

RE Curriculum Overview

Term/ Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What can be special about living with family and friends? All religions and worldviews	Why do Christians celebrate Christmas?	What does it mean to belong to Islam?	What does it mean to belong to Christianity?	What does it mean to belong to Hinduism?	What does it mean to belong to Sikhism?
Year 2	Why are different books special for different people? Christianity and one other religion	How is forgiveness important to people's lives? All faiths / Why do people celebrate? (investigating the celebration of Kwanzaa)	Why did Jesus tell stories?	How do we know that Easter is coming? What special story is told at Easter?	Where did the world come from and how should we look after it? All religions and worldviews	How does special food and fasting help people in their faith? All religions
Year 3	What is the significance of light in religion? All faiths	What can we learn about special symbols and signs used in religions? Christianity, Islam and world views	How do Jews celebrate their beliefs at home and in the Synagogue?	How and why do Hindus celebrate Holi? What celebration can we design to mark a special time in our class or year group? All faiths	How did Jesus and Buddha make people stop and think?	What do Sikh sayings tell us about Sikh beliefs?
Year 4	What religions are represented in our neighbourhood?	What makes me the person I am? All religions and worldviews	How and why do Hindus worship at home and in the Mandir?	Why is Easter important to Christians?	What happens when someone gets married? All religions and worldviews	Why is the Bible special for Christians?
Year 5	Animal Lawsuit/ Thankfulness	How is Christmas celebrated around the world?	What do religions believe about God? All religions and worldviews	How do Christians try to follow Jesus' example?	What inner forces affect how we think and behave? All faiths	Why are Muhammad and the Qu'ran important to Muslims?
Year 6	What similarities and differences do religions and world views share?	How do people express their faith through the arts in Christianity?	What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday?	What qualities are important to present day religious leaders? All faiths - asking pupils to compare at least three different religious leaders	How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way? All faiths and worldviews

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<p>1. What makes me special?</p> <p>2. What special places do people have in their homes?</p> <p>3. Why is Friday night special in a Jewish home?</p> <p>4. What Hindu customs help brothers and sisters show they care for each other?</p> <p>5. How does the bible help Christian families to forgive?</p> <p>6. Assessment opportunity</p>	<p>Name and talk about objects, artefacts, beliefs, teachings and practices in different religions</p> <p>Understand how the everyday actions of people are influenced by their beliefs and values</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Thinking and reflecting on what it means to be special.</p> <p>Learning about special religious objects you find in a religious and non-religious home.</p> <p>Finding out about Shabbat and how this is celebrated in a Jewish home, using a mystery bag, food and drink, films and a puppet.</p> <p>Investigate how Hindu brothers and sisters care for one another and show their love.</p> <p>Consider forgiveness and how this is important for families to live together well through a Bible story that Jesus told.</p> <p>Create a picture of their own family celebrating a special time</p>	<p>Considering how each celebration whether religious or not within families is similar and different to another practice.</p> <p>They could research a Muslim or Sikh family practice (e.g Muslim baby naming ceremony or a Sikh house blessing)</p>	<p>On the MLE (fronter) once you have signed in, select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus folder, KS1, then year 1 and you will find resources for this unit</p>

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<p>1. What is a special gift?</p> <p>2. Why do Christians give gifts at Christmas?</p> <p>3. What gift would you like to give?</p> <p>4. When is Christmas celebrated?</p> <p>5. What happens during Christmas?</p> <p>6. What can a church tell us about the Christmas story?</p> <p>7. What have I learnt about Christmas?</p>	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p> <p>Retell Christian stories and explain what is important to a Christian person in the story and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Investigating the concept of gifts and why people give them to others</p> <p>Learning about the Christian Bible story around Jesus' birth</p> <p>Learn about the gifts given to Jesus by the wise men and what this tells us about baby Jesus - who he would be?</p> <p>Children to create a piece of work showing what gift they would give a special baby and why.</p> <p>Learn about qualities of Jesus, e.g. Light of the world and create their own nativity play.</p> <p>Learn about how Christian celebrate Christmas.</p> <p>Children think about and answer the question why do Christian people give gifts at Christmas.</p>	<p>Compare the Christian festival of Christmas with another festival from a different religion, or a different Christian festival.</p> <p>Do a survey of family and friends to find out why people celebrate Christmas</p> <p>Create a stained glass window of the nativity scene</p>	<p>The Lion storyteller Bible by Bob Hartman ISBN 9780745964331</p> <p>It's a boy DVD</p> <p>Christian artefacts</p>

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<p>1. What makes a community?</p> <p>2. Who was Muhammad?</p> <p>3. Which objects are special for Muslims?</p> <p>4. How do Muslims show they belong to Islam?</p> <p>5. What celebrations do Muslims take part in?</p> <p>6. What does it mean to be a Muslim?</p>	<p>Name and talk about key Muslim objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions of a Muslim are influenced by their beliefs and values</p> <p>Retell Muslim stories and messages and explain what is important to a Muslim person and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Investigate ideas of community, and how a religion can be a community of people.</p> <p>Learn about Muhammad and why he is special for Muslim people.</p> <p>Find out about Muslim objects, touch them and look at them, draw and label them.</p> <p>Visit a mosque and talk with a Muslim person about how they belong to their mosque.</p> <p>Investigate Muslim celebrations and discover how that helps Muslims to feel that they belong to their religion.</p> <p>Evaluate what they have learnt about this religion, and decide for a Muslim person what piece of information is the most important.</p>	<p>Compare what children are learning about Islam to 2 other religions as well as their own life.</p> <p>Create a Qur'an stand from cardboard.</p>	<p>Organise a trip out to a mosque or have a trusted Muslim visitor come to your lesson</p> <p>Muslim artefacts</p> <p>Muslim Qur'an in English. See 'My first Qur'an' ISBN 9788178985541 by Saniyasnain Khan</p>

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<p>1. Can I talk about groups I belong to?</p> <p>2. How do Christians show they belong to a group?</p> <p>3. What does it mean to Christians to belong to a Christian family?</p> <p>4. How do some children belong to Christianity?</p> <p>5. What is special about belonging to a group?</p>	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Consider what groups they belong to and what they wear to show they belong. Then go onto to find out more about religious artefacts and clothing worn to show belonging</p> <p>Learn about a Christian baptism service.</p> <p>Investigate different ways of showing you belong to a Christian.</p> <p>Visit a local church or have a local Christian leader into the class to demonstrate a baptism or dedication service</p> <p>Understand what God is like for a Christian person, and why Christians would want to be part of God's family</p> <p>Create a card celebrating a christening or dedication ceremony</p>	<p>Discover more about how other religions welcome a new born baby, consider what actions, words are similar to what Christians do.</p>	<p>BBC film clips of baptism and dedication service</p> <p>Worksheet on MLE for what God is like.</p> <p>Artefacts from different religions, including Christianity</p> <p>A children's Bible</p>

