



Bledlow Ridge School Medium Term Plan for RE Scheme: Discover RE

School Development Priority 1 - Quality of Teaching and Learning:

Retrieval Practice opportunities will be used by teachers at key points during the teaching sequence to support pupils to remember more of what they have been taught.

Year group	Autumn First half term					
Reception	People, Culture and Communities - Children will know what is special to them and their families.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>Does God want Christians to look after the world?</p> <p>What does it mean to be me? What groups do I belong to?</p> <p>I can say what groups I belong to in school and in the community. I can talk about my family, friends and what I am like as a person.</p> <p>(question from Bucks CC)</p>	<p>Does God want Christians to look after the world?</p> <p>Retrieval practise: What words do we know about Christianity?</p> <p>Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged?</p>	<p>Revisit previous session- show children pictures (e.g. view of Earth from space, different natural environments) and natural objects, asking the questions - who created this/where did it come from? Revisit children's ideas from previous session and explain that we are going to find out where Christians think the world came from. Tell story 'Wonderful Earth!' by Nick Butterworth and Mick Inkpen (Youtube video of someone reading the story) (Creation Story -Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day</p>	<p>Introduce key question - Does God want Christians to look after the world? What do you think about this and why? Explain that today we will be looking at pictures of some of the different ways people treat the world. How would God feel if He could see these things? Would He be pleased or would He feel unhappy and why? (Some example pictures are included. Please find some more.) Model independent activity - Sorting positive and negative images of how people treat the world e.g. caring for nature/ growing vegetables/dropping litter/damaging nature. Which would God be proud of? Reflect as a</p>	<p>When God sat down on day seven to have a rest, let's pretend He wrote a letter to the people He had created to live in the world. What do you think He might have written in His letter?</p>	<p>Revisit learning and discuss how the world is so precious and that we need to look after it. How will you now treat the world?</p> <p>Discuss God wanting people to look after the world as He had created it for them and gave it to people to enjoy and to look after for Him. Activity: Children to have 4 pictures from the Investigation sorting lesson and sort according to which actions would God be most proud of and give their reasons... I think God would be pleased because...</p> <p>End point:</p>



			<p>say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world? Creative Activity to illustrate what happened on each day, for example collage, Creation wheel, drama/freeze framing.</p>	<p>class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons.</p>	<p>Make poster with key words about how they feel about nature/the world.</p>
<p>Year 2</p>	<p>What did Jesus teach?</p> <p>Retrieval practise – what can we remember about Jesus?</p> <p>What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell</p>	<p>Introduce key question: Jesus taught us to be kind to everyone but is it possible to kind to everyone all the time? Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Qu: Is it easy to be kind to someone you don't know? Qu: Why do you think Jesus told this story (parable)?</p>	<p>Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. Tell the children that you are going to read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour: - Mummy asks you to help her lay the table. You are watching TV so it's okay not to help. - A new child has started in your class and you ask them to play a game with you at playtime. - It's your birthday and you have given sweets to the class. You don't give them to a</p>	<p>Explain to the children that in the previous lesson we heard one of Jesus' stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation www.bbc.co.uk/learningzone/clips/raising-the-roof/2876.html Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn't know? Children to draw and write a simple storyboard, showing the events of the story. What do these stories teach us about how we should treat others? In groups, children to have a</p>	<p>. Children to think about one of the stories they have heard and then make up their story which they think demonstrates when it was difficult for someone to show kindness, but they overcame this. What would Jesus want a Christian to do in this situation?</p> <p>How can you be a better friend? Can we work on being kind to everyone in our class all of the time? Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time.</p> <p>End point: Assessment sheet</p>



	<p>the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time?</p>		<p>child who said an unkind word to you yesterday. Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why.</p>	<p>shoe box and either small world figures or make their own props and act out the story of Jesus healing the paralysed man. Children could decide their own script or make speech bubbles for the characters.</p>		
Year 3	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Set up a new group in class to explore ideas of belonging.</p> <p>I can explore what is meant by 'belonging'.</p>	<p>Explore the story of Rama and Sita and understand how its message is celebrated by Hindus as Diwali.</p>	<p>How Hindus prepare for Diwali</p> <p>I can explain what Hindus do to prepare for Diwali, and how this would create a sense of excitement and anticipation.</p>	<p>I can explain how Hindus celebrate Diwali.</p>	<p>Retrieval lesson - what have we learnt about how Hindus celebrate Diwali.</p> <p>End point: Assessment lesson - complete assessment enquiry question.</p>



<p>Year 4</p>	<p>How special is the relationship Jews have with God?</p> <p>What do you expect when you make an agreement?</p> <p>Retrieval Practise – What do we remember about Judaism?</p>	<p>Tell the covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7.</p>	<p>What promise did the Jewish people make to God? Exodus ch 20: 1-17</p>	<p>Explore Jewish home and synagogue e.g. Torah, Mezuzah</p>	<p>Key Question: How special is the relationship Jews have with God?</p>	<p>Children to write their own affirmation about their relationship with somebody special to them</p> <p>End point: Retrieval practice What can I remember from this term?</p>
<p>year 5</p>	<p>Retrieval Practice - What do we remember about Sikhism? How far would a Sikh go for his/her religion?</p> <p>What commitment do they show in their lives?</p>	<p>Look at the story of Guru Nanek. Explore what Sikhs give up for their religion. What are they prepared to give? What levels of commitment do they show?</p>	<p>Look at Languar, Golden Temple and Marriage. What levels of commitment do these things show?</p>	<p>Explore the 5 K's and what these represent.</p> <p>Explore symbols of Sikhism.</p>	<p>Assessment: Ask children key question: What is the best way for a Sikh to show commitment to God?</p> <p>Children rank pictures and complete assessment.</p>	<p>End point: Is it always easy to show commitment? If someone stops showing commitment, is it too late to try again to be committed?</p>
<p>Year 6</p>	<p>Retrieval practice- What do we remember/ already know about Islam?</p> <p>Consider ways Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>I can explore what is meant by commitment and</p>	<p>To learn about the Five Pillars of Islam</p> <p>Pillar 1 and 2 and how this shows commitment to God.</p>	<p>To learn about the Five Pillars of Islam</p> <p>Pillar 3,4,5 and how this shows commitment to God.</p>	<p>To know about the life of Mohammad and understand why he is important to Muslims</p>	<p>To understand that following the teachings of the Quran is a way to show commitment</p>	<p>Retrieval Exercise - what have we learnt about Islam this term?</p> <p>End point: Assessment sheet.</p>



