

Willow Lane RE Curriculum

Our intent

Through the teaching of RE at Willow Lane, we aim to develop skills, build knowledge and understanding and enable children to explore a range of different religious stories, beliefs, morals and values that they can then reflect on in their 'search for personal meaning.' We aim for children to be immersed in rich, experiential learning opportunities to excite and inspire young minds. This will include visits to places of worship, as well as visits from people of faith and will be interspersed with a range of exciting and creative opportunities to ensure learning is both exciting, engaging and becomes embedded. This will enable all children to leave Willow Lane with a broad range of knowledge and skills about the world around them alongside the vocabulary to support a deeper understanding. All children will leave with the understanding, tolerance and social, moral and cultural values that help them to be successful within their own communities and the wider world.

Our curriculum provides a detailed interpretation of the Lancashire SACRE. We have adapted the guidance within the SACRE to meet the needs of the children at Willow Lane and created a broad and balanced sequence of learning. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach skills to ensure children are confident when discovering within a range of religions. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their cultural capital and vocabulary.



Willow Lane
Community Primary School

Assessment in RE

How we assess

Each year begins with knowledge and skills that will build on from previous learning and be applicable to all units throughout the year. This will include the SACRE teaching sequence of Shared Human Experience, Beliefs and Values, Living Religious Traditions and The Search for Personal Meaning. Each year group has a Key Question for the year and each unit has a focus question. These are revisited frequently throughout RE lessons to evaluate children's growing understanding of the religious concepts introduced.

Teachers use the 'I will know...', 'I will know how to...' and 'I will evaluate by...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of creative opportunities that allow children to showcase their learning.


Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular tasks based on the 'Learning Checks' or through planned learning experiences designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and RE.

The overview of the progression in RE is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.

Year group	Autumn		Spring		Summer	
EYFS: Red Key Question: Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special stories: What buildings and places are special to different people?	
1. Orange Key Question: What do people say about God?	Christianity (God) Why do some people say that God is a father? <i>God the Father, prayer</i>	Christianity (Jesus) Why is Jesus special to Christians? <i>The nativity story, beliefs about Jesus as God incarnate, Christmas</i>	Islam How might beliefs about creation affect the way people treat the world? <i>God as creator, care for the planet</i>	Judaism Why might some people put their trust in God? <i>God's promise, Noah, Abraham, trusting in God</i>	Hindu Dharma What do Hindus believe about God? <i>One God in many forms, God in all things, expressing ideas about God</i>	Christianity (Church) How might some people show that they belong to God? <i>Baptism, belonging</i>
2. Yellow Key Question: How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter? <i>Creation, care for the planet, harvest</i>	Christianity (Jesus) Why do Christians say Jesus is the light of the world? <i>Jesus as the light of the world, symbolism of light, advent and Christmas</i>	Hindu Dharma How might people express their devotion? <i>Devotion, worship in the home and temple</i>	Islam Why do Muslims believe it is important to obey God? <i>Submission and gratitude, prayer</i>	Christianity (Church) What unites the Christian community? <i>Worship, the church, use of symbols</i>	Judaism What aspects of life really matter? <i>Moses, ten commandments, The Sabbath</i>
3. Green Key Question: Who should we follow?	Christianity (God) How and why have some people served God? <i>Prophets, service to God, inspirational people</i>	Islam Why is the Prophet Muhammed (pbuh) an example for Muslims? <i>The Prophet Muhammed (pbuh), Zakah</i>	Christianity (Jesus) What does it mean to be a disciple of Jesus? <i>Discipleship, following the example of Jesus, helping others</i>	Christianity (Church) What do some people mean by the 'Holy spirit'? <i>The Holy spirit, gifts of the spirit, Pentecost</i>	Sikhism Why are the Gurus important to Sikhs? <i>Guru Nanak, the ten Gurus, Baisakhi</i>	Hindu Dharma Why is family an important part of Hindu life? <i>Religious duty, Hindu scriptures, the Ramayana, Raksha Bandhan</i>
4. Blue Key Question: How should we live our lives?	Hindu Dharma What might a Hindu learn through celebrating Divali? <i>Vishnu, Rama and Sita, Divali</i>	Christianity (God) How and why might Christians use the Bible? <i>The Bible, Christian life – guided by wisdom, teachings and authority</i>	Sikhism How do the Sikhs express their beliefs and values? <i>The 5ks, equality, the Gurdwara</i>	Christianity (Jesus) Is sacrifice an important part of religious life? <i>Jesus in the wilderness, Lent, sacrifice</i>	Islam Why do Muslims fast during Ramadan? <i>The 5 Pillars of Islam, Ramadan</i>	Christianity (Church) What does 'love your neighbour' really mean? <i>Parables, love for all</i>
5. Indigo Key Question: Where can we find guidance on how to live our lives?	Christianity (God) Why is it sometimes difficult to do the right thing? <i>Sin, Adam and Eve's disobedience, temptation and morality</i>	Islam Why is the Qur'an so important to Muslims? <i>The Qur'an, The Night of Power</i>	Hindu Dharma What might Hindus learn from stories about Krishna? <i>Krishna, Holi</i>	Christianity (Jesus) What do we mean by a miracle? <i>Miracles of Jesus, pilgrimage</i>	Christianity (Church) How do people decide what to believe? <i>The Trinity, use of symbols and metaphors, The Worldwide Church</i>	Judaism Do people need laws to guide them? <i>The Torah, the synagogue</i>
6. Violet Key Question: Is life like a journey?	Christianity (Church) How do Christians mark the 'turning points' on the journey of life <i>Christian rites of passage</i>	Hindu Dharma Is there one journey or many? <i>Reincarnation, Karma, the 4 ashramas</i>	Islam What is Hajj and why is it important to Muslims? <i>The Ummah, Hajj</i>	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? <i>Holy Week, The Eucharist, denominational differences</i>	Buddhism What do we mean by a 'good life'? <i>The Buddha, The Four Noble Truths, The Eightfold path</i>	Christianity (God) If life is like a journey, what's the destination? <i>Salvation, Forgiveness</i>

Willow Lane RE Skills Progression

Lancashire Field of Enquiry	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views	
Year 1: What do people say about God?	<ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment 	Use some religious words and phrases to recognise and name features of religious traditions Talk about the way that religious beliefs might influence the way a person behaves	<ul style="list-style-type: none"> Notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> Ask questions
Year 2: How do we respond to the things that really matter?	Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values	<ul style="list-style-type: none"> Identify and describe how religion is expressed in different ways Suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> Identify things that influence a person's sense of identity and belonging 	Ask relevant questions Talk about their own identity and values
Year 3: Who should we follow?	Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer	<ul style="list-style-type: none"> Identify how religion is expressed in different ways Use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> Describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4: How should we live our lives?	Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority	<ul style="list-style-type: none"> Describe the impact religion has on believers' lives Explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> Reflect on their own personal sources of wisdom and authority
Year 5: Where can we find guidance about how to live our lives?	<ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity 	Explain differing forms of expression and why these might be used Describe diversity of religious practices and lifestyle within the religious tradition Interpret the deeper meaning of symbolism – contained in stories, images and actions	Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities	<ul style="list-style-type: none"> Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance
Year 6: Is life like a journey? 	<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression 	Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life	Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing selfawareness in their own personal development

Reception: People, Culture and Communities

Overview:

Children joining us in Reception will have a range of differing experience to bring to their learning at Willow Lane. Children joining us from Appletree Nursery will have a range of experiences linked to religious education. They will be starting to recognise that people believe different things and have different traditions.

In Reception, we support children in developing their understanding of religious education through different themes throughout the year. We plan in focused learning interactions to explicitly introduce and teach new ideas. We create continuous provision opportunities that provide repeated opportunities for children to learn about different beliefs and religions. We also create space in our curriculum to follow children's interests and build on their prior experiences. This combination of approaches encourages the characteristics of effective learning and provides all children with a strong basis on which to develop their understanding of religious education as they move into Year 1.

Resources:

[EYFS Long Term Plan](#)

[Development Matters](#)

Early Year Foundation Stage Early Learning Goals

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories and non-fiction texts.



Reception: People, Culture and Communities

I will know:

- some of the things that help to make a community.
- how different people and cultures celebrate special events.
- that people live in communities all around the world.
- that some stories and times of the year are special for different groups of people.
- that some stories have special messages and meaning for people.
- that some buildings and places are special to different groups of people.

I will say:

people, communities, groups, special, story, meaning, church, temple, mosque, Christian, Hindu, Muslim, Christmas, Easter, Diwali, Ramadan, Eid.

I will experience:

- visiting places of worship and exploring stories and artefacts from different beliefs.

I will learn how to:

- talk about my own beliefs and ideas.
- respectfully listen and talk about the other people's beliefs.
- ask questions to find out more about other people's beliefs.

Learning Links

Children will build on the experiences of different religions, traditions and beliefs they have already experienced in nursery or home settings.



Willow Lane RE ENRICHMENT OVERVIEW

	Autumn		Spring		Summer	
EYFS: Red Key Question: Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people?	
1. Orange Key Question: What do people say about God?	<p>Christianity (God)</p> <ul style="list-style-type: none"> Handle prayer beads Interview a Christian about prayer 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Take part in a nativity Watch a SACRE nativity puppet show 	<p>Islam</p> <ul style="list-style-type: none"> Nature walk ('beauty and wonder' of nature) Interview a Muslim about being a Khalifa of the world 	<p>Judaism</p> <ul style="list-style-type: none"> Build and decorate a sukkot in groups on the field 	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Handle murti and create a shrine in the classroom Sculpture murti deities (clay /playdoh) 	<p>Christianity (Church)</p> <ul style="list-style-type: none"> Visit to the Priory Church to learn about baptism with the vicar (name features e.g. font)
2. Yellow Key Question: How do we respond to the things that really matter?	<p>Christianity (God)</p> <ul style="list-style-type: none"> Create a class frieze of the story of Genesis Organise a food collection in the local community for the food bank 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Make a Christingle 	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Handle a puja tray Make a diva lamp from salt dough 	<p>Islam</p> <ul style="list-style-type: none"> Visit to a mosque to see Wudhu sinks (local mosque) Carrying out the washing ritual themselves 	<p>Christianity (Church)</p> <ul style="list-style-type: none"> Visit to the Priory Church to name and understand the features of churches 	<p>Judaism</p> <ul style="list-style-type: none"> Bake challah bread
3. Green Key Question: Who should we follow?	<p>Christianity (God)</p> <ul style="list-style-type: none"> Suggest ways to raise money for Christian Aid and make posters Interview a devout Christian 	<p>Islam</p> <ul style="list-style-type: none"> Interview a Muslim (parent / pupil) about Zakat 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Creating a job advert for a 'modern day disciple' (someone who can make a difference in the community) 	<p>Christianity (Church)</p> <ul style="list-style-type: none"> A 'whit walk' in the school grounds 	<p>Sikhism</p> <ul style="list-style-type: none"> Visit to a Sikh Gurdwara 	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Create a puppet show / drama of Rama and Sita with children's own props
4. Blue Key Question: How should we live our lives?	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Make Diwali lanterns / decorations A visit to a Hindu Mandir 	<p>Christianity (God)</p> <ul style="list-style-type: none"> Explore a range of Bibles of all ages 	<p>Sikhism</p> <ul style="list-style-type: none"> Handle the 5Ks Interview a Sikh about the 5Ks 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Make posters to put around school to encourage people to donate to the foodbank (linked to sacrifice) 	<p>Islam</p> <ul style="list-style-type: none"> Try foods celebrated on Eid (Eat Indian Common Garden Street) 	<p>Christianity (Church)</p> <ul style="list-style-type: none"> Drama activities to explore the parables
5. Indigo Key Question: Where can we find guidance on how to live our lives?	<p>Christianity (God)</p> <ul style="list-style-type: none"> Interview a member of the Clergy about sin 	<p>Islam</p> <ul style="list-style-type: none"> Visit to the Salaam Mosque, Preston (Qu'ran) 	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Create Rangoli Holi art work Hindu dance workshop 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Hold a class debate about miracles 	<p>Christianity (Church)</p> <ul style="list-style-type: none"> Visit to Lancaster Cathedral to learn about the Holy Trinity 	<p>Judaism</p> <ul style="list-style-type: none"> Handle Torah scrolls Writing the Hebrew alphabet in pen and ink, right to left
6. Violet Key Question: Is life like a journey?	<p>Christianity (Church)</p> <ul style="list-style-type: none"> Create their own life journey with significant events 	<p>Hindu Dharma</p> <ul style="list-style-type: none"> Plan a 'sacred thread' ceremony Design a 'Game of Life' board game 	<p>Islam</p> <ul style="list-style-type: none"> Take part in a virtual Haaj around school where children talk through the importance of the rituals at each stage 	<p>Christianity (Jesus)</p> <ul style="list-style-type: none"> Visit the Priory (or another church) to interview the vicar / priest about Eucharist (or ask them to come in) 	<p>Buddhism</p> <ul style="list-style-type: none"> Visit to Samye Ling Buddhist Monastrey Design a 'Game of Life' board game 	<p>Christianity (God)</p> <ul style="list-style-type: none"> Hold a debate about forgiveness with scenarios Mindfulness work about how to let go (guided)

Willow Lane RE Curriculum

Year 1



Willow Lane
Community Primary School

Year 1: Christianity (God) Key Question: What do people say about God?

