it celebrated?</p>	<p>Where would you go for the answers to these of types of questions? What about if you have more challenging questions about life, e.g. 'Where do you go when you die.....? Where would specific religions go to, e.g. Islam, Judaism, etc? Can the children think of some questions that there are no universally agreed answers to? Make a list of these questions.</p> <p>Remind the children about where people of faith go for their answers. Tell the children about King Solomon and how he was supposed to be very wise, (remind them of the story of the Two Mothers and the one baby). Explain that Solomon wrote the book of Ecclesiastes and that they will be looking at a famous poem from this book. (Ecclesiastes 3: 1-8) To Everything there is a season. Read the poem. What is it showing? Can the children think of ideas to write their own version of this poem, e.g. A time to play and a time to learn.</p> <p>Ask the children if they have heard of the word Sukkot. What do they know about it? Show the powerpoint on Sukkot and why Jews celebrate it. Why do you think this would important to Jews? Ask the children to pretend that they are celebrating Sukkot and to write a diary entry about the celebrations will be like.</p>	<p>Tier 3 Bible Verses</p> <p>Tier 3 Sukkot Sakkah Lulav Avarot Etrog Handassim</p>
---------------------------	---	---	--	--	---

	<p>Know that the festival of Harvest is celebrated around the world.</p>	<p>Children learn about what harvest means and its history.</p>	<p>What is harvest? Why is it celebrated? What happens during harvest?</p>	<p>Discuss with the children what harvest means. What happens during harvest? Show the children the powerpoint on harvest. Which charity is the school donating to during harvest this year? Children can find out about the charity and what it does. Create a poster about this charity.</p>	<p>Tier 3 Harvest Charity</p>
	<p>Know why Hindus celebrate Diwali. Know the story of Rama and Sita and why it is significant to Hindus. (Diwali 2019 – 27th October)</p>	<p>Children learn the story of Rama and Sita and look at how Hindus celebrate Diwali.</p>	<p>What is Diwali? How celebrates Diwali? How do they celebrate Diwali?</p>	<p>Discuss what the children know about Diwali. What does Diwali celebrate? Who are the characters? Show the children the video of the story of Rama and Sita. https://www.youtube.com/watch?v=jCNNwPaVlaU</p> <p>What is the meaning behind the story? (good vs evil). How is Diwali celebrated? https://www.youtube.com/watch?v=Niy1XYspVfg</p> <p>Children could make Divas out of clay.</p>	<p>Tier 3 Diva lamps Diwali Festival of Lights</p>
	<p>Know how Buddha helped his followers to change and encouraged them to do better.</p>	<p>Children learn the story of the Buddha and how his life changed. They also learn about the four noble truths.</p>	<p>Who was the Buddha? What did he do? Why is Buddha important to some people of faith?</p>	<p>Discuss with the children what they know about the Buddha? Who was he? What did he do? Which people follow his teaching? Watch the video https://www.bbc.com/bitesize/clips/zqwfkg7</p> <p>What made the Siddhartha give up his fortune? What were the four noble truths? Children could retell the story of the Buddha.</p>	<p>Tier 3 Buddha Four Noble Truths Dakka Nirvana Middle Way Eightfold Path</p>

	<p>Know the importance of the Eightfold Path</p>	<p>Children learn about the areas of the Eightfold Path.</p>	<p>What is the Eightfold Path and why is it important to Buddhists?</p>	<p>Look at the powerpoint presentation on the four noble truths. Children have some dilemmas that they work through in partners or small groups. How could the four noble truths be used to solve these dilemmas?</p> <p>Remind the children about the story of the Buddha and the four noble truths. Can they remember what they were? Introduce the Eightfold Path. What do they think these mean? https://uri.org/kids/world-religions/buddhist-beliefs#Four%20Noble%20Truths</p> <p>Focus on meditation. Why is meditation important? Children practice meditation or mindfulness.</p>	<p>Tier 3</p>
	<p>Know that prayers are important to Muslims.</p>	<p>Children understand that prayer is important to Muslims, but also to other religions.</p>	<p>What is prayer? Why do people pray? How often do people pray? Why is it important to people of Islam to pray regularly?</p>	<p>Ask the children what they know about praying. Who prays? Why do people pray? Where do people pray? Remind the children about the five pillars of Islam and explain that they will be looking at the second pillar – Salat. What do they know about Salat?</p> <p>https://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml</p> <p>Watch the video on the set movements and words that Muslims need to say https://www.youtube.com/watch?v=PT10MZnrgDU</p>	<p>Tier 3 Ritual Allah</p>