show what I am committed to in my own life and why.					
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Year group	Autumn Second half term					
Reception	People, Culture and Communities <ul style="list-style-type: none"> - Children will know the story of Diwali. - Children will know the Christian Christmas story. 					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	Retrieval practice - what can I remember about Christianity? What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... Can you think of another time when you give/receive gifts? How does it feel to give a gift?	Look at the Christmas Story – watch animation on Youtube, read a story book. Give children pictures of the key moments in the story and either as a class, in pairs or individually write a sentence to go with each one. (story board template on Twinkl)	Re-tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/ bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask-Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts and if possible children to handle fool's gold, frankincense and myrrh.	Follow on from last week's lesson: Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes.	Children to be shown a new baby card announcing the arrival of baby Jesus and key question to be introduced: What gift would I have given to Jesus if He had been born in my town last week and not in Bethlehem? Activity: Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty gift-wrapped box. What present for baby Jesus would you put in the box? Children to draw a picture of their gift in a box template and Teacher to scribe a gift tag with the gift and the child's reason. An extension activity is for the child (or teacher) to scribe to explain why Christians believe Jesus is a special gift from God (on 3rd gift tag).	. Circle Time. Teacher to light a candle and ask Qu: What gifts would we give to Jesus if He had been born in my town last week and not in Bethlehem? Children to share their gift tag in the circle and hang either on, or underneath the class Christmas tree. End point: retrieval practice - what can I remember?



<p>Year 2</p>	<p>Retrieval practise – What do we remember about Jesus?</p> <p>Christmas - Jesus as a gift from God</p> <p>Make a list of superheroes and talk about reality and fiction. Read the story 'George saves the world by lunchtime' (Eden Project Books). Why did George need to save the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like spiderman? What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving? Why not? Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not seen as a superhero by emphasising that God thought the</p>	<p>Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/helped? Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems? Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth.</p>	<p>Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas? Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story. When baby Jesus was visited in the Christmas story did He have a wand/ flying cape/ magical powers? If not, how was He going to save/help the world? What was God's plan? Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus, etc.</p>	<p>Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus, etc. What was Jesus teaching through His actions? Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. 'Love your neighbour as yourself' (Mark 12:28-31).</p>	<p>Revisit key question: Why did God give Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world. Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that.</p>	<p>Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other. Qu: How do I show love to the world?</p> <p>End point: Activity: Children to fill in another heart template and finish the sentence: I show love to the world by.....</p>
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	world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.					
Year 3	<p>Has Christmas lost its true meaning?</p> <p>Retrieval Practice - what do I remember about Christianity? Think about their experience of Christmas. What does Christmas mean to me?</p>	What does Christmas mean to Christians? Explore objects and images.	<p>Christmas is very important to Christians because they are celebrating God's son, Jesus, coming to earth to help people.</p> <p>Read the Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc.</p>	What is the true meaning of Christmas for Christians? Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc. What does having 'meaning' mean?	<p>Children sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents.</p> <p>Assessment: Children complete the task sheet</p>	End point: If I could give the world one gift at Christmas to make it a better place, what would it be?
Year 4	<p>What is the most significant part of the Nativity story?</p> <p>Explore symbols (religious and secular) discuss what meaning they have.</p> <p>Retrieval practise – what do you know about the Nativity story?</p>	Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event.	Qu: What symbols are there and what meaning do they have? What do they stand for?	Children to research what the different symbols mean, and share, with each group by either making a poster or collage of a particular symbol in the Christmas story and showing its meaning.	Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians.	<p>Recap on the meaning of the Christingle and ask children to design their own Christingle thinking about what Christmas means to them</p> <p>End point: Retrieval practice What can I remember from this term?</p>
Year 5	<p>Discovery RE - is the Christmas story true?</p> <p>Retrieval practice - What do you know about the Christmas story?</p>	We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways. Read Luke Ch 1: 26-38 and Ch 2: 1-20	We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways. Matthew Ch 1: 18 - Ch 2: 12 make story ap of events	Compare different versions of the telling of the Christmas story from the Bible –Whose version of the Christmas story true? Why? Why are there different versions? Qu: If we are questioning who was actually present	If we are questioning the factual side of the Christmas story, can it be true in a different way? What does Christmas mean to a Christian?	End point Complete evaluation task sheet. Is the Christmas story true? Does it matter to Christians?



	Children make mind map/ record in books. Feedback and add to their work. Show selection of artwork to support.	Children make story map of events		during the Christmas story and when they were there, what else might be true/not true?		
Year 6	<p>Discovery RE How significant is it that Mary was Jesus' mother?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Retrieval Practice what do we know about Christianity - Holy Book, Jesus, Christmas Story.</p>	I can explore reasons why people are chosen for different roles and what influences those decisions. Qualities those people would have.	Look at different depictions of Mary in art. What do we learn about her? Why was she painted in these ways?	What sort of person would they have chosen to be Jesus' Mum? Why?	Thinking about incarnation, look again the question 'Why did God send Jesus to earth this way?'	<p>End point: Why was a virgin chosen to be Jesus' mother? How significant is it that Mary was Jesus' mother?</p> <p>Assessment; Children complete an assessment sheet.</p>

Year group	Spring First half term					
Reception	People, Culture and Communities - Children will know the Easter story.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>Was it always easy for Jesus to show friendship?</p> <p>Retrieval practise – what do we remember about Jesus?</p> <p>AT2 (p) Tell the children a story about someone feeling left out or not included</p>	<p>In our class we all try to show friendship. Christians believe that Jesus is a good friend to them, but how did Jesus show this friendship and was it always easy? Share Bible stories with children; use Children's Bible or animated versions e.g: - Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone</p>	<p>Carry on looking at Bible stories about Jesus and Friendship:</p> <p>Jesus taking care of His friends during a dangerous time. - Mary, Martha and Lazarus (Luke 10: 38-41) - Jesus spending time with His friends at their home.</p>	<p>Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story. Discuss the feelings of the people in the story and discuss how easy it was for Jesus to show friendship to each of these people. (Could use the structure of: What do you</p>	<p>Children to have a picture from each story discussed last week and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why.</p>	<p>What do I value about my friends?</p> <p>End point: Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each</p>