Focus Question: Why do Christians say that God is a 'Father'?

I will know:

- To know that Christians refer to God as 'Father'
- To know how and why Christians might want to talk to God and that they do this through prayer
- To know that the Lord's Prayer is very important to Christian people
- To know the story of the Parable of the Lost Son
- To know the importance of love in families
- To know the ways they are cared for and supported by family members
- *To know who they can talk to when they are happy / sad/ worried

I will say:

Christian, God, role, father, The Lord's Prayer, praying, prayer beads

I will experience:

- Handling prayer beads and other symbolic items related to prayer
- Interviewing a visiting Christian to discuss prayer

I will learn how to:

- To talk about why Christians might compare God to a loving parent
- To suggest symbolic meanings of rituals and items used in Christian prayer
- To reflect on their own role within the family
- To give an example of a Christian belief (God as the 'Father')
- To ask questions relating to God

Learning check

1. What are the roles of parents?
2. What is the name of an important prayer to Christian people?
3. How and why do Christian people pray?
4. Who can I talk to when I am sad, happy or worried?

Learning links

In Red class, the children learnt about celebrations such as the Christian festivals of Christmas and Easter. They also handled bibles and know special stories relating to the celebrations. Later in the year, they learnt about special places and visited the Priory Church.

What is my role in the family?

Why is love important in families? How is this love shown?
 What roles might people have in families?

Search for personal meaning

Shared human experience

Living religious traditions

Pupils should consider how and why Christians might want to talk to God (prayer)

Beliefs and values

Pupils will explore the Christians belief that God is like a good father.

Why do Christians say that God is a 'Father'?

Why might Christians compare God to a loving parent?

The Lord's Prayer

Our Father in heaven,
 hallowed be your name,
 Your Kingdom come,
 your will be done,
 on earth as in heaven.

Give us today
 our daily bread,
 forgive us our sins,
 as we forgive those
 who sin against us,
 Lead us not into temptation,
 but deliver us from evil,
 For the Kingdom,
 the power and the glory
 are yours,
 Now and for ever, Amen.

Pupils will look at words, rituals and items used in Christian prayer and suggest why these might be done/used.

How do families care for and support one another in good times and bad?
 Who do we talk to about the good and bad things at the end of each day?

Who can I always talk to?

How do I support the people I care about?

Focus Question: What lights our way?

This unit enables pupils to explore Christian use of the term 'father' to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as 'daddy', suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad

Focus Question: What lights our way?

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Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Look at images of families – talk about the different roles that people have in different types of families. In what ways do parents need to care for their children? Come up with a class 'recipe' for a good parent Talk about the importance of love and loving relationships. Suggest ways that people show their love for one another
Beliefs and Values 2	<ul style="list-style-type: none"> Read through the Lord's Prayer. Talk about why Christians might address God as father. What does this suggest about Christian beliefs about God? In the Lord's Prayer, Christians ask God to give them their daily bread and forgive them their sins. How does this reflect their discussions about a good parent?

	<ul style="list-style-type: none"> Read a children's version of the Parable of the Lost Son. Explore the role of the father in the story. What decisions does he make and why? Talk about the fact that in this story, the father represents God – who do the children think the Lost Son represents?
Living Religious Traditions 3	<ul style="list-style-type: none"> Look at a range of images of Christians praying in different contexts – alone, in a church, using aids to prayer such as candles, icons and rosary beads. Talk about similarities and differences in the images. Discuss why Christians pray and what says about their relationship with God (as a loving father who listens to their prayers). Come up with a list of suggestions – what might a Christian want to talk to God about (encourage ideas such as asking for help, sharing good news, saying sorry, thanking God for all he has done). Talk about why Christians might put their hands together in prayer and close their eyes. How might this help them to focus on talking to God? Where possible, it would be good to visit a church or invite in a Christian to answer children's questions about how and why they pray. This clip of children talking about praying might also be helpful https://www.youtube.com/watch?v=bS5BFgQWRU4&index=27&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK
Search for Personal Meaning 4	<ul style="list-style-type: none"> Discuss their own roles within the family – as a child what support do they need to grow and succeed? How do they support and care for others in the family? Think about who they <u>have</u> to talk to and the types of things they talk about. Why might it be good to talk to someone – about both good things and bad things in the day? Children could also think about their own role as a communicator – are they good both at talking and listening?

Year 1: Christianity (Jesus) Key Question: What do people say about God?

Focus Question: Why is Jesus special to Christians?

I will know:

- To know how and why babies are special and why they need love and care
- To know a simple version of the nativity story
- To know why Christians say that Jesus is a special baby
- To know how different characters in the nativity welcome baby Jesus

I will say:

Christian, Jesus, bible, nativity, religious, stable, manger, kings, shepherds, gifts, celebration, welcomed

I will experience:

- › Taking part in a nativity play for parents
- › Watching a visitor tell or a puppet show of the nativity

I will learn how to:

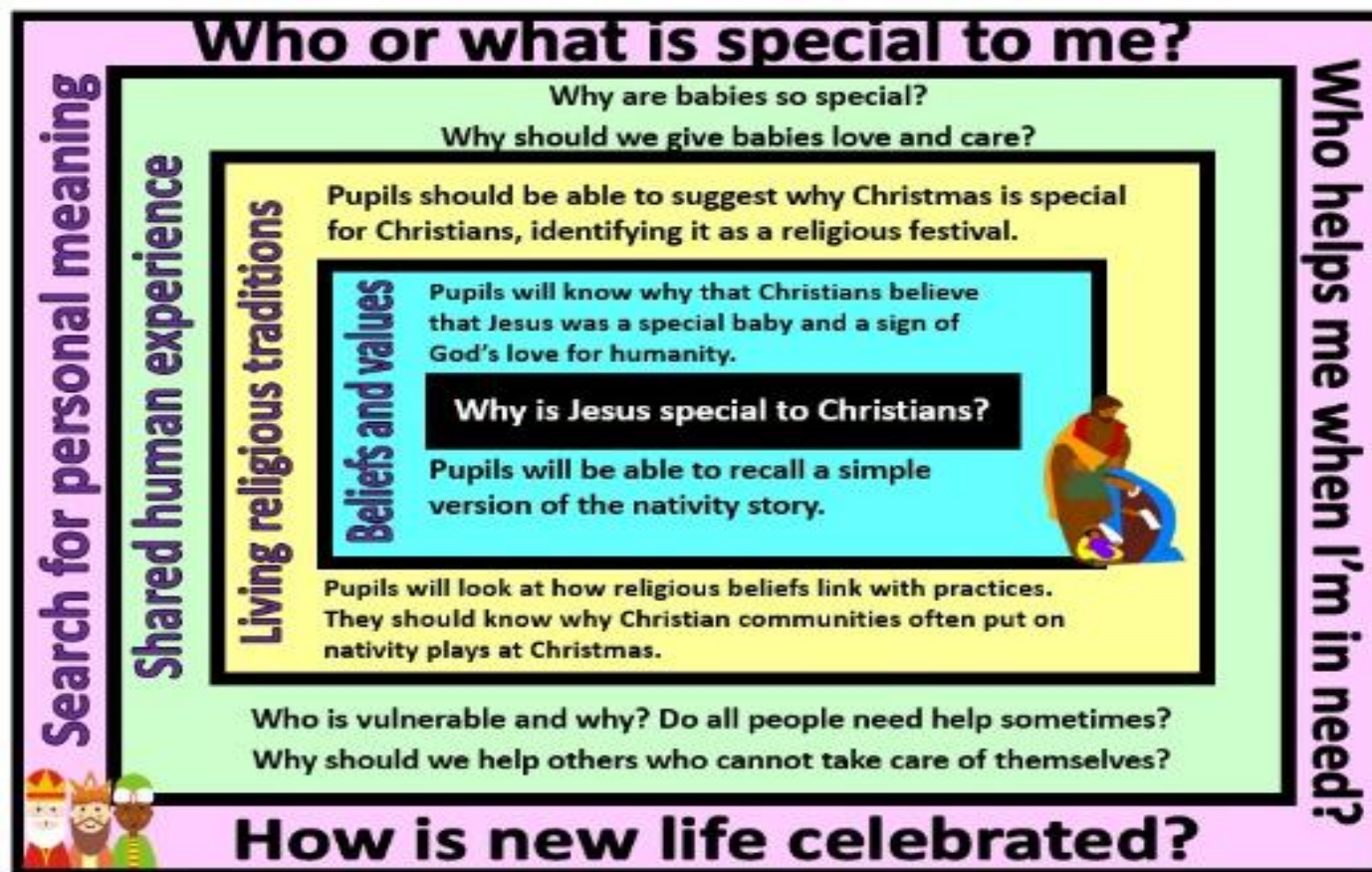
- To talk about the importance of looking after those who cannot help themselves
 - To talk about why Christmas is a special time for Christian people
 - To identify religious aspects of Christmas celebrations
 - To explain their own beginnings and how they were welcomed into the family
- To reflect on who has helped them in life so far

Learning check

1. How do we take care of babies? Why do they need our care?
2. What can you tell me about the nativity story?
3. Why is Jesus a special baby to Christian people?
4. Who has helped you in your life so far?

Learning links

In Red class, the children learnt about celebrations such as the Christian festivals of Christmas and Easter. They also handled bibles and know special stories relating to the celebrations. Later in the year, they learnt about special places and visited the Priory Church.



Focus Question: Why is Jesus special to Christians?

This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation. They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Discuss why family is important. Who is responsible for raising children in a family? What roles do people have in terms of helping one another? • Read stories with new babies in them. Talk about the fact that babies are both physically and <u>emotionally vulnerable</u>. • How do people prepare for a new baby? Make a list of important items and ask pupils to select their top three and explain why they chose them. • Show the class a gift-wrapped box. Tell them that it is the best present ever – ask them what they think it might be and why. Discuss the difference between gifts of financial value and gifts such as love and family and caring.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Read or watch the Christmas nativity and ask pupils to draw a picture to explain the key parts of the story. • Pupils <u>to choose</u> three characters from the story and explain why they have chosen them and what their role within the story was. Explain that for Christians, Jesus is God himself and so is the most important character in the story. • Discuss why Jesus was a special baby: why might Christians describe Jesus as a gift to the world?
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Talk to a Christian to find out what they think is the important message in the Christmas story. • Take part in a retelling of the nativity story. Talk about why Christians might retell this story as part of their <u>Christmas celebrations</u>. • Look at a selection of Christmas cards. Identify which ones <u>have a</u> religious meaning and which do not reflect any religious beliefs or traditions. • Email a believer. http://www.reonline.org.uk/supporting/. Ask Christians how the Christmas story affects <u>their lives</u>.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Discuss why people give and receive presents. Why might some people gain pleasure from giving a present? • Share ideas about non-materialistic presents – Can a person be a present? Why/Why not? • Relate ideas back to the Christian teaching of Jesus being a gift from God and an expression of God's love <u>for humanity</u>.

Focus Question: How might beliefs about creation affect the way people treat the world?