	<p>Know that prayers are important to Christians.</p>	<p>Children learn that praying important to Christians.</p>	<p>How do Christians pray? Why do Christians pray? Do they have special rituals like Muslim prayers?</p>	<p>Can you invite a Muslim in to talk about what they need to do for daily prayers?</p> <p>Children sequence pictures of the rituals of praying. How is this different or similar to other religions, .e.g. Christianity where praying can take place anywhere.</p> <p>How do you communicate with other people, e.g. emails, texts, letters, etc. Why do people communicate with other people, e.g. to say thank you, sorry, ask how someone is, etc. Remind the children about praying from the previous lesson and how Muslims use rituals for their daily prayers that are very prescribed. Do they think that Christians pray in a similar way? How do Christians pray? Look at the Lord's prayer and explain that this is an important prayer in Christianity but that Christians see praying as talking to God. What are some of the circumstances that Christians may pray to God? To say thank you, asking for help, healing, to pray for other people.</p> <p>Children can write a letter about something that is happening in their lives at the moment, for example, their birthday coming up, being worried about something. The letter could be to a real person, or to someone they worship.</p>	
--	---	---	--	---	--

YEAR FOUR SPRING TERM Chocolate	Know what Sikhs believe about god. Know about the 5 Ks.	Children learn about the beliefs of Sikhs.	What do Sikhs believe about god?	Explain to the children that they will be learning about Sikhism and the beliefs of Sikhs. Show the children the powerpoint on What Sikhs believe which also describes the 5Ks. Children label the 5Ks and explain their significance.	Tier 3 Kachera Kesh Kanga Kara Kirpan
	Know that the founder of Sikhism was Guru Nanak.	Children learn about the beginning of Sikhism and the teachings of Guru Nanak.	What is a leader? Why is important to follow a good leader? Who was the founder of the Sikhs?	Introduce Guru Nanak. Who do the children think he is and why he is important? Show them the video about Guru Nanak https://www.bbc.com/bitesize/clips/zgyr87h Children could create a fact file about Guru Nanak.	Tier 3 Guru Punjab
	To know how we belong.	Children learn that they belong to different groups and how this gives people security and safety.	Who/what do you belong to? Why is it important to belong?	Create either a whole class or individual spider diagrams around the key question; What do you belong to and how do you show it? Children could draw a picture of something they belong to, e.g. Rainbows, Cheerleading group, gymnastics club, school. Discuss how they dress show this belonging to outside observers. What rules of behaviour and responsibility are attached to wearing this clothing? Have pictures of people in clothes that show they belong to a special group. Look at photographs of clothes and uniforms – e.g. policemen, firefighters. What would happen if they didn't wear a uniform?	

	<p>Understand what hurts people. Understand what the major faiths teach and about hurting other people.</p> <p>Understand why forgiveness is important. Know what Islam teaches about forgiveness. Know what Christianity teaches about forgiveness.</p>	<p>Children learn what can hurt someone else and what they can do to make it better? Children learn about Islamic Relief.</p> <p>Children learn that forgiveness is a part of faith and that it is important to forgive in general.</p>	<p>How can people get hurt? What can we do to stop people from being hurt?</p> <p>Have you ever had to forgive someone? Was it easy to forgive?</p>	<p>Discuss with the children when other people are hurt? What hurts people? Discuss that there is physical hurt and emotional hurt. Look at a current issue in the world where people may be being hurt, e.g. natural disaster, what should our response to this be? Research Islamic Relief and how they help people in need.</p> <p>Discuss what it is like to forgive someone. Have the children ever had an occasion to forgive someone for something they did wrong? Look at the story of when the Prophet Muhammed forgave the woman who threw rubbish at him https://www.al-islam.org/bilal-s-bedtime-stories-a-h-sheriff-a-s-alloo/kindness-and-forgiveness</p> <p>What does this story show us? What could the Prophet have done? Compare this with the story of Jesus and Peter, when Peter denied Jesus when he was arrested. What does this story show Christians about Jesus.</p>	
--	--	---	---	--	--

	To know how Sikhs belong. (Vaisakhi April 13 th , 2020)	Children learn the importance of receiving amrit during Vaisakhi.	How do we know that Sikhs belong to their faith?	Remind the children about the story of Vaisakhi. How does the story show how Sikhs belong to their faith? (clothes, taking amrit, changing names to Kaur or Singh). Ask some of the children if they will be taking part in the Vaisakhi celebrations and also ask if any parents would be willing to come in to Year 4 to talk about Vaisakhi. Children could create a roleplay where they interview one of the people in the crowd. What did they think when Guru Gobind Singh asked for volunteers?	
YEAR 4 SUMMER TERM Kings and Queens	To understand that rules are important. To understand that the major faiths all have rules that their believers follow.	Children learn about the 10 commandments and other rules related to the major faiths.	What rules do we live by? Why is it important to live by rules?	Ask the children to discuss the rules that the school have (Code of Conduct). Why does the school have these rules? Who do they apply to? What would happen if there were no rules in school? At home? In the country? Ask the children to imagine a world without rules. Do the children know any rules that apply to any of the major faiths? Remind the children about the 10 commandments from Judaism/Christianity https://www.topmarks.co.uk/judaism/the-ten-commandments Ask children to group them into relationships between humans and relationships between God and humans. (This could be linked to Henry VIII and how he wanted to get divorced, which would be in contradiction to the 10 commandments). Are these commandments relevant now? What rules would you write for people to follow today?	