	<p>e.g. 'Say Hello' by Jack and Michael Foreman. Role play scenes from the story. Qu: How could you show friendship to this character to make them feel included? Qu: Do I need friends? Why? Discuss things that a good friend does and does not do. Children to sort statements/pictures under each heading - Things a good friend does. Things a good friend does not do. E.g. Laugh at you, play with you, call you names, listen to you, make you feel happy, help you, share things with you, hurt you etc. Is it always easy to show friendship? When might it be difficult/easy?</p>	<p>who was isolated and unpopular. - Stilling the Storm (Luke 8: 22-25)</p> <p>Ask the key qu: Was it always easy for Jesus to show friendship?</p>	<p>Ask the key qu: Was it always easy for Jesus to show friendship?</p>	<p>see? What do you think? What do you feel? What do you wonder?, applying to the children themselves and/or to the characters depicted in the freeze-frames.) When was it easiest for Jesus to show friendship and why? When was it hardest for Jesus to show friendship and why</p>		<p>child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created. Remind children there are times when we may find it easy or difficult to show friendship, like Jesus did in the stories, but we can try to remember our web of friendship and show friendship to each other.</p>
Year 2	<p>Retrieval practise – what do we know about how Christian's pray?</p> <p>Does praying at regular intervals help Muslims in their life?</p> <p>Explain to the children that today we are going to make a real effort to keep fit. During the day we</p>	<p>Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the way we faced, the call to exercise (bell/chime), doing it regularly, etc. Show children a DVD of Muslims praying (without sound). Qu: what are these people doing? Draw out similarities between our exercise routine (physical</p>	<p>Teacher to lead a stilling exercise and children to focus on a piece of work or a calm picture. Discuss with the children about how calming your mind can help you to focus and still your busy thoughts (see Calm Me exercises in Jigsaw. www.jigsawpshe.com). Watch DVD prayer extract again (with sound) to show children as well as the</p>	<p>Using a picture of the different stages, label what each action symbolises and why it is significant. What impact might praying five times a day have on a Muslim's daily life? Children to watch an extract of a Muslim family talking about prayer. http://www.bbc.co.uk/learningzone/clips/muslim-prayer/5965.htm</p>	<p>Introduce key qu: Does praying at regular intervals everyday help a Muslim in his/her everyday life? Recap on the learning of the investigation. Task 1: In the box, children draw/write what they</p>	<p>Children to think about a goal they want to commit to. How can we reach our goal? E.g. hard work, commitment.</p> <p>End point: Draw a picture of themselves achieving</p>



	<p>are going to stop what we are doing when I ring the chime/ bell, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment. At end of day - ask questions How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day? NB: If possible repeat this exercise every day for the week. (You are trying to establish that it takes a lot of effort and commitment to exercise 5 times every day.)</p>	<p>movement, facing the same way, all moving together, etc). Teach children that these people are Muslims and they are praying. Children to practise the different prayer postures. How would you feel doing this five times a day? www.bbc.co.uk/learningzone/clips/salah-muslimprayer/3056.html</p>	<p>postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (Because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer or watch the clip. http://www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3057.html</p>		<p>remember about the Muslim prayer routine. Task 2: Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?</p>	<p>the goal with 3 key words to express how it feels to have achieved it. Link to Jigsaw - Dreams and Goals Puzzle www.jigsawpshe.com</p>
<p>Year 3</p>	<p>Discovery RE Could Jesus really heal people?</p> <p>retrieval practice - what do we know about Jesus? How do our bodies get better when we</p>	<p>Tell children the beginning of the Bible story about the Blind Man (John 9: 1-12), then ask children their thoughts on how the blind man could be healed/made better?</p>	<p>(Jesus had special ability to heal people, does anyone today have this ability?) Use the story of the Paralysed Man (Mark 2: 1-12) to continue exploring this concept.</p>	<p>Use a story about someone from the past who did something amazing. Was that a miracle? Do stories have to be true to be meaningful? Were Jesus' miracles just stories to make people</p>	<p>Using art representations of the two Bible stories ask the children to discuss their findings. Ask key qu: Could Jesus really heal</p>	<p>End point: Assessment sheet: Do you believe in miracles? Why? What miracles would you ask Jesus to perform in the world today if you</p>



	are poorly? Assess children's perception of 'miracle'. Activity: Children to record how they can try to make themselves better if they are ill.			think Jesus was special/God on earth, or that we should help people who are sick?	people? Were these miracles, or is there some other explanation? What other explanations could there be? Use assessment Task Sheet:	believed he could ?
Year 4	<p>Celebrating Passover and keeping Kashrut (Kosha)</p> <p>Children draw their favourite meal, maybe onto a paper plate, and share with group what they like about this</p> <p>Retrieval practise – what do you remember about Jewish faith from last term?</p>	After teaching what the Kashrut rules are (www.jewfaq.org/kashrut) reinforce learning with a shopping bag quiz	Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal	What does the ways Jews celebrate Passover tell us about how important it is for them to do as God asks?	Children rank order (maybe Diamond 9) cards with pictures/words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut	Children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it. End point: Retrieval practice What can I remember from this term?
Year 5	<p>Discovery RE Are Sikh stories important today?</p> <p>Retrieval Practice - what do we remember about Sikhism?</p> <p>Talk about the books and stories that are special to pupils. What makes them 'special'? Does it matter if the story is</p>	<p>Show children the Guru Granth Sahib in the Gurdwara and emphasise how important it is as it teaches Sikhs how God wants them to live their lives.</p> <p>1) Guru Nanak and the Jasmine Flower What's the meaning of this story and is this story relevant today to Sikhs/non-Sikhs?</p>	<p>2) Guru Nanak, Malik Bhago and Lalo www.bl.uk/learning/cult/sacred/stories</p> <p>Themes in this story are equality and honesty. Are these important in today's world? Where is there inequality? What can be done about it?</p>	<p>3) The founding of the Khalsa Themes of this story are courage and standing up for what you believe in. How are these themes relevant today to Sikhs/non-Sikhs?</p>	<p>4) Guru Nanak and the Cobra Theme of this story to Sikhs is that Guru Nanak is very special as the first of ten human Gurus or teachers. How is this story relevant today to Sikhs/non-Sikhs?</p>	<p>End point: Assessment: Children to write a piece of persuasive writing, arguing Sikh stories should be part of the school curriculum.</p>