I will know:

- To know that Muslims believe in one God (Allah)
- To know that Muslims believe the world was created by God
- To know that Islam teaches that humans should be caretakers (stewards / Khalifahs) of the planet
- To know the Islam story of the Baby Birds (teaching from the life of Prophet Muhammad pbuh)

I will say:

Islam, Muslim, prophet, Muhammad, God, Allah, creator / creation, caretaker, stewards, Khalifahs, natural world

I will experience:

- A nature walk to focus on the beauty of the natural world
- An interview with a Muslim about being a Khalifah of the world

I will learn how to:

- To talk about why Muslims might value the natural world
- To suggest how Muslims might show respect for God by caring for the natural world
- To talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it
- To reflect on how they treat the natural world – and if they have a duty to look after it

Learning check

1. What do Muslims believe about God?
2. Where do Muslims think the world came from?
3. What happens in the story of the Baby Birds?
4. What does Islam teach that humans should do for our world?
5. In what ways can we take care of our world?

Learning links

In Red class, the children learnt about celebrations such as the Christian festivals of Christmas and Easter. They also handled bibles and know special stories relating to the celebrations. Later in the year, they learnt about special places and visited the Priory Church.



Focus Question: How might beliefs about creation affect the way people treat the world?

This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah’s role in creating and sustaining the world, and humankind’s response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit this should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Pupils could go for a nature walk and talk about aspects of nature that they enjoy. They could collect leaves, acorns etc. and use these to make a collage or print picture. These could be used as a display of the natural world to prompt discussion. Show pupils a variety of environmental pictures good and bad and ask them to discuss what is happening in the pictures. Development of this task could be to ask students who they think is responsible for taking care of the world and why they think people should care about the world. They could also watch the Wonderful world song and think about of all the wondrous things in the world and why it important they are cared for: rainforests, flowers, oceans etc. https://www.youtube.com/watch?v=m5TwT69j1IU
Beliefs and Values 2	<ul style="list-style-type: none"> Watch the BBCTeach clip of Islamic stories. Talk about the stories with the children – ask them to think about why Muslims might think that it is important to teach children to care for all living things. Encourage them to connect the belief in one God who create the world with the view that living things should be cared for https://www.youtube.com/watch?v=bN7KIMmwlc Read the Islamic story of the Baby birds (teaching from the life of Prophet Muhammad pbuh) book/puppet set available https://www.articlesoffaith.co.uk/faiths/islam.html?limit=all Ask pupils to think about why the Prophet Muhammad might be seen as a good role model by Muslims.
Living Religious Traditions 3	<ul style="list-style-type: none"> Discuss what it means to be a ‘caretaker’ – you could ask your school caretaker to come in and speak to the class about what their job involves and how this role supports the life of the school. You could introduce the word Khalifah and explain that it is the Muslim word for being a caretaker of the world. Discuss how this would affect the way a Muslim might behave – what things might people do differently if they believed that caring for the plane was an important part of their religion? Look at images of environmental issues (eg, pollution, rubbish being dumped, plastics in the oceans) and ask pupils to suggest why a Muslim might be concerned about these issues and what they might want to do as a result of their concern.
Search for Personal Meaning 4	<ul style="list-style-type: none"> Pupils to write down rules they think they should follow in order to make the environment better in their home/school/local community Pupils could paint an picture to show their own beliefs and values about how the natural world should be Pupils to talk about what is important to them in the natural world? What would they do to improve it? Why?

Focus Question: Why might some people put their trust in God?

I will know:

- To know the core Jewish belief that God will keep his promise
- To know that religious beliefs might influence the way a person behaves
- To know the story of Noah's Ark or Abraham
- To know that Sukkot is a Jewish festival that is celebrated for seven days
- To know that Sukkot celebrates God freeing the Jewish people from slavery in Egypt
- To know the rules for building a sukkot

I will say:

Judaism, Jewish, promise, trustworthy, ark, God, Jerusalem, Sukkot, celebration, festival

I will experience:

- Building a sukkot in groups on the field

I will learn how to:

- To give an example of a key belief (e.g. that Jews believe in one God)
- To use some religious words and phrases
- To notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different festivals in very different ways e.g. Sukkot)
- To notice that trust is a very important part of human life
- To ask questions about the importance of trust

Learning check

1. What is an important belief of the Jewish people
2. What happens in the story of Noah's Ark
3. What does Sukkot celebrate?
4. Tell me three things about a sukkot.
5. How easy or difficult is it to keep a promise?

Learning links

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Why do people make promises?

Why do people make promises?
What type of promises might we make?

Search for personal meaning

Shared human experience

Living religious traditions


Beliefs and values

Pupils should learn about the festival of Sukkot and how this is a time when Jews thank God for looking after them.

Pupils will know that Jewish people believe that they can put their trust in God.

Why might some people put their trust in God?

They will explore how people such as Noah and Abraham put their trust in God.



Pupils can think about how celebrations might be a way to remind people of important events and beliefs – and for Jewish people are a reminder to trust in God.

Who do I really trust?

What is trust? What makes someone trustworthy?
Who can we trust in?

Is it important to keep promises?

Focus Question: Why might some people put their trust in God?

In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed.

They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.

Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Watch http://www.early-years.org/sesame-tree/activity-cards/activity-card.php?acn=14&acs=2 clip and discuss the questions listed beneath the clip. Or share a promise story with the class – eg 'A promise is a Promise' by Robert Munsch. • Circle time - discuss the importance of promises. Ask the children to give examples of promises that they have made within the class. E.g. I promise I will not <u>hit</u>, I promise I'll wait my turn. Ask why it is important we can trust one another to keep these promises – why is it important to be trustworthy? What makes someone trustworthy? • Make a class promise and decorate with fingerprints as signatures. Display the promise/s on the wall.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Read the story of Noah. If you have a <u>toy ark/pairs of animals</u> then the story could be acted out. • Talk about the rainbow as a sign of God's promise – talk about why people might need reminders of the importance of promises (link with the class display of their promises). Explain that a Jewish person might say that although people often forget their promises, God does not and so they believe that they can always trust in God. • Listen to/ learn the song 'Arky, Arky' (Rise and Shine)
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Watch <u>'Jumpin' Jerusalem- Sukkot</u> https://www.youtube.com/watch?v=h_W1pGtlRsY • Tell the children about the history of the festival of Sukkot and how this is celebrated by Jewish families today. • Talk about how the celebration of the Sukkot is similar/different to the celebrations some people celebrate each year? Encourage children to understand that celebrations are important in many cultures as a way of remembering something special and often as a reminder to be grateful – in the same way, Sukkot is a time for the Jews to remember to be grateful to God for keeping his promise and providing them with all that they need. • You could create a Sukkah <u>with in</u> the classroom and decorate with lulavs, etrog, <u>hadass</u> and <u>arayah</u> made from paper.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • The class could eat lunch together by the sukkah and talk about how eating together <u>is a nice way of</u> bringing people together as a family/community. • Look back at the class promises – discuss if they have been kept by all members of the class, do they feel that they will be able to continue to keep these promises throughout the rest of the year, how easy/difficult is it to keep promises?

Year 1: Hinduism Key Question: What do people say about God?

Focus Question: What do Hindus believe about God?

I will know:

- *To know that people have many different roles
- To know that Hindus believe in one God in many forms
- To know that Hindus believe that God is present in all living things
- To know the story of The Blind Men and the Elephant
- To know the three deities of the Trimurti (Shiva, Vishnu and Brahma)
- To know that Hindu people worship in the form of shrines
- To know their own roles

I will say:

Hindu, Hinduism, God, forms, roles, deities, Trimurti, Shiva, Vishnu, Brahma, murti, shrine

I will experience:

- Handling murti and deities and creating a class shrine
- Creating themselves as a deity through art Sculptures or paint

I will learn how to:

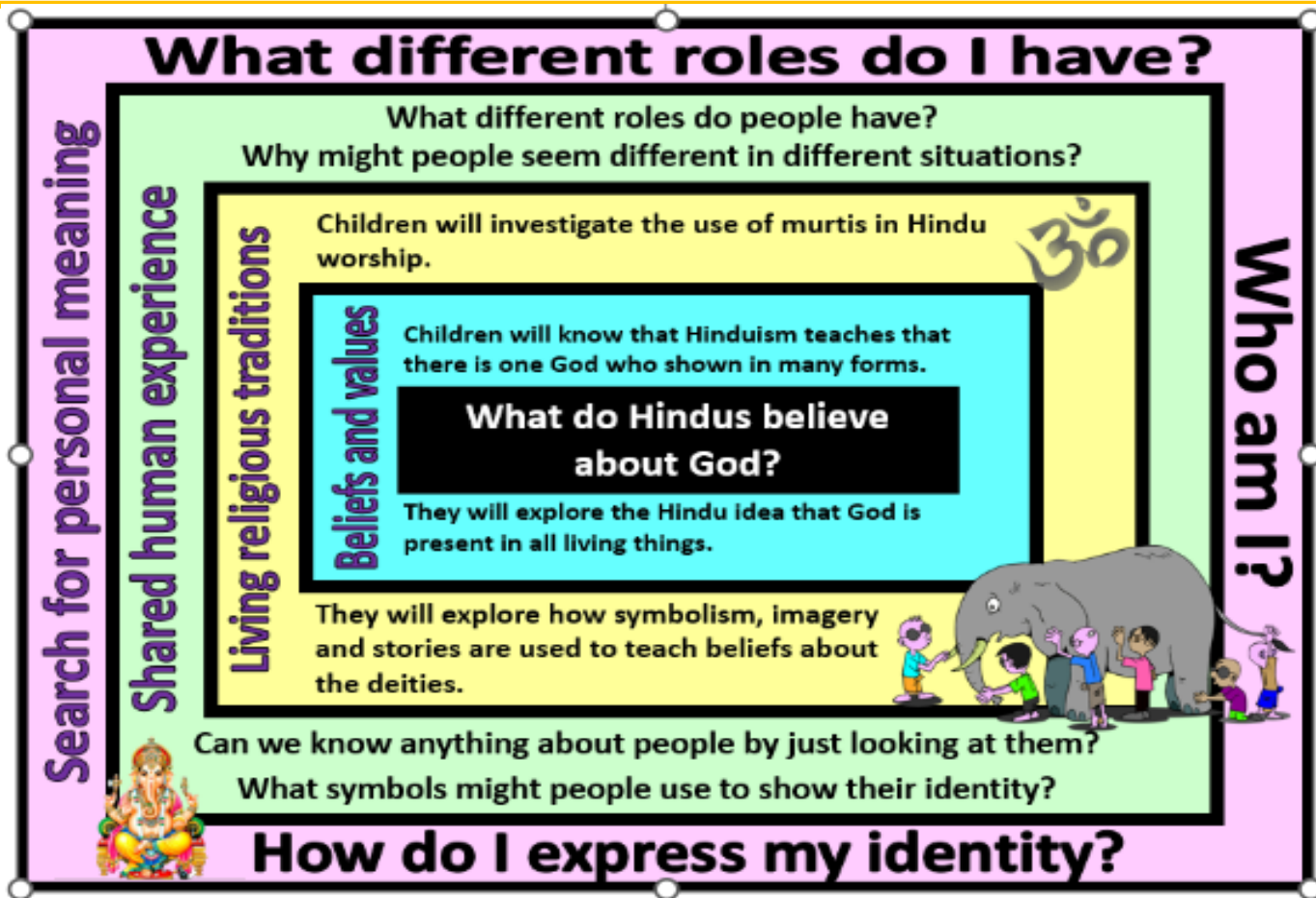
- To investigate why Hindus might use statues and images (murtis) in their shrines
- To suggest symbolic meanings expressed in the images (e.g. clothing or objects)
- To explain how a religious story helps us to understand what Hinduism teaches about God
- To discuss the different ways that people can be seen and described and consider how people might have multiple roles

Learning check

1. What do Muslims believe about God?
2. Where do Muslims think the world came from?
3. What happens in the story of the Baby Birds?
4. What does Islam teach that humans should do for our world?
5. In what ways can we take care of our world?

Learning links

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Focus Question: What do Hindus believe about God?

This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.

Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.

