

## R.E. Scheme of Work

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Right and Wrong <i>C</i>	Belonging <i>CJI</i>	Creation Harvest and Sukkot <i>CJ</i>	Water of Life <i>C</i>	The Hindu Home <i>H</i>	Live Differently <i>C</i>	Fair Trade <i>C</i>
<b>Autumn 2</b>	Christmas: Birthdays <i>C</i>	The Church <i>C</i>	Prayer <i>C</i>	Festivals of Light <i>CJBHS</i>	Live Thoughtfully Caring for the Natural World	Pilgrimages <i>CJHS</i>	Peace <i>CH</i>
<b>Spring 1</b>	God's Wonderful World <i>C</i>	Special Clothes <i>CJS</i>	Art in Religion <i>CJI</i>	People of Faith <i>CHISJ</i>	The Cross <i>C</i>	Rules For Living <i>C</i>	Victorian Christians <i>C</i>
<b>Spring 2</b>	Easter: New Life <i>CJ</i>	Moses  Easter <i>CJ</i>	Live Caringly Community	What do we know about Jesus? <i>C</i>	Symbols of Faith <i>CISBHJ</i>	The Beatitudes <i>C</i>	Contrasts <i>C</i>
<b>Summer 1</b>	What Makes Us Special? <i>C</i>	Live Caringly Caring for the Natural World	Why Did Jesus Tell Stories? <i>C</i>	Sacred Books <i>CJIS</i>	Pentecost <i>C</i>	Creation Stories <i>CJHI</i>	Buddhism <i>B</i>
<b>Summer 2</b>	Bible Journeys <i>CJ</i>	Home and Family <i>CJ</i>	The Synagogue <i>J</i>	Saints <i>C</i>	The Gurdwara <i>S</i>	Jewish Festivals <i>J</i>	The Mosque <i>I</i>

*C-Christianity/J-Judaism/I-Islam/S-Sikhism/H-Hinduism/B-Buddhism*

# Resources

## • The Internet

There are a vast number of excellent RE websites but these are some of the most useful, worth exploring at the start of each unit.

- [www.southwark.anglican.org/education](http://www.southwark.anglican.org/education) -scheme of work for Christianity, Judaism and Islam with individual lesson plans on many areas covered in our scheme of work
  - [www.lgfl.net/lgfl/leas/greenwich](http://www.lgfl.net/lgfl/leas/greenwich) -scheme of work for Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism with individual lesson plans on some areas covered in our scheme of work
  - [www.bbc.co.uk](http://www.bbc.co.uk) -will help with teacher knowledge on all faiths as well as good links to other sites
  - [www.reonline.org.uk](http://www.reonline.org.uk) - fantastic website for everything
  - [www.espresso.co.uk](http://www.espresso.co.uk) -great for children to look up information for themselves-We also have the Espresso CD ROM-*Faiths- Islam, Hinduism and Sikhism* suitable for KS2
  - [www.request.org.uk](http://www.request.org.uk)- very good for children and teachers looking up information on Christianity
  - [www.historyforkids.org/learn/religion](http://www.historyforkids.org/learn/religion)
  - [www.christianaid.org.uk](http://www.christianaid.org.uk)
  - [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)
- **Teachers books**-Developing Primary RE series particularly good
  - **Rethinking**-series of books looking at developments in teaching and learning in RE

- **Cracking RE**-collection of magazines which can look a bit old fashioned but has great ideas and information
- **Videos**-for supporting subject knowledge for teachers as well as children
- **Artefacts**
- **Visits**-St. Mary's Parish Church  
 Amyand Park Chapel -Baptist -Amyand Park Rd  
 Richmond Synagogue, Lichfield Gdns. TW9 1AP 8940 3526  
 Sri Guru Singh Sabha Gurdwara, Alice Way, Hanworth Rd TW3 3UA 8577 2793  
 Hounslow Mosque, Wellington Rd South [www.hounslowmosque.co.uk](http://www.hounslowmosque.co.uk) 8570 0938/8572 4034  
 Shree Ghanapath Temple - Hindu -125-133 Effra Rd, Wimbledon SW19 8PO  
 Buddhapadipa Temple -Buddhist-14 Calonne Rd, Wimbledon SW19 5HJ 8946 1357
- **Visitors** into school-make use of parents too
- **Children** in class sharing about their faith and bringing in resources

Focus for assessment in red

## Reception

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b> <b>Right and Wrong</b></p>	<ul style="list-style-type: none"> <li>• To develop respect for themselves and others</li> <li>• To begin to learn different rules</li> <li>• To learn how to work and live together</li> <li>• To understand that doing something wrong affects other people</li> <li>• To know that God loves us</li> <li>• To understand what Jesus meant by loving your neighbour</li> <li>• To begin to understand about making right and wrong choices</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for sharing and taking turns. When playing games encourage an acceptance that they won't always win</li> <li>• Reinforce everyday rules made at school and in the street. Establish why they are important.</li> <li>• Role play different situations where they need to make right and wrong decisions. How do they feel?</li> <li>• What makes a friend happy or sad?</li> <li>• Draw a picture of you and your friends</li> <li>• Make something for your friend</li> <li>• How can we talk to God like a friend?</li> <li>• Tell the story of the Good Samaritan and act it out</li> <li>• Who are our different neighbours and how have we or can we help them?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video</b>-Dottie and Buzz-</li> <li>• The Bad Tempered Ladybird-Eric Carle</li> <li>• The Grumpy Day-Teddy Horsley</li> <li>• This is the Bear-S Hayes &amp; H Craig</li> <li>• Good Samaritan-Children's Bible</li> <li>• Games /small world/role play activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children will show an understanding of the importance of making a right choice <b>AT2</b></li> <li>• <b>Children will have some understanding of what Jesus meant by loving one another AT1</b></li> <li>• Children will begin to play together and to follow simple rules <b>AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 2</b> <b>Birthdays</b> <b>Christmas</b></p>	<ul style="list-style-type: none"> <li>• To learn about how people celebrate birthdays</li> <li>• To know that Christians celebrate Jesus' birthday</li> <li>• To know that Jesus was born in Bethlehem</li> <li>• To find out about the different people who visited Jesus</li> <li>• To look at how we celebrate Jesus' birthday today</li> </ul>	<ul style="list-style-type: none"> <li>• How do we celebrate birthdays?</li> <li>• Cakes/cards/parties/presents</li> <li>• Children share what they do at their birthdays</li> <li>• How do they feel?</li> <li>• Make a class birthday chart</li> <li>• New babies and how we prepare for them</li> <li>• <b>Video</b>-Dottie and Buzz-Baptism</li> <li>• Draw all the things a new baby might need</li> <li>• If possible have a new baby and mum come into class</li> <li>• To learn that Jesus was a special baby born on 25<sup>th</sup> December</li> <li>• Tell the Christmas story in parts-angel coming to Mary and journey to Bethlehem /birth of Jesus in the stable/shepherds visit/wise men's visit</li> <li>• How was Jesus' birth different to a birth today?</li> <li>• How and why do we celebrate Jesus' birthday today?</li> <li>• Learn carols and songs for nativity play</li> </ul>	<ul style="list-style-type: none"> <li>• Birthday cards/presents/candles /balloons</li> <li>• Bible for Christmas story-video and books</li> <li>• Puppets and wooden crib scene</li> <li>• Advent calendar</li> <li>• Christmas carols</li> <li>• Mum and new baby</li> <li>• <b>Video-Dottie and Buzz-Baptism</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children will be able to retell the main elements of Christmas story AT1</b></li> <li>• <b>To know that Christmas is when Christians celebrate Jesus' birthday AT1</b></li> <li>• <b>Children will learn about how different people celebrate birthdays AT2</b></li> <li>• <b>To respond to experiences of own and others birthdays AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 1 God's Wonderful World</b></p>	<ul style="list-style-type: none"> <li>• To know that Christians believe that God made the world</li> <li>• To appreciate the wonder of creation and the world around us</li> <li>• To know that all living things need to be looked after</li> <li>• To know that it is important to care for the world</li> </ul>	<ul style="list-style-type: none"> <li>• Activities from Dottie and Buzz video - Creation Mobile/Above and Below Water/Natural or Not?</li> <li>• Make a class book about things in nature to thank God for</li> <li>• Make a Creation Table</li> <li>• Keep a record of the weather each day</li> <li>• Visit the graveyard and collect natural objects</li> <li>• Draw natural objects- shells/wood/stones/leaves/flowers /plants</li> <li>• Talk about pets and why animals are important to us</li> <li>• Make class list of how we can care for our environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video-Dottie and Buzz- Creation and Wide World</b></li> <li>• <b>Big Orange Book- Wild Animals and Farm</b></li> <li>• <i>God's Wonderful World-Mick Inkpen</i></li> <li>• Different versions of the creation story</li> <li>• Pictures/posters of animals and the natural world</li> <li>• Natural objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children will know that Christians believe God made the world AT1</b></li> <li>• <b>Children will show personal awareness of the importance of caring for all living things AT2</b></li> <li>• Children will understand the importance of caring for their world <b>AT2</b></li> <li>• Children will appreciate the wonder of creation <b>AT1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2</b> <b>Easter :</b> <b>New Life</b></p>	<ul style="list-style-type: none"> <li>• To recognise the changes which happen in nature in Spring</li> <li>• Children will know that Easter is the time when Christians remember that Jesus died and rose again</li> <li>• Children will be able to identify the symbol of the cross and have some understanding of what it means to Christians</li> <li>• To know the Easter story-Palm Sunday/Last Supper/Good Friday/Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Go for a walk to look for signs of Spring-identify Spring flowers and trees in bud</li> <li>• Talk about new life in Spring-what seems dead coming to life</li> <li>• Look at new born animals</li> <li>• Find out about life cycles of butterflies and frogs</li> <li>• Make a spring collage</li> <li>• Tell the Easter story through role play/puppets/video</li> <li>• Use some Jewish artefacts to explain that Jesus and his friends were Jewish and had a special meal together called Passover</li> <li>• Look at some of the symbols of Easter and their meaning</li> <li>• Make palm branches and crosses</li> <li>• Make Easter cards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Very Hungry Caterpillar</i>-Eric Carle</li> <li>• Books/posters/photographs of spring and baby animals</li> <li>• <b>Video</b> - <i>The Animated Bible</i></li> <li>• <i>Easter Story</i>-Usbourne Books</li> <li>• Range of Bibles and books telling the Easter story</li> <li>• Palm Cross</li> <li>• Artefacts-Jewish and Christian</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know that Easter is the time when Christians remember that Jesus died and rose again <b>AT1</b></li> <li>• Children will be able to identify the symbol of the cross as being special to Easter <b>AT2</b></li> <li>• Children will be able to recall the basic elements of the Easter story <b>AT1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 1</b></p> <p><b>What Makes us Special?</b></p>	<ul style="list-style-type: none"> <li>• To know that each person is unique and special</li> <li>• To reflect on who is special to us and why</li> <li>• To know that God loves us so much he sent Jesus to tell us about him</li> <li>• To know that God loves us and that we are special to him</li> <li>• To learn about special friends in the Bible</li> <li>• To learn that Jesus was able to do wonderful things because He was God's son</li> </ul>	<ul style="list-style-type: none"> <li>• Paint self-portraits</li> <li>• Look at photographs of each other and discuss similarities and differences</li> <li>• Make a zig zag book about yourself, family and friends</li> <li>• Think about who cares for you at school and in the larger community</li> <li>• Bible Story-The Lost Sheep- Jesus showed that each person is unique and special to Him</li> <li>• Inside a sheep template draw people who are special to you</li> <li>• Circle Time-say something special about your neighbour</li> <li>• Man Lowered Through the Roof/Jesus'-Disciples- special friends</li> <li>• Story of Jesus calming the storm-use music to create an atmospheric retelling of the story</li> <li>• Choose colours to paint a stormy picture</li> <li>• Talk about things which can make us fearful and what makes us feel better</li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's Tough Being an Infant-Knowing You Are Special/Needing Friends</i></li> <li>• Posters/photographs/books which celebrate differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to recall a Bible story which shows that everyone is special to God <b>AT1</b></li> <li>• Children will be able to talk about people who are special to them and why <b>AT2</b></li> <li>• Children will know that they are special to God <b>AT2</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2 Bible Journeys</b></p>	<ul style="list-style-type: none"> <li>To understand the link between the Old Testament part of the Bible and the Torah</li> <li>To know that they contain stories which are special to both Christians and Jews</li> <li>To be able to retell Bible stories</li> <li>To realise that we all have to make choices in life</li> </ul>	<ul style="list-style-type: none"> <li>Show the children the Torah and the Bible and explain that many stories are the same and special to Christians and Jews</li> <li><b>Jonah</b>-God's call to Ninevah and Jonah's refusal to go. His running away to sea and being swallowed by a big fish Make a large 3D fish with a dangling Jonah in his mouth</li> <li><b>David</b> -The journey to visit his brothers in the army and his fight with Goliath Circle time-times when we need to be brave and what helps us</li> <li><b>Joshua</b>- The journey to the promised land and the falling of the walls of Jericho Role play the Israelites going around the walls of Jericho with instruments and walls of wooden bricks</li> <li>Use <b>Godly Play</b> to help children investigate the stories more deeply and relate them to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Torah/Bible</li> <li><i>Big Orange Book</i></li> <li><i>Lion's Children's Bible</i></li> <li>Godly Play</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand the link between the Old Testament and the Torah <b>AT1</b></li> <li>Children will be able to retell Bible stories <b>AT1</b></li> <li>Children will know that they contain stories which are special to both Christians and Jews <b>AT1</b></li> <li>Children will begin to know that we all have to make choices in life <b>AT2</b></li> </ul>