	on a kindle or in a book? Is it the book that is important or the story or information in it important?					
Year 6	<p>Is anything ever eternal?</p> <p>Retrieval practise- what do we know about Christianity? We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. Which of these do you think will last forever - oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stonehenge, Jesus, a photograph? Children to sort according to those images they think will last forever and given an opportunity to explain and justify why they think that. How do they feel about them? (emotions)</p>	<p>Does anything last forever? Watch a Christian wedding and focus on vows and promises that are made and the rings that are exchanged. Qu: What do they promise each other? (To love each other for their whole lifetime.) Discuss how the ring symbolises eternity. Do you think the marriage between a couple can last forever? Qu: What does eternity mean? Ask children the key question: Is anything ever eternal? Can love last forever? What other love exists? E.g. love between a parent and child, etc. Discuss unconditional love and ask the children can love be unconditional. Explore what is meant by 'unconditional'</p>	<p>Give children a series of Bible references. In groups, children to investigate how Jesus portrayed love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13). Children could freeze-frame key moments and summarise teachings. Feedback from the children. What have we learnt about love from these Bible readings? Elicit that Jesus taught that love should be eternal and unconditional. Is this possible? Did Jesus do this? Teach children the Christian word 'agape' meaning unconditional love.</p>	<p>Give children the stem sentence: Heaven is... Hell is... Children to think of what these two concepts mean to them. Explore the Christian belief that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this. Qu: How do Christians get to Heaven? Qu: Can everybody go to Heaven? Children to read parable of the sheep and the goats (Matthew 25: 31-46) After considering this parable ask children if people who have not done good deeds can go to Heaven. Discuss. How do they feel about this? Children to then read 'Jesus forgives the criminal crucified next to Him' (Luke 23: 32-43) Do the children agree with their thoughts from the previous question or do they want to reconsider? If possible invite a Christian</p>	<p>Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). Qu: Can a non-Christian go to Heaven? Qu: Is going to Heaven a Christian's only motivation for doing good things? Teacher could introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death. So is anything eternal? Life? Love? Relationships?</p>	<p>End point: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why?</p> <p>Assessment: task</p>



				visitor to discuss their beliefs on life after death.	
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Year group	Spring Second half term					
Reception	People, Culture and Communities - Children will name and explain the purpose of a church.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>Retrieval practise – What do we remember about Jesus and Christianity?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>What would you do if the king came to visit? Discuss preparations and why. Role play a visit of a special person. Watch clips of both formal and informal visits of the Queen/ King and ask children what do they notice about how she is being welcomed. How might she/he feel? Why are people welcoming her this way? What do people feel about her? Who is special to you? How do you welcome special people into your home? Are all special people welcomed the</p>	<p>Explain to the children that when special people come to visit it draws in crowds and people behave in particular ways. Tell children that we are going to learn about a visit of a special person. Tell Easter story up to Palm Sunday and ask how was Jesus welcomed, as a king, celebrity, poor man or just another person?</p> <p>Draw similarities and differences to royal/celebrity visits. Watch clips such as Jesus of Nazareth and modern day clips of crowds in Jerusalem, walking the same route, to show children that Jerusalem is a real place and Christians today still wave palm leaves and celebrate Jesus' arrival (i.e. when they are on Easter Pilgrimage to Jerusalem).</p>	<p>Activity: Children to make palm leaves and write words on reflecting how they would welcome Jesus. Children to re-enact Jesus' arrival on Palm Sunday with their palm leaves. Maybe learn a Palm Sunday hymn/song e.g. Sing Hosanna. (Assess recall of Palm Sunday events for AT1 assessment).</p>	<p>Introduce key qu: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Explain that people welcomed Him because He was special and they wanted to be near Him because they had heard of all the good things He had done; also, because they were hoping He would be able to help them be free as they were living under Roman rule (the Romans had taken over and were ruling their country). Did He look/ behave like a king? Did Jesus want to be welcomed in this way? Do you think Jesus would have preferred a quieter entry into Jerusalem?</p>	<p>Activity: How would Christians welcome Jesus into their town today? Children to draw and label Jesus arriving and how Christians might welcome Him. Why would He be welcomed this way? Reinforce He is special to Christians because they believe He is the Son of God.</p>	<p>Read the Easter story and order main events using sequencing cards. Focus on Palm Sunday and recap key question. Continue reading the Easter story including the death and resurrection of Jesus. Jesus arrived as a king, but did He leave as one? In a circle, use lit candle to illustrate Jesus' death with candle being blown out.</p> <p>End point: Discuss what children have learnt from the story and anything they may find puzzling or questions they may have</p>



	same way? What makes someone special					
Year 2	<p>Retrieval practise – What do we know about Jesus’s life on Earth?</p> <p>Is it true that Jesus came back to life again?</p> <p>Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons, reflecting how nature dies in the winter and returns to life in the spring). Reassure children and discuss children’s beliefs, including heaven if that is what they come up with. Talk about how, even if we can’t see the person, we can see them inside our head and in our memories. Questions: Have you ever lost a pet or someone close to you? How do you help yourself remember them? How do you cope with sad feelings? End lesson with happy memories.</p>	<p>Begin by sharing an Easter egg with the class as a symbol of Easter. Tell the children the Easter story and stop after the crucifixion. That’s the end of the story - or is it?</p>	<p>But it must be the end of the story as Jesus died. Share hot cross buns with the children as another symbol of the Easter story. Read the final part of the story and ask the key question: Is it true that Jesus came back to life again? Refer to our thoughts during the first lesson about what happens when we die. Qu: How can we find out if Jesus did come back to life? Share stories of resurrection appearances in Bible e.g. the walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14</p>	<p>If possible, talk to Christian visitor - what do they believe? Is it possible that Jesus was in heaven? Did He literally come back to life? Perhaps one explanation is that He was missed so much people believed they could see Him or they kept His memory in their heads very clearly. Christians have different beliefs about this but all Christians believe in Jesus’ resurrection as this proves to them that they also have life after death. An Easter egg is symbol of new life.</p>	<p>Show children 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box empty with a small question mark. What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4) Watch the Easter story to reiterate what Christians believe, e.g. www.bbc.co.uk/learningzone/clips/the-easter-story/7023.html .</p>	<p>Discuss how it’s okay to believe in different things. There’s no right or wrong answer. Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. The Easter egg is a symbol of new life to remind them of this and Christians send Easter cards to celebrate.</p> <p>End point: Activity: Make cards to show their own ways of symbolising new life. Add a personalised message to a special person.</p>