Year 1: Hinduism Key Question: What do people say about God?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Teacher could talk about the different roles they have and the way that they are seen/named in each role (Mr/Miss/Mrs ____, mum, dad, brother, sister, son, daughter, friend, colleague, neighbour etc.) Explore the different roles that a person may have – and the different ways that a person might look in these different roles (eg, a police officer/nurse/fire-fighter in and out of uniform). Why might some roles include special clothing or visual ways of showing people what the person's role is?
Beliefs and Values 2	<ul style="list-style-type: none"> Read the blind men and the elephant story – talk about why the blind men all had a different understanding of the elephant. Explain that this story helps us to understand what Hinduism teaches about God. Hinduism teaches that there is one God, but that people might understand God in many ways. Look at an image of the three deities of the Trimurti (Shiva, Vishnu and Brahma). Ask children to identify the similarities and differences between the three. Discuss the symbolism of the objects they carry/wear and how these link to their <u>particular role</u> within the Trimurti.
Living Religious Traditions 3	<ul style="list-style-type: none"> Investigate the use of murti in Hindu worship. Show children a murti of Lakshmi and/or Ganesh and ask them to work out why a Hindu might choose to worship these <u>particular deities</u>. Look at images of Hindu shrines – explain that these are used as a way of showing respect to <u>all</u> of the different understandings of God. Each aspect is worshipped and thanked for its own <u>particular role</u>.
Search for Personal Meaning 4	<ul style="list-style-type: none"> Talk about the different roles they have and the different ways that they might look or be called by different people. List all the skills and qualities that make them who they are – try to express these through an image. Design an item of clothing that they could wear to express all these different aspects of themselves.

Focus Question: How might some people show that they 'belong' to God?

I will know:

- To know the different roles of families in raising children (mums, dads, aunties, uncles, cousins etc.)
- To know that some Christians welcome babies into God's family (the Church) with baptism ceremonies
- To know features of baptisms (e.g. the font, candles, godparents)
- To know why parents might want to have their child baptised

I will say:

God, Church, baptise, baptism, candle, font, priest / minister, cross, holy water, God parents

I will experience:

- A visit to the Priory church to find and name the features of baptism with the vicar there to answer questions

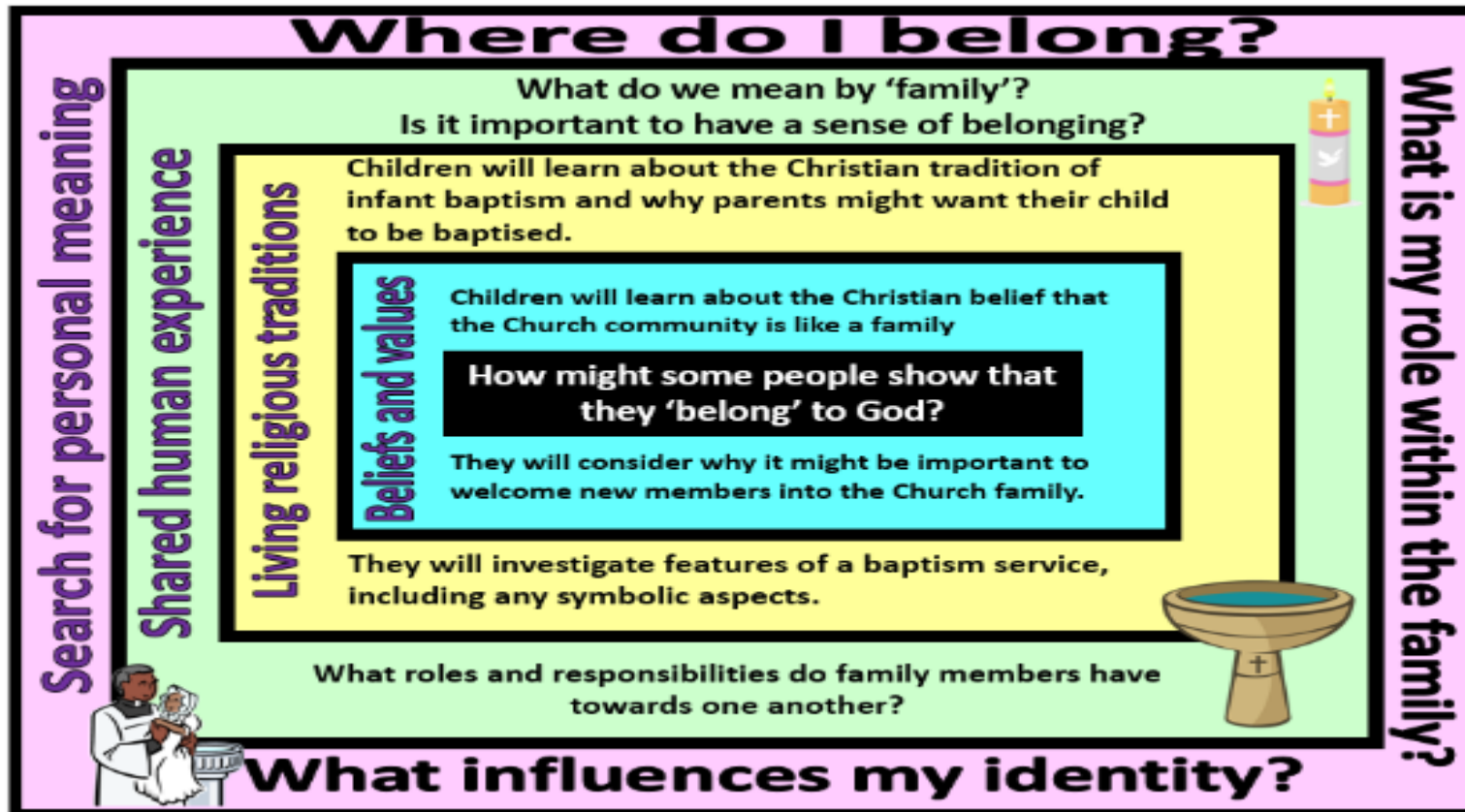
I will learn how to:

- To talk about what it might mean to belong to the Church family
- To discuss their own identify as part of a family and part of the school community
- To explore the things that they belong to
- To identify how they show that they belong
- *To share their own experiences of baptism

Learning check

1. How do Christian people welcome babies into God's family?
2. What would you find and see in a baptism ceremony?
3. How do Christian people show they belong?
4. How do other communities show they belong?

Learning links



Focus Question: How might some people show that they 'belong' to God?

In this unit children will explore how the rite of baptism shows that Christians belong to Gods' family - the Church. They will identify symbols, items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Ask children and staff to bring in photographs of their families to share with the class. Talk about who is in their family. Identify the different relationships that they children may have within their families e.g. brother/sister, son/daughter, cousin. What makes a good family? How does a family look after children? What other groups do they belong to? (e.g. school, class, clubs, religions). Are these groups like families? How do they show that they belong?
Beliefs and Values 2	<ul style="list-style-type: none"> Talk about why Christian parents may decide that they want to have their baby baptised. Christians believe that the Church community is like a family. Remind children that they have previously found out that Christians think of God as being like a father. In some Christian communities, parents ask for their child to be baptised so that it can belong to this family and can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family. In the infant baptism <u>ceremony</u> the parents will also say thank you to God for the gift of their child. Discuss why the children think that it is important for Christians to make new members of the Church family welcome.
Living Religious Traditions 3	<ul style="list-style-type: none"> Watch a video of an infant baptism https://www.bbc.com/bitesize/clips/zr34wmm Identify who is involved in the baptism and what is used. Talk about the cross that is made on a baby's head in the context of welcoming a child into the family of God in the church. Ask them what the cross symbolises. Invite children who have personal experience of going to baptisms to talk about them and share any photographs or artefacts that they have. Visit a church and identify the font. Talk to the priest/minister about what they do at a baptism and why it is an important ceremony of belonging. Alternatively take a virtual tour of a church and locate the font at http://e4education.uk-virtualtours.co.uk/church/ Hold a baptism for a class doll/teddy. Create invitations for other members of the school community to attend. Work with the children to identify who and what they will need for the baptism. Design and make baptism certificates - what images, symbols or words could they use to show that the baby is now a member of the Christian family? (This could be used as an assessment activity for the unit)
Search for Personal Meaning 4	<ul style="list-style-type: none"> Put photographs/drawings of the children in the centre of flower outlines. On the petals children can record what they belong to through writing or drawing. Discuss how we would show a new child in our school that they were welcome and how we could help them to feel that they belong.

Willow Lane RE Curriculum

Year 2



Willow Lane
Community Primary School

Year 2: Christianity (God) Key Question: How do we respond to the things that really matter?

Focus Question: Does how we treat the world matter?

I will know:

- To know that human activity can be both good and bad for our world
- To know that Christian people celebrate harvest to thank God for creation
- To know how Christians celebrate harvest
- To know some Christian charities and explain the work they do
- To know why Christians might think it is important to look after our world

I will say:

Christian, God, creation, Adam, Eve, harvest, charities, Christian Aid, CAFOD, A Rocha, pledge, gratitude, awe, wonder, beliefs

I will experience:

Creating a class frieze on the creation story (Genesis 1) and retelling together
Interviewing a Christian who carries out charity work

I will learn how to:

- To discuss why the world should matter to all humans
- To retell the Christian creation story (Genesis 1)
- To suggest why Christians might think it is important to look after our world and how they may express concern for the natural world
- To identify ways in which humans use (and abuse) the natural world
- To reflect on their own use of the world's resources
- To ask questions about what they can do to show that they care about the world

Learning check

1. Why should the world matter to all humans?
2. What do Christians believe about where the world came from?
3. How do Christians celebrate creation?#
4. How do Christians help to take care of our world?
5. How can you take care of our world?

Learning links

In Orange class the children learnt about God as the father. They studied the Lord's Prayer and explored Christian prayer including why and how Christians pray.



Focus Question: Does how we treat the world matter?

In this unit, pupils will look at Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities.

Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.

Year 2: Christianity (God) Key Question: How do we respond to the things that really matter?

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Look at images of good and bad aspects of our world. Talk about how human activity can be both good and bad for the planet Look at images of natural beauty – discuss how the world can be a source of awe and wonder Discuss why the world should matter to all humans Raise questions about human <u>behaviour</u> – why <u>don't people</u> focus more on caring for the world. Why do some people not seem to care?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Listen to a children's version of Genesis 1 eg. http://www.dltk-bible.com/genesis/chapter1-cv.htm or https://www.youtube.com/watch?v=vZ1Fd_SPC18 Create a class frieze of pictures retelling the creation story In response to the story, talk about why Christians might believe that they should look after the world Look at the words of Christian hymns that might be sung at Harvest (eg. 'All Things Bright and Beautiful'). Identify the beliefs and values contained in these words.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Find out about Christian groups that work to conserve the world's resources and protect the environment. These could be linked to a local church or an <u>organisation</u> such as CAFOD, Christian Aid or A Rocha https://globaldimension.org.uk/resource/cafod-climate-environment-resources-primary/ Look at pictures of crops being harvested. Talk about what has happened <u>in order to</u> make the crops grow and become something that is good to eat. Talk about why people are grateful for food and ways in which people might show their gratitude. Explore Harvest as a time when Christians thank God for all the good things in creation and try to share the good aspects of creation (especially food) with others.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Talk about their own hopes and concerns for the natural world. Discuss how individual actions can make a difference (eg. reduce, reuse, recycle) Create a class pledge of things they will do to show that the world matters to them Create a collage of images of the good aspects of creation, with words to describe feelings of gratitude, awe and wonder

Year 2: Christianity (Jesus) Key Question: How do we respond to the things that really matter?

Focus Question: Why do Christians say that Jesus is the 'Light of the World'

I will know:

- To know that Christians describe Jesus as the 'Light of the World'
- To know a range of sources of light and examples of language using light images and know light is a source of comfort
- To know bible references John 1: 4-5 and 9, Luke 2:32 and John 8:12
- To know different titles that might be given to Jesus
- To know ways in which Christians might use light as part of their celebrations
- To know the elements and representations of the Christingle

I will say:

Christian, Jesus, Christ, Messiah, Saviour, Son of God, Christmas Christingle, advent, candle, advent services, 'Light of the World'

I will experience:

Visiting the Priory Church at Christmas time to see the advent candles
Making their own Christingle and explaining what each part represents



I will learn how to:

- To explore and suggest what Christians mean when they refer to Jesus as 'the Light of the World'
- To talk about the different ways that Christians celebrate Christmas
- To identify how and why light might be an important symbol
- To ask questions about the value of sources of light in their own lives
- To identify and talk about the people who provide comfort, security and hope for them
- To suggest ways in which they might be a light for others

Learning check

1. How do Christian people describe Jesus?
2. Why is light important to humans?
3. Where do Christian people go to find out about God and Jesus
4. What do the different parts represent on a Christingle?
5. What is advent?

Learning links

In Orange class the children learnt about taking care of babies. They found out that Jesus is a special baby to Christian people and about the nativity story. They know that Christian people believe that Jesus is God's son.