# Year 1

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b> <b>Belonging</b></p>	<ul style="list-style-type: none"> <li>• To understand that we are unique</li> <li>• To recognise ways in which we belong</li> <li>• To learn that people can belong to different religions</li> <li>• To learn about what happens to a child when they are initiated into a religion</li> </ul>	<ul style="list-style-type: none"> <li>• Share things that are unique about you-names/looks/likes and dislikes/talents etc</li> <li>• Take fingerprints</li> <li>• Draw 5 things which make us different from our partner</li> <li>• Talk about belonging and what it means-family/school/clubs</li> <li>• Draw or paint family/school pictures</li> <li>• Make a pictorial family tree</li> <li>• People can belong to a religious family-let children share about their own religion</li> <li>• Celebrating a new baby <b>Christianity-Infant Baptism</b> Video Water - explore the symbolism Role play a baptism with doll/parents/Godparents</li> <li>• <b>Judaism-Brit Milah</b> Names-meanings</li> <li>• <b>Sikhism</b>- The meaning of Sikh names and how they are chosen</li> <li>• <b>Islam-Aqiqah Ceremony</b> Multisensory activities</li> </ul>	<ul style="list-style-type: none"> <li>• QCA 1A/B</li> <li>• <i>Home and Family-</i> Developing Primary RE pp. 2-6</li> <li>• <i>Practical Topics for the Primary School-RE</i> p60-61</li> <li>• <i>Video-Festivals and Celebrations-</i> Christening</li> <li>• Parents/adults to talk about initiation ceremonies in their religion</li> <li>• Websites -</li> </ul> <p><a href="http://www.rexs.ucsm.ac/re/passage/birth.htm">www.rexs.ucsm.ac/re/passage/birth.htm</a> www.reonline.org.uk</p>	<ul style="list-style-type: none"> <li>• Children will be able to explain what makes them unique <b>AT2</b></li> <li>• Children will understand what it means to belong <b>AT2</b></li> <li>• Children will be able to talk about their own experiences of belonging</li> <li>• <b>I can say what is important in my life AT2 L1</b></li> <li>• Children will be able to talk about religious initiation ceremonies and to use some specific vocabulary</li> <li>• <b>I know about some of the things that people of a religion do AT1 L1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 2</b></p> <p><b>Home and Family</b></p>	<ul style="list-style-type: none"> <li>To understand that we can all help to build a happy family</li> <li>To find out about a Jewish home and the celebration of Shabbat</li> <li>To find out about a Christian home (focus on Christmas time)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the teachings of Jesus and how it helps us to live together (Galatians 5:22-26)</li> <li>Discuss words from Galatians-give examples of how we can be like this at home</li> <li>What makes your house into a home?-draw this in a heart shape</li> <li>Find out about:- <ul style="list-style-type: none"> <li><b>The Mezuzah</b> Make your own Mezuzah</li> <li><b>Shabbat and Havdalah candles</b> Make challah bread (<i>Homing In</i> p 85)</li> <li><b>Tzedaka Box</b> Make your own box and talk about charities you could support as individuals or a class</li> </ul> </li> <li>What might you find in a Christian home? Bible/cross/crucifix/advent candle/advent calendar/Christmas cards Activities related to Christmas</li> </ul>	<ul style="list-style-type: none"> <li><i>Home and Family</i>- Developing Primary RE pp 13- 25</li> <li><i>Homing In</i> pp 63-94</li> <li>Artefacts</li> <li><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> <li>Video-<i>Animated Bible</i>-Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Children can talk about right and wrong ways of behaving in a family</li> <li><b>I know the difference between right and wrong AT2 L1</b></li> <li>Children understand their part in building a happy family <b>AT2</b></li> <li>Children can recognise some religious symbols and name features of religious life and practise</li> <li><b>I know what some religious words mean AT1 L1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 1 Special Clothes</b></p>	<ul style="list-style-type: none"> <li>• To look at important ceremonies in different religions</li> <li>• To find out about the importance of the clothes worn for these ceremonies</li>   <li>• To learn about the story of Joseph and his special coat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Christianity</b> Weddings Holy Communion</li> <li>• <b>Judaism</b> Bar and Bat Mitzvah</li> <li>• <b>Sikhism</b> Weddings Turbans 5 Ks</li>   <li>• Have as many real examples of clothes as possible</li> <li>• Videos/photographs/experiences of children and parents</li> <li>• Role play</li> <li>• The importance of making a promise at these ceremonies</li>   <li>• <b>Judaism and Christianity</b></li> <li>• Briefly explain the link between Judaism and Christianity</li> <li>• Joseph and his relationship with his brothers</li> <li>• What makes us jealous and why is it a harmful emotion?</li> <li>• How Joseph changed and forgave his brothers</li> <li>• What does this story teach us?</li> <li>• Designing and making their own special coat</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practical Topics for the Primary School-RE</i> p 66-67</li> <li>• <i>Homing In</i> p.140-tying a turban</li> <li>• <i>Home and Family</i> Developing Primary RE p10</li> <li>• <i>Ceremonies and Celebrations- Weddings</i></li> <li>• Video-<i>Water, Moon, Candle, Tree and Sword</i>-CH 4 v-Sikhism</li> <li>• Bible</li> <li>• Artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Children can talk about different religious ceremonies and correctly name some special clothes</li> <li>• <b>I recognise religious objects AT1 L1</b></li>   <li>• Children can retell the story of Joseph and relate it to their own experiences ie family relationships</li>   <li>• <b>I know what is important in my life and can relate this to religious beliefs AT2 L1</b></li> </ul>