<p>Year 3</p>	<p>Retrieval practice - What is good about Good Friday?</p> <p>Retrieval practice - what do I know about Jesus? Discuss the significance of the bread and wine and why Jesus used the bread to symbolise his body and the wine his blood.</p>	<p>Tell next part of the story up to and including Jesus' crucifixion. Does anyone know what we call the day that Jesus died? Show the label 'Good Friday' and ask the children for their thoughts. What was good</p>	<p>Children create a storyboard of key events in the Easter story. about Good Friday? Who was it NOT good for?</p>	<p>introducing a key question; What is good about Good Friday?</p> <p>Explore further, from a Christian perspective, how Jesus' death was part of God's plan to show people they can be forgiven and start afresh. Just before Jesus died he said "Father forgive them". What did people need forgiving for?</p>	<p>Who was Good Friday good for? Who Was it not good for? Do Christians today think it was good for them?</p> <p>Assessment: Task Sheet.</p>	<p>End point: Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them.</p>
<p>Year 4</p>	<p>Is forgiveness always possible? To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p> <p>Establish the meaning of the word "forgiveness". In small groups, children make up x6 scenarios in which somebody does something wrong/hurtful to someone else</p> <p>Retrieval practise – What do you know about the Easter story?</p>	<p>Explore why Jesus had enemies and was arrested. What was Jesus' response to the people who let him down? Did he forgive them?</p>	<p>Introduce children to some Biblical texts that show the Christian understanding of forgiveness (Could also use animation/film).</p>	<p>What do Christians believe about forgiveness? Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply.</p>	<p>Use Task Sheet to draw 2 pictures of: a) Jesus showing forgiveness b) Christians today showing forgiveness</p>	<p>Children express their understanding of forgiveness by writing a poem or through drawing /painting a picture, or by using modroc or playdoh to sculpt something that represents what forgiveness means to them.</p> <p>End point: Retrieval practice What can I remember from this term?</p>
<p>Year 5</p>	<p>Retrieval Practice - What do we remember about the events surrounding Easter?</p>	<p>How do Christians believe God had a plan for Jesus' life? What do we know already about Jesus?</p>	<p>Use Luke's Gospel Ch. 20-23. During each lesson as particular events during Holy Week are</p>	<p>children to examine texts on these questions from the</p>	<p>Assessment: Qu: In your opinion does the evidence suggest that Jesus was aware He was going</p>	<p>End point: Do you have a plan or purpose for your life? What would you like to achieve?</p>



	<p>Did God intend Jesus to be crucified and if so was Jesus aware of this?</p> <p>Discuss the idea of destiny- what control do the children have over their own lives? What do other people believe?</p>	<p>What do we think was God's plan was for Jesus' life according to Christianity?</p> <p>Look at the main events of Holy Week.</p>	<p>explored, children to vote on whether they think the evidence suggests this was either part of God's plan or a consequence of events that happened during the week,</p>	<p>Bible that give evidence for/against whether Jesus was aware of his impending crucifixion. vote on whether each event was planned by God or has another explanation. Qu: Can you think of any other evidence from what we know about Jesus that would show his life was planned by God?</p>	<p>to be crucified? Qu: According to Christians why did Jesus stay in Jerusalem if He was aware He was about to die? Qu: Do Christians believe God intended Jesus to be crucified? Qu: What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' destiny? Qu: What would you ask Jesus about Holy Week if He were here?</p>	<p>Children to draw and write their own dream/ambition/purpose.</p> <p>Where does destiny fit in? Is there such a thing? Can you shape your own destiny?</p>
<p>Year 6</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Children list the important/influential people in their lives or who have been in their life at some point and they still remember them. How have those people influenced you? Was it a particularly good teacher who you still remember? What did that teacher do for you that makes you remember them/makes them significant to you? Perhaps it was a relative who has died. What do you remember about that person? What memories do you have</p>	<p>Do festivals and symbols show that Christianity is still a strong religion? Give children a list of festivals to sort into ones that are Christian festivals and ones that are not. Children may not realise that some of the following festivals are Christian festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Establish the festivals that are Christian festivals and ensure children know what they represent. Whether we are Christians or not, which of these Christian festivals do we celebrate?</p>	<p>If Christianity was motivating people to do good in the world, would this show it is still a strong religion? Children research Christian charities doing good work to alleviate poverty, etc (CAFOD/Christian Aid/Traidcraft/Salvation Army) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to 'Love your neighbour'?(Mark 12:28-31) If some countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today? Direct teaching (sensitively)</p>	<p>Where else in British society do you see the influence of Christianity? E.g. People take the oath in court by swearing on the Bible/national anthem has reference to 'God save our gracious queen'/legal system...does this reflect the Ten Commandments? E.g. no death penalty in this country. Christian buildings Are they still used to worship God? Does this show Christianity is still strong? How could you argue that Christianity is NOT strong? Are other religions stronger?</p>	<p>Is Christianity still a strong religion 2000 years after Jesus was on earth? Children write a newspaper/ news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it the right thing to do and there is no need for Christianity to motivate people to do this, etc. Peer - assess and improve</p>	<p>End point:</p> <p>Assessment task: If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by?</p>



	<p>of your time together? Do you have any objects that remind you of them? People can still influence you when they are no longer part of your life. Do you still do something that you used to do together, etc? Make a class list of the most influential people they can think of through history and present day and think about what and how they have influenced. Has this been for good or brought about bad effects?</p>		<p>about Christians who are suffering because they are standing up for their beliefs. Examples to be found by searching the internet 'Christians who are suffering for their beliefs' and for statistics see www.opendoorsusa .</p>			
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Year group	Summer First half term					
Reception	People, Culture and Communities - Children will name and explain the purpose of a mosque.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	Retrieval practise: What do we know about the Easter story? Teach children a song about the days of the week. Which day is the most special for you and why? What do you do on a Saturday? Who do you spend it	Introduce children to a Jewish child. What do you think he/she does on a Saturday? Shall we find out? Take the children through a day in the life of a named Jewish child (through visuals), showing them how they spend their Friday evening and Saturday. Look at Sabbath (Shabbat) day activities,	Can you remember a special meal? Introduce Shabbat, Jewish visitor to come into school, children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time. www.bbc.co.uk/learningzo	Show children a picture of the Jewish child (introduced previously) at Shabbat meal with a selection of contrasting thought bubbles and children to sort according to the importance of Shabbat	Why does our Jewish child celebrate Shabbat? Recap. Introduce key qu: Is Shabbat an important time for Jewish people? Why? Task: This Jewish boy/girl has been invited out on a Friday evening. What will he/she do? Use the task sheet showing a picture of a nonJewish child asking the Jewish	Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have? Discuss some of the prayers we have heard which are an important part of Shabbat. End point:



	<p>with? How does it differ from rest of the week? Children to make a wheel depicting the days of the week and what they do on each of those days (link to Numeracy)</p>	<p>focusing on family time, the Shabbat meal and the synagogue</p>	<p>ne/clips/introduction toshabbat/3874.html Children to draw/label the Shabbat table in their journals (maybe with thought bubbles to fill in: what are the children thinking?)</p>		<p>child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.</p>	<p>Class to write a thank you prayer/reflection and read as a ceremony with candles (possibly with special food, e.g. bread they have made). How does it feel to share special food together?</p>
<p>Year 2</p>	<p>Does going to the mosque give Muslims a sense of belonging?</p> <p>Retrieval practise: What do we remember about Islam and how Muslims pray?</p> <p>Qu: Do you get a sense of belonging from being in our class? How? Can you help other people feel like they belong? Whole class activity to reinforce team experiences/sharing time together. e.g. Circle time or parachute games. Ask qu: Do I feel like I belong? Do I have a stronger sense of belonging being part of the circle? Why? Explore the idea that if we're not in our classroom do we still feel like we belong? Discuss how the feeling of belonging is inside us but we might get a stronger sense of</p>	<p>Show an extract of DVD of Muslims praying in a mosque. www.bbc.co.uk/learningzone/clips/prayer-in-the-mosque/3295.html or using Pathways of Belief DVD - Islam/Hinduism and Sikhism. Explore - Who are these people? What are they doing? Where are they? Why are they doing it together? Introduce key question: Does going to the mosque give Muslims a sense of belonging? Either visit a mosque or show children a virtual tour of a mosque. Talk about mosque school and other activity, not just prayer and worship. http://www.bbc.co.uk/learningzone/clips/how-mosques-are-used/3296.html Look at different pictures of mosques, explaining that inside they all have similar things e.g. Grand mosque in Mecca/Islamic Centre in Bournemouth.</p>	<p>Set up washing routine (wudu), in which children can participate. Muslim visitor to show children how s/he performs ritual washing before prayer. www.bbc.co.uk/learningzone/clips/preparations-for-prayer-wudu/5957.html Qu: Is it only in the mosque where Muslims pray? Look for other examples, prayer mats and compasses.</p>	<p>Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan ibn Majah - Book of mosques and Congregations tradition number 1403)</p>	<p>First show children PowerPoint slides of Muslims praying in different contexts, including Hajj. Qu: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Activity: Children to have copies of the pictures from the input and choose the one which they feel answers the key question and record in their RE Discovery Journals</p>	<p>End point: Children to design and make their own prayer mat, thinking of what is important to them. Maybe use these for times of reflection and stilling. Qu: Where/when do you feel the strongest sense of belonging?</p>



	belonging when we are in our actual classroom/school or other special place.					
Year 3	<p>Discovery RE How can Brahman be everywhere and in everything?</p> <p>Retrieval practice - what can we remember about Hinduism? Who are you and what do you mean to different people? Children create spider diagram they are different things to different people, they are still themselves.</p>	<p>Show children a box labelled 'God' and explain that inside this box we can find out what Hindus believe about God. Inside the box, have many different deities and, as each deity is revealed, explain to the children that This is what God looks like. Qu: How can this be? How can God look like so many different things? Make a link with lesson before.</p>	<p>Tell the children a story about one of the gods, e.g. Ganesha/Lakshmi. Teach children that there is one God who Hindus see in many different forms. Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma - creator Vishnu - preserver Shiva - destroyer</p>	<p>What is Puja? How does doing Puja in their homes make them feel closer to god?</p>	<p>Ask key qu: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?</p> <p>Assessment: Children complete an assessment sheet.</p>	<p>End point: Children to be given a choice of words, e.g. kindness, wealth, friendship, etc. and design their own god/murti who represents one of these attributes.</p>
Year 4	<p>What is the best way for a Jew to show commitment to God?</p> <p>Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to... e.g. start nursery/start school,</p> <p>Retrieval practise – What do you remember about 10 commandments, Passover & Kashrut?</p>	<p>What is the best way for Jews to show commitment to God? What do we know already about how Jews show their commitment to God?</p>	<p>Teach about the Bar/Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God?</p>	<p>Qu: How does it help them in their commitment to their faith? Doing good in the world could be a way of showing commitment to God. Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.</p>	<p>Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this?</p>	<p>Make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to.</p> <p>End point: Retrieval practice What can I remember from this term?</p>
Year 5	<p>Retrieval Practice - what do we remember about Sikhism?</p> <p>Discovery RE</p>	<p>Show children the 5Ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair). What</p>	<p>Explore the Guru Grant Sahib and how the Sikh religion treats its holy book and why.</p>	<p>Equality - what does it mean? Do all religions show equality? Do children think that by treating people</p>	<p>Which ways have we learnt that Sikhs show commitment to God? Ask children key question:</p>	<p>End point: Is it always easy to show commitment? If someone stops showing commitment, is it too</p>