Should I be a light in the world?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Y2: Why do Christians say that Jesus is the 'light of the world'?

Who brings light into my life? How


Have I ever had dark times? What has guided me?

How and why do we use light? Why is light important to us?

The Christian tradition of Christingle. What a Christingle is, and an understanding of the symbolic meaning

The Christian belief that Jesus is God incarnate - the 'Light of the World.'

That Jesus is like a light in the darkness, providing comfort, hope and guidance.



Is happiness an important part of the human experience?

Christmas celebrations – including the importance of light at the time of year. What beliefs about Jesus as the Light are found in the Christmas story?

How is light used as a symbol (in words and pictures)? Eg. What might a person mean if they say 'I saw the light'?

Focus Question: Why do Christians say that Jesus is the 'Light of the world'?

This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.

This unit should build on the Y1 unit 'Why is Jesus special to Christians?' – Pupils should be encouraged to recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.

Year 2: Christianity (Jesus) Key Question: How do we respond to the things that really matter?

Field of Enquiry	Possible Teaching Ideas <small>new suggestions</small>
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Look at images of light sources. • Categorise uses of light, eg it removes dark, it guides, gives heat etc. • Collect examples of language using light images, eg, bright spark, dark mood, dawned on me, saw the light, light at the end of the tunnel. • Make the room dark, light candles (electric would be safer). How did they feel in the dark, then in the light?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Jesus is known as the 'light of the world'. Discuss the meaning of this. • Look at Bible references to Jesus and light (John 1: 4 – 5 and 9, Luke 2:32 and John 8:12). What might Christians mean when they talk about Jesus as a light to the world? • Look at some pictures showing Jesus and light (eg, 'The Light of the World' by William Holman Hunt).
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Explore how light is used in Advent – use of advent candles, advent services. • Learn about the Christingle. http://www.topmarks.co.uk/christmas/Christingle.aspx, http://www.childrenssociety.org.uk/what-you-can-do/fundraising-and-events/christingle/what-christingle. • Interview or email a Christian and ask how Jesus is a light to them and how that knowledge alters their actions to others.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Could the children be 'a light' to others? Brainstorm good qualities that the class consider are worth following. Record the ideas as posters, poems, writing. • Focus on a lighted candle. Can they think of a time when they brought light to a situation? How? • Talk about a time when it has been dark or sad – and how a person has helped bring 'light' to the situation. • Relate all this to Jesus and his role as 'a light to the world'. Children consider how they could turn dark to light in their own lives.

Year 2: Hindu Dharma Key Question: How do we respond to the things that really matter?

Focus Question: How might people express their devotion

I will know:

- To know that Hindus believe in one God (Brahman) who can be worshipped in many forms
- To know that these forms (the deities) have different qualities and are portrayed in different ways
- To know that Hindus might worship at a Mandir and / or a home shrine
- To know why worship in the home might be important
- To know who is special to them and why

I will say:

Hindu, Hinduism, deities, God, Brahman, Mandir, arti (the ritual), puja tray, worship, shrine

I will experience:

Handling and exploring deities and items used in worship at home
Making their own diva lamp out of salt dough

I will learn how to:

- To suggest why Hindus might believe that it is important to show devotion to deities
- To describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)
- To identify the ways in which humans show their gratitude to the people who matter in their lives
- To reflect on who they should be grateful to and how they might show this in words and actions

Learning check

1. How do Hindu people show devotion to deities?
2. What does each item on the puja tray symbolise?
3. Where do Hindu people worship?
4. In which ways do humans show their gratitude to the people who matter in their lives?
5. How can I show that I am grateful?

Learning links

In Orange class the children learnt that Hindus believe in one God who can be worshipped in different forms, the three deities of the Trimurti and about shrines at home.

Who and what is really special to me ?

Search for personal meaning

Am I devoted to anyone or anything?

Shared human experience

Living religious traditions

Beliefs and values

How might people show their devotion?

How do I show my gratitude for the things that really matter?

What really matters? Who and what is really special to us?
What qualities do special people and special objects have?




Pupils should be able to identify aspects of Hindu worship – they should know that Hindus might worship at a Mandir and/or a home shrine

Pupils will investigate Hindu beliefs about God – ie. the belief in one God who can be worshipped in many forms.

They will explore how and why Hindus believe it is important to express their devotion to the deities.

They should be able to recognise items that might be used in Hindu worship and talk about their usage and symbolism.

How do we show gratitude, respect and devotion to the people that really matter to us?



Focus Question: How might people express their devotion?

This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship.

Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.

They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Identify a special event or person, <u>e.g.</u> Mother's Day, Celebration Assembly. Discuss how the occasion or person is made to feel special. Brainstorm ways that children show parents or close friends that they are special and valued, <u>e.g.</u> hugs, giving compliments, asking for help. Talk about what it means to be devoted to something/someone Look at images of football supporters – what symbols do they use to show their devotion?
Beliefs and Values 2	<ul style="list-style-type: none"> Look at a selection of 3D geometrical shapes. Ask the children to count how many sides each shape has. Explain that even though each side is different, it is a single shape – <u>eg.</u> a cube has six sides, but is a single cube. Explain that in Hinduism, there is believed to be one God (Brahman) who can be seen in many ways. This is often explained as one God in many forms. Look at some pictures of various Hindu deities (<u>eg.</u> Shiva, Vishnu, Brahma, Lakshmi, Durga, Saraswati). Explain the role of each deity and ask children to suggest why they are portrayed the way they are – <u>eg.</u> How might the objects that they are holding help them in their role?
Living Religious Traditions 3	<ul style="list-style-type: none"> Introduce the vocabulary 'arti' (the ritual) and 'puja' (the act of worship). Explore the items on a puja tray and ask the children to think about what it may be for (bell, incense holder and incense stick, diva lamp, water pot and spoon and <u>kum kum</u> powder to put on the worshipper's head) http://www.crickweb.co.uk/ks2re.html http://credo.ysgolccc.org.uk/artefactau/puja.htm Create a list of questions about the object on a puja tray. Match object cards with definitions on. Compare images shrines in the home and mandir. Talk about the similarities and differences. Invite a Hindu to demonstrate an Arti ceremony or arrange a visit to a Mandir http://www.ghspreston.co.uk/contact-us/temple-visit/
Search for Personal Meaning 4	<ul style="list-style-type: none"> Ask the children to think about what is special to them. Create an area in the classroom to put special objects from home or paint pictures of them. Encourage children to give reasons for their choices. Play some Indian music to set the correct atmosphere and look at some of the objects in the special space. Maintain a calm environment where everyone is quiet and respectful of each other.

Year 2: Islam Key Question: How do we respond to the things that really matter?

Focus Question: Why do Muslims believe it is important to obey God?

I will know:

- To know that Islamic beliefs about God motivate most Muslims to pray on a regular basis
- To know and describe the rituals of Muslim prayer (salah) including the ritual of wudhu and the use of a prayer mat
- To know that making time for five daily prayers is an act of submission
- To know that submission to God is an important aspect of Islamic life
- To know that shared rituals might unite communities (the Ummah)
- To know some rituals that they carry out

I will say:

Islam, Muslim, prayer, salah, wudhu, prayer mat, Ummah, Mosque

I will experience:

Trip to Salaam Mosque in Preston to see and experience the wudhu washing areas and prayer room.

I will learn how to:

- To suggest why Muslims believe that it is important to respect God
- To talk about why Muslims would want to show their gratitude to God
- To identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis
- To identify ways in which humans show their gratitude
- To draw out the things they do on a regular basis as a sign of their commitment and belonging
- *To reflect on who they should be grateful to and how they show this

Learning check

1. Why do Muslim people pray on a regular basis?
2. How do Muslim people pray? Why do they do it in this way?
3. What is a ritual? What rituals do you carry out?
4. Can you name a way the Muslim communities are united?
5. What are you committed to?

Learning links

In Orange class the children learnt that Muslim people believe in one God (Allah) and that God created the world. They learnt that Muslims believe that they are caretakers (Khalifahs) for God.

What do I do to connect with others?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why do Muslims believe it is important to obey God?

Who or what do I make time for?

What really matters to my life?

How might doing things together as a community give people a greater sense of unity?

Pupils will investigate the importance of prayer (salah) in Islam and the various rituals involve in prayer, all of which are a way of showing obedience to God


Pupils will explore Islamic beliefs about God and why a Muslim might say submission to God is important to Muslim life.

They will consider how obedience is a way of showing gratitude to God .

They should think about why making time to devote to God is so important to Muslims. Why does prayer matter so much to the Muslim way of life?

How and why do we show that we are grateful?

Why should we make time for the things that really matter to us?



Focus Question: Why do Muslims believe it is important to obey God?

In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.

Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.

Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.

Year 2: Islam Key Question: How do we respond to the things that really matter?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Think about the routines that people might have - the things we do every day. Ask pupils to give examples of their own special routines – daily and weekly routines. Are there any places that they visit at the same time each week? • Talk about the routines that exist within the school/classroom and how these are helpful to the school community and individuals • Ask a pupil or another member of staff to come into the class and not follow basic rules – eg, eating food and throwing rubbish onto floor, talking over teacher, not following instructions. Discuss why it is important to have behaviour expectations as part of the classroom rules. Talk about how following these rules links respect for others and obedience to authority.
Beliefs and Values 2	<ul style="list-style-type: none"> • Explain the Shahada (the declaration of faith) https://www.bbc.com/bitesize/clips/zstfgk7 and the Islamic belief that they should live in obedience to God through following the teachings of the Qur'an and the example of the Prophet Muhammed. Explain that rituals such as daily prayer, attending mosque and fasting each year during the month of Ramadan help Muslims to remember to make time for God. • You could read a children's version of 'the Night Journey' (eg, the one from 'Goodnight Stories from the Life of the Prophet Muhammad'). Ask children to think about why God wanted the people to pray so often, and why Moses might have thought that people would not be able to pray 50 times a day.

Living Religious Traditions 3	<ul style="list-style-type: none"> • Look at images of Muslims in prayer. Ask children to think about why Muslims might pray in this way – how might it be a way of showing their obedience to God? • Explain that for Muslims, prayer is a way of showing commitment and obedience to God. Wudu (ritual washing before prayer which is compulsory) https://www.bbc.com/teach/class-clips-video/wudu-the-washing-ritual/zvmrwtv is both practical (keeping clean) and spiritual (a reminder that when humans come to speak to God, being clean in body is symbol of being pure in heart and mind). • Investigate where and how Muslims pray https://www.bbc.com/teach/class-clips-video/the-mosque/zmctvk7. • Pupils could visit a Mosque or you could invite a Muslim into your class to demonstrate the prayer positions and talk about the importance of prayer in Islam. • Possible assessment activity – Give pupils a series of photographs linked to prayer in Islam (eg, a mosque, shoe rack, wudu being performed, prayer hall, prayer mat, Muslims praying etc). Ask children to sequence the images in a logical way to tell the story of a Muslim going to prayer. Pupils should be encouraged to use any specialist vocabulary in their story.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • P4C activity – look at pictures of a range of people demonstrating their commitment (an athlete rehearsing, a person collecting for charity, someone rehearsing a play, a rainbow/cub scout meeting, a child visiting grandparents) Ask children to share examples of things that they do on a regular basis as a sign of their commitment and belonging. • Ask pupils to reflect on what really matters in their life. Share ideas with their partners and see what similarities and differences they have. • Discuss why it is important to make time for the people, communities and values that really matter to us. Ask them to suggest why we sometimes forget to do this and the impact that this might have on our relationships.

Year 2: Christianity (The Church) Key Question: How do we respond to the things that really matter?

Focus Question: What unites the Christian community?

I will know:

- To know and name some Christian symbols
- To know and name the beliefs that are central to Christianity
- To name the parts of the interior of the church building and how these parts are used
- To know why some Christians might think it is important to come together to worship God
- To name and describe some logos and why and how they are used

I will say:

Communities, pulpit, lectern, altar, worship, bread and wine, logo, values, cross, fish

I will experience:

Visit to the Priory church to name and discover about the different features of the church and question and answer session with the Vicar.

I will learn how to:

- To talk about how and why symbols might be used in Christianity
- To discuss the school logo, what values it might represent and how it might unite the school community
- To ask thoughtful questions about signs and symbols
- To talk about communities that they belong to – and how they show their commitment to these communities

Learning check

1. What are some symbols that bring Christian people together?
2. Can you name some features and special places in churches?
3. Can you describe the purpose of these features?
4. What communities are you a part of?
5. What values do these communities show?