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<p><b>Spring 2</b></p> <p><b>Moses</b></p>	<ul style="list-style-type: none"> <li>To recall a religious story</li> <li>To understand what Passover means to a Jewish believer</li> </ul>	<ul style="list-style-type: none"> <li><b>Judaism and Christianity</b></li> <li><b>The story of Moses</b> Baby in the bulrushes Burning Bush Plagues Passover/Pesach</li> <li>Use clay/playdough to make baskets and a baby</li> <li>Role play seeing the Burning Bush - How would Moses have felt?/How would you feel?/Did he want to do what God asked?/Do we sometimes feel afraid of doing something?</li> <li>Make up your own plague!</li> <li>Have a simplified Passover meal-talk about symbolism</li> </ul>	<ul style="list-style-type: none"> <li>Videos- <i>Animated Bible</i> <i>First Bible Stories</i> <i>Festival and Celebrations-</i> Passover and Easter <i>Animated World Faiths-</i> Moses and Passover</li> <li>Bible</li> <li><i>The Easter Story</i> Usbourne Books</li> <li><i>Syllabus Builders-</i> Diane Walker-Easter</li> <li><i>Teaching RE-</i>Easter</li> <li><i>Teaching RE-</i>Judaism p.21</li> </ul>	<ul style="list-style-type: none"> <li>Children will know the main events from the life of Moses</li> <li>They will show some understanding of the meaning of Passover</li> <li>Children will know why Christians celebrate Easter and can tell the Easter story</li> <li><b>I can retell some parts of religious stories AT1 L1</b></li> <li>Children will be able to give a simple explanation of the Eucharist <b>AT1</b></li> </ul>
<p><b>Easter</b></p>	<ul style="list-style-type: none"> <li>To know why Christians celebrate Easter</li> <li>Children will be able to reflect on their own feelings about the Easter story</li> <li>To learn about the Eucharist and why it is celebrated</li> </ul>	<ul style="list-style-type: none"> <li><b>Easter</b> Link between Passover and Last Supper and symbolism of bread and wine in the Eucharist</li> <li>Easter story</li> <li>Think about how Jesus' mother and friends felt when he died and then rose again</li> <li>What do you think about the Easter story?</li> <li>What has made you feel very sad/very happy?</li> <li>Be ready to talk about the death of family and pets</li> </ul>		<ul style="list-style-type: none"> <li>Children will be able to reflect on their own feelings about the Easter story</li> <li><b>I know that I have to make my own choices in life AT2 L1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p>Summer 1</p> <p><b>The Church</b></p>	<ul style="list-style-type: none"> <li>To understand why people have special places</li> <li>To know that a church is a special place for Christians</li> <li>To recognise some of the artefacts and symbols found in a church and to know their purpose</li> </ul>	<p><b>Before the visit</b></p> <ul style="list-style-type: none"> <li>What places are special to the children and why?</li> <li>How do you feel in your special place?</li> <li>Draw yourself in your special place</li> <li>Churches are special places for Christians -what can children remember about St. Mary's Church?</li> <li>What would they like to find out about on their visit?</li> <li>Make a sheet together which the children can fill in at the church</li> </ul> <p><b>Visit to St. Mary's Church</b></p> <ul style="list-style-type: none"> <li>Look at outside and inside</li> <li>Look at graveyard</li> <li>Take photographs/make rubbings</li> <li>How does the building make you feel can you describe this</li> <li>Look at the font and alter and have a simple explanation of the eucharist</li> </ul> <p><b>Follow up</b></p> <ul style="list-style-type: none"> <li>Layout of building</li> <li>Religious objects</li> <li>How did you feel in the church</li> </ul> <p>These may need an additional visit from the vicar to the school</p> <ul style="list-style-type: none"> <li>Vicar's clothes</li> <li>The role of the church and vicar in the community</li> </ul>	<ul style="list-style-type: none"> <li>QCA 1F</li> <li><i>Special Places-</i> Developing Primary RE</li> <li><i>Practical Topics for the Primary School-RE</i> p 58-59</li> </ul>	<ul style="list-style-type: none"> <li>Children will know that a church is a special place to Christians</li> <li><b>I recognise religious places and people AT1 L1</b></li> <li>They will be able to identify and know the purpose of some artefacts and symbols <b>AT1</b></li> <li>Children will be able to reflect on their own feelings and responses to the atmosphere in the church</li> <li><b>I can talk about parts of life I find interesting AT2 L1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2</b> <b>Caring for the Natural World</b></p>	<ul style="list-style-type: none"> <li>• To identify their favourite natural things and to describe why they like them</li> <li>• To respond to religious traditions through stories that describe caring for living creatures</li> <li>• How do people in different parts of the world care for and are helped by animals</li> <li>• To realise how humans use and waste the world's resources</li> <li>• To find out about recycling in our community</li> <li>• To recognise that many religions show concern about waste and greed</li> </ul>	<ul style="list-style-type: none"> <li>• Go for a walk in the local environment. what do you see/hear/smell /touch?</li> <li>• Record what you saw-class display with drawings/photographs/ paintings/ writing</li> <li>• Read and discuss stories from <i>Livecaringly</i> using roleplay where appropriate</li> <li>• What animals do you or have you cared for</li> <li>• Use the Animal care poster from the pack</li> <li>• Make a list of rules for looking after animals</li> <li>• Collect wrappings and packaging that has been thrown away-lunch boxes/bins in school/from home</li> <li>• Can it be recycled?/How could we reuse it?/Is it all necessary?</li> <li>• Make a poster encouraging our families and school to recycle</li> <li>• Stories from <i>Livecaringly</i></li> </ul>	<ul style="list-style-type: none"> <li>• Christian Aid <i>Livecaringly -1- The Natural World-</i> Christian Aid -RE curriculum for Global Citizenship</li> <li>• <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to describe aspects of the natural world which they like and explain why <b>AT2</b></li> <li>• Children will understand that most religious traditions show care for the natural world</li> <li>• <b>I know about some of the things that people of a religion do AT1 L1</b></li> <li>• Children understand the importance of caring for the natural world and how this makes the world a better place for them to live in</li> <li>• <b>I can say what is important in my life AT2 L1</b></li> </ul>





Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Autumn 2 Prayer</b>	<ul style="list-style-type: none"> <li>• To understand what prayer is and it's importance to all religions</li> <li>• To understand the importance of The Lord's Prayer to Christians</li> <li>• To learn The Lord's Prayer</li> <li>• To learn about people in the Bible who prayed for different reasons</li> <li>• To understand that prayers are answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• A discussion on what prayer is and where and when it is used-make a list</li> <li>• Although this topic focuses on Christianity emphasise that all faiths have prayer as a major element and use prayers from other faiths where possible</li> <li>• Encourage children to share prayers which are special to them</li> <li>• Put the Lord's prayer in context and read it in a very simple version</li> <li>• Find out what it means and to learn it</li> <li>• Children could write the prayer in their own words and illustrate it</li> <li>• Make a class book of their versions</li> <li>• Look at Bible stories where people prayed-use a range of types of prayer Hannah's prayer-1 Samuel ( for a child) Daniel -praying to God led to him being put in the Lion's Den Mary's prayer-link to Christmas(thank you prayer) <ul style="list-style-type: none"> <li>• Discuss different types of prayer and express them in a variety of ways-Dance/ Art/Drama/Song</li> <li>• Why do people pray? Why do some prayers seem to be answered and others not? At the end of the topic can the children understand this and explain why they might pray?