	To know what influences people and causes them to make their choices.	Children learn that faith can influence people's behaviour and actions.	What influences you?	<p>What influences your behaviour? Make a list on the board, parents, friends, society, siblings? Do they cause you to behave positively or negatively? Look at the story of Elizabeth Fry https://www.mylearning.org/stories/prison-and-penal-reform-in-the-1800s/382</p> <p>What influenced Elizabeth Fry? Who were the Quakers? Can children create a fact file on Elizabeth Fry?</p>	
	To understand that everyone is unique.	Children learn about uniqueness.	Have are you unique?	<p>Discuss the word 'unique'. What does it mean? Show the children an IWB flipchart with pictures of a snowflake, a set of teeth, an eye and a fingerprint. What do these things have in common? Show children a picture of a fingerprint. Discuss how scientist Isaac Newton thought that when he looked at his hands he thought of God. "If there were no other evidence for the existence of God then simply my thumb print would convince me". What did this mean?</p> <p>Ask the children to look at their thumbs under a magnifying glass. Have a large print of children's fingerprint and they could write in between the lines ways that they are unique. E.g. I can hold my breath for 50 seconds. I can move one eyebrow up and down and keep the other still.</p>	
	To understand what major faiths believe about creation.	Children learn that some religions believe	Where have you come from?	<p>Show the children the question of the week. What do they think it means? What are their views? Explain that there will be no universal correct answer to this question but that there are several</p>	

		in intelligent design.		<p>'theories' in different faiths. Look at the video on intelligent design https://vimeo.com/2556094 What is the belief about creation from this video? Also watch the video about the https://www.youtube.com/watch?v=E0ncK6yDy9Q</p> <p>Big Bang Theory. How do these theories differ? Look at the creation stories for 2/3 faiths or communities, e.g. Hindu http://www.youtube.com/watch?v=Y9yWwFWpbRo&feature=related and the protestant creation story https://www.youtube.com/watch?v=gy1Vvnna8BY Children to briefly write what these communities believe. Look at differences and similarities between them.</p>	
YEAR 5 AUTUMN TERM To Infinity and Beyond	Know the importance of looking after our world. Know how Buddhists care for the world.	Children learn about the Buddhist teaching of looking after the world.	Why is it important to look after the world?	<p>Create a mind map based on 'Ways to care for the world', e.g. recycling, composting, walking, saving water, energy, etc. Discuss how sometimes this can be difficult to do. Ask questions based on difficulties, e.g. the environmentalist who needs to fly to meetings or the healthy eater whose food comes in plastic packaging, etc. Ask the children to think about the issues that these people have and the fact that caring for the world is important but maybe not straightforward.</p>	Tier 3 Ahimsa Veganism Vegetarianism

	<p>To understand what people do when they are sorry. To know how Jews show they are sorry for something during Yom Kippur (8th October)</p>	<p>Children learn what people do when they are sorry for something. Children learn</p>	<p>How do you show that you are sorry?</p>	<p>Paint, draw or create a collage showing what it would be like if no one cared for the world, (on half of the world). Children create a label like they would find in clothes that give advice on how to care for the planet. Next paint, draw or create a collage on the other half of the world showing what it would be like if the care label was applied. Discuss their pictures. Introduce the idea of vegetarianism/veganism. What does this mean? What would make someone become vegetarian/vegan? How does this manifest itself in everyday life? Introduce the precept of Buddhism, not to harm living things. How would this impact on day to day life, e.g. not wearing leather shoes? What jobs would a Buddhist not do with this in mind? What jobs could a Buddhist do to promote this precept? Look at the Jain belief in Ahimsa – no violence, no injury. No one should cause pain to others – they view violence in three ways – physical, verbal and mental violence. Discuss the positives and negatives of this behaviour. Which of the school rules fit into these three categories?</p> <p>Look at the words, “I’m sorry!” What does this mean? Are they just words, so should people who are sorry ‘show’ they are sorry by certain actions (atonement). Look at the powerpoint on the Jewish festival of Yom Kippur which is when they try to make up for something they have done wrong in the past. Is Yom Kippur a good idea? Why/Why not?</p>	<p>Tier 3 Atonement Hebrew Yom Kippur</p>
--	--	--	--	--	--