Learning links

In Orange class the children learnt that some Christian babies are baptized in in Church and that this is a celebration. They learnt about baptismal candles and fonts in church. Earlier in the year, the children learnt that Christians believe that Jesus is the 'Light of the World.'



Focus Question: What unites the Christian community?
In this unit, children should explore the core beliefs and symbols of Christianity. They should know that belief in one God and Jesus Christ unite the Christian community and that the cross is an important Christian symbol. This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world'.
They should learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Children should be able to talk about key aspects of worship such as prayer, use of music and readings from the Bible.
Children should also have opportunities to consider why people might want to be part of a community and the shared values and interests that bring people together. They should be able to talk about communities that they belong to and what unites them with others.

Year 2: Christianity (The Church) Key Question: How do we respond to the things that really matter?

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Look at a range of signs, symbols, logos – talk about how these reflect a message or a set of values. Discuss why people might sometimes want to use symbols rather than words. • Investigate your school logo or another emblem relevant to your local community. What is the meaning of this image? Does it reflect the values of the community?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Look at a selection of Christian symbols. Match symbol to a description of the belief shown. • Talk about the beliefs that are central to Christianity – all children should be able to give a simple summary of these. • Look at the design of a traditional Catholic/Anglican church. Discuss how the central beliefs are evident in the church building. Talk about why Christians might think it is important to <u>gather together</u> to pray and worship God.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Continue to investigate the interior of the church building and how different parts of the church are used during worship (eg. Pulpit, lectern, altar) • Investigate Christian worship – including the importance of prayer, reading from the Bible, use of worship and sharing the bread and wine. Explain that there are different forms of Christian worship, but that there are also common practices amongst all Christians. https://www.youtube.com/watch?v=E5-aKSrLXM4 • Look at images of church notice boards – what else is the church used for other than worship? Discuss how and why a church might serve the local community. • Children could work in teams to design/build a model church and present it to the class. (Photographs could be taken of the work and stuck in books – children could then write about their church design and how it might be used by a Christian community. This could be used as an assessment task – children should be able to use some religious vocabulary, select appropriate images and design features and explain how the building might be used).
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • List the various communities that pupils belong to and discuss why it is important to feel a sense of belonging. What communities matter most to pupils and why? • Look at your school website – does the design and any photos used on the site reflect your school community's values? What unites your school/your class as a community? What events bring your community together and contribute to a sense of unity?

Year 2: Judaism Key Question: How do we respond to the things that really matter?

Focus Question: What aspects of life really matter?

I will know:

- To know the most important people in their lives
- To know some of the Commandments (E.g. Keep the Sabbath day holy, respect your mother and father)
- To know that the Sabbath is about making time for God and family
- To know about the Jewish tradition of Friday night dinner

I will say:

Moses, burning bush, 10 commandments, Sabbath, Sabbath meal, Torah, Challah bread

I will experience:

Making challah bread, (Baking, salt dough, playdoh)

I will learn how to:

- To retell the story of Moses being given the 10 Commandments
- To suggest ways in which the Ten Commandments might influence the life of a believer
- To talk about why keeping the Sabbath day holy might influence a Jewish person
- To describe why some people are particularly special to us and to talk about these people and their importance in our lives
- To share examples of why it is important to spend quality time with the people who matter

Learning check

1. Who are the most important people in your life? Why are they important to you?
2. Who was Moses and why is he important to Jewish people?
3. What are some of the 10 Commandments?
4. Tell me what happens on the Sabbath?
5. How do you spend quality time with your family?

Learning links

In Orange class, the children learnt about promises to God, the story of Noah's ark and Sukkot. They built their own version of a sukkot in groups and learnt about the rules surrounding them.



Focus Question: What aspects of life really matter?

In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy.

Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together.

Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.

In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.

Year 2: Judaism Key Question: How do we respond to the things that really matter?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Think about who in our lives matters the most to us. Ask the pupils who are the most important people in our lives and why? • Talk about important people within our wider world. Who is important to lots of people, why are they important? • How do we show these people that they are important to us? Why do you show them that they are important to us?
Beliefs and Values 2	<ul style="list-style-type: none"> • Explain the story of Moses and how God appeared to him through the burning bush. Discuss the symbolism of a burning bush and why God chose to appear in this form. What do the flames represent? Warmth, power etc. Ask the children to create flames with words written up them for a display. • Watch the beginning of https://www.youtube.com/watch?v=yHKFvxgQOFI Discuss Moses' trust in God and how he followed his instructions. Compare this to the Pharaoh's response to Moses' instructions. What happened <u>as a consequence of</u> the Pharaoh ignoring Moses? Ask two children to hot seat as Moses and Pharaoh. The rest of the class can ask the children questions about what their actions, and the reasons behind them. • Finish watching the above clip, showing how Moses received the 10 commandments. Create a list of the 10 commandments as a class and discuss the order in which they are written. Talk about if the order is important and why. Discuss why 'Keeping the Sabbath Holy' is higher up than other serious crimes – hurting other people, theft etc. • How does believing in the 10 commandments influence the life of a Jewish person? Talk about why it is important to Jewish people to keep the Sabbath holy, and as a day of rest. Discuss a Jewish person's belief in the Torah as a holy book, and that the stories within it are rules about how our lives should be lived.

Living Religious Traditions 3	<ul style="list-style-type: none"> • Watch https://www.bbc.co.uk/bitesize/clips/z3h9r82 and discuss how the Sabbath is kept holy in a Jewish Household. How many parts of the ceremony can the children recall? What the reason for each of the parts? • Discuss the blessing given by the family. What is special for Jewish children about being blessed by members of their family? Look at the words of the blessings, what makes them special? Talk about the Sabbath meal being a time for families to come together and enjoy each other's company as a gift from God. • Explain about the foods that are typically eaten during the Sabbath and that they are special as they represent gifts from God as Moses was the gift from God for the Israelites. Create a Sabbath plate with items traditionally eaten. • Discuss the woven Challah Bread and that the plaits represent the interweaving of lives and well as a woven item being stronger than the original strands. Children can make their own 'Challah Bread' using play dough or salt dough, which can then be baked.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • When do you see the people who matter the most in your life? Is there a time when you see more of these people? Birthdays, celebrations, festivals or holy days? Why are these people so important to you? Children <u>can could</u> make a list of the people who are special to them and create an invitation to come to a special meal. • Are there people that we don't see enough of? Friends and family who live further away perhaps. Children to decide who they would like to make more time for in their lives and how they could do this. • What food would you have at a special dinner for important people in your life? Why are the food items special to you? Pupils can create a dinner plate and label it with what the items are, and why they are special to them.

Willow Lane RE Curriculum

Year 3



Willow Lane
Community Primary School

Year 3: Christianity (God) Key Question: Who should we follow?

Focus Question: How (and why) have some people served God?

I will know:

- To know that Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- To know how and why some Christians might devote their lives to serving God
- To know and name inspirational people / role models for the world today
- To know who makes a good role model and why
- To know what is meant by a sense of vocation

I will say:

Abrahamic faiths, prophets, Salvation Army, vocation, role model, follow, inspirational, serving, sacrifice

I will experience:

Interviewing a person of faith whose vocation is to serve God. (This could be a charity worker, a priest or vicar or another member of the clergy) or a devout Christian.

I will learn how to:

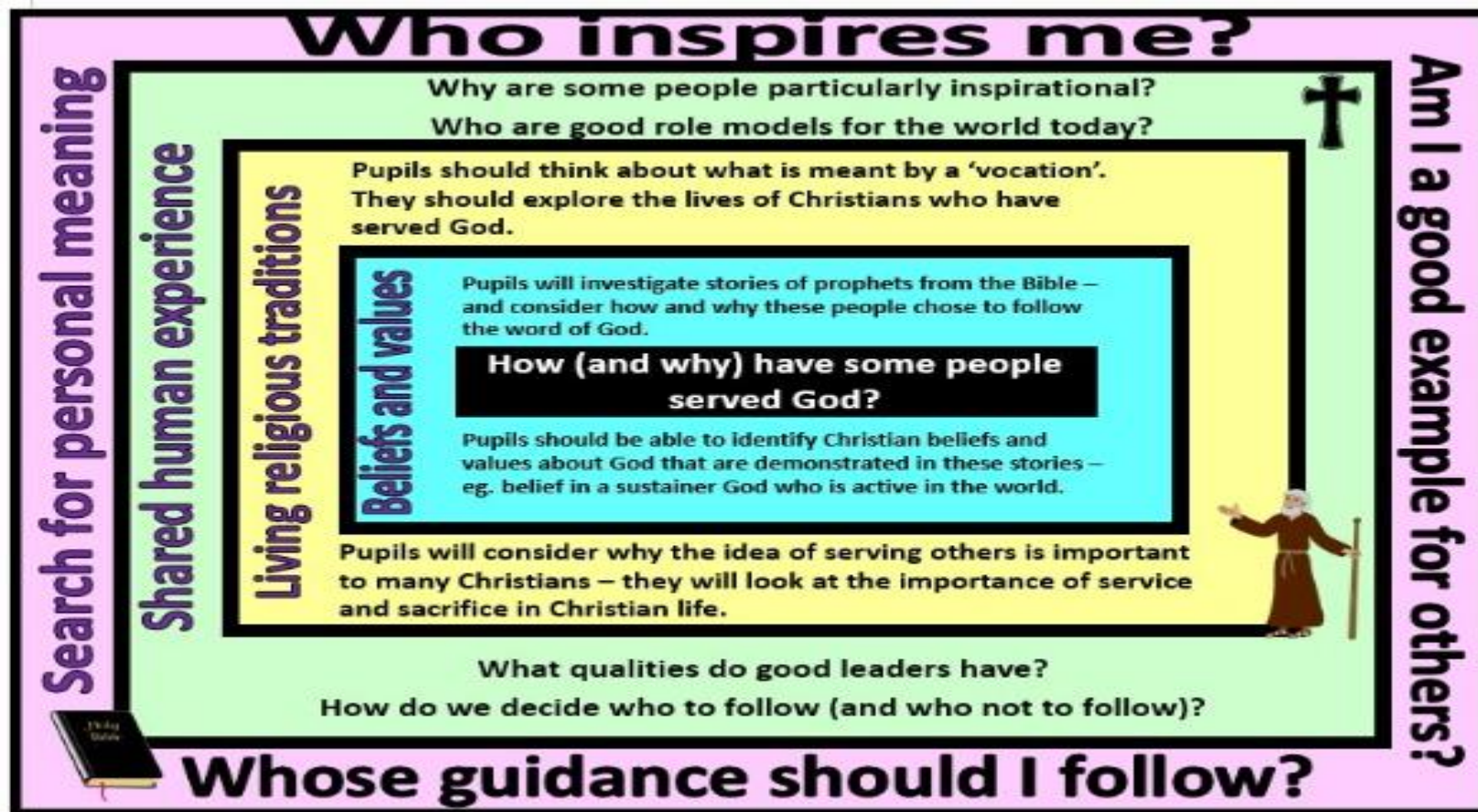
- To identify Christian beliefs and values contained within stories of the prophets (Noah, Abraham, Moses, Jonah)
- To suggest why these prophets chose to listen to and follow God
- To identify Christians who might be described as people who listened to and follow God
- To describe the qualities that inspirational people might have
- To raise and discuss questions about following others – including both positive and negative responses

Learning check

1. Who do Abrahamic faiths believe in? Can you name some?
2. How and why do Christians devote their lives to serving God?
3. Who inspires you? What makes them inspirational?
4. Can you name some people who devote their life to serving God?

Learning links

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world.



Focus Question: How (and why) have some people served God?

This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God's word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army.

Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them.

They should be encouraged to make links with prior learning about the Christian concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets.

Year 3: Christianity (God) Key Question: Who should we follow?