</li> <li>• Link to class worship and school assembly-children praying some of the prayers they have written</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource Bank Book 3- Margaret Cooling-Prayer p.58</b></li> <li>• Books of children's prayers</li> <li>• Pictures/paintings of people praying</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the reasons why people pray <b>AT1</b></li> <li>• To learn the Lord's Prayer and understand what it means</li> <li>• <b>I can describe some religious practices AT1 L1</b></li> <li>• To express prayer in different ways <b>AT2</b></li> <li>• To recognise that prayers are answered in different ways and that the reasons for this are difficult to answer</li> <li>• <b>I ask a range of questions about puzzling aspects of life AT2 L2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 1</b> <b>Art in Religion</b></p>	<ul style="list-style-type: none"> <li>To understand the importance of art to different religions</li> <li>To be able to explain some of the symbolism in the artwork</li> <li>To be able to compare and contrast the use of art in different religions</li> </ul>	<p><b>Islamic Art</b></p> <ul style="list-style-type: none"> <li>No representations are made of people in Islamic art</li> <li>There are 3 main forms- calligraphy/architecture/geometric designs</li> <li>Look at patterns in the mosque and at Islamic mosaics and talk about their symbolism</li> <li>Create a range of Islamic patterns(link to numeracy)</li> </ul> <p><b>Jewish Art</b></p> <ul style="list-style-type: none"> <li>Look at Hebrew alphabet-from web</li> <li>Try some Hebrew calligraphy</li> <li>Look at the symbols used on Jewish artefacts-Star of David /Grapes /Sedar Plate</li> <li>Look at work of Chagall-painting and stained glass</li> </ul> <p><b>Christian Art</b></p> <ul style="list-style-type: none"> <li>Stained glass-told the Bible story when there were few books and few readers</li> <li>Look at techniques of how they are made and importance of light</li> <li>Symbolism of colours</li> <li>Design and make a stained glass window</li> <li>Compare and contrast the art of different faiths</li> </ul>	<ul style="list-style-type: none"> <li><i>Symbols of Faith</i> - Developing Primary RE-exploring the meaning of visual images p.15</li> <li><i>Spirited Arts</i>-RE Today</li> <li><i>Jesus-His importance to believers</i> -RE Today p.9-Icons</li> <li><a href="http://www.thegrid.org.uk-search-islamic">www.thegrid.org.uk-search-islamic</a> patterns</li> <li><a href="http://www.islamicart.com">www.islamicart.com</a></li> <li>websites for visual images on back page of <i>Symbols of Faith</i> - Developing Primary RE</li> <li><i>Art of Different Cultures</i>-Belair</li> <li>Books on Chagall</li> <li>Hebrew alphabet-web</li> <li>Jewish artefacts</li> </ul> <p>Example of stained glass window</p>	<ul style="list-style-type: none"> <li>Children will understand the importance of art to different religions <b>AT1</b></li> <li>Children will be able to explain some of the symbolism used in religious art.</li> <li><b>I can describe the messages or meanings of some religious symbols AT1 L2</b></li> <li>Children will be able to compare and contrast the use of art in different religions <b>AT1</b></li> <li>Children will begin to express some feelings and opinions about religious art</li> <li><b>I can describe my feelings to other people AT2 L2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2</b> <b>Live</b> <b>Caringly</b> <b>Community</b></p>	<ul style="list-style-type: none"> <li>To recognise that they are a part of different communities</li> <li>To compare their lives to someone from a different culture and community</li> <li>To realise that they are cared for and that they also care for others</li> <li>To recognise the people who care for us in the wider community</li> <li>To find out about different religious and cultural communities represented in the class</li> <li>To identify ways in which they can enrich their community</li> </ul>	<ul style="list-style-type: none"> <li>Look at the class as a community made up of different individuals</li> <li>Make a class wall of individual bricks decorated with their names and something which is special to them</li> <li>Talk about each child being as important as the other and that the wall would collapse without each brick there</li> <li>Use some trust games to illustrate this</li> <li>To identify who cares for them</li> <li>Read about the life of Shompa or another child from a different culture and compare them</li> <li>Think about ways they care for others</li> <li>Look at who cares for us in the wider community</li> <li>Read the story of Ahmed and compare his life with theirs</li> <li>Find out about the different religions and cultures represented in the class</li> <li>If possible have a parent in to talk about their community</li> <li>How can we contribute to and enrich our community? Why is it important to do this?</li> </ul>	<ul style="list-style-type: none"> <li>Christian Aid <i>Livecaringly-2 Community</i></li> <li>Poster with pack</li> <li>Christian Aid /Oxfam/Tear Fund websites</li> </ul>	<ul style="list-style-type: none"> <li>Children will recognise that they belong to different communities <b>AT1</b></li> <li>Children can talk about different communities and lifestyles in other parts of the world</li> <li><b>I can describe some different lifestyles and communities to my own AT1 L2</b></li> <li>Children will be able to compare their lives to someone from a different culture and community <b>AT1</b></li> <li>Children will be able to describe ways they can contribute to their own community and why this is important</li> <li><b>I suggest answers including religious ones AT2 L2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 1</b> <b>Why did Jesus tell stories?</b></p>	<ul style="list-style-type: none"> <li>To identify the characteristics of parables</li> <li>To understand why Jesus told such stories</li> <li>To suggest meanings behind the stories and identify key concepts</li> <li>To relate the meaning of the story to their own lives</li> </ul>	<p>This unit could be incorporated into literacy work wherever possible</p> <ul style="list-style-type: none"> <li>Look at different types of story and the purpose behind them</li> <li>The children's favourite stories and why/What makes a good story?</li> <li>Choose a parable -<i>Prodigal Son/Good Samaritan</i> -own choice</li> <li>Use role play to act out the story-let different groups act it out from the point of view of different characters</li> <li>Use questions to unpick the story-Which character would you like to be?/which questions would you like to ask the characters/which character do you think is most like you?</li> <li>Look at more parables and let different groups retell the story in their own way .Make a class book</li> <li>Write versions with the same meaning but set today</li> <li>Identify the story with their own lives and experiences</li> </ul>	<ul style="list-style-type: none"> <li><b>QCA-Unit 2B-</b> Why did Jesus tell stories</li> <li>Different versions of the parables from a range of Bibles and Storybooks</li> <li><b>Dragons and Monsters</b>-Big Book Master-Parable of Two Sons</li> <li><b>A Good Start?</b> Big Book Master-Parable of Two Houses</li> <li>Video-<b>Animated Bible</b> Jesus The Storyteller</li> </ul>	<ul style="list-style-type: none"> <li>Children will know the meaning of the word <i>parable</i> <b>AT1</b></li> <li>Children should be able to retell some parables and have an understanding of their meaning</li> <li><b>I can describe some religious ideas from stories</b> <b>AT1 L2</b></li> <li>Children should make links between the meaning of the parables and experiences in their own lives</li> <li><b>I talk about how my feelings may be similar to characters in religious stories</b> <b>AT2 L2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2</b> <b>The Synagogue</b></p>	<ul style="list-style-type: none"> <li>• To identify the key features of a synagogue</li> <li>• To learn how the building is used for worship</li> <li>• To learn that religious communities have expectations about how people will act, dress, and behave in their place of worship, and that these expectations are linked to belief</li> <li>• To use all their senses to explore the synagogue</li> <li>• To reflect on their feelings and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use the internet to take a virtual tour of a synagogue</li> <li>• What do they already know about Judaism</li> <li>• Make a list of questions they would like answered during the visit</li> </ul> <p><b>Visit to the Synagogue</b></p> <ul style="list-style-type: none"> <li>• Take time to let the children experience the atmosphere of the synagogue and take down their thoughts</li> <li>• Record what they see, hear, smell, touch inside and out - drawings/words/photographs</li> <li>• Ask the questions the children have prepared</li> </ul> <p><b>Follow up</b></p> <ul style="list-style-type: none"> <li>• Layout of building</li> <li>• Religious objects</li> <li>• Rabbi's clothes</li> <li>• Own feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>• <i>QCA Unit 2D</i>- Visiting a place of worship</li> <li>• Jewish artefacts</li> <li>• <i>Special Places</i>- Developing Primary RE p.14</li> <li>• <i>Welcome To Richmond Synagogue</i>- information pack</li> </ul>	<ul style="list-style-type: none"> <li>• To describe some of the features of a synagogue and to explain how they are used in worship</li> <li>• <b>I can describe some religious places</b></li> <li>• <b>I can describe some religious objects</b> <b>AT1 L2</b></li> <li>• To ask and answer appropriate questions to show their knowledge and understanding of the synagogue and its significance for the faith community</li> <li>• <b>I know that other people have feelings</b> <b>AT2 L2</b></li> <li>• Children will be able to reflect on their experiences at the synagogue <b>AT2</b></li> </ul>