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<ol style="list-style-type: none"> 1. How can belonging help us through the journey of life? 2. What is karma? 3. Who is Brahman? 4. Who was Krishna? 5. How can puja help a Hindu lead a good life? 6. What does the Aum (Om) symbol mean? 	<p>Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions of a Hindu are influenced by their beliefs and values</p> <p>Retell Hindu stories and messages and explain what is important to a Hindu person and why</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</p>	<p>Investigate what the children already know about belonging and how you show that you belong to a particular religion.</p> <p>Look at some stories and traditions from the Hindu religion, connect these with some of the ways in which Hindus behave and look today.</p> <p>Understand the impact that religious actions that you repeat each day have on your life.</p> <p>Think about what makes a person good and how the rules of Hinduism help a Hindu person to be a good person.</p>	<p>Investigate the different gods and goddesses and what they represent (e.g. Ganesha-remover of obstacles)</p> <p>Look at other Hindu festivals such as Diwali and Raksha Bandhan</p>	<p>Hindu artefacts and/or pictures of artefacts (e.g. Aum symbol, statues of Hindu gods, Hindu story books and information books, puja tray etc.)</p> <p>Watch the BBC Clip videos at for an understanding of the Hindu religion.</p>

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<p>7. How do religious people show they belong?</p> <p>8. What is Sikhism?</p> <p>9. How do children show they belong to Sikhism?</p> <p>10. Why do Sikhs tell the story of Guru Nanak bathing in the river?</p> <p>11. What did Guru Gobind Singh ask Sikhs to look like?</p> <p>12. What is the Amrit ceremony?</p>	<p>Name and talk about Sikh objects, artefacts and practices</p> <p>Retell Sikh stories and messages and explain what is important to a Sikh person and why</p> <p>Discuss and connect ideas between different religions (e.g. how you show that you belong)</p>	<p>Investigate what pupils already know about belonging and how you show that you belong to a particular religion.</p> <p>Look at some stories and traditions from the Sikh religion, connect these with some of the ways in which Sikhs behave and look today.</p> <p>Understand the impact that Guru Nanak and Guru Gobind Singh continue to have on the followers of Sikhism today.</p> <p>Think about what makes a person good and how the rules of Sikhism help a Sikh person to be a good person.</p>	<p>Compare the rules of Sikhism with rules in other areas such as at the local swimming pool, at school, Brownies etc. What do they have in common and what is unique about them?</p> <p>Ask pupils to prepare a short story that teaches an important practice in Sikhism.</p>	<p>Sikh artefacts and/or pictures of artefacts</p> <p>Watch the BBC Clip videos at http://www.bbc.co.uk/education/topics/z7gjmp3/resources/1 for an understanding of the Sikh religion.</p>

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<p>1. Why are some books more special than others?</p> <p>2. What holy books are special to us and why?</p> <p>3. Why is the Bible Special and for whom?</p> <p>4. What Is the Torah and why is it special?</p> <p>5. Why is the Qu'ran a special book?</p> <p>6. What the Shrimad Bhagwad an important book?</p> <p>7. What makes the Guru Granth Sahib a special book?</p> <p>8. What makes the Tipitaka a special book?</p> <p>9. What makes me special?</p>	<p>Used varied disciplines of religious study to research religious sacred texts</p> <p>Investigate religions.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Evaluate questions</p>	<p>All children do the first 3 lessons of this unit, and then you have a choice as a teacher to choose 2 from the following 5 lesson outlines. This then gives you a final assessment book making lesson that all children complete</p> <p>Think about what makes something special and introduction to holy books.</p> <p>Find out why the Bible is important to a Christian - opportunity to have Christian visitors talk about their favourite story with the children.</p> <p>Choose 2 lessons from a choice of 5 on Torah, Qur'an, Bhavagita, Guru Granth Sahib and Tipitaka</p> <p>Children create their own holy/special book containing important messages they want to own and remember</p>	<p>Compare and contrast different holy books - how they are looked after; opened; used in different religions</p>	<p>On the MLE (fronter) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything:</p> <p>http://www.bl.uk/learning/cult/sacred/stories/ has 2 stories from each religion that you can play and watch. There are teacher notes which you can read to understand the context and meaning of the story from each religion.</p>

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<p>1. What does it mean to say sorry?</p> <p>2. Why do some people not want to say sorry?</p> <p>3. What can we learn from the story?</p> <p>4. What do other people think about forgiveness and saying sorry?</p> <p>5. How can I express what values are important to me?</p>	<p>Collect use and respond to ideas in R.E.</p> <p>Consider, link and ask questions, ideas and points of view.</p> <p>Notice and find out about religions and worldviews.</p> <p>Evaluate questions and arguments personally and critically</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p> <p>Enquire into and interpret ideas, sources and arguments.</p>	<p>Think about what it means to say sorry</p> <p>Warm up class with thinking skills game to get their brains active</p> <p>Run a P4C enquiry around the story: It was you Blue Kangaroo</p> <p>Ask children to think about the meaning of the story with a partner and begin to formulate a question they would like to discuss</p> <p>As a class vote for the question to be discussed. Have a discussion around the chosen question.</p> <p>Use the dartboard and cards for the children to think about in groups of 3's which meaning from the story is the most important and why</p> <p>Find out about different religious views on forgiveness and saying sorry</p> <p>Consider the importance of celebration and shared values</p> <p>Create an art piece that express values that are important to the children</p>	<p>Place children in ability groups to work on thinking skills games around the concept of sorry</p> <p>Ask children to compare and contrast religious words around forgiveness with others</p>	<p>On the MLE (fronter) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'rooms' then 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything:</p> <p>'It was you Blue Kangaroo!' ISBN 9780007130979</p> <p>Dart board image and what's most important cards</p> <p>Religious values cards ready for printing , laminating and cutting up</p> <p>PP to use for the unit</p>