	<p>Know that major faiths use special writings to live by.</p>	<p>about the Jewish festival of Yom Kippur and think about what they would do for atonement.</p> <p>Children learn about the special writings of Buddhism and Sikhism.</p>	<p>Why are special books used in major faiths? (Link to philosophers in topic).</p>	<p>Children to create a newspaper report on what happens during Yom Kippur.</p> <p>Next session, can the children think of ways that atonement could be shown in their lives? Would they have a special day for this or something more regular. What would they have to do on this day of atonement?</p> <p>Revisit the fact that major religions have special writings or books that believers read and live by? Discuss the fact they will be looking at the special writings of Sikhism and how they are treated. Watch the video about the Guru Granth Sahib https://www.bbc.com/teach/class-clips-video/the-guru-granth-sahib-the-sikh-holy-book/zms2t39 Discuss the fact that it is seen as the last Guru. Read the text underneath the video on the BBC website about this sacred text for Sikhs. Compare how Muslims treat the Qur'an and Jews treat the Torah. Why do these religions treat these books in this way? Design a room in a house where the Guru Granth Sahib or any other sacred text could be kept.</p> <p>Next session look at the sacred texts for Buddhists. Read the information on the website http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm</p>	<p>Tier 3 Guru Granth Sahib Torah Qu'ran</p> <p>Tier 3 Tripitaka Pali Canon Theravada Mahayana</p>
--	--	--	---	---	--

	<p>To understand that sharing is important. To know about the Sikh tradition of Langar.</p>	<p>Children learn that sharing is an important part of worship. Children learn about how Sikhs share.</p>	<p>Why is it important to share? Who should share? How do we as a school get involved with sharing?</p>	<p>Read some examples of Buddhist stories (Buddha's Tales for Young and Old). What message are these stories trying to give? Do you think they are relevant for today?</p> <p>Ask the children to think about times that they have shared with others. What prompted them to share? Have they shared when they did not have enough for themselves? Look at the powerpoint on the tradition on langar and watch the video https://www.youtube.com/watch?v=wBcMOX8Q08U</p> <p>Why would Sikhs be so generous? How does the school share at this time of year? What charity will the school be supporting for harvest this year? Why do they think this charity has been chosen?</p>	<p>Tier 3 Langar Ardas (prayers) Pangat Gurbani</p>
	<p>To know about the importance of belonging. To understand how believers of major faiths belong. To understand that we belong to a global community.</p>	<p>Children learn how important it is to belong and know some ways that believers show that they belong to a major faith.</p>	<p>How do you belong? Which groups/communities do you belong to?</p>	<p>Show the children the powerpoint on belonging. What does it show us about why belonging to a community or group is important? What would happen if people didn't belong to a community or group? Think about how we all belong to a global community. What do they think that this means? What responsibility comes from belonging to a global community? Children can write what these responsibilities are.</p>	

	To understand the importance of being committed to something.	Children learn about people who have shown commitment to a cause or to their faith. Children also learn that they can become committed to something they feel strongly about.	Do you feel strongly about something? Are you committed to helping this cause?	Ask the children the question of the week and make a list, e.g. climate change, cruelty to animals, worldwide education for all children. Why do they feel strongly about these areas? What are they doing or going to do to help these causes? Look at some people in society who have dedicated their lives to causes that they believe in strongly for example Barnardo's, Salvation Army. Children could write a letter to a newspaper (First News) about the cause they feel strongly about, using facts and their opinions (link to literacy, persuasion).	
YEAR FIVE SPRING TERM Out of Africa	To understand the link between belief and behaviour. To understand how Nelson Mandela used his beliefs to determine his behaviour. To understand the qualities needed to be a leader. To understand why the Prophet Mohammad is so important to Muslims.	Children learn about how people of faith can put their faith into action. Children learn about qualities a person needs to be good leader.	Is your behaviour influenced by what you believe in? How did Nelson Mandela's behaviour reflect his beliefs? What makes a good leader?	Ask the children to discuss the question of the week. What influences their behaviour? Have they got examples of this? Show the children the powerpoint on Nelson Mandela and how he believed that the apartheid system in South Africa was wrong and how he tried to change this and ended up in prison for 27 years. Can the children compare Nelson Mandela's story to any other person they know of with a similar history. Children create a fact file on Nelson Mandela. Children discuss the question of the week and identify the qualities someone needs to be a good leader. (Link it to the previous lesson on Nelson Mandela). Make a list.	Tier 3 Apartheid Racism Discrimination Tier 3 Prophet Revelation