## Year 3

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b></p> <p><b>Water of Life</b></p>	<ul style="list-style-type: none"> <li>• To learn about the importance of water as a Christian symbol</li> <li>• To know that Jesus was baptised and called his followers to do the same</li> <li>• To recognise areas in our own lives which we would like to change and move on from</li> <li>• To understand that water is a precious resource which many people around the world have to do without</li> <li>• To understand that Christians believe they have a responsibility to care for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Read about Jesus' baptism and that he called his followers to do the same</li> <li>• Look at the importance of water as a symbol in Christianity - as a sign of cleansing in baptism/christening</li> <li>• Learn that different Christian denominations baptise in different ways-infant and believer's baptism</li> <li>• Visit a Baptist church</li> <li>• Consider things in our own lives we would like to wash away-bad temper/impatience etc</li> <li>• Make some raindrop shapes from marbling/bubble painting/blown paint and in each one write something you would like to wash away</li> <li>• Brainstorm all the ways in which we use water each day</li> <li>• Are there any you would be happy to do without/hate to do without?</li> <li>• Use the resources from <i>coolplanet</i> to explore the reasons behind water shortages and some case studies from around the world</li> <li>• Reflect on how we can avoid wasting water in this country</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• <a href="http://www.oxfam.org.uk/coolplanet">www.oxfam.org.uk/coolplanet</a> Water for All</li> <li>• <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a> le@rnzone-Splash</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to explain the symbolism of water in baptism</li> <li>• <b>I can describe the messages or meanings of some religious symbols AT1 L2</b></li> <li>• Children will be able to reflect on areas in their own lives which they would like to change and why</li> <li>• <b>I can express feelings about aspects of my own life AT2 L2</b></li> <li>• Children will know that Christians believe they have a responsibility to care for the natural world <b>AT1</b></li> <li>• Children will reflect on their own attitudes to caring for the natural world <b>AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Autumn 2 Festivals of Light</b>	<ul style="list-style-type: none"> <li>• To learn about the Hindu festival of Diwali</li> <li>• To learn the story of Rama and Sita</li> <li>• To learn about the Buddhist festival of Vesak</li> <li>• To learn about the Jewish festival of Hanukkah</li> <li>• To learn about Loi-Krathong-Thailand's festival of light</li> <li>• To learn about St. Lucia's day in Sweden</li> <li>• To understand that Jesus came as a light to the world and to understand what that means</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the video of Diwali and tell the story of Rama and Sita</li> <li>• Discuss the story/role play</li> <li>• Look at the main symbols of Diwali-artefacts</li> <li>• Make a diva from clay</li> <li>• Make and decorate a diva and write about the festival of Diwali on the flames</li> <li>• Look at the video of Vesak and discuss the reasons for the festival</li> <li>• Find out about the symbols</li> <li>• Draw a Hanukkah and write your wishes for yourself</li> <li>• Make <i>stained glass</i> hanukiahs</li> <li>• Make your own dreidel and play the game</li> <li>• Show pictures of festival from web</li> <li>• Make a Karthong</li> <li>• Have a parent come in and talk about the Festival and learn song</li> <li>• Make headdress</li> <li>• Make some special bread</li> <li>• Read story of Papa Panov or story from Developing Primary RE</li> <li>• Why is Jesus called the light of the world</li> <li>• Make/draw a candle and write about how you could do something caring for others</li> </ul>	<ul style="list-style-type: none"> <li>• Video-<i>Festivals and Celebrations</i> - Diwali/Hanukkah/St. Lucia</li> <li>• DVD-<i>Pathways of Belief</i>-Hinduism</li> <li>• Video-<i>Water, Moon, Candle, Tree and Sword</i>-Vesak</li> <li>• CD ROM-<i>Faiths Espresso</i></li> <li>• <i>QCA Unit 3B</i>-How and why do Hindu's celebrate Diwali?</li> <li>• <i>Hindu/Sikh artefacts</i></li> <li>• Hanukiah candlestick</li> <li>• Dreidels</li> <li>• <a href="http://www.Loikrathong.net">www.Loikrathong.net</a></li> <li>• <i>Christmas</i>-Developing Primary RE</li> <li>• <i>Papa Panov</i>-traditional Russian tale</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to explain why light is symbolic in many religions <b>AT1</b></li> <li>• Children will be able to name some festivals of light and the religion which celebrates them <b>AT1</b></li> <li>• Children will be able to explain some of the rituals and key elements of the festivals</li> <li>• <b>I can describe some religious beliefs, teachings and events AT1 L2</b></li> <li>• Children will be able to compare these festivals with their own experiences of celebrations</li> <li>• <b>I talk about how my feelings may be similar to characters in religious stories AT2 L2</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 1</b></p> <p><b>What do we know about Jesus?</b></p>	<ul style="list-style-type: none"> <li>• To learn that Jesus was an historical figure</li> <li>• To learn what Jesus was like using different Bible stories</li>   <li>• To learn that Jesus was forgiving</li> <li>• To learn that Jesus was giving and understanding</li> <li>• To learn that Jesus gave guidance</li>   <li>• To learn what Jesus' enemies thought of him?</li> <li>• To learn how Jesus described himself</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a friend in class in words and pictures-can the others recognise who it is?</li> <li>• Look at various images of Jesus(have as wide a range as possible from different cultures and periods in time- avoiding nativity and crucifixion scenes)</li> <li>• Do the children know who it is and what do the images tell us about Him and the person who made the image?</li> <li>• We don't know what Jesus looked like but can find out what he was like from the Bible</li>   <li>• Use a variety of Bible stories to illustrate different aspects of Jesus' character</li>   <li>• Give the children Bible references to look up and then list all the negative things that were said about Jesus</li> <li>• Look at <i>Light of the World/Good Shepherd/Bread of Life</i></li>   <li>• Imagine you are living in the first century. Write a postcard home telling your parents about Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• <i>QCA-Unit 3C</i>-What do we know about Jesus?</li> <li>• Video-<i>Animated Bible</i>-Jesus the Miracle Worker/Jesus the Healer</li> <li>• Bibles</li> <li>• Storybooks</li> <li>• <i>Planning challenging RE Lessons</i>-RE Thinking Magazine</li> <li>• <i>Resource Bank Book 3</i>-Special stories of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to recognise visual images of Jesus as expressions of faith which reflect the believers' own characteristics</li> <li>• <b>I know that other people have feelings AT2 L2</b></li>   <li>• Children will be able to identify people's own personal beliefs about Jesus from the pictures they have created of him <b>AT2</b></li>   <li>• Children understand that people who knew Jesus had different views about Him and can explain the reasons why</li> <li>• <b>I can describe some religious ideas from stories AT1 L2</b></li>   <li>• Children will be able to express their views and opinions on what Jesus is like <b>AT2</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2</b></p> <p><b>People of Faith</b></p>	<ul style="list-style-type: none"> <li>• To understand the word "faith" and to consider the meaning of faith</li> <li>• To understand that faith can impact on peoples everyday lives and affect the decisions they make</li> <li>• To consider how their own values and beliefs influence their lives</li> </ul>	<p>Find out about the lives of</p> <ul style="list-style-type: none"> <li>• <b>Archbishop Desmond Tutu</b> Look at his belief that each person is unique and special Explain his involvement in the freedom movement in South Africa</li> <li>• <b>Sister Frances Dominica</b> Find out about her work and her belief in <i>love in action</i></li> <li>• <b>Rabbi Hugo Gryn</b> Focus on his gift of the tallit and talk about special clothes</li> <li>• <b>Mohandas Gandhi</b> Give the children a short outline of his life and achievements Find out about his beliefs and values</li> <li>• <b>Yusif Islam</b> Find out why he converted to Islam</li> <li>• <b>Baljit Singh</b> Explore why he decided to take such risks to help people he didn't know</li> </ul> <ul style="list-style-type: none"> <li>• Finish the unit by reflecting on the children's own beliefs and values and how they impact on their lives</li> </ul>	<ul style="list-style-type: none"> <li>• <i>People of Faith-</i> Developing Primary RE</li> <li>• <i>Internet</i></li> <li>• <i>Books</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to retell the stories of some people of faith</li> <li>• <b>I can show what I know about religious people and how they behave AT1 L3</b></li> <li>• Children will be able to explain how people's faith can influence their lives and actions</li> <li>• <b>I can show that I understand that personal experiences and feelings can influence my attitudes and actions AT2 L3</b></li> <li>• Children will be able to express their own values and beliefs and consider how they influence their lives <b>AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Summer1 Sacred Books</b>	<ul style="list-style-type: none"> <li>To understand that the Bible is a sacred book for Christians</li> <li>To know that the Qu'ran is the sacred book for Muslims</li> <li>To know that the Guru Granth Sahib is a holy book for Sikhs</li> <li>To know that the Torah is a holy book for Jews</li> <li>To find out how these books are used today and some of the rituals surrounding their use</li> <li>To find out how these books are used today and some of the rituals surrounding their use</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the children's favourite books and why they like them</li> <li>What makes a good book?</li> <li>Sacred books have stories/advice/ instructions/ rules</li> <li>Look at rituals surrounding the reading of these books</li> </ul> <p><b>Bible</b></p> <ul style="list-style-type: none"> <li>Read the same passage from a range of different Bibles</li> <li>Explain about the Old and New Testaments</li> <li>Read the story of <i>Mary Jones</i></li> </ul> <p><b>Qu'ran</b></p> <ul style="list-style-type: none"> <li><i>Animated Faiths</i> video-the story of how Muhammad received the Qu'ran</li> <li>Decorate/design own border and write what you have learnt about Qu'ran</li> </ul> <p><b>Guru Granth Sahib</b></p> <ul style="list-style-type: none"> <li>Find clips on the internet of reading of Guru Granth Sahib</li> <li>Draw and label the book in the temple with surrounding symbols</li> </ul> <p><b>The Torah</b></p> <ul style="list-style-type: none"> <li>Make your own torah</li> </ul>	<ul style="list-style-type: none"> <li><i>Practical Topics for the Primary School-RE</i> p.76</li> <li>Different versions of the Bible</li> <li>Story of <i>Mary Jones</i></li> <li>Video-<i>Animated Faiths</i></li> <li><i>QCA Unit 6D</i> What is the Qu'ran and why is it (useful for some teaching activities)</li> <li><i>QCA Unit 2A</i>-What is the Torah and why is it important to Jewish people?</li> <li>CD ROM-<i>Faiths Espresso</i></li> <li>If possible have a child bring in a Qu'ran/Torah and tell how it is used and kept at home</li> <li>Artefacts-Torah/Qu'ran</li> <li><a href="http://www.islam4schools.com">www.islam4schools.com</a></li> <li><a href="http://www.atschool.eduweb.co.uk">www.atschool.eduweb.co.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>The children will understand what is meant by a sacred and Holy book <b>AT1</b></li> <li>Children will be able to name the Holy books of Christianity/Islam/Sikhism/ Judaism</li> <li>Children will be able to describe some of the rituals surrounding the use of these books</li> <li><b>I can show what I know about religious objects and how they are used AT1 L3</b></li> <li>Children will understand how and why people's lives are influenced and guided by Holy books and identify what influences their lives</li> <li><b>I suggest answers including religious ones AT2 L2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2 Saints</b></p>	<ul style="list-style-type: none"> <li>To find out about some of the most important saints</li> <li>To know that saints are examples for Christians to follow</li> <li>To recognise that all Christians are called to be saints</li> <li>To understand that everyone can be an influence for good in the world</li> </ul>	<ul style="list-style-type: none"> <li>What is a saint? How does it differ from a good person?</li> <li>Discuss the word holy</li> <li>Look at the lives of Matthew, Mark, Luke, John and Peter- find out about the gospels</li> <li>Use Bibles to write a biography on each of them</li> <li>Use art work to explore the symbolism associated with each saint</li> <li>Design a modern image of one of them incorporating the symbols</li> <li>Find out about the life of Paul</li> <li>Role play parts of his story</li> <li>Through questioning explore why and how he changed</li> <li>Write accounts of his change from the point of view of a Jew and a Christian</li> <li>Find out about the patron saints of England, Ireland, Scotland and Wales</li> <li>Many saints were also martyrs- find out about modern saints and martyrs e.g Oscar Romero/Mother Theresa</li> <li>How would you wish to leave a mark on the world?</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.southwark.anglican.org/education/">www.southwark.anglican.org/education/</a> KS 2 Christianity-Saints</li> <li><a href="http://www.historyforkids.org/learn/">www.historyforkids.org/learn/</a> religion/Christians/saints</li> <li><a href="http://www.request.org.uk-do-what?-saints-a-good-site-for-children-to-look-up-information-on-saints">www.request.org.uk- do what?-saints-a good site for children to look up information on saints</a></li> <li><a href="http://www.catholic.org/saints">www.catholic.org/saints</a> - short biographies of saints and lists of patron saints</li> <li>Bibles</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to name and give brief accounts of the lives of some saints</li> <li><b>I can describe the lives of some religious people AT1 L2</b></li> <li>Children will be able to explain how the lives of the saints were changed by their conversion to Christianity <b>AT1</b></li> <li>Children will know that all Christians are called to be saints and what this means <b>AT1</b></li> <li>Children will understand that everyone can be an influence for good including themselves</li> <li><b>I know the effect of actions on others when I am thinking about moral dilemmas AT2 L2</b></li> <li>Children will be able to communicate an aspect of their own personal commitment to values or beliefs <b>AT2</b></li> </ul>