	<p>How far would a Sikh go for his/her religion?</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>Discuss the changing of the law to allow Sikhs to not wear a crash helmet. Discuss other statements - do they show commitment or not></p>	<p>Do children think they are? What do children think they are used for? Symbolise?</p> <p>Amrit ceremony</p>		<p>equally this shows commitment to God? Why? Is it a good idea to treat people equally even if you are not a Sikh? Why? Why not?</p> <p>Introducing 'Sewa' to children. Explain that this means helping others. This can mean giving money or giving time.</p>	<p>Assessment: What is the best way for a Sikh to show commitment to God?</p>	<p>late to try again to be committed? Brainstorm reasons people might find a commitment difficult e.g. feel like they are missing out on fun, feel tied down to certain routines, pressure to fit in, etc. Children to create speech bubbles with advice on how to stay committed to something or someone even when it proves difficult.</p>
<p>Year 6</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Retrieval Practise - what do we remember about Islam?</p> <p>What is meant by a good life? In what ways do children demonstrate leading good lives? (This could be done through a circle time approach.) Why do children lead good lives? Why do other people lead good lives? (Reasons why could be collected on post it notes and then shared) Explore rewards and consequences that can motivate people. Should people lead a good life because they</p>	<p>Now watch BBC Learning clips 3031 online 'What does it mean to be a Muslim' This clip outlines the Muslim belief in heaven. Explore what heaven looks like to a Muslim and therefore why it acts as a motivation to lead a good life. (Use quotes from the Qur'an - www.themeaningofislam.org/beliefs/afterlife/heaven.) Look at the eight doors of heaven. Note that one of the doors is Jihad and children will look at this in more detail in the next unit. http://en.wikipedia.org/wiki/Jannah If time, children could explore what each door would mean in terms of how a Muslim behaves in daily life</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives? Who was Muhammad? Explain that Muhammad was the prophet, messenger of God. Watch clip 4606 BBC Learning clips online 'Muhammad, Allah and the Qur'an' which explains who Muhammad was and information about his life and being chosen as a messenger of God. What does it look like for a Muslim to put other people in front of him/herself? Collect children's ideas on post-its and stick on flip chart under the heading 'putting others first'. What does it look like for a Muslim to put God in front of him/herself? Collect children's ideas on post-its and stick on flipchart under the heading 'putting God first'. Now watch clip</p>	<p>In small groups, children research Muslim beliefs/attitudes towards food, clothes, women, marriage, family life, older people and education. Each group presents what they have found out and explains how this would help Muslims to lead a good life. Would how they behave and their attitudes make a difference to whether they would expect to go to heaven?</p>	<p>Assessment task: 'Does belief in Akhirah (life after death) help Muslims lead good lives?' This could be reinforced using goldfish bowl activity. Inner circle argues that belief in life after death does help Muslims lead good lives. Their partner in the outer circle tries to argue the opposite. Outer circle moves two partners to the right and repeats the exercise and so on, so that children hear lots of different arguments. Balance Scale. Children draw a balance scale, where one side is 'for' the key question and the other side is 'against' the key question. Children decide which is the heaviest side and write their arguments on each side of the scale.</p>	<p>END Point: Some people believe heaven is an actual physical place, some people believe that it is a state of mind or how they feel inside e.g. no suffering, no pain, nothing bad happening etc. So could this life be like heaven? Could it be like heaven on earth? Children write a poem 'What heaven means to me.'</p>



	<p>want whatever reward is on offer or because they don't want the consequence or because it is the right thing to do?</p>		<p>320 BBC Learning clips online 'The Qur'an'. This clip explains that the Qu'ran instructs Muslims how they should worship God and how they should behave towards each other. Ensure children understand that 'how Muslims should worship God' is part of 'What does it look like for a Muslim to put God in front of themselves'. Children can now add any additional ideas to their original collection of post-it notes. 'What does it look like for a Muslim to put other people in front of themselves?'. Children can also add their ideas to this question. How Muslims should worship God is about the way Muslims lead their lives as well as the five pillars (the children should already have knowledge of the five pillars from the Autumn term). Look at ideas surrounding how Muslims should behave towards each other. Why is it important to Muslims that they behave like this towards each other?</p>			
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Year group	Summer Second half term
Reception	<p><i>People, Culture and Communities</i> - Children will know what the bible, Quran, book of religion, is.</p>



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Retrieval practise: How do Jewish people celebrate Shabbat?</p> <p>Teacher to have a post box and explain to the children that in the box are cards that we send to people to celebrate. What is a celebration? Remove cards from the box and one of the cards to be removed is a Chanukah card. Last card out is a birthday card for teddy as today is his birthday. What do we need if we are going to celebrate teddy's birthday? Teacher to make a word bank of the children's suggestions. Class to have props on their table in order to prepare their table for teddy's birthday celebrations. Children to then have class party for teddy</p>	<p>AT1 Recap teddy's party and ask children about their favourite party games. Introduce them to the Dreidel game. Watch a clip of Jewish children playing Dreidel. Revisit celebration cards in post box and the 'mystery' Chanukah card. I wonder if we could play this game at this celebration. www.myjewishlearning.com for instructions. What is Chanukah and who celebrates it?</p>	<p>Reintroduce Jewish child and learn about Chanukah (lighting the Chanukiah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes; potato cakes, visiting the synagogue). Revisit class word bank for teddy's party and look at similarities, e.g. lighting candles, singing songs, giving presents, playing games. Why do Jewish people celebrate this festival? Does it help them to feel close to God? make you feel closest to God?</p>	<p>Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. Qu: If you were a Jewish child, would celebrating Chanukah make you feel closer to God? Which parts would</p>	<p>Ask key question: Does celebrating Chanukah make Jewish children feel closer to God? Model activity: Sorting hoops- which of these statements/pictures (of aspects of Chanukah) would help a Jewish child feel closer to God? Why? e.g. lighting the candle is a time for reflection, playing the dreidel game is for fun, etc. Children complete the Task Sheet sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p>	<p>Take Chanukah card from the post box and ask the children why you would send this card and who would you send it to.</p> <p>End point: Activity: Children to make candle from toilet/kitchen roll tube and then think of something they want to say thank you for and write/draw it on a piece of paper, which they then put inside their candle. Candles displayed in rows of eight to symbolise the Chanukiah. These can be used for times of reflection in circle time, reading out each child's reflection whilst a real candle burns in the circle and Chanukah music plays in the background.</p>
Year 2	<p>Retrieval practise – what do we remember about</p>	<p>Mystery suitcase - who does it belong to? Where are they going? Teacher</p>	<p>Day 1 of Hajj www.bbc.co.uk/learningzo</p>	<p>Day 3 of Hajj www.bbc.co.uk/learningzo</p>	<p>Ask key question: Does completing Hajj make a person a better Muslim?</p>	<p>What would your most special journey be and why? Write a postcard</p>