	<p>To understand the festival of Holi for Hindus. (Holi 2020 – 9th March)</p>	<p>Children learn about the festival of Holi and why it is significant to Hindus. They will also discuss why fire is so significant in religious groups.</p>	<p>What is the festival of Holi? Why is fire so significant? Why is colour so significant?</p>	<p>Look at the information on the powerpoint about the prophet Mohammad. Children complete comprehension activity on the prophet Mohammad. (This lesson could also be linked to being a good leader during the time of school council elections).</p> <p>Look at the powerpoint about Holi and watch the video https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx</p> <p>Why do the children think that fire is so significant to a lot of major religions? (Also look at the significance of fire in African traditions). Look at the use of colour during the Holi celebrations? Why do you think colour is so important? What is the significance of the colours? Children could create a colourful collage to represent Holi.</p>	<p>Tier 3 Holi</p>
	<p>To understand the difference between prayer, meditation and reflection.</p>	<p>Children learn that people worship in different ways. Children understand why prayer and reflection is</p>	<p>How do different faiths worship? Why is prayer and reflection important?</p>	<p>Ask the children to discuss why it is important to be silent sometimes and reflect on things that have happened or just think about what is happening at that moment (mindfulness). Explore the children's experiences and ideas about prayer. What are people doing when they pray? Are there different types of prayer? How is prayer different to reflection? What about people who don't believe in God? Can people from different traditions pray</p>	

	To know why Christians believe that the parables of Jesus were important.	important in worship. Children learn about the parables of Jesus and why he told them and discuss if those parables could be applicable today.	Why are telling stories important?	together? What if you don't come from a religious background? Prepare questions to ask visitors from different faith communities about prayer. Compare the different ways that major faiths pray. What do they use? Think about the Buddhist belief in meditation. How is this different to prayer? Children practice meditation. Why do people tell stories? Why are they important? (Link between the stories of Anansi from Africa). Look at the parables of Jesus – The Prodigal Son, The Good Samaritan, The Lost Sheep, The Lost Coin. What do these stories mean? Can the children create their own parable with a meaning for today's society?	Tier 3 Parable Moral
YEAR 5 SUMMER TERM Travellers	To understand why humans have ceremonies associated with birth and death. To know what different communities believe about the relationship between life and death. (Link with RSE)	Children learn about the different ceremonies and beliefs about birth and death.	How do we celebrate when someone is born? How do we celebrate when someone dies?	Discuss the question of the week with the children. (Be aware of any recent bereavements) Can they think how major faiths celebrate births and deaths? (Some information on Brent Agreed Syllabus and very detailed information in Waltham Forest Agreed Syllabus on the different rituals and beliefs for major faiths). Children can be given a religion and research birth and death rituals. Why do they think these rituals are important to these faiths? Ask the children to generate questions they may have about birth and death and explain that there are no universally agreed answers to these questions.	Tier 3 Rituals

	<p>To understand why and how we say 'thank you'.</p>	<p>Children learn about the different ways that people of faith say thank you. (Link to Anglo-Saxon ceremonies).</p>	<p>Why do we say 'thank you'? How do we say 'thank you'?</p>	<p>Discuss with the children the phrase 'Thank you'. Ask for examples when this is used. Discuss different expressions of thanks, does it always have to be spoken or are there other ways of showing thanks? Children could write a 'Thank you' letter to someone chosen for a specific reason.</p> <p>Divide the class into four; give each group the relevant Bible passage and other stimuli. Each table has to create an information page, a poem, an advert, a painting, a dance, a picture using a camera or any other way to feedback to the class what they have learnt.</p> <p><u>Giving thanks by action.</u></p> <p>Look up James 2:14-17. The passage teaches that wishing somebody well when they are hungry and not feeding them is not a living faith. So one of the ways that Christians believe God can be thanked is by giving to others in need.</p> <p><u>Giving thanks through words</u></p> <p>Prayers, psalms, songs – listen to 'Thank you' by Mary Mary (on 'Incredible' CD)</p> <p><u>Worship.</u></p> <p>Read either Psalm 100 or Psalm 136. These passages are praise poems thanking God and acknowledging his goodness. One of the ways Christians today thank God today is through using these Psalms to create modern worship songs</p> <p><u>Giving thanks through Money</u></p> <p>Read the story of The Widow's Gift, Mark 12:41- 44. This passage shows the true generosity is not how big the gift is but how costly to the giver. Christians worship by giving generously. Most</p>	<p>Tier 3 Tithing Psalms</p>
--	--	--	--	---	--------------------------------------