## Year 4

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b></p> <p><b>The Hindu Home</b></p>	<ul style="list-style-type: none"> <li>To learn about some aspects of Hindu belief</li> <li>To understand the Hindu idea of God in many forms</li> <li>To learn how Hindu's worship at home</li> <li>To identify some of the artefacts used in Hindu worship using the correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><i>Through the Keyhole</i> activity-identify characters from stories and children's own homes <i>Home and Family</i> p.29</li> <li>Use artefacts and pictures to introduce what might be seen in a Hindu home</li> <li>What do Hindu's teach their children about God? <b>QCA</b></li> <li>One God who takes many forms <b>QCA</b></li> <li>What is a shrine and why is it important in a Hindu home? <b>QCA</b></li> <li>What are the main activities in an act of worship in the home? <b>QCA</b></li> <li>Let the children experience the many sensory aspects of Puja</li> <li>Draw a picture of themselves which shows their many different roles and interests</li> <li>Look at the idea of offering and think about how they give things o people</li> <li>Make Rangoli patterns</li> <li>Use mendhi to paint the children's hands</li> <li>Look at the artefacts on the Puja tray discuss their symbolism</li> <li>Food in the Hindu home-make some-recipes in <i>Homing In</i>-or bring in some to taste</li> </ul>	<ul style="list-style-type: none"> <li><i>Home and Family</i>- Developing Primary RE</li> <li><i>Homing In</i></li> <li><b>QCA-Unit 4A</b>- How and why do Hindus worship at home and in the mandir?</li> <li><b>Hindu artefacts</b></li> <li>Henna paste</li> <li><i>Art of Different Cultures</i>-Belair Mehndi hand patterns</li> <li><b>Rangoli pattern book</b></li> <li><b>DVD-Pathways of Belief</b>-Hinduism</li> <li>CD ROM-<i>Faiths</i> Espresso</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to describe ways in which Hindu's worship at home</li> <li><b>I can show what I know about religious people and how they behave AT1 L3</b></li> <li>Children will know about the Hindu idea of God in many forms <b>AT1</b></li> <li>Children will be able to reflect on aspects of their own character</li> <li><b>I can show that I understand that personal experiences and feelings can influence my attitudes and actions AT2 L3</b></li> <li>Children will be able to identify some of the artefacts used in Hindu worship using the correct vocabulary <b>AT1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 2</b> <b>Live</b> <b>Thoughtfully</b></p>	<ul style="list-style-type: none"> <li>To describe what is meant by the natural world and express what they value about it</li> <li>To describe key teachings from religions that express how humans must appreciate and care for the natural world</li> <li>To link these religious values and commitments with their own attitudes and behaviour</li> <li>To apply values and commitments to issues of interdependence, stewardship and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>This unit can link to the children's experiences at Sawyers Croft</li> <li>Read a story with an environmental theme as a starting point for discussion</li> <li>Explore what is meant by the natural world? Look at natural and un-natural objects .Use some activities from <i>Faiths for a Future</i></li> <li>Look at how trees and the natural world are important to different religions(quotations in <i>Live Thoughtfully</i> pack)</li> <li>Design a poster which illustrates this</li> <li>Design an Islamic garden</li> <li>Children discuss similarities and differences between their own opinions and thoughts and those of different religions</li> <li>Use the <i>chain reactions</i> resource sheet as an introductory activity leading to discussions on interdependence, stewardship and behaviour with regard to the natural world</li> <li>How can pupils take responsibility to care for the global natural world and their local natural world</li> </ul>	<ul style="list-style-type: none"> <li><i>Live Thoughtfully-</i> The Natural World-Christian Aid</li> <li><i>Faiths for a Future</i> REEP</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to explain the teachings of some different religions about the natural world</li> <li><b>I can show what I know about religious beliefs, ideas and teachings AT1 L3</b></li> <li>Children will be able to compare and discuss their own views and opinions in the light of religious teaching</li> <li><b>I can explain how shared beliefs about what is right and wrong affect people's behaviour AT2 L3</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 1</b> <b>The</b> <b>Cross</b></p>	<ul style="list-style-type: none"> <li>• To understand the significance of the cross to Christians</li> <li>• To know that the cross is a symbol which is used throughout the world</li> <li>• To learn the story behind different types of cross</li> </ul>	<p><b>This unit can be used to look at differences between Christian denominations- Anglican/Roman Catholic/Orthodox/Protestant</b></p> <ul style="list-style-type: none"> <li>• Explore all the ways we use the cross symbol in everyday life p.59 of resource</li> <li>• Read the Easter story</li> <li>• Link the meaning of the Christian cross to the everyday examples p.60</li> <li>• Find out the different ways in which the cross is used in different Christian denominations and cultures</li> <li>• Look at the historic cross p.2</li> <li>• Look at the use of other symbols used by the Early Church</li> <li>• Choose crosses from different parts of the world and different periods of history to focus on -tell their story, their meaning and make them (children could work in groups to look at different crosses)</li> <li>• Make a collage of different crosses</li> <li>• Compare and contrast the different symbolism in each cross</li> <li>• Children design their own cross, either in groups or as individuals, which reflect their own ideas about being a Christian today-ideas p.61</li> <li>• Children design a cross which illustrates key aspects of the life of a significant Christian -<b><i>Symbols of Faith</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>A-cross the World-</i></b> CSM resource-colour photographs/history of different crosses/cross designs historical information activities</li> <li>• <b><i>Symbols of Faith-</i></b> Developing Primary RE-p.31</li> <li>• <b><i>Artefacts</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Children can make links between religious symbols and the beliefs that underlie them <b>AT1</b></li> <li>• Children can compare and contrast the symbolism of different crosses</li> <li>• <b>I can identify religious symbolism AT1 L3</b></li> <li>• Children can reflect on their own beliefs and what is special to them</li> <li>• <b>I can explain my own ideas and beliefs AT2 L3</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2</b></p> <p><b>Symbols of Faith</b></p>	<ul style="list-style-type: none"> <li>To use dance as a means of interpreting and reflecting on the meaning of religious stories and themes</li> <li>To encourage the children to develop metaphors for God</li> <li>To know the importance and significance of religious artefacts for believers</li> </ul>	<p><b>Exploring dance in Christian worship p.8</b></p> <ul style="list-style-type: none"> <li>Use the Lord of the Dance or another choice of children or teacher to create a dance</li> <li>Work in groups and spend time deciding on the mood that needs to be created and the actions that will be needed to do this</li> <li>For children who may find dance difficult the story could be acted out or mimed first</li> </ul> <p><b>Exploring Hindu story through dance p.7</b></p> <ul style="list-style-type: none"> <li>As above but with a Hindu creation story</li> </ul> <p><b>Symbolic words -making metaphors for God p.24</b></p> <ul style="list-style-type: none"> <li>Activity-<i>If God was a.....</i></li> <li>Share and discuss what people have written</li> <li>Make a class display or book with illustrations</li> </ul> <p><b>Religious artefacts p.26</b> ( Read the guidelines for using artefacts )</p> <ul style="list-style-type: none"> <li>Use the guided visualisation script and follow up p.28</li> <li>Use artefacts from all faiths</li> <li>Hide and Describe- artefacts in a feely bag-(themed or otherwise) use this to encourage discussion and observation/assess knowledge and correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><b><i>Symbols of Faith-</i></b> Developing Primary RE</li> <li><b><i>QCA Unit 3A</i></b></li> <li><b><i>Video-Creation Stories-Quest-Hindu</i></b> creation story</li> <li><b><i>Artefacts</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to make links between religious symbols, language and stories and the beliefs or ideas that underlie them <b>AT1</b></li> <li>Children will be able to identify some key religious symbols</li> <li><b>I can identify religious symbolism in literature and art AT1 L3</b></li> <li>Children will be able to express their own and other people's ideas about God through the arts</li> <li><b>I can explain my own ideas and beliefs about ultimate questions AT2 L3</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Summer 1 Pentecost</b>	<ul style="list-style-type: none"> <li>To introduce the story of Pentecost and its significance for Christians</li> <li>To look at Christians belief in God's power to change people and situations</li> <li>To find out about some of the symbolism associated with the Holy Spirit</li> <li>To ask and answer questions about how a belief in the power of God can affect people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Use the activity from All Change and have the children model faces from clay</li> <li>Learn that Pentecost is a Christian festival celebrated 50 days after Easter-often called the birthday of the church</li> <li>Read the account of Pentecost from Acts 2</li> <li>Write a newspaper account or an eyewitness account of what happened</li> <li>Find out about the customs used to celebrate Pentecost in churches today</li> <li>Look at the different symbols used to symbolise the Holy Spirit- wind/fire/breath/dove <i>p.13 Teaching RE</i></li> <li>Write a poem about one aspect of Pentecost</li> <li>Make a banner showing the symbolism of the Holy Spirit</li> <li>What does Pentecost mean to believers today?</li> <li>Understand that the celebration of Pentecost is not only about what people do but about what they believe and how they respond to that belief</li> </ul>	<ul style="list-style-type: none"> <li><b>Pentecost</b> - Teaching RE 5 - 11</li> <li><b>Christianity-Topic Book 2</b>-Wind, Fire, Water, Birthday of the Church</li> <li><a href="http://www.thecreamproject.org">www.thecreamproject.org</a> All Change!-Upper KS2 plan is good but there is also a lower KS2 - select the plan which best suits your class</li> <li>Bibles</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to retell the story of Pentecost <b>AT1</b></li> <li>Children will be able to describe what Christians believe about the Holy Spirit</li> <li><b>I can show what I know about religious beliefs, ideas and teachings AT1 L3</b></li> <li>Children will be able to discuss how a belief in God's power changed people at Pentecost and can change people today</li> <li><b>I can show that I understand that personal experiences and feelings can influence my attitudes and actions AT2 L3</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2</b> <b>The Gurdwara</b></p>	<ul style="list-style-type: none"> <li>To know the key beliefs and teachings of Sikhism</li> <li>To identify and understand some symbols of the Sikh faith</li> <li>To find out about the teachings of Guru Nanak</li> <li>Recognise the importance of equality to a Sikh</li> <li>To know that the Gurdwara is a special place for Sikhs</li> </ul>	<p><b>Before the visit</b></p> <ul style="list-style-type: none"> <li>Use the artefacts as a way to start this topic -finding out what the children already know</li> <li>Look at Sikh symbols of belief and commitment-the 5 K's p.9 <b>Teaching RE</b></li> <li>Explain the principles of Sikhism p.2 <b>Teaching RE</b></li> <li>Find out about the Ten Sikh Gurus with a focus on Guru Nanak and his teachings</li> <li>Explore the importance of equality in the Sikh religion including the sharing of langar in the Gurdwara</li> <li>Explore their beliefs on equality and sharing</li> <li>Recap on what they have learnt about the Guru Granth Sahib and it's place of importance in the Gurdwara</li> <li>Make a list of questions the class want to answer at the Gurdwara</li> </ul> <p><b>Visit to the Gurdwara- Unit 3</b></p> <ul style="list-style-type: none"> <li>Children work in groups to sketch/photograph( if permitted) /find out about different parts of the Gurdwara</li> <li>Spend some quiet time to gain a sense of the atmosphere</li> </ul> <p><b>After the visit</b></p> <ul style="list-style-type: none"> <li>Make a class display or book about the Gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>Sikh artefacts</li> <li><b>Teaching RE</b> 5 - 11- Sikhism</li> <li><a href="http://www.lgfl.net/lgfl/leas/greenwich">www.lgfl.net/lgfl/leas/greenwich</a> Sikhism Unit 1/2/3</li> <li>DVD-<b>Pathways of Belief BBC-Sikhism</b></li> <li>Video-<b>Water, Candle, Moon, Tree and Sword</b></li> <li>CD ROM-<b>Faiths Espresso</b></li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to identify the 5 K's and explain their meaning <b>AT1</b></li> <li>Children will know some of the teachings of Guru Nanak</li> <li>Children will know that the Gurdwara is a special place to Sikhs</li> <li><b>I can show what I know about religious places and how they are used AT1 L3</b></li> <li>Children will be able to ask questions about their own beliefs and link this to what they have learnt about Sikh beliefs</li> <li><b>I ask questions that have no universally agreed answers AT2 L3</b></li> </ul>

## Year 5

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b> <b>Live Differently</b></p>	<ul style="list-style-type: none"> <li>• To realise that much of the world lives in poverty</li> <li>• To know that all religions have concern for the poor</li> <li>• To learn that many children have to help in supporting their families</li> <li>• To learn about the work of Christian aid</li> <li>• To understand that they can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• Act out the story of The Good Samaritan in small groups-ask the characters questions and get the children to answer in role</li> <li>• Explore the meaning of <i>neighbour</i></li> <li>• Look at facts and figures about the poor in the world today</li> <li>• Know that all religions care for the poor</li> <li>• To understand why many children have to work to support their families</li> <li>• Paper Bag Game- discussion before the game/play the game/discussion after the game</li> <li>• Discuss advantages and benefits of going to school</li> <li>• Have a debate</li> <li>• Use the poster or another story about a child who has no opportunity to go to school</li> <li>• How do their lives compare with a child in the UK ?</li> <li>• Write a diary entry for each child and compare</li> <li>• Look at the Send My Friend to School campaign</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Paper Bag Game</i>-Christian Aid</li> <li>• <i>If the World was a Village</i></li> <li>• <i>Faiths for a Future</i>-Teacher resource book</li> <li>• <i>Live Differently!- Send my Friend to School</i> - poster and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to talk about and give some facts on issues of poverty</li> <li>• <b>I can talk about issues related to poverty AT1 L3</b></li> <li>• Children will be able to explain the work of aid agencies <b>AT1</b></li> <li>• Children will ask questions about right and wrong</li> <li>• <b>I can explain how shared beliefs about what is right and wrong affect people's behaviour AT2 L3</b></li> <li>• They will suggest answers that show understanding of moral and religious issues <b>AT2</b></li> <li>• Children will be able to explain how they can make a difference and why this is important <b>AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Autumn 2 Pilgrimage</b>	<ul style="list-style-type: none"> <li>• To understand what is meant by a <i>pilgrimage</i></li> <li>• To learn why Christians go to Canterbury</li> <li>• To learn why the river Ganges is a place of pilgrimage for Hindus</li> <li>• To learn why Jews have Jerusalem as a place of pilgrimage</li> <li>• To learn why Mecca is sacred to Muslims</li> <li>• To find out about the Sikh's Holy Temple at Amritsar</li> <li>• To look at Mary's journeys</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about special places for the children and journeys they have been on</li> <li>• What is a pilgrim/pilgrimage?</li> <li>• Story of Thomas Beckett</li> <li>• The importance of Canterbury to the Church of England</li> <li>• Learn about <i>Yatras</i> and their place in Hinduism</li> <li>• Look at the symbolism of water and it's place in life and death</li> <li>• What do the children know about Jerusalem today?</li> <li>• Talk a little about the reasons for conflict</li> <li>• Read from the Bible about the building of the Temple</li> <li>• Western Wall and Yad Vashem</li> <li>• Learn about the Hajj</li> <li>• Write a diary as if you were a pilgrim at the Hajj</li> <li>• Symbolism of the Temple at Amritsar</li> <li>• Langer meal/holy lake/offerings to charity</li> <li>• Mary's journeys-to Elizabeth/Bethlehem/Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Special Places-</i> Developing Primary RE</li> <li>• <i>Teaching RE-</i> Judaism</li> <li>• <i>Pilgrimages and Journeys-</i>Sue Kendall</li> <li>• CD ROM-<i>Faiths</i> Espresso</li> <li>• People who have been on a pilgrimage to share their experiences</li> <li>• <a href="http://www.canterbury-cathedral.org">www.canterbury-cathedral.org</a></li> <li>• <a href="http://www.eyewitnessto-history.com-story">www.eyewitnessto-history.com-story</a> of Thomas Becket</li> <li>• <a href="http://www.indiatravelog.com/uttranchal/river-ganges-photos">www.indiatravelog.com/uttranchal/river-ganges - photos</a> of Ganges</li> <li>• <a href="http://www.channel4.com/life/microsites/h/hajj/">www.channel4.com/life/microsites/h/hajj/</a></li> <li>• <i>Christmas-A year by year approach -</i> Developing Primary RE</li> </ul>	<ul style="list-style-type: none"> <li>• Children will show an understanding the important part pilgrimages play in most religions</li> <li>• <b>I can show what I know about religious places and how they are used AT1 L3</b></li> <li>• Children will be able to name some places of pilgrimage <b>AT1</b></li> <li>• Children will be able to reflect on what makes somewhere <i>special</i> and identify such places in their own lives</li> <li>• <b>I can show that I understand that personal experiences and feelings can influence my attitudes and actions AT2 L3</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Spring 1</b> <b>Rules</b> <b>for</b> <b>Living</b>	<ul style="list-style-type: none"> <li>• To learn that we all make decisions about how to live based on our own beliefs and values</li> <li>• To learn that Christians have guidelines for living from the Bible</li> <li>• To learn that Christians believe all people are neighbours to be loved as they love themselves</li> <li>• To learn that Jesus taught forgiveness</li> <li>• To learn that religion could have something to teach them about how they should live</li> <li>• To learn that the teachings of Jesus can be applied to different life experiences</li> </ul>	<p>This unit and the next one <b>The Beatitudes</b> overlap in many areas and can be taught as one unit if wished</p> <ul style="list-style-type: none"> <li>• Give the children a moral dilemma and ask them to discuss what should be done</li> <li>• How do we reach decisions?</li> <li>• Look at The Ten Commandments(QCA only looks at 2 but spend some time on them all before continuing to follow unit)</li> <li>• Focus on Jesus' teaching which highlighted two of the commandments</li> <li>• <b>Love your neighbour as yourself</b></li> <li>• Who is my neighbour?/How do Christians serve their neighbours?</li> <li>• Look at work of Christian agencies close to home e.g Oasis Trust who work with the homeless in London</li> <li>• <b>Do to others as you would have them do to you</b></li> <li>• Role play different secular situations and then discuss the Christian solution</li> <li>• What is meant by <b>forgiveness</b>?</li> <li>• Explore the benefits of forgiving and being forgiven</li> <li>• Look at Christian teaching on forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>QCA Unit 5D</b>-How do the beliefs of Christians influence their actions?</li> <li>• <b>Teaching RE-</b>Christianity</li> <li>• <b>Christianity Topic Book 2</b>-p.67 Rules</li> <li>• <b>Bible</b></li> <li>• <a href="http://www.oasistrust.org">www.oasistrust.org</a></li> <li>• <a href="http://ww.christian-aid.org.uk">ww.christian-aid.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• Children will know the rules which Christians use to inform their actions</li> <li>• <b>I can show what I know about religious beliefs, ideas and teachings AT1 L3</b></li> <li>• Children will identify the link between belief and action <b>AT2</b></li> <li>• Children will understand and explain the reasons why Christians try to see all people as neighbours <b>AT1</b></li> <li>• Children will begin to suggest what religious and moral implications may be involved in choices and decisions</li> <li>• <b>I ask questions about matters of right and wrong and suggest answer which show I have an understanding of moral and religious teachings AT2 L4</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2</b> <b>The Sermon on the Mount</b></p>	<ul style="list-style-type: none"> <li>To learn what The Beatitudes are and their importance to Christians</li> <li>To understand what they mean and their implications for Christians</li> <li>To think about how people's beliefs affect their choices and actions in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of <i>happiness</i></li> <li>What do the children think it means/when do they feel happy/what do they think will bring them happiness in the future?</li> <li>Is there a relationship between happiness and material possessions?</li> <li>Read The Beatitudes ( Use a version that is as modern as possible )</li> <li>Spend time looking at each section and exploring it's meaning</li> <li>Relate them as much as possible to real life situations and children's own experiences</li> <li>Make some happiness statements of their own</li> <li>Many of them require us to act- <i>show mercy/work for peace</i></li> <li>Make the point that Jesus asks his followers to act on issues that matter not just talk about them</li> <li>How could we fulfil these rules today?</li> <li>Read the South American interpretation of The Beatitudes p.29</li> <li>Relate them to issues in today's world of justice, forgiveness, peace and self-giving</li> <li>Look at the lives of people who have followed this teaching</li> </ul>	<ul style="list-style-type: none"> <li><i>Teaching Re-Christianity- Exploring Christian Values</i></li> <li><a href="http://www.southwark.anglican.org/education">www.southwark.anglican.org/education</a> -KS 2 Christianity The Sermon on the Mount</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to explain what The Beatitudes are and their importance to Christians</li> <li><b>I can explain the significance of some religious beliefs, teachings and events for members of faith communities AT1 L4</b></li> <li>Children will show an understanding of how religious belief can impact on everyday living <b>AT2</b></li> <li>In the light of what they have learnt children will be able to reflect on their own attitudes to issues of justice in the world</li> <li><b>I ask questions and suggest answers about the significant experiences of others including religious believers AT2 L4</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Summer 1 Creation Stories</b>	<ul style="list-style-type: none"> <li>• To develop a sense of awe and wonder about the world around us</li> <li>• To understand that Christianity and Judaism share the same creation story</li> <li>• To compare the world of <i>Genesis</i> with the world today</li> <li>• To know the Hindu story of creation</li> <li>• To compare this with the story in <i>Genesis</i></li> <li>• To look at the creation stories of different cultures</li> <li>• To develop sense of stewardship of the earth's resources</li> </ul>	<ul style="list-style-type: none"> <li>• Look at some pictures of the earth from space/amazing natural features/animals/plants etc</li> <li>• What have the children seen which they have found awesome and inspiring?</li> <li>• Point about how finely balanced nature is</li> <li>• Video-<b><i>Creation Stories</i></b>-Christianity</li> <li>• How is the world different to this story?</li> <li>• What would your perfect world be like-what would you leave in and put out?</li> <li>• Video-<b><i>Creation Stories</i></b>-Hinduism</li> <li>• Compare this story to the <i>Genesis</i> story</li> <li>• Talk about the cycle of life and how Hindu beliefs influence their way of living</li> <li>• What beliefs do the children have which influence their lifestyle?</li> <li>• Read creation stories from other cultures-compare and contrast them with the creation stories from past weeks</li> <li>• Look at the way man has and is destroying the environment</li> </ul> <p>Take one particular issue which interests the class-research it and look at ways in which both governments and individuals can make a difference</p>	<ul style="list-style-type: none"> <li>• Pictures of the world from space and <i>awesome</i> natural features e.g Grand Canyon</li> <li>• Amazing animal facts</li> <li>• Video-<b><i>Creation Stories</i></b>- Quest</li> <li>• DVD-<b><i>Pathways of Belief</i></b>- Islam/Hinduism</li> <li>• <b><i>How The World Began and other stories of creation</i></b>- Andrew Matthews</li> </ul> <p><b><i>Creation Stories</i></b>-Maurice Lynch-BFSS National RE Centre</p>	<ul style="list-style-type: none"> <li>• Children will know creation stories from different religions and cultures</li> <li>• <b>I can explain the significance of some religious beliefs, teachings and events for members of faith communities AT1 L4</b></li> <li>• Children will be able to compare different creation stories explaining similarities and differences</li> <li>• <b>I can explain my own ideas and beliefs about ultimate questions AT2 L4</b></li> <li>• Children can talk about an environmental issue in some detail and explain the difference they could make <b>AT2</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Summer 2</b> <b>Jewish Festivals</b></p>	<ul style="list-style-type: none"> <li>• To find out about the festival of <b>Pesach</b></li> <li>• To explain the symbolism of the food at Pesach</li> <li>• To know that the Festival is a freedom festival</li> <li>• To reflect on the meaning of freedom</li> <li>• To find out about the festival of <b>Purim</b> (Festival of Lots)</li> <li>• To find out about the festival of <b>Yom Kippur</b>( Day of Atonement)</li> <li>• To know that to Jews it is the holiest day of the year</li> <li>• To learn that it is a time of forgiveness and restoring relationships and to relate this to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Seder plate as a starter to this topic-what do the children already know about Pesach and can they explain the symbolism?</li> <li>• Recap on the story of Moses</li> <li>• Look at how the festival is celebrated in the Jewish home</li> <li>• Discuss what is meant by freedom</li> <li>• Devise a newspaper front page giving the story from the viewpoint of both communities-Jewish and Egyptian</li> <li>• Read the story of Esther-use role play/hot seat characters /discuss how Esther must have felt</li> <li>• Look at the consequences of her actions for the Jews in exile</li> <li>• Find out how the festival is celebrated</li> <li>• Explore the meaning of <i>atonement</i></li> <li>• Find out how the festival is celebrated</li> <li>• Explore personal meaning for the children-forgiving and forgiveness/right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jewish Artefacts</b></li> <li>• <b>Teaching RE-5 - 11</b> Judaism-use planner on p.20 for all festivals P.29-30-Yom Kippur</li> <li>• <a href="http://www.everythingjewish.com">www.everythingjewish.com</a> Purim and Yom Kippur</li> <li>• <a href="http://www.holidays.net/purim-interactive">www.holidays.net/purim-interactive</a> site</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to retell the stories behind some Jewish festivals <b>AT1</b></li> <li>• Children will be able to explain some Jewish festivals and their place in the Jewish community</li> <li>• <b>I can explain the practices and lifestyles involved in belonging to a faith community AT1 L4</b></li> <li>• Children will be able to question and reflect on the meanings behind the festivals</li> <li>• <b>I can explain my own ideas and beliefs about ultimate questions AT2 L4</b></li> <li>• They can relate them to experiences in their own lives <b>AT2</b></li> <li>• Children will be able to ask questions about matters of right and wrong <b>AT2</b></li> </ul>



## Year 6

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Autumn 1</b></p> <p><b>Faith in Action</b></p>	<ul style="list-style-type: none"> <li>• To learn about situations of economic and social injustice in the world</li> <li>• To describe how unfairness often begins with the actions of individuals and people</li> <li>• To describe the teachings of some religions on the value of human beings</li> <li>• To identify ways in which unfairness can be changed</li> <li>• To reflect on and describe how they can contribute to fairness in their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>Live Thoughtfully</i> - Christian Aid -Social and Economic Justice and <i>The Chocolate Trade Game</i> to look at Fair Trade</li> <li>• Make a list of all the food you can think of which contains chocolate</li> <li>• Discuss what chocolate is made from and which part of the world cocoa beans are grown-some children could research this on the web</li> <li>• Look at the journey of the cocoa bean before it reaches our shops</li> <li>• <i>A Fair Share</i> Activity from The Chocolate Trade Game</li> <li>• <i>The Chocolate Trade Game</i></li> <li>• Use the <i>Water For Life</i> poster to look at the importance of water and how we take it for granted</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Live Thoughtfully</i> Christian Aid -Social and Economic Justice</li> <li>• <a href="http://www.christian-aid.org.uk">www.christian-aid.org.uk</a></li> <li>• <i>Faiths For A Future</i>-Teacher Resource Book</li> <li>• <i>The Chocolate Trade Game</i>-Christian Aid</li> <li>• <i>Water For Life</i>-Christian Aid -live differently poster with lesson ideas</li> <li>• <i>Water Game</i>-Christian Aid</li> <li>• Oxfam and Tearfund websites</li> </ul>	<ul style="list-style-type: none"> <li>• Children will understand what is meant by Fair Trade</li> <li>• Children will be able to identify ways in which unfairness can be changed</li> <li>• <b>I can explain the practices and lifestyles involved in belonging to a faith community AT1 L4</b></li> <li>• They will be able to describe some situations of economic or social injustice in the world and can identify ways in which this can be changed</li> <li>• <b>I ask questions about matters of right and wrong and suggest answer which show I have an understanding of moral and religious teachings AT2 L4</b></li> <li>• They will be able to reflect and describe how they can contribute to this change <b>AT2</b></li> </ul>



Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Autumn 2</b> <b>Peace</b>	<ul style="list-style-type: none"> <li>• To look at the contrast between peace and war</li>   <li>• To understand the significance of Remembrance Day</li>   <li>• To look at the work of famous peacemakers in history and the impact of their beliefs on their actions</li>   <li>• To understand the Christian belief of Christmas as a time of peace</li> </ul>	<ul style="list-style-type: none"> <li>• Use music from Holst's <i>The Planets</i> to compare feelings generated by war and peace</li> <li>• Discuss the vocabulary of war and peace and decide what colours and shapes you associate with the words</li> <li>• Read and discuss <i>The Peace Pipe</i> from <i>Hiawatha</i></li>   <li>• Group discussion on a variety of statements about war and peace</li>   <li>• Look at the lives of:-  Martin Luther King  Gandhi <ul style="list-style-type: none"> <li>• Consider their positions on peaceful protest</li> <li>• What led them to their viewpoint</li> <li>• What they achieved</li> <li>• What we can learn from them</li> <li>• Does this approach always work?</li> <li>• Is war and violence ever right?</li> </ul> </li>   <li>• Tell the story of the Christmas truce in World War 1</li> <li>• Christmas as a time of peace and goodwill</li> <li>• Jesus as the peacemaker between all races as he saw all as equal</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Planets</i> - Holst</li> <li>• Poppy Factory visit</li> <li>• Video-<i>Gandhi</i></li> <li>• <i>I have a dream</i>- copies of speech or footage if possible</li> </ul>	<ul style="list-style-type: none"> <li>• Children will ask questions about puzzling aspects of life and experiences and suggest answers</li> <li>• <b>I can explain why there are differences between my own and other's ideas about ultimate questions AT2 L5C</b></li>   <li>• Children will ask questions about right and wrong and be able to express their opinions on issues of war and peace <b>AT2</b></li>   <li>• Children will make informed responses to people's values and commitments <b>AT2</b></li>   <li>• Children will be able to explain the differing views on war and peace of people of faith</li> <li>• <b>I can explain some of the differing ways that believers show their beliefs, ideas and teachings AT1 L4</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Spring 1 Victorian Christians</b>	<ul style="list-style-type: none"> <li>• To recognise that what people see as precious reveals their priorities and underlying values</li> <li>• To understand the differences between the Early church and the modern church</li> <li>• To learn about the work of The Salvation Army both today and in Victorian times</li> <li>• To explore the links between Quakers and business and how a desire for truth and social justice led to new business practices</li> <li>• To explore the way in which Victorian Christians challenged slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things which are precious</li> <li>• Look at the visible and invisible</li> <li>• What do we have which is precious to us?</li> <li>• What does it say about us?</li> <li>• Find out what the Early church was like and compare it to the church today</li> <li>• Learn about the founding of the Salvation Army and it's mission today</li> <li>• Visit the Salvation Army Citadel</li> <li>• Look at the work of the Quakers and their business influence</li> <li>• How does this link to Fair Trade today?</li> <li>• Give the background to the slave trade in Britain</li> <li>• Look at the work of Newton and Wilberforce to abolish the slave trade and how they challenged people's opinions</li> <li>• Relate to the story of Nelson Mandela in South Africa and other countries where oppression still exists</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• Books</li> <li>• Visit to Salvation Army Citadel</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know about the work of Victorian Christians and how they influenced social change</li> <li>• <b>I can explain how religious life and practices affect the lives of individuals and communities AT1 L5C</b></li> <li>• Children will be able to identify what influenced the lives of Victorian Christians and reflect on the influences in their own lives</li> <li>• <b>I can explain my own ideas and beliefs about ultimate questions AT2 L4</b></li> <li>• Children can explain how faith impacts and influences the way people live their lives <b>AT1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<p><b>Spring 2 Contrasts</b></p>	<ul style="list-style-type: none"> <li>• To understand that Christians believe that good and evil are opposites, but not equal in strength</li> <li>• To understand the significance of Easter to Christians</li> <li>• To contrast the welcome and rejection of Jesus</li> <li>• To know that anger can be challenged to produce positive results</li> <li>• To understand the power of forgiveness</li> <li>• To contrast the feelings of hatred and forgiveness in the Easter story</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm what is meant by the word <i>evil</i> and examples of how we use it today</li> <li>• Discuss what we think of as good and evil</li> <li>• Through these examples reflect on right and wrong and how we react in different situations. Is it always clear what is the right and wrong way to react?</li> <li>• Use the story of the Easter week from Palm Sunday to Easter Sunday to reflect on contrasts</li> <li>• Palm Sunday-Jesus is loved and welcomed Good Friday -Jesus is despised and hated</li> <li>• Friends who have been loyal and faithful turn away -especially the denial of Peter</li> <li>• The crowds hate Jesus but He shows forgiveness</li> <li>• The grief and despair of Good Friday give way to the joy and hope of Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ChristianityTopic Book 3</i> - Contrasts</li> <li>• <i>Teaching RE-Easter</i></li> <li>• <i>Jesus-His importance to believers</i> -RE Today</li> <li>• Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> <li>• <b>I can express my own values</b></li> <li>• <b>I can respond to the values and commitments of others AT2 L5C</b></li> <li>• Children will understand the significance of Easter to Christians</li> <li>• <b>I can explain the significance of some religious beliefs, teachings and events for members of faith communities AT1 L4</b></li> <li>• Children will understand the contrasting elements of the Easter story <b>AT1</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Summer 1 Buddhism</b>	<ul style="list-style-type: none"> <li>• To find out about the principal beliefs of Buddhism</li> <li>• To be able to explain how the experiences of the Buddha influenced his teaching</li> <li>• To compare Buddhist rules for living with those of other religions</li> <li>• To reflect on their own rules for living</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the beginnings of Buddhism and the life of Siddhartha Gautama</li> <li>• Recognise that Buddhism has adapted over the centuries and there are different practices depending on the country and culture of origin</li> </ul> <p style="text-align: center;">Look at the central beliefs</p> <ul style="list-style-type: none"> <li>• Enlightenment of the Buddha</li> <li>• The Four Noble Truths</li> <li>• The Noble Eightfold Path</li> <li>• The Five Precepts</li> <li>• The Sangha</li> <li>• The Three Jewels</li> </ul> <ul style="list-style-type: none"> <li>• Find out about symbols and art work used in Buddhism</li> <li>• Compare some of the Buddhist rules of living with those of other religions</li> <li>• Reflect on their own rules for living</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching RE- Buddhism</i></li> <li>• Video -<i>Creation Stories</i></li> <li>• Video- <i>Animated World Faiths</i></li> <li>• Video-<i>Water, Moon, Candle, Tree and Sword</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to describe the key beliefs and teachings of Buddhism including stories, symbols and language</li> <li>• <b>I can explain some of the differing ways that believers show their beliefs, ideas and teachings AT1 L4</b></li> <li>• Children will be able to explain how the lives of people are influenced by Buddhist teaching <b>AT2</b></li> <li>• Children will be able to compare different religions and their rules for living <b>AT1</b></li> <li>• Children will begin to reflect on their own rules for living in light of religious teaching</li> <li>• <b>I can recognise and express my feelings about my own identity and link this to my learning about religion AT2 L5C</b></li> </ul>

Term	Learning Objectives	Possible Teaching Activities	Resources	Learning Outcomes
<b>Summer 2 Mosque</b>	<ul style="list-style-type: none"> <li>To describe the key beliefs of Islam</li> <li>To identify the key features of a mosque and to explore the significance of the mosque for Muslims</li> <li>To recognise the main features of Muslim worship in the mosque</li> <li>To demonstrate knowledge and understanding of what is involved in belonging to a community, including a religious one</li> <li>To discuss and reflect on their experience of visiting the mosque</li> <li>To develop attitudes of respect towards different beliefs and lifestyles</li> </ul>	<p><b>Before the visit</b></p> <ul style="list-style-type: none"> <li>Explore what is meant by a <i>sacred space</i></li> <li>Find out what the children already know about the beliefs of Islam</li> <li>Use pictures and a virtual visit to identify features and symbols of a mosque</li> <li>Learn about symbols, key religious practices and why they take place</li> <li>Make a list of questions the children would like answered by the visit</li> <li>What does it mean to belong to a community?</li> <li>Look at the communities the children belong to and link to the mosque as a community-(many have schools attached just as St. Mary's Church is linked to our school)</li> </ul> <p><b>Visit to Mosque</b></p> <ul style="list-style-type: none"> <li>Give children the chance to be still and experience the atmosphere</li> <li>Let them take notes and make drawings of the decoration noting colour and pattern</li> </ul> <p><b>Follow Up</b></p> <ul style="list-style-type: none"> <li>What made the space special?</li> <li>Identify it's importance to a Muslim</li> <li>Let the children evaluate what they have learnt from the visit and from meeting people from the faith community</li> </ul>	<ul style="list-style-type: none"> <li><b>QCA Unit 6B-</b> Worship and community-what is the role of the Mosque?</li> <li><b>Special Places-</b> Developing Primary RE</li> <li><b>DVD-Pathways of Belief-Islam</b></li> <li><b>CD ROM-Faiths Espresso</b></li> <li>Pictures and books about Islam and mosques</li> <li>Virtual visit to a mosque</li> <li>If possible a child or parent talking about their mosque and it's importance to them</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to describe ,using correct terms, some of the key features of a mosque <b>AT1</b></li> <li>Children will understand why it is important to show respect for the beliefs and lifestyles of others <b>AT2</b></li> <li>Children understand the key beliefs of Islam, how they are expressed in worship and in the wider life of the community</li> <li><b>I can explain how religious life and practices affect the lives of individuals and communities</b> <b>AT1 L5C</b></li> <li>Children will explore their own values and commitments and relate them to those of others</li> <li><b>I recognise and express my feelings about my own identity and link this to my learning about religion</b> <b>AT2 L5C</b></li> </ul>