	<p>Muslims and the ways in which they pray?</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>Circle time - have you ever been on a special journey? When, where, why, with whom? What made it special? Teacher to share a special journey they went on for a specific reason. Show the children a suitcase and explain that Teddy is packing his bag as he is going away. Can we guess where he's going by looking for clues and what he'll do when he gets there? E.g. camera, map, an invite, greetings card and present, money, ticket, etc. Children to work out that Teddy is going to see his Grandma as it's her birthday. Qu: Why is this important to him? How do you think he feels? Why is he going to make the effort? Do you think he will feel different afterwards? What is</p>	<p>to show the children the objects in the case and children to explore further with pictures of the objects on their tables. e.g. Hajj robes, map of Makkah (Mecca), Qu'ran, small stones, spring water, umbrella, picture of the Grand mosque in Makkah. Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. (www.bbc.co.uk/learningzone/clips/hajj-pilgrimage-at-mecca/6236.html). Teacher to explain the relevance of Makkah and the Grand mosque, recapping previous learning. Show children where Makkah is on map/globe. Teacher to explain the significance of different events that take place during the journey. Qu: How do you think these Muslims feel? Why are they doing it? Explain to children that by completing Hajj, Muslims are showing a commitment to God. God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven</p>	<p>ne/clips/hajj-day-one/3258.html</p> <p>Day 2 of Hajj www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html</p>	<p>ne/clips/hajj-day-three/3261.html</p> <p>Children to recap what Muslims do on each day of Hajj.</p>	<p>Children to vote and then work in talking partners with opposing viewpoint and share their reasons. Teacher to then share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/ opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/ gain better understanding/learn more/have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go? Activity: Task Sheet: Who is the better Muslim and why?</p>	<p>home describing how it feels to be in that special place and why. Draw the place on the front of the postcard. Display around map of the world.</p>
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	<p>he most looking forward to? Children role-play Teddy's journey and the reunion with Grandma.</p>					
Year 3	<p>Discovery RE Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Retrieval Practice</p> <p>on what we remember about the Hindu religion.</p>	<p>Is water important? Why is water important? Children think of how they can mime different ways we use water. Is water important? What do I use water for on a daily basis? Do I appreciate it? Children to think what their life would be like without water? Where does water come from? Show pictures of a variety of rivers. Do we appreciate rivers? Where do rivers start and end?</p>	<p>Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river for both residents and pilgrims. Research where the river starts and ends and share facts. What do Hindus do when they visit the river?</p>	<p>Watch a video of person visiting the Ganges - record how they felt/ what they did there.</p>	<p>Activity: Children to make x2 postcards to send from the River Ganges They write one postcard as if they are a Hindu visiting the Ganges for the first time, and the other as a non-Hindu (which may be themselves) visiting the Ganges. Would the 2 postcards say the same things about the 2 people's experiences?</p> <p>MODEL AS A CLASS 1 POSTCARD</p>	<p>Assessment: End point: Activity: Children to make x2 postcards to send from the River Ganges . They write one postcard as if they are a Hindu visiting the Ganges for the first time, and the other as a non-Hindu</p>
Year 4	<p>Do people need to go to church to show they are Christians? My special place and how I feel when I'm there</p> <p>Retrieval practise: What do you remember about the Nativity & Easter story?</p>	<p>Look at John the Baptist as an important figure in the Bible. John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan. Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians?</p>	<p>What happens during worship? Do all churches perform worship in the same way? Why do some Christians attend church?</p>	<p>Jesus' teachings about worship Lamp under a bowl, Mark 4:21-25 - Jesus said to let your light shine, don't hide it</p>	<p>Children to think of the reasons why Christians might choose to go to church and their reasons for doing so.</p>	<p>Children make a presentation (possibly a powerpoint) in pairs reflecting how different places make them feel and sharing their favourite places or design a special place for Christians to worship God.</p> <p>End point: Retrieval practice What can I remember from this term?</p>



<p>Year 5</p>	<p>Retrieval Practice - Christianity</p> <p>Discovery RE What is the best way for a Christian to show commitment to God?</p> <p>Tell children the story from 'The Hiding Place' by Corrie Ten-Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding.</p>	<p>Look at Ten Commandments (Exodus 20:2-17) In groups, children order according to which ones show most commitment to God. Feedback from children. Why does one show more commitment to God than another? Are any easier to follow? Why? Why do we have different views about which are more or less important than others?</p>	<p>Consider some famous Christians who dedicated their lives to helping others to show their love/commitment to God e.g. Martin Luther King/ Mother Teresa, etc. Children do mini research on people who committed their lives to God by 'loving their neighbour'. May look at Christian Aid Week and see how this shows commitment to God.</p>	<p>Does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week? Children present arguments for and against this idea.</p>	<p>Christians also show commitment through taking communion. Why do Christians eat bread and drink wine? Explain that this helps Christians to remember Jesus dying for them on the cross and by taking communion it shows their commitment to God. Does taking communion show commitment to God? Explore the statement 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus'. What does this mean? Is it easy for a Christian to be like Jesus?</p>	<p>End point: Assessment task: What is the best way for a Christian to show commitment to God?</p>
<p>Year 6</p>	<p>Discovery RE Does belief in Akhirah (life after death) help Muslims lead good</p> <p>Retrieval Paractice - Islam and ways Muslims show commitment to God.</p> <p>How far would you go to stand up for something you believe in? How do you feel about war? Why does war happen? Is war ever right/justifiable?</p>	<p>Introduce the concept of 'jihad', explain that this is an Arabic word meaning to struggle against evil. Watch clip 3038 'Jihad' on BBC Learning clips online. Ask children to list some of the things Muslims might consider it to be evil/wrong and therefore struggle to make right. bomber discussed in the clip.</p>	<p>'The Arab/Israeli conflict'. Help children to understand that this conflict is about Muslims (Palestinians) fighting to get back the land they believe belongs to them, which was taken by Israel (Jews). Sensitively unpack the issue of terrorism/suicide</p>	<p>Explore stereotypes: 'Immam discusses Ummah and Jihad' and discuss how important it is for Muslims to lead peaceful lives and how most Muslims would feel about terrorism. Challenge children's thinking through some situations involving stereotyping for example 'a police officer beats up a criminal - does this mean all police officers do this? a woman backs into a lamp post. Does this mean that all women are bad drivers?</p>	<p>Have cards with various situations e.g. giving money to charity, fasting, looking after your family, killing someone, fighting for your country, etc. (to cover learning from this term's units) In groups children to sort into those which they think should/shouldn't help get a Muslim to heaven.</p>	<p>End point: Assessment: Children to write a balanced argument to answer the key question and to conclude with their opinion.</p>



	Explore children's ideas			drivers? Why do many people associate Muslims with war and terrorism? Explain that this is stereotyping from media presentation of events.		
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Use your subject Road Map so you know the theme

How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?: **Add the knowledge, skills and understanding** you want pupils to gain in your **medium-term** plan for each year group

Where the National Curriculum (or equivalent) doesn't describe in detail 'what' you should teach, you have flexibility, have you made your choices clear?

For example:

- What texts pupils will read in English
- What **knowledge** you'll include in a unit about the Vikings
- What 'local history' project you'll undertake
- Which artists or designers you'll study

Are subject-specific skills (or any wider skills, such as oracy) clearly laid out in your medium-term plan? (This is particularly critical in some subjects, e.g. art)

Does learning build towards clear **end points**?

How is your curriculum coverage progressive throughout the school?

Is the sequencing of lessons supporting **all** children's progress?