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<p>1. What makes a good story?</p> <p>2. What kind of stories did Jesus tell?</p> <p>3. What can we learn about the characters in a parable?</p> <p>4. What other stories did Jesus tell?</p> <p>5. What other stories did Jesus tell?</p> <p>6. Why did Jesus tell stories?</p>	<p>Consider, link and discuss questions, ideas and points of view.</p> <p>Investigate and explain why religions and worldviews matter.</p> <p>Enquire into and interpret ideas, sources and arguments.</p>	<p>'Once upon a time', what is a story?</p> <p>Tell parable and ask children to identify meaning.</p> <p>Give groups a character from a parable. Through writing, drawing or drama ask the children to tell the story from their character's point of view.</p> <p>Express the meaning of this story using creative resources.</p> <p>Make, draw or use IT to design a house on a 'rock'.</p> <p>Create a list of ideas and points that the children have liked about what they have learnt. Write a story with a hidden message.</p>	<p>Write a story with a meaning.</p> <p>Back up ideas with evidence.</p> <p>Ask children to consider these questions: Can children think of similar feelings in other stories? How did Jesus choose what to teach? What messages would be most important to you.</p>	<p>A selection of children's books</p> <p>Parables-lost son, lost coin, lost sheep found in Stories Jesus told by Nick Butterworth & Mike Inkpen ISBN 9781859855881</p> <p>Paint, playdough, collage or dressing up/model making.</p> <p>Laptops or pencils for drawing.</p> <p>On the MLE (fronter) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything to support this unit</p>

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<p>1. What is Easter and why is it important?</p> <p>2. What does the Bible tell us about Easter?</p> <p>3. Why happens on Ash Wednesday?</p> <p>4. What are the events that happen on Maundy Thursday and Good Friday?</p> <p>5. How do we feel when we hear what happened to Jesus?</p> <p>6. What can we learn about Jesus' death?</p> <p>7. What other Symbols are associated with Easter?</p>	<p>Notice and find out about the Christian religion and Easter</p> <p>Collect, use and respond to ideas in RE.</p> <p>Consider, link and discuss questions, ideas and points of view.</p>	<p>Have a P4C discussion around Easter artefacts and stimulus. Then find out more about Palm Sunday story and the fact that it starts Holy week (the week leading up to Easter)</p> <p>Watch a film about the Easter story and sequence the story with cards</p> <p>Discover more about Ask Wednesday services, and then reflect on the importance on saying sorry</p>	<p>Ask children to research a number of different countries traditions for celebrating Easter and compare these to how Christians celebrate Easter in the UK</p>	<p>On the MLE (fronter) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything we have ti support you in this unit</p>

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<p>1. What is the meaning of Creation?</p> <p>2. What stories do Jews, Christians and Muslims tell about how the world began?</p> <p>3. What stories do Jews and Christians tell about how the world began? (Adam and Eve)</p> <p>4. How do Christians try and look after the world?</p> <p>5. What stories do Hindu's tell about how the world began?</p> <p>6. How can you represent a creation story creatively?</p> <p>7. How do you think the world began?</p>	<p>Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE.</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p>	<ul style="list-style-type: none"> Bring in objects of beautiful things from the natural world (e.g. feather, flower, leaf, pebble) Children construct something explaining/showing how they feel as the creator Children could freeze frame the parts of the creation story and a photograph be taken of each part. Children in groups of 3's sort a selection of pictures of people looking after the world through their actions, Give the children the story on cards to sequence and illustrate. Each group represents God or the world in a different medium: through pictures, collage, movement, music, freeze frame at teacher suggestion 	<p>Use a P4C enquiry session to unpack the concept of creation with the children - collect children's questions that make people wonder about how the world began</p> <p>Ask children to compare these creation stories to others from Humanists or other world religions. Can they see any similarities or difference.</p>	<p>On the MLE (fronter) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything</p> <p>Natural objects of beauty</p> <p>Magnifying glasses</p> <p>Creation stories</p> <p>Adam and Eve story</p> <p>Camera</p> <p>Hindu creation story</p> <p>Story cards for sequencing</p>

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<p>1. What if fasting and why do people do it?</p> <p>2. How would I feel if I had to go without food?</p> <p>3. Why do Muslim people fast in Ramadan?</p> <p>4. What special food do Muslim people share at Eid?</p> <p>5. Why do Christian people fast in Lent?</p> <p>6. What do Christians do before Lent starts?</p> <p>7. Should we all fast?</p>	<p>Investigate fasting</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Notice and find out about religion and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Evaluate questions</p>	<p>P4C discussion around going without food</p> <p>Children consider how they would feel to go without foods they like. Do some role play and listen to Samira's Eid story</p> <p>Find out more about Muslim people fasting during Ramadan</p> <p>Create some food for a classroom Eid celebration</p> <p>Discover how and why Jesus fasted, and why Christians fast during Lent</p> <p>Learn about pancake day traditions and taste some pancakes</p> <p>Discuss and write about 'should we all fast?'</p>	<p>Ask children to find out about fast days in other religions - e.g. Hindu, Buddhist, Sikh, Jewish</p> <p>Ask children to compare and contrast fasting in different religions</p>	<p>On the MLE (frontier) you will find the resources listed below to support teaching this unit. To find them, sign in and then select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS1, year 2 and you will find everything we have to support you in this unit</p>

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<p>1. How and why do Jews celebrate Rosh Hashanah?</p> <p>2. Why and how do Jews celebrate Sukkot?</p> <p>3. What do many Jews do each day to express their beliefs? What special objects would you see at a Jewish home?</p> <p>4. Why do Jews celebrate Shabbat and how?</p> <p>5. What does the Torah mean for Jewish people?</p> <p>6. How do Jews express beliefs in a Synagogue?</p>	<p>Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Evaluate questions and arguments personally and critically.</p>	<p>Discuss with the children a variety of Jewish festivals and special days (Rosh Hashanah, Sukkot, Shabbat) and talk about the stories that relate to these days. Compare these celebrations to children's special days.</p> <p>Look at a variety of Jewish artefacts, discuss how they are used and why. Look both at the objects used at home and at the Synagogue.</p> <p>Learn about the importance of the Synagogue and how Jewish people express their beliefs there.</p> <p>Create a guide book for children to use as they visit a synagogue.</p>	<p>Children to create a gallery of Jewish artefacts, create tour guides and lead some tours for other pupils.</p> <p>Children to research the mentioned celebrations (similarities and differences) in different Jewish communities.</p> <p>Children to turn a book corner into a Sukkah.</p> <p>Children to research and explain how Jewish lifestyle is affected by their beliefs and celebrations.</p> <p>Children to express their own ideas/beliefs related to the values shown during the celebrations (forgiveness, generosity, loyalty)</p>	<p>Jewish artefacts</p> <p>BBC bitesize clips KS2 RE</p> <p>http://www.bbc.co.uk/education/subjects/z7hs34j</p> <p>BBC on-line film clip: My life , my religion film, Judaism with Charlie</p> <p>Jewish stories</p> <p>The Torah</p> <p>There are resources on the MLE. Sign in, click on 'LA home', click on Primary and Secondary', click on 'SACRE', click on agreed syllabus, click on KS2, and year 3 and you will find the folder for this unit</p>