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Look at examples of famous people – discuss which ones set a good example for others to follow and why • Talk about the qualities that good leaders need. Discuss the value of being a leader, and of being a follower. Why do humans often want someone to follow?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Read some of the stories of the Prophets from the Old Testament (eg, Noah, Abraham, Moses, Jonah) – there are a range of versions available that are suitable for children. • Suggest what Christians might learn about God from these stories – eg, the belief that God cares about his created world and continues to act through people <u>in order to</u> intervene in human history. • Discuss why God might choose to reveal himself in the way that he does in these stories. <u>I.e.</u> why might God speak through the burning bush in the story of Moses? • Talk about how these people must have felt when they heard God – how did they respond <u>initially, and why did they eventually decide to follow God's word?</u>
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Look at examples of Christians who have served God. Discuss what has inspired these people to live a life of service. To what extent are they good role models (are they good role models for everyone, or just for Christians)? • Children could explore the work of the Salvation Army, whose mission statement includes 'to serve suffering humanity'. KS2 resources for teaching about the Salvation Army can be found on their <u>website https://www.salvationarmy.org.uk/religious-education#Primary_Resources</u> • Invite in the leader of a local church to talk to the children about the Christian concept of having a vocation. Investigate how a church leader might serve the local church and community – make links with the idea of serving God.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Make a display for the classroom of people who inspire them • P4C lesson on the concept of serving others – raise and discuss questions about the idea of being a servant: eg, Why is the term often seen in a negative way? Does serving others involve personal sacrifice? Why might some people want to live a life of service? Does it matter who or what we choose to serve?

Year 3: Islam Key Question: Who should we follow?

Focus Question: Why is the Prophet Muhammad an example for Muslims?

I will know:

- To know the founder and leader for the Islamic faith – The Prophet Muhammad (pbuh)
- To know how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- To know why charity might be important to a Muslim and the different ways that a Muslim might try to be charitable
- To know how a good role model can have a positive impact on individuals, communities and societies
- *To know that the third pillar of Islam is Zakat and how Muslims carry out this practice

I will say:

The Prophet Muhammed (pbuh), wisdom, third pillar of Islam (Zakat), Islamic Aid, guidance, advice, charitable

I will experience:

Asking a Muslim pupil or parent what their families do to carry out the practice of Zakat, why they do it and which charities they donate to.

I will learn how to:

- To identify Islamic beliefs and values contained within the story of the Prophet Muhammed (pbuh)
- To describe how a Muslim might try to follow the teachings and example of the Prophet Muhammed (pbuh)
- To describe and give reasons for the Islamic practice of Zakat
- To identify characteristics of a good role model
- To reflect on their own aspirations for themselves and others
- To ask questions and suggest answers about how they can try to make the world a better place

Learning check

1. Who do Muslims follow?
2. What is the third pillar of Islam? Why do people follow this?
3. What impact can a positive role model have?
4. Who are your role models and what positive impact do they have?

Learning links

In Orange class the children learnt that Muslim people believe in one God (Allah) and that God created the world. They learnt that Muslims believe that they are caretakers (Khalifahs) for God. In Yellow Class, they learnt about Islamic prayer, the ritual of Wudhu and prayer mats.



Focus Question: Why is the Prophet Muhammad an example for Muslims?

This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, in this unit this should be explored through acts of charity. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars).

Pupils should have opportunities to discuss any charitable acts or events they have been involved in and why they believe it is important to help others. Pupils should discuss their own values and link these with role models in their own lives, explaining how/why some people have inspired them.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Look at examples of famous people – sort cards into good and bad examples, discuss the reasons behind their choices. • Discuss the qualities that a good role model might have that will encourage others to follow them and how they might behave due to this influence.
Beliefs and Values 2	<ul style="list-style-type: none"> • Read the life story of Muhammad (pbuh), for example http://www.bbc.co.uk/education/clips/zv6sb9g, http://www.primaryresources.co.uk/re/pdfs/the_story_of_Mohammad.pdf, • Read a selection of stories that reveal how Muhammad (pbuh) acted and ask pupils to make links between the stories and what it says about why the Prophet is important to Muslims, e.g. Muhammad and the spider and Muhammad’s wisdom. • Students could role play and freeze at the important parts of the story to demonstrate understanding of the key teaching or message. • Pupils can retell and discuss the story suggesting what it might say to a Muslim about how they should behave.
Living Religious Traditions 3	<ul style="list-style-type: none"> • Pupils to explore the third pillar of Islam (Zakat) and suggest reasons about why Muslims may carry out this practice. • Pupils to explore the work of Islamic aid and explain why charity work may be important to Muslims and extend this thinking to consider different ways a Muslim might try to be charitable. • https://donate.muslimaid.org/?gclid=Cj0KCQjwiUncBRC1ARIsAOvG-a6xvWQnd2cuuGA1R2taKnPRyfPfbqGK1P1715CTCKd8TrOy87aoS00aAqlAEALw_wcB further information can be found at : http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml • Watch some Islam clips to show Muslims living their lives in Britain today, eg http://www.bbc.co.uk/education/topics/zpdt5bk/resources/1 • https://www.youtube.com/watch?v=qFU9Cb0D6lo&list=PLcvEcrcF_9zJxDHG9JtcCmiAgwVFRW3uK&index=19 •
Search for Personal Meaning 4	<ul style="list-style-type: none"> • Make a display for the classroom of a ‘tree of guidance’ by recording good advice on leaves to be placed on a tree and bad advice on leaves to be placed on the ground below it. • Pupils can create an advice board on how to make the world a better place. • Read a variety of statements, eg Look after animals, let mum always wash up, tidy toys away, take someone else’s items etc. Children group them into what a Muslim would/would not do. Then group them into what the children would/would not do. Are there any similarities? Pupils must give reasons for answers.

Year 3: Christianity (Jesus) Key Question: Who should we follow?

Focus Question: What does it mean to be a disciple of Jesus?

I will know:

- To know what a disciple is and name some disciples
- To know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus
- To know beliefs and values within religious teachings (e. 'Follow me and I will make you fishers of men' – Matt 4:19
- To know and describe what it means to have charisma
- To know what makes a good leader and why people might want to follow them

I will say:

Disciple, (Luke, Matthew, Simon Peter) belief, value, charisma, mission, leader

I will experience:

Creating a job advert for a modern day disciple of Jesus
Suggesting and then carrying out ways to make a difference in their community e.g. litter picking, growing vegetables and fruits, tidying play areas, making posters etc.

I will learn how to:

- To describe how and why Christians might try to follow the example of Jesus through mission and charity work
- To describe the work of one Christian organisation that aims to help people and how this work is an expression of their Christian beliefs
- To discuss what motivates people to want to make a difference
- To reflect on their own leadership abilities
- To discuss their own desires to make a difference in the world / in their communities

Learning check

1. Who followed Jesus? What were they called?
2. Why did these people become disciples of Jesus?
3. What does the bible tell us about disciples?
4. What leadership qualities do you have?
5. How can you make a difference in the world and the community?

Learning links

In Orange class the children found out that Jesus is a special baby to Christian people and about the nativity story. They know that Christian people believe that Jesus is God's son. In Yellow Class, they explored that Christians believe that Jesus is the 'Light of the World' and made and understood about the symbolism of a Christingle.

Who should I decide to follow and why?

What qualities should we look for in a good leader?
What do we mean by 'charisma'?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Pupils should consider what it means to be a modern-day follower of Jesus. How might Christians follow the teachings and example of Jesus today?

Pupils will explore the concept of discipleship in Christianity – what does it mean to be a follower of Jesus?

What does it mean to be a disciple of Jesus?



They will learn about the disciples and consider why these men decided to become followers of Jesus.

They will investigate the work of one Christian organisation that helps those in need – and explain how this is an example of Christian values in action.

Would I make a good leader?

What motivates people to make a difference?
Are there shared human values that should affect the way we treat others?

How can I make a difference ?



Focus Question: What does it mean to be a disciple of Jesus?

This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – i.e. That Jesus is special to Christians and is described as a 'light to the world', someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower?

Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a 'charisma' that attracts followers.

Year 3: Christianity (Jesus) Key Question: Who should we follow?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Talk about what it means to have the 'X factor' – what does it mean to have charisma? • Diamond nine activity – what are the most important qualities of a good leader? (friendly, good speaker, kind, good listener, honest, brave, confident, organised, intelligent)
Beliefs and Values 2	<ul style="list-style-type: none"> • Read/watch the story of Jesus choosing his first disciples (Luke 5:1-11; Matthew 9:9-13). Discuss why these two men thought that Jesus was 'the one'. What leadership qualities might Jesus have demonstrated to them? (refer back to ideas from the diamond 9) https://www.youtube.com/watch?v=jypUNd5yTr0 https://www.youtube.com/watch?v=O2yMPI9kTfw • Focus on the character of Simon Peter. Talk about the fact that he was a fisherman and probably worked long unsociable hours. He would have been a simple, uneducated but hardworking man – why might <u>Jesus</u> value these qualities in a follower? • Discuss what qualities about Jesus might have made Simon Peter and Matthew want to follow him and leave everything behind. • Hot-seat activity: ask a child to imagine that they are Simon <u>Peter</u> and they need to tell their family and friends that they are leaving home to become a disciple of Jesus (a man he has just met). The other children in the class could take on the role of family and friends and ask
Living Religious Traditions 3	<ul style="list-style-type: none"> • Pupils should look at the teaching of Jesus to 'leave your nets and follow me... I will make you fishers of men' and consider what Jesus might have meant by this. • Talk about the idea that Jesus was a friend to those in need and how/why Christians might try to follow this example in the world today. Match a selection of images of Christians helping those in need to statements • Write a 'job advert' for a <u>modern day</u> disciple of Jesus
Search for Personal Meaning 4	<ul style="list-style-type: none"> • P4C activity – using a picture of people helping others as a prompt. Ask pupils to raise questions about why people might want to volunteer to help those in need. Vote for the best questions to discuss as a class. • Look back at the list of qualities that they think are needed by good leaders. Which of these qualities do they think they have? Which could they develop and how?

Focus Question: What does it mean to be a disciple of Jesus?

I will know:

- To know what Christians mean by the Holy Spirit
- To know how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- To know how and why Pentecost is celebrated
- To know how and why some Christians might take part in a procession of witness
- To know their own sense of value and what is good / unique about being them

I will say:

Apostle, Pentecost, community, Holy Spirit, fruit of the Spirit, communal worship, Orthodox, Hillsong, Quaker, Whitsuntide, whit walks

I will experience:

Designing and creating banners to include Christian symbols and taking part in a 'whit walk' with their classmates in the school grounds.

I will learn how to:

- To suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities
- To identify Christian values exemplified in the gifts / fruits of the Spirit
- To describe aspects of being human that we should be proud of
- To discuss what it means to be a successful human and the different measures of success that might be applied
- To reflect on the people that they value in their lives – and how they show their appreciation

Learning check

1. What do Christians mean by the Holy Spirit?
2. How do different denominations (groups) of Christians worship the Holy Spirit
3. How and why is Pentecost celebrated?
4. What are the attributes that make a successful person?
5. How do you show your appreciation to the people you value?

Learning links

In Orange class the children learnt that some Christian babies are baptized in in Church and that this is a celebration. They learnt about baptismal candles and fonts in church. In Yellow Class, they learnt about Christian symbols and about other features of churches such as pews, altars, pulpits and lecterns.

What are my special qualities?

Search for personal meaning

Who or what inspires me?

What aspects of being human should we celebrate?
What skills, talents and qualities exist in our community?

Shared human experience

Living religious traditions

 Pupils will learn about the story of Pentecost and how Christians today might celebrate Pentecost

Beliefs and values

Pupils will explore Christian beliefs about the Holy Spirit and the impact that believing in the Holy Spirit might have on the life of a believer.

What do Christians mean by the 'Holy Spirit'?

They will learn about the fruit of the Spirit – the characteristics of a Christian individual or community inspired by the Holy Spirit

Pupils should investigate different forms of worship in Christianity and why the Holy Spirit is important for some forms of worship.



What does it mean to be a successful human being?
How can we best share our talents and attributes?

How can I make the best use of my talents?

Focus Question: What do Christians mean by the Holy Spirit?

In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents.