	<p>To understand why Buddhists celebrate Wesak. (Wesak 2020 – 7th May)</p>	<p>Children learn about Wesak (Buddha Day) and compare this with other celebration days in other faiths.</p>	<p>What is Wesak? Who celebrates Wesak? Why is it important? Which other celebrations are similar to Wesak? What does this show us about major faiths?</p>	<p>Christians would consider the Old Testament “tithe” of 10% to be the minimum they would give. Do these Christian examples of giving thanks compare to other major faiths? E.g remind the children of the 3rd pillar of Islam. How does this compare to tithing in Christianity? How did the Anglo-Saxons and Vikings give thanks? How does this compare to the major religions?</p> <p>Introduce the word ‘Wesak’. Do the children know what it could be? Give them some facts about Wesak, e.g. It’s to celebrate someone’s birthday. Believers take candles and gifts to monks in a temple, they listen to the teachings of an important leader. Explain that this is a Buddhist celebration. Could it have been for any other major faith? What similarities are there? What differences? What does this show us about major faiths? Show the children the video about celebrating Wesak https://www.bbc.com/bitesize/articles/zbsp92p Read the powerpoint on Wesak and how it is celebrated. The children could make lanterns as this is one of the ways, it is celebrated.</p>	<p>Tier 3 Wesak</p>
	<p>To know how religions use creativity in worship.</p>	<p>Children look at artistic creativity and</p>	<p>Why is art so important? Why do</p>	<p>Give the children 10 minutes to paint or draw a flower in silence. Discuss the drawings/ paintings. What do the representations have in common? Why</p>	

		<p>how it has been used by major religions.</p>	<p>the major faiths use art in their worship?</p>	<p>is that? Draw out that, although flowers have certain things in common, the children's drawings have been sourced from their own minds. Where do the ideas come from? (Memory, nature, imagination).</p> <p>Look at pictures of the inside of a number of different places of worship. What do you notice about artistic decoration? Draw out that different religious traditions adopt quite different approaches to artistic representation, e.g. in Islam, neither prophets nor Allah are represented in drawings. Mosques are therefore beautifully decorated by tessellated patterns. In Hinduism, decoration of the human body (Murti) is a form of worship and dancing is common in worship.</p> <p>Compare religious art to the art of Anglo-Saxons and Vikings. How are they different or similar?</p> <p>In groups, ask the children to describe what they think Jesus would have looked like. When collecting the information be aware of stereotypical responses e.g. Beard, sandals, blond hair, blue eyes. Explore photographic or artistic material of people from the Middle East. Children could research this on the internet.</p> <p>Point out to the children that although, the Bible makes clear that Jesus encountered thousands of people in the three years of his active ministry, yet nowhere in the Bible does it describe the colour of his eyes or the shape of his nose or any other descriptive factor. This enables everyone to identify with Jesus and also prevents makes it more difficult for people to idolise Jesus. Children could create a</p>	
--	--	---	---	--	--

	<p>To know how to react to unfair situations. To know what the major faiths teach about dealing with difficult situations.</p>	<p>Children learn what the major faiths teach about how we should react when something is wrong?</p>	<p>How would you react if.....?</p>	<p>picture of what they think Jesus would look like. (Link to ICT)</p> <p>Ask children what they would do if..? Class teacher comes in and wrongly accused someone/group of something dreadful. What does the class do? How do they react? Admit it was a false accusation to see how they would react. How did they feel? How did they react? Using scenarios of various difficult or stressful situations (e.g. The Titanic was sinking and there were not enough lifeboats, Malta was under siege in WWII and there was not enough food, the earthquake in Haiti, etc.) How might people react? Children could write a journal entry pretending to be someone who has just overcome a difficult situation. How would you react if a group of classmates were painting graffiti or a large group of older children were picking on an unpopular pupil? Ask children to come up with other situations, write them down without showing their friends then pick one out the hat and talk about it. Start with a multi choice quiz, e.g. How would you react if someone took your toast? Would you (a) shout and make a fuss (b) complain to a parent/teacher (c) buy another one (d) do without? Think of some other questions. Read Matthew 27: 11-26, especially v 13-14. Jesus didn't defend himself before Pilate, he didn't react.</p>	
--	--	--	-------------------------------------	--	--

				Read Matthew 5: 38-48 about turning the other cheek. How are Christians to react? Why? Would you have reacted differently to the situation in the last session if you had exercised self-discipline? What does Buddhism teach about how people should react to difficult situations? How does this compare with Christianity?	
YEAR 6 AUTUMN TERM World At War	To understand that the Jewish festival of Rosh Hashanah is important for Jews to reflect and think about the new year to come. (Rosh Hashanah 2019 – 29 th September)	Children learn about the importance of Rosh Hashanah for Jews and compare this festival to other festivals from major faiths.	What happens at the beginning of a new year? What do people sometimes decide to do at the start of a new year, e.g. (resolutions)?	Discuss with the children that at the start of a new year we often think about what has happened in the previous year and what we want to change in the coming year (like when we move classes). This is a perfect opportunity to discuss expectations for a new year group. Can the children think of major religions that have times during the year when it is a time to reflect, e.g. Ramadan, Lent, Yom Kippur. Explain that they will be looking at the Jewish celebration of Rosh Hashanah. Read the powerpoint on what Rosh Hashanah is and how it is celebrated. Can the children think of things that they may have regretted doing last year and they want to improve this year. Have a look at the way Rosh Hashanah is celebrated. Can the children think of a way of celebrating that is unique to them?	Tier 3 Rosh Hashanah Shofar Tzimmies Hallah L’shanah Tovah
	To understand that there is prejudice and discrimination in the world based on religion.	Children learn about extreme prejudice, especially linked to the	What is prejudice? What is discrimination? Which people are	Discuss with the children the word ‘prejudice’. What does this mean? Why are people prejudiced? Create a discussion about this, e.g. ignorance, personal experiences, society’s representation. Look at prejudice in its extreme form, linked to the	Tier 3 Anti-Semitism Persecution Holocaust