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<p>1. What do these everyday signs and symbols mean?</p> <p>2. What symbolism can we see in Muslim artefacts?</p> <p>3. How do Muslims use art and symbols in their place of worship?</p> <p>4. What symbols can found in a Christian story?</p> <p>5. Why is the cross important to Christians?</p> <p>6. How can we create a piece of Christian art?</p>	<p>Collect use and respond to ideas in R.E.</p> <p>Consider, link and ask questions, ideas and points of view.</p> <p>Thoughtfully consider different ideas and practices within and between religions</p>	<p>Investigate different religious symbols and then go on to create their own symbol for their beliefs.</p> <p>Discover more about Muslim artefacts and how they have symbolic uses at a mosque or at home. Children create their own geometric shape and pattern</p> <p>Learn more about Muslim objects at a mosque and how they help Muslim believers to worship God. Create a piece of art.</p> <p>Discover an Old Testament story (also found in the Qur'an) and the symbols within it. Re write the story for the modern day.</p> <p>Learn more about the symbol of a Christian cross - invite in visitors to talk about different beliefs.</p> <p>Children go on to create their own piece of artwork.</p>	<p>Ask children to reflect on what is similar and different between how Christians and Muslim people make and use art in their places of worship as well as within their homes. Ask children to present their ideas to the class at the end of lesson 4/5</p>	<p>On the MLE (fronter) select 'display all rooms', click on LA room, then click on primary & secondary, SACRE, Agreed Syllabus, KS2, year 3 you will find the folder containing resources to support this unit</p>

Key Questions	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Why is light special?</p> <p>2. Why do Hindus have divas for Diwali? Why do Sikhs celebrate Diwali?</p> <p>3. How do Christians use light at Christmas?</p> <p>4. What do Jews remember at Hanukkah?</p> <p>5. What does the light at Hanukkah symbolise?</p> <p>6. Why is light important at different religious festivals?</p>	<p>Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p>	<p>Discuss with the children a variety of festivals of light and talk about the stories that relate to these days. Explore the stories through acting out, freeze frames and art.</p> <p>Ask children to explain the meaning of light to them and compare it to the ideas of others.</p> <p>Look at a variety of religious artefacts related to light, discuss how they are used and why.</p>	<p>Include opportunities for pupils to present their own ideas and beliefs about light through art or creating (writing or acting out) a story.</p> <p>Children to use the gained knowledge and additional research to compare different festivals of light (similarities and differences). Children to present their findings (as a presentation or through art). Children may also compare the way one festival is celebrated in different regions/ countries.</p> <p>Pupils to research a variety resource about the festivals of lights. Children to review them and share their opinions about which they found the most effective in presenting the message of the festival and why.</p>	<p>Artefacts: Hanukiah, Diyas; Candles; Festival Cards</p> <p>BBC bitesize clips KS2 RE</p> <p>http://www.bbc.co.uk/education/subjects/z7hs3j</p> <p>Videos - Espresso: Home/ RE 2/Faiths</p> <p>FIND on BBC website My life , my religion film: Hinduism with Simran; Christianity with Nathan; Judaism with Charlie</p> <p>Religious stories:Diwali (both Hindu and Sikh story); Christmas story; The story of Hanukkah</p> <p>On the MLE there are some flipcharts to support teaching this unit. Sign in to MLE (fronter), click on display all rooms, click on LA home, click on ;'primary and secondary', click on SACRE, click on Agreed Syllabus, and then Year 3</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Who do we think 'goodies' & 'baddies' are?</p> <p>2. What happens at the Hindu festival at Holi?</p> <p>3. What other story is told at Holi?</p> <p>4. How does Holi show what Hindu people believe about God?</p> <p>5. Can we write a story which teaches the value of not giving up and bring it to life?</p>	<p>Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>	<p>Investigate goodie and baddies, thinking about why we have these types of stories and why they are so popular. Discuss different points of view.</p> <p>Learn about the stories behind the Hindu festival of Holi, connecting ideas around possible meanings and their importance.</p> <p>Create art work that celebrates Holi and express ideas about springtime.</p> <p>Understanding Hindu beliefs about God, and the chance to meet with and talk to a Hindu visitor.</p> <p>Create a story with a meaning, which has goodies and baddies and a resolution.</p>	<p>Research a range of Hindu images for God, looking at what they share and what is distinctive.</p> <p>Ask pupils to write a poem putting the Holi story into rhyming verses.</p>	<p>Magazine and pictures of super heroes and villains</p> <p>Invite a Hindu visitor into your classroom.</p> <p>Paper and paint for creating a Holi picture</p>

Lesson Question	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What stories, sayings and events have really made us stop and think?</p> <p>2. What is the challenge in the story of the <i>Pharisee</i> and the <i>tax collector</i>?</p> <p>3. Why do some of Jesus' sayings still make people stop & think today?</p> <p>4. How does Jesus' story of the widow's mite make us think?</p> <p>5. Who is the Buddha?</p> <p>6. What stories did the Buddha tell?</p> <p>7. What stories, sayings and events can we use to make other people think?</p>	<p>Outline religious ideas and practices</p> <p>Connecting ideas</p> <p>Express thoughtful ideas</p>	<p>Think about stories with meanings eg Aesop's fables</p> <p>Look at a range of stories and sayings that Jesus told to people and consider possible meanings for then and today.</p> <p>Investigate some of the sayings of Buddha and consider possible meanings for then and today</p> <p>Thoughtfully link ideas about sayings from religions.</p> <p>Make others think about their life and what is important</p>	<p>Research a range of different cultural images of Jesus and Buddha - How are these similar and different and why? What are the images trying to tell the onlooker about Jesus or the Buddha?</p> <p>Use art images and music to create a visual support to the telling of a story from Jesus or the Buddha that can be shown or told to the whole class</p> <p>Debate whether Jesus or Buddha's teachings are more relevant to 21st century British society</p>	<p>www.reonline.org.uk</p> <p>http://www.bl.uk/learning/cult/sacred/stories/ interactive stories on Buddhism and Christianity</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What symbols are important in our lives?</p> <p>2. Why do Sikh people wear symbols? (this lesson could last for 2 or 3 sessions)</p> <p>3. What is the most important symbol for Sikh people?</p> <p>4. What Sikh sayings are important about what God is like?</p> <p>5. What are my most important sayings in life?</p>	<p>Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>	<p>Investigate Sikh symbols and ask pupils to draw a symbol that is important to them and explain why.</p> <p>Learn about the 5K's through speculative activity. Listen to the story of the Khalsa and do an emotions graph</p> <p>Speak to a Sikh visitor about important symbols and teachings. Do the dart board activity.</p> <p>Learn about the Guru Granth Sahib and the Mool mantra.</p> <p>Investigate English and Sikh sayings, deciding which they like the most and being able to explain why.</p>	<p>Ask pupils to compare and contrast Sikh symbols and symbols they like asking them to explain similarities and differences.</p> <p>Ask pupils to research vis www.reonline.org.uk the meaning behind the 5 K's</p> <p>Ask pupils to compare Sikh saying to other saying from another religion of their choice</p>	<p>Symbols sheet</p> <p>Detective activity</p> <p>Emotions graph sheet</p> <p>5K's worksheet</p> <p>Dart board and Sikh symbols cards</p> <p>Mool mantra and differentiated grid</p> <p>English and Sikh sayings</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What are the functions of religions buildings and places?</p> <p>2. What evidence can I find of religions in the neighbourhood? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>3. What evidence can I find of religions in the neighbourhood helping others? (with a visit to a local neighbourhood this lesson will take 2 lessons)</p> <p>4. How are religions similar and different in my neighbourhood? (this lesson will run over two lessons)</p>	<p>Ask questions and be able to discuss beliefs and ideas</p> <p>Connecting ideas between religions seeing similarities and differences</p> <p>Linking different points of views about religions and the role they take within the community</p>	<p>Identify religious buildings in the pupil's local area. Rank reasons why people go to places of worship.</p> <p>Pupils learn about what happens at a range of religious buildings, and then have the opportunity to visit their local area.</p> <p>Pupils investigate local places of worship or community based charities in the local area. Pupils get to talk with a range of religious believers, and go onto to consider similarities and differences between them.</p> <p>Pupil analyse religious statistics from Newham with other locations. Pupils then a choice of assessment creative tasks from this unit to complete.</p>	<p>Use video / DVD extracts, art, poetry, music to explore how people at different religious buildings gain strength from following their faith.</p> <p>Create a survey for the class to do, that will discover the important of religious faith in their class.</p>	<p>Excellent website on places of worship and gives virtual tours of them as well as information about going to learning walks. http://www.reonline.org.uk/specials/places-of-worship/</p> <p>On the MLE you will find a number of resources for this unit. To find them sign in and click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 4 and then go to the neighbourhood folder</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Who influences our life?</p> <p>2. Who or what influenced the life of St Francis?</p> <p>3. Who are what influenced the life of Pandurang Shastri Athavale?</p> <p>4. What objects are special to people in my community? (this lesson will take 2 weeks to complete)</p> <p>5. What things do I care about in my community?</p> <p>6. What can I do to help improve my community?</p>	<p>Suggesting meaning to stories</p> <p>Connect ideas between religions</p> <p>Apply religious ideas thoughtfully</p>	<p>Think about pupil's character and influences. Find out about a religious story and how religions influence people.</p> <p>Finding out about St Francis and how becoming a Christian changed his life and his feelings towards the natural world.</p> <p>Finding out about Dadji and his work in India. Creating a pie chart.</p> <p>Investigating special object through a visitor or a visit out to a place of worship.</p> <p>Discovering what different religions teach about social action and community. Assessment opportunity.</p> <p>Working together as a class to help a local issue.</p>	<p>Research a range of projects that the two charities undertake</p> <p>Use the websites to analyse what the charities offer to children in the UK, and what they ask of children and young people</p> <p>Include opportunities for pupils to express their own ideas about changing the world for better in designing a campaign to take the message of the charities forward</p>	<p>www.reep.org.uk is an educational organisation which focuses on RE and the environment</p> <p><i>Book about the life of St Francis: Brother Sun, Sister Moon: The Story of St Francis by Margaret Mayo & Peter Malone (Dolphin Paperbacks, ISBN 1858817706)</i></p> <p><i>St Francis, the Man who spoke to Birds</i> by George Berton (Moonlight Publishing, 1996, ISBN 185103241X)</p> <p>On the MLE you will find a number of resources for this unit. To find them sign in and click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 4 and then go to the 'person I am' folder</p>

Key Questions	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What different ideas does our class have about God?</p> <p>2. How do Hindus express their beliefs about God?</p> <p>3. What is a shrine and why is it important in a Hindu home?</p> <p>4. How do Hindus worship in the home?</p> <p>5. What happens in a Mandir (temple)</p> <p>6. How is prayer central for a Hindu person?</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Discussion about what the children think God like.</p> <p>Visit a Mandir or invite a Hindu visitor to share own ways of worshipping at home and in the Mandir.</p> <p>Looking at Hindu worship at home and in the Mandir, including opportunities for the children to compare with their own experiences.</p> <p>Investigate the symbolism behind some of the objects used in Hindu worship.</p>	<p>Research Hindu deities e.g. Brahma, Vishnu, Krishna, Lakshmi- What do Hindus learn from the deities? How do Hindus show respect to the deities?</p> <p>Create a Mandir in the classroom or an area of the school children to 'experts' and guide other pupils around it.</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 4 and then go to the Hindu folder.</p> <p>www.reonline.org.uk</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/ataglance/glance.shtml</p> <p>http://www.bbc.co.uk/schools/religion/hinduism/</p> <p>http://www.bbc.co.uk/education/topics/zh86n39/resources/1</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What is Easter and why is it celebrated?</p> <p>2. What are the symbols associated with Easter and how do they suggest new life?</p> <p>3. What is Palm Sunday?</p> <p>4. What are the events of the Last Supper and how are the symbolisms used today?</p> <p>5. What were the events in the Garden of Gethsemane?</p> <p>6. How do Christians remember and celebrate Easter today?</p> <p>7. Why is Easter so important to Christians?</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>P4C stimulus discussion lesson on the topic of Easter</p> <p>Investigating Easter symbols from around the world. Children decide which symbol they like best and why</p> <p>Finding out about the events on Palm Sunday, making palm crosses and thinking about why Christians remember this particular Sunday</p> <p>Visiting a church or learning more about the cross and its importance to Christians as they find out about the last supper</p> <p>Thinking about disappointment through the story of Jesus in the garden of Gethsemane. How can we handle disappointment well in our lives?</p> <p>Visit a church and find out about how Christians today remember and celebrate Jesus' death and resurrection</p> <p>Film a report on Easter or create a piece of drama</p>	<p>Children asked to research how the Orthodox church celebrates and remembers Jesus death and resurrection</p> <p>To compare and contrast what they have found out about the Christian religion with another religion.</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 4 and then go to the Easter folder.</p>

Key Questions	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What is a wedding celebration? Why do people choose to get married?</p> <p>2. What are marriage vows? What do they mean?</p> <p>3. What important actions take place in a Hindu wedding ceremony?</p> <p>4. What is the symbolism behind the seven steps?</p> <p>5. What do Muslims believe about marriage?</p> <p>6. What happens in a Muslim wedding?</p> <p>7. What kind of wedding would I like?</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and worldviews thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view</p> <p>Notice and find out about religions and world views</p>	<p>Discussion around why people get married</p> <p>Diamond rank vows and think about why all wedding service have vows</p> <p>Investigate what happens at a Hindu wedding</p> <p>Listen to a Hindu visitor about their marriage, and discover more about the symbolic importance of the 7 steps in the wedding service</p> <p>Discover more about a Muslim wedding ceremony. Discuss the advantages and disadvantages of arranged marriage with the children</p> <p>Create a marriage contract inspired from a Muslim contract</p> <p>Finally children design their own ceremony</p>	<p>Ask children to investigate a Jewish, Sikh, Humanist wedding ceremony and prepare shot presentations (using PP or flipchart) to show the rest of the class.</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 4 and then go to the Marriage folder</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What do we know about the Bible and what makes it special?</p> <p>2. What is in the Bible?</p> <p>3. What can we learn from the story of Joseph?</p> <p>4. How do Christians use the Bible in church and in the home and elsewhere? (2 lessons)</p> <p>5. What inspires and guides me in my life?</p>	<p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p>	<p>Find out facts concerning the bible and why it is considered holy to many people</p> <p>Find out about the story of May Jones and getting her bible, consider what is special to the pupils.</p> <p>An experiential lesson about the bible and what it contains. Need to organise a Christian visitor.</p> <p>Knowing the story of Joseph, thinking about the emotions involved and asking the pupils to consider how they deal with their emotions.</p> <p>Visiting a church to find out how the bible is used in the building and during the services.</p> <p>Interviewing a selection of Christian visitors about what the Bible means to them and how they use it in everyday life</p> <p>Considering special inspiring words for the pupils and comparing these to words from the Bible.</p>	<p>Research a wider range of different Bible stories or stories from another faith that have common themes with the Genesis stories. A high achieving group of pupils might present this research and another story to the class.</p> <p>Include opportunities for pupils to express their own ideas / beliefs in creative and thoughtful ways, perhaps by writing a story of their own in which God or an Angel is a key character.</p>	<p>Bible selection</p> <p>Christian visitor & resources on MLE</p> <p>Trip to a church</p> <p>Christian visitor to talk about how they use the bible each day</p> <p>The story from the Old Testament can be found in the Qur'an, and has been chosen so Muslim pupils can begin to understand that they share many stories with Jews and Christians</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>Do animals ever have a case against humans</p> <p>What do two religion say about how animals should be treated?</p> <p>What wise words can we create?</p> <p>What footprint do we want to leave on the world? This lesson will take more than one session</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Starter warm up brain activity</p> <p>Group work: Investigate the story of the animals law-case against humanity</p> <p>Consider possible themes the stories have in common and write a discussion questions for the class to discuss based on this theme</p> <p>Vote on which question is to be discussed as a class</p> <p>Have a philosophical discussion</p> <p>Investigate what religions and worldviews teach about how we should treat animals</p> <p>Pupils consider what footprint they want to leave in the world and write about this</p> <p>Pupils create a piece of art to illustrate their ideas</p>	<p>In terms of out of lesson learning opportunities - you could give pupils new stories to consider and fit in with the theme of caring for the world/animals.</p> <p>You could ask pupils to write their own story with the moral or teaching on stewardship of the world</p> <p>Pupils could research more religions and worldviews on this topic</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the Animal law-case folder.</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What differences are there in accounts given by Luke and Matthew?</p> <p>2. Which stories have developed from the 'real' Christmas story?</p> <p>3. What happens during Advent?</p> <p>4. How do Christmas traditions vary around the world?</p> <p>5. What is Epiphany? How is Epiphany celebrated around the world?</p> <p>6. What story or play can we create based on traditional Christmas themes? This lesson could last two weeks</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Analyse different Biblical accounts of the same story, identifying similarities and differences</p> <p>Learn about stories inspired and from the original Christmas story and their relevant for Christians today</p> <p>Investigate Advent practices in different Christmas churches</p> <p>Learn from Christian guests or through research Christmas tradition from around the world</p> <p>Investigate Epiphany practices from around the world</p> <p>Create a short story or piece of drama for performance that applies a message from the original Christmas story for people today to reflect on</p>	<p>Ask pupils to research practices of celebrating Christmas in the Orthodox Church or within an African church</p> <p>Ask pupils to compare and contrast Christian celebrations around Christmas with other celebrations in different religions</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the Christmas folder.</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1 Where is God? What do I think about God? What do atheists believe about God</p> <p>2. What do Muslims believe about God?</p> <p>3. What do Hindus believe about God?</p> <p>4. What do Sikhs believe about God?</p> <p>5. What do Christians believe about God?</p> <p>6. How might people represent God?</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Investigating how God is represented potentially by different people from religion and world views. Consider why for some people the idea of God is meaningless.</p> <p>Find out about Muslim beliefs in God and his names. Look at how Muslim artist have tried to represent God's nature in art and evaluate their work.</p> <p>Learn more about Hindu beliefs about God and how this is presented creatively in dance.</p> <p>Investigate the Mool Mantra and what this tells us about Sikh beliefs.</p> <p>Discover more about the trinity and different analogies for describing it.</p> <p>Create a street showing a wide variety of beliefs about God</p>	<p>Write a letter to a Humanist from the perspective of God to convince them God does exist</p> <p>Investigate different denominations within any religion to find out the difference between them in their ideas about God</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the 'God' folder.</p> <p>BBC DVD or on-line clips for 'My life, my religion' are an excellent resource to be played in sections throughout this unit</p>

Lesson Question	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Who sets us an example and how do we set an example for others to follow?</p> <p>2. What might a Christian learn from the stories about Jesus (selling possessions/overturning tables)?</p> <p>3. What did Jesus teach about giving?</p> <p>4. How did Jesus set an example for others to follow?</p> <p>5. How can we summarise Jesus' example of the right way to live?</p> <p>6. How does the work of some organisations exemplify Jesus' example?</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Pupils consider who has been a positive influence on them and what qualities these people have shown them.</p> <p>Investigate Jesus attitude to money and what advice they would give their friends about money.</p> <p>Look at Jesus' attitude to money and think about how Christians put this into practice in term of charitable giving</p> <p>Invite in Christian guests to talk about how they follow Jesus' example or do an envoy activity and find out more about the character of Jesus.</p> <p>Look ta individuals who have followed Jesus' example and out forgiveness into practice in their lives. Consider why this such an important value.</p> <p>Investigate the work on a Christian charity and design a poster or write about how they follow Jesus' example.</p>	<p>When investigating Jesus' attitude towards giving ask pupils to consider other stories and teachings about giving e.g. Matthew, Chapter 6 v1-4 &19-21 and Luke, Chapter 19 v1-9, and write about what else Jesus teaches.</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the Jesus example folder.</p>

Lesson Question	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. When am I tempted?</p> <p>2. Why did Adam and Eve disobey God?</p> <p>3. Why did Jonah behave in the way he did?</p> <p>4. What beliefs would I refuse to deny?</p> <p>5. Why do I find it difficult to accept what I know to be true?</p> <p>6. What positive forces do I have in my life?</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Consider a range of stories from different religions (Jesus's temptations; the story of Adam and Eve, and the story of Bilal) and what they teach about inner forces</p> <p>Investigate some of the sayings of Buddha and consider possible meanings for then and today</p> <p>Have a P4C discussion around a story about a potentially negative inner force and how this can be turned around</p>	<p>Ask pupils to compare and contrast the teachings from different religions with their own views</p> <p>Research stories about inner forces from other religions, e.g. Story of the rich man and the needle (Sikhism)</p> <p>Ask pupils to investigate stories on British Library website http://www.bl.uk/learning/cult/sacred/stories/</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the Inner forces folder.</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Who is Muhammad?</p> <p>2. What events changed Muhammad's life?</p> <p>3. Why is the Qur'an important to Muslims?</p> <p>4. How do Muslims treat the Qur'an and why do they treat it in these ways?</p> <p>5. How have Muhammad's words and actions affected the way Muslims lead their lives? Part 1</p> <p>6. How have Muhammad's words and actions affected the way Muslims lead their lives? Part 2</p> <p>7. Who has been the biggest influence on my life?</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Investigating the Night of power for Muhammad and how it is remembered by Muslim people today.</p> <p>Finding out about the world Muhammad was born into and the Shahada and what this teaches Muslim people today.</p> <p>Learning more about a sacred text, and why the Qur'an is a precious text to Muslim people.</p> <p>Invite a Muslim person (faith leaders, TA, parent, governor) to talk to the pupils about how Muslims learn to recite the Qur'an and why. How the Qur'an helps them in their daily life.</p> <p>Compare 3 stories from the life of Muhammad and discover values within them, compare these to values the pupils feel are important for today's world.</p> <p>Investigate more about the 5 pillars of Islam and what this teaches Muslim people about how to live their lives. Pupils then compare these ideas with their own lives.</p>	<p>Ask pupils to compare and contrast what they are learning with another religion</p> <p>Ask pupils to research more on different Islamic branches (Sunni, Shia, Ahmadi etc) and prepare a presentation to the rest of the class explaining the main similarities and differences.</p>	<p>On the MLE you will find a number of resources for this unit. To find them sign in and click on rooms, and then display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 5 and then go to the Muhammad folder.</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What values and practices do religions and world views share?</p> <p>2. Why is meeting together important for religious people?</p> <p>3. How does the Church and Mosque important to Christians and Muslims? (2 weeks work)</p> <p>4. What differences do places of worship make to an area?</p> <p>5. What beliefs do religions and world views share?</p> <p>6. What do I want to say to the world about community?</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.</p>	<p>Consolidating knowledge around different religions and world views and making presentations to the class on similarities.</p> <p>Investigating what goes on within two places of worship, with the opportunity to speak to a visitor.</p> <p>Visiting two places of worship to find out more about what they do for their own community, as well as those outside of their community.</p> <p>Design challenge for a new noticeboard in a place of worship.</p> <p>Investigating the golden rule and a new religion or world view about how to make decisions. Writing a blog or diary entry around new learning.</p> <p>Creating a piece of art or doing an extended piece of writing on community and its importance.</p>	<p>On visits to places of worship to take pictures or film and then be created into a clip or PP that can be played at the start of lesson 4.</p> <p>When most children are concentrating on 2 different religions, ask pupils to go deeper within a religious tradition. For example when looking at Christianity, think about similarities and differences between Protestant, Orthodox and Catholic Christians. Or in Islam look at Sunni, Sufi and Shia Muslims.</p> <p>Ask the children to identify things they value about each community they belong to. What have they learnt from the different communities? What things do the communities have in common?</p>	<p>On the MLE:</p> <p>Images of church and mosque</p> <p>6 people sheet</p> <p>Design challenge sheet</p> <p>Same, similar and different worksheet</p> <p>Writing prompt sheet</p> <p>Visits to a church and mosque, as well as interviewing a believer in the classroom</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. How do people express their faith through art?</p> <p>2. How can colour express religious ideas or feelings?</p> <p>3. How is sculpture used in religion?</p> <p>4. How might music be used as worship?</p> <p>5. How might drama express faith?</p> <p>6. What is similar and different about Christian arts to other religions?</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.</p>	<p>Do look at different examples of Christian art and compare them with one another showing understanding of symbolic representation within the picture and key Christian beliefs.</p> <p>Investigating the symbolic use of colour within the Christian faith through dance.</p> <p>Pupils create their own Icon for an Orthodox Christian</p> <p>Investigating Bible passages and their meaning and creating a sound track for a piece of scripture that is performed to the class.</p> <p>Watching a Christian drama, learning about what motivates a Christian to bring a Bible story to life. Pupils create their own piece of drama.</p> <p>Comparing Christianity to Islam and another religion or world view of their choice. What is similar and different about how the arts are used?</p>	<p>Pupils could research how the arts are used within the Hindu religion, through sculpture (murti's), dance and drama and compare this to how Christians use the arts.</p> <p>They could create a short presentation on their research to present to the class in the final lesson to help others to gain a step 6 in the assessment</p>	<p>On the MLE there are a number of resources for teaching this unit. To access them... To find it on the MLE, sign in and click on rooms, and then click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 6 and you'll find resources for this unit in a 'Sim & Diff' folder</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What is life like?</p> <p>2. Living and dying: what do religions say?</p> <p>3. What do Hindu's believe about life after death?</p> <p>4. What do Christians believe about life after death?</p> <p>5. What do Muslims believe about life after death?</p> <p>6. Is death the end?</p> <p>7. P4C session on life and death</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p>	<p>Thinking about the analogy of life being like a journey and creating a poem.</p> <p>Finding out about what different religions and world views believe about the purpose of life.</p> <p>Investigating Hindu, Christian and Muslim believes about the purpose of life and life after death. Also what they do to mark someone dying.</p> <p>Comparing and contrasting different views and opinions and thinking about how we might help someone who has lost someone.</p> <p>Discussing our ideas about life and death and what is important.</p>	<p>As tasks in lessons may be completed quicker give pupils the opportunity to research what Humanist believe happens when someone dies and how people should be remembered.</p> <p>Give them the British Humanist website to look at as well as a copy of 'What is Humanism' by Michael Rosen</p> <p>Include opportunities for pupils to express their own ideas / beliefs in creative and thoughtful ways.</p>	<p>On the MLE there are a number of worksheet, resource sheet and PP slides to support teachers.</p> <p>Faith visitors.</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. What do people know about the Easter story and where do their ideas come from? Part 1</p> <p>2. What do people know about the Easter story and where do their ideas come from? Part 2</p> <p>3. How do artists show the themes of Jesus' death and resurrection from the gospels?</p> <p>4. What other stories explore Easter themes?</p> <p>What symbol can we create together which use the themes and symbols of Easter? (2 lessons)</p> <p>5. Is Easter the end of the story?</p> <p>6. What difference does the Easter story make?</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.</p>	<p>Think about who was responsible for the death of Jesus.</p> <p>Consider the eye witness accounts from the resurrection story of Jesus and what this means for Christians today.</p> <p>Look at and interpret works of art inspired by the resurrection.</p> <p>Understand concepts involved in the resurrection stories and create their own story that tells an important concept.</p> <p>Meet with Christian visitors from a variety of different churches or denominations to find out what Easter means to them today.</p> <p>Create a report, drama, dance or film explaining what difference the Easter story makes today in people's lives.</p>	<p>As tasks in lessons may be completed quicker give pupils the opportunity to research what Orthodox Christians believe about the death and resurrection of Jesus</p> <p>Include opportunities for pupils to express their own ideas / beliefs in creative and thoughtful ways.</p>	<p>On the MLE there are a number of resources for teaching this unit. To access them... To find it on the MLE, sign in and click on rooms, and then click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 6 and you'll find resources for this unit in an Easter folder</p> <p>Thinking skills sheets to support learning - responsibility pies</p>

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
1. Why do we need leaders?	Collect and use information	Pupils to consider the purpose and nature of leaders in our lives.	Ask pupils to research 5 leaders rather than 1 or 2 and ask them to compare what they find out about them with other leaders that they have learnt about	On the MLE there are a number of resources for teaching this unit. To access them... To find it on the MLE, sign in and click on rooms, and then click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 6 and you'll find resources for this unit in 'religious leaders' folder
2. What qualities do leaders possess?	Consider, link and discuss ideas	Investigate important qualities for a leader to possess and use.		
3. Who is an important religious leader in Newham?	Apply ideas thoughtfully	Discover more from meeting a number of religious leaders from Newham. Pupils to interview them and then compare and contrast their findings.		
4. Who are important world religious leaders?	Investigate and explain ideas around religions and worldviews	Investigate important religious leaders in the world in each religion. Pupils research and make presentations.		
5. Can I compare different religious leaders?	Interpret ideas and arguments	Compare and contrast different world religious leaders.		
6. What is the difference between a religious leader and a secular leader?	Evaluate questions and arguments personally and critically	Examine and evaluate the difference between a religious and secular leader.		

Lesson Question for the whole unit	Concepts and Skills for the whole unit	Overview of Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. Why do we have celebrations?</p> <p>2. What is special about celebrations in Islam?</p> <p>3. What is special about celebrations in Christianity?</p> <p>4. Can I compare and contrast a Muslim celebration with a Christian celebration?</p> <p>5. Is it okay to take part in the celebrations of other religions?</p> <p>6. How can we make a celebration inclusive to everyone? 2 lessons</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>Evaluate questions and arguments personally and critically</p>	<p>Consider festivals that are part of the life of pupils and what values or reasons they share for why people celebrate.</p> <p>Investigate both Eid celebrations in a number of different Muslim cultures.</p> <p>Investigate different practices in Christianity around believer's baptism, confirmation and first communion. Consider what are the same, similar and different between them.</p> <p>Consider similarities and differences between Ramadan-Eid and Lent-Easter.</p> <p>Investigate how to be part of different celebration and build community and friendship without compromising one's beliefs or religions.</p> <p>Pupils plan and create a celebration in groups or as a class that could involve everyone in the class and have meaning.</p>	<p>Ask pupils to investigate non-religious or faith based celebrations: e.g. Spanish tomatoe festival; Chinese new year; Australia day and create a presentation to give the rest of the class</p>	<p>On the MLE there are a number of resources for teaching this unit. To access them... To find it on the MLE, sign in and click on rooms, and then click on display all rooms, click on LA home, click on primary and secondary, click on SACRE, click on agreed syllabus, click on KS2, click on Year 6 and you'll find resources for this unit in 'Celebration' folder</p>