Pupils should also reflect on their own unique skills/talents/qualities and how they use these. They should recognise that these 'gifts' are often inspired by someone or something.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Watch/listen to 'What have you done today to make you feel proud?' https://www.youtube.com/watch?v=LEoxGJ79PMs • Talk about what it means to be a successful human? What different skills, talents and qualities might people have that they should be proud of? • Pupils could talk about the things they have done or the things about themselves that make them feel proud. • Write a class song to celebrate good things about the class
Beliefs and Values 2	<ul style="list-style-type: none"> • Read/watch the story of the first Pentecost: https://www.youtube.com/watch?v=lqG_lvZhU-A • Talk about why the flame might be a good symbol for the Holy Spirit. Light a candle and ask children to think about their feelings about the flame. Give each child a flame shape cut out of coloured paper and ask them to write a word to describe the flame/their feelings about the flame. Display flames and look at the collection of words generated. Ask children to identify which words might have applied to the apostles at the first Pentecost. • Hot seating: Choose a pupil to take on the role of one of the apostles. Other pupils to ask questions to find out more about what happened at Pentecost and the impact that this might have had on the apostles and the early Christian community. • Possible assessment activity: Imagine that you were one of the people present at the first Pentecost. What would you say to your family when you returned home? • Explain that the fruit of the Spirit are qualities that Christian believes they can develop through the help of the Holy Spirit: love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control. Christians are encouraged to develop these 'good' fruits of the spirit and to turn away from 'bad fruits'. Ask pupils to suggest how these characteristics might inspire people to make a difference in the local community and/or globally.

Living Religious Traditions 3	<ul style="list-style-type: none"> • Ask children to think about the lyrics of a Christian song such as 'Colours of Day' https://www.youtube.com/watch?v=mw-7CJhlp0 and how it might link with what they have learned about the Holy Spirit. If your school subscribe to 'Fischy music' this is also a good example https://www.fischy.com/songs/bring-it-all-to-me-2/ • Explore differing forms of communal worship and the use of music in Christian worship • Look at images of holy different Christian communities worshipping (eg. Pentecostal worship, Orthodox worship, Hillsong, Quaker meetings) – talk about how Christians might be inspired by the Holy Spirit in their holy worship. Ask children to think about why it might be important for Christians to believe that the Holy Spirit is present during worship. Discuss the fact that Christians might experience the Holy Spirit in different ways – link this to the idea that they had different ideas about the meaning of the flame. • Give children some examples of church banners linked with the theme of the Holy Spirit/Pentecost. Explain that some Christian communities organise processions of witness at Pentecost (also known as Whitsuntide – and so the walks are referred to as whit walks) because they are proud to publicly show that they are a Christian. Design own banners including Christian symbols that might be seen at Pentecost. Once finished, write an explanation of the work.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • Give each child a cut-out shape of a person. Inside they should write/draw the qualities that they believe they should try to cultivate in themselves. Create a washing line of these across the class – the children can then compare their own values with those of others in the class. • Ask children to take turns to stand up and tell the class something about themselves that they are proud of. • Discuss who or what inspires them to be better people (these could be famous people or members of their family/community)

Focus Question: Why are the gurus important to Sikhs?

I will know:

- To know that Guru means teacher – people who teach wisdom (religious teachers and leaders)
- To know who Guru Nanak and Guru Gobind Singh were
- To know the importance of founders and leaders for religious communities
- To know that the Guru Granth Sahib is treated with great respect
- To know how and why Sikhs might show commitment to their faith

I will say:

Sikhism, Sikhism, Guru Nanak, Guru Gobind Singh, Guru, Guru Granth Sahib, Gurdwara, commitment, dedication, perseverance, determination

I will experience:

Visiting a Gurdwara to discover how the Guru Granth Sahib is treated

To design a t-shirt that would show their own values and commitments

I will learn how to:

- To identify Sikh beliefs and values contained within the stories of the lives of the Gurus
- To identify people and ideas that inspire commitment
- To discuss the different ways that people might show that they are committed
- To reflect on their own commitments and the impact that these have on their lives
- To ask questions about the value of having commitments

Learning check

1. Who do Sikhs follow?
2. What is a Guru?
3. How is the Guru Granth Sahib treated? Why is it treated in this way?
4. How do Sikhs show commitment to their faith?
5. What are you committed to? What value does that give to your lives?

Learning links

Who should I follow?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

What are my commitments?

**Who are our role models?
How can we try to be more like them in our daily lives?**

Children will learn about the Sikh festival of Baisakhi. They will consider the importance of showing commitment to a religious way of life

Children will learn about Guru Nanak and the 10 gurus of Sikhism. They will consider how Sikhs may try to follow the example of the Gurus

Why are the Gurus important to Sikhs?

They will investigate the importance of the Guru Granth Sahib as a living teacher and source of authority

Children will learn about how Sikh beliefs about the importance of the Guru Granth Sahib are shown through the way that it is treated

**What type of things really inspire people to become committed?
What does it mean to make a commitment to something?**

How do should I show that I am committed?

Focus Question: Why are the Gurus important to Sikhs?

This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4).

Pupils should understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.

There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Look at examples of famous sporting leaders. Create a list of the characteristics needed by such people – dedication, commitment, perseverance, determination, resilience, team players etc. Discuss why people like this are often seen as role models. Talk about people who are inspiring role models in contemporary society – how do they influence us? What type of things do we commit ourselves to because of the influence of such role models (eg, practising a sport, working hard to develop a particular talent, caring for the environment, helping others).
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Explain that the term guru means teacher – but not like a teacher at school. It is used to refer to people who teach wisdom, often religious teachers and leaders. Learn about the story of Guru Nanak https://www.youtube.com/watch?v=twkJ1pc5BvU Talk about the leadership and characteristics that Guru Nanak displayed that make him a role model for Sikhs. Pupils could produce a biographical profile of Guru Nanak’s life. After the death of Guru Nanak, a series of gurus led the community. The tenth Guru, Guru Gobind Singh, named his successor as the Guru Granth Sahib – the Sikh sacred scripture. Ask pupils to think about why a book might be viewed as a guru and what impact this might have on how the book is treated.

<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Ask pupils how they would prepare if a very important person was coming to stay with them – explain that the Guru Granth Sahib is treated as a VIP. Link this with the idea of showing commitment. Even though to a non-Sikh it might just be seen as a book, to a Sikh it should be treated as a living guru and so they are committed to treating it with the greatest respect. Explore how the is treated. Look at images of how it is kept inside the Gurdwara – if possible, visit a Gurdwara or invite a representative of the Sikh faith into school. https://www.youtube.com/watch?v=h2LbTwwGsAY Learn about the first Baisakhi and how it is celebrated by Sikhs. Discuss what a Sikh child might learn from the celebrations about the commitments involved in the Sikh faith. https://www.cbc.ca/kidscbc2/the-feed/whats-the-story-vaisakhi https://www.youtube.com/watch?v=_ffDtJWUaM Consolidate learning – ask pupils to compile a list of the values and commitments that would be part of the Sikh way of life. They should be able to explain where these values and commitments come from: eg, Sikhs are committed to equality – this was demonstrated through the life of Guru Nanak and the example of Guru Gobind Singh. These could be used to script/role play an interview with a Sikh on the theme of commitment.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Look at an image of a Sikh person and ask pupils to explain how the person publicly expresses their commitment to Sikhism. Discuss why religious people might want to show their commitment in a way that everyone can see. Talk about the fact that a person might need to have a strong faith and be quite brave to show their commitments in this way – and the importance of other people in society being respectful of this. Design a T-shirt that would show their own values and commitments.

Focus Question: Why is family an important part of Hindu life?

I will know:

- To know that following dharma (religious duty) is an important part of Hindu life
 - To know how and why Hindus might celebrate Raksha Bandhan
 - To know aspects of the celebration which remind Hindus of their dharma
- To know and retell the story of Rama and Sita and be able to describe the different family roles in terms of the characters
- To know what our 'duties' as human beings are
 - To know and discuss who or what they follow and why

I will say:

Duties, dharma, Rama, Sita, Raskha Bandhan, King Dasharatha, Lakshman, Hanuman, The Ramayana, duty to self, duty to family, duty to the wider community

I will experience:

Creating a puppet show / drama experience of the story of Rama and Sita. (Props made by the children.)

I will learn how to:

- To develop an understanding of the importance of duty and commitment to many religions
- To identify the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God / the deities, duty owed to teachers and duty owed to family
- To identify religious teachings contained within a Hindi story – and suggest how these stories might be used to teach Hindu children about dharma (Rama and Sita)
- To identify sources of authority and inspiration
- To reflect on their own duties – to themselves, to their families, to their communities

Learning check

1. What is dharma? Why is it important to Hindus?
2. What happened in the story of Rama and Sita? Can you describe the family roles?
3. How and why do Hindus celebrate Raksha Bandhan?
4. What are your duties to yourself, family and community?

Learning links

In Orange class the children learnt that Hindus believe in one God who can be worshipped in different forms, the three deities of the Trimurti and about shrines at home. In Yellow Class, pupils learnt about Hindu Mandirs, puja trays and the Hindu God Brahman as well as some more of his forms.

What duties do I have towards other people?

Do all people have duties?
What are our duties to one another?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.

Children will explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family.

Why is family an important part of Hindu life?


They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.

They should also investigate how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.

Why is family so important to many humans?
What responsibilities do family members have towards one another?

How do I know what my duties are?

What rights and responsibilities do I have in my family?



Focus Question: Why is family an important part of Hindu life?

In this unit, pupils will explore the crucial nature of the family in the life of members of the Hindu faith community. They will focus on the concept of dharma through studying the story of Rama and Sita and reflecting on the family roles within it. Pupils will find out about the festival of Raksha Bandhan and reflect on the meaning behind what happens at the celebrations. This will lead them to a reflection on their own duties and how to show gratitude within their families.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Look at images of different families – could include both human and animal. Talk about what makes a family a family and the different roles and responsibilities that family members might have towards one another. Link these roles with the idea of duty – it is the sense that there are certain things that we should do. Discuss why family is an important part of human life. What role does the family play in developing an individual person? What role does family play in building the wider community? What behaviours and values might people learn from growing up within a family unit? Link with the idea of duty by asking children what duties they have within their family (chores, tidying up, being kind to a sibling, being polite, following rules etc.). How do these duties contribute to family life?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Introduce the Hindu concept of dharma. It is often translated as ‘duty’ but can also be understood as the right way of being – behaving in a certain way because it is the right way to live. Read a children’s version of the story of Rama and Sita. Children could create their own puppets and perform the story or act it out. Discuss the different family roles in the story and how duties of family members are illustrated in this Hindu text. (King Dasharatha keeps his promise to his wife, Rama obeys his father, Sita goes into exile with her husband, Lakshman is the loyal brother – Hanuman is not a family <u>member</u>, <u>but</u> represents the idea of devotion to God). Discuss what a Hindu might learn about dharma from reading this story. As humans, our duties change <u>during the course</u> of our lives. The Ramayana (the story of Rama and Sita) is popular with all ages – why might different Hindus take different messages from the story?
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Pupils should learn about the Hindu festival of Raksha Bandhan. Teachers can find information here https://www.reonline.org.uk/festival_event/raksha-bandhan/ Children could be given a photograph of the festival celebrations and asked to explain what is happening (including the deeper meaning) – this could be used as an assessment task. Look at a photo/image of a Hindu home shrine and discuss why the family might want to worship together in the home.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Create a list of the duties that they have – in 3 columns: duty to self, duty to family, duty to the wider community. Relook at the word duty – have their ideas about duty changed at all? Where do pupils get their sense of ‘duty’ from? Design and write a thankyou note to family member as a way of expressing gratitude for the relationship.

Willow Lane RE Curriculum

Year 4

Year 4: Hindu Dharma Key Question: How Should We Live Our Lives?

Focus Question: What might a Hindu learn from celebrating Diwali?

I will know:

- To know and describe what moral guidance Hindus might gain from the story of Rama and Sita
- To know the meanings of subject specific language to describe how and why Hindus celebrate Diwali
- To know the importance of light in the Diwali celebrations and how this is a symbol of good overcoming evil
- To know people, words or stories that might be inspiring when trying to overcome difficulties in their lives

I will say:

Ramyana, good over evil, deity, Vishnu, restore dharma, avatar, Diwali, light overcoming darkness, hope, traditions, celebrations, symbolise

I will experience:

Making Diwali lanterns and decorations (visitor and workshop) or a Hindu dance workshop



I will learn how to:

- To explore teachings about good and evil in the story of Rama and Sita
- To make links between the actions of Rama and the belief that he is an avatar for Vishnu, appearing on Earth to destroy evil and uphold dharma
- To discuss (with relevant examples) the importance of the belief that good overcomes evil
- To reflect on their own concept of goodness
- To discuss what gives them hope during difficult times

Learning check

1. What examples can you give of good overcoming evil?
2. Why do Hindus celebrate Diwali?
3. What is the significance of light for Hindu people