	<p>To understand the need for rules in a civil society.</p>	<p>persecution of the Jews during WWII.</p> <p>Children look at the laws/rules within major faiths, UK laws (link to British Values and laws in other societies.</p>	<p>persecuted because of their faith?</p> <p>Are laws there to protect everyone? Are some laws fair and others unfair?</p>	<p>persecution of the Jews during the second world war. (The children would have looked at Anne Frank in year 3, this would be an opportunity to look at some further diary entries. Take the opportunity to discuss why 'normal' people allow these things to happen, e.g. fear, believing what they were told. Could this situation occur again today? Why? Why not?</p> <p>Revisit the rules of the major faiths; 10 commandments 5Ks 5 pillars of Islam 5 precepts</p> <p>Look at these rules in relation to the faith, do these rules align with the rules of the UK? Think about today's society. Imagine if a new town was being created and the children are the government. Discuss what rules would need to be put into place to create a civil society. Rules will need to be voted on just like real laws. Which ones would be the most important?</p>	<p>Tier 3 Democracy</p>
	<p>To know the significance of going on a pilgrimage. (Linked to WWII, Jews returning to Israel, people visiting war sites, etc.)</p>	<p>Children consolidate learning about the pilgrimages of major faiths, but also of pilgrimages that people make who do not</p>	<p>Why do we take special journeys?</p>	<p>Ask the children to discuss special journeys. Have they been on special journeys? Why was it important to go? Ask the children to think of the special journeys that people of faith take – pilgrimages. Ask groups of children to research and present a faith and their special pilgrimages. Compare this with journeys/pilgrimages that have occurred since WWII, for example, Jews to the Wailing Wall in Jerusalem, visits to Normandy,</p>	<p>Tier 3 Pilgrimage Hajj Lourdes Ganges</p>

		belong to a faith.		Auschwitz, etc. Why do people go on special journeys to these places, when they are not religious requirements? Ask children to write a diary entry of a visit to a special place (linked to WWII).	
YEAR 6 SUMMER TERM The Egyptians	To understand the sacrifice made during Ramadan and why this is important to Muslims. (Ramadan 2019 – 23 rd April – 23 rd May)	Children learn about the 4 th pillar of Islam – Sawm and what this involves.	What is a sacrifice? Have you ever sacrificed something?	<p>What is a sacrifice? Have you ever sacrificed something? Discuss the 4th pillar of Islam with the children – Sawm. Ramadan is the 9th month of the Islamic calendar when Muslims are expected to fast during daylight hours. Why is Ramadan so important? Read the information on BBC website https://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml</p> <p>(You many need to copy and paste the information to a flipchart, so the children do not see the ‘give up sexual activity’ bullet point.)</p> <p>Compare Ramadan to the Christian time of lent, when something is given up until Easter. Why do they think that sacrificing something is important to the major faiths? Children could produce a powerpoint about Ramadan that could be used in RE in school for future year groups.</p>	Tier 3 Sawm Pillars Ramadan Eid-ul-Fitr Sacrifice
	To understand that marking a change from childhood to adulthood is still important in many societies.	Children learn about different rituals that some religions	When do you become an adult? How do we celebrate when	Ask the children to think about what they would like to do as adult, e.g. drive, complete education, buy a house/car, etc. How old do they think a person becomes an adult? In UK law it is 18. What	Tier 3 Bar Mitzvah Bat Mitzvah Confirmation

	<p>have to determine when a child becomes an adult.</p>	<p>someone becomes an adult?</p>	<p>happens when someone becomes an adult? Celebrations/parties. Watch the video about a Jewish bat mitzvah/bar mitzvah.</p> <p>https://www.bbc.com/teach/class-clips-video/what-is-a-bat-mitzvah/zvgpy9q</p> <p>Watch the video of a Christian being confirmed, which another ceremony that symbolises no longer being a child.</p> <p>https://request.org.uk/life/rites-of-passage/confirmation-video/</p> <p>How are the teachings/rituals similar? Different? What do the children think about the rites of passage at this age? Children could research the rites of passage in Ancient Egyptian history. How old were the children when they became adults? Children to think about when they will become adults and what they hope would happen and what they would promise to do for society as an adult.</p>	<p>Ask children to think about their names. Have any of them got specific meanings? Why is it important to choose a name with a strong meaning? Look at the video about Sikhs taking amrit. What names are taken after this ceremony?</p> <p>https://www.youtube.com/watch?v=ZIm7F0t8FrA</p>	<p>Sacraments</p> <p>Tier 3 Amrit Singh Kaur</p>
<p>To understand that names are significant.</p>	<p>Children learn that Sikh boys are given the name 'Singh' and girls, 'Kaur' during the Amrit ceremony.</p>	<p>Why are names important?</p>			

	<p>To know the most recognised symbols of some traditions and begin to understand how they represent those traditions To become aware that some religions use colours to express meaning and feelings.</p>	<p>Understand what the name Jesus means to Christians. Identify names are important.</p> <p>Children learn about the symbols and signs associated with major faiths.</p>	<p>What do these symbols mean? Why are they important?</p>	<p>What is the significance of these names? Singh – Lion and Kaur – Princess? What images can you think of when you think of these names? What else would you add to your name to describe your qualities? E.g. John the brave, etc. Children give other children in their peer group descriptive names, e.g. Lexi the wise, etc. Why did they choose these descriptions. Ask children to discuss what they think the name ‘Jesus’ means. Explain that in the Bible Matthew 1: 18-25 Jesus is referred to as ‘Immanuel – God is With us’ and in Luke 1: 26-38 Jesus is referred to as Son of the Most High.</p> <p>Look at commonly seen logos. In groups of four do co-operative puzzles of symbols of different traditions and tell each other which tradition the symbols belong to. Why does the symbol represents that tradition?</p> <p>Read the information on the major faiths and their symbols (good information in the RE Agreed Syllabus for Brent).</p> <p>Look at the use of symbols in Ancient Egyptian society. Can the children identify any similarities between why symbols were so important to the Egyptians and why they are important to major faiths?</p> <p>Children make a list of other symbols they are familiar with, e.g. a red rose for England, a dragon for Wales, the owl for Sheffield Wednesday supporters. Get them to say why these symbols are</p>	<p>Tier 3 Cross Star of David Aum Crescent and Star Murti</p>
--	--	--	--	---	---

	<p>To explore the concept of right and wrong.</p>	<p>Children discuss the difference between right and wrong, and how they learn to make moral distinctions; think about how easy or difficult it is to make moral decisions.</p>	<p>Where do we learn about what is right and what is wrong?</p>	<p>important to them—what do the symbols remind them of?</p> <p>Think about the school symbol of the Greenholm Tree. Could the children redesign another symbol for Greenholm school – group project? Children present their symbols to the other groups.</p> <p>Have an open discussion about how we learn right from wrong. Do we learn it from our families? Our teachers? Our friends? A religious or moral authority (e.g. priest, imam, rabbi, philosopher, teacher)? A special book? Have they ever been in a situation where they disagreed with someone over what was right and what was wrong? In that situation, was it easy to know who was right and who was wrong? How did it end? Did the individuals agree to disagree, did they reach a compromise position, or was it a case of one person imposing their view on another? Ask children to give examples of situations when there is a clear ‘right’ and a clear ‘wrong’. Does the entire class agree on the ‘rightness’ of these situations?</p> <p>Discuss a situation where there might be a variety of responses. For example: you are feeling a little hungry and you see an apple or sandwich that belongs to someone else. Would it be right to steal the food and eat it? What if you hadn’t eaten for days? What if you were a refugee with a starving family: would it be right to steal some fruit or food from a farm to save a child’s life? Discuss the</p>	<p>Tier 3 Morals Conscience</p>
--	---	---	---	---	---

				<p>phrase: where do you draw the line? Link this to a discussion about the tombs of Ancient Egyptians – is it right to go into someone’s tomb (grave) and take everything and put it into a museum. Class could have a debate where one side argues for or against. Discuss that many children, if they have been brought up in a particular religious tradition, will hear a lot about right and wrong in the context of their beliefs. That many religious and philosophical texts (Bible, Qur’an, Torah, Vedas, Guru Granth Sahib, etc, have a lot of moral guidance. But that it is also possible to make decisions based on individual conscience, and that both religious and non-religious people listen to the promptings of their conscience. Have a discussion about what the ‘conscience’ is. What does it mean to have a ‘bad conscience’ (i.e. your conscience is telling you you’ve done something wrong). Another—perhaps better—way of saying that is to say that something is “weighing on your conscience,” as the conscience itself is neither good nor bad.</p>	
--	--	--	--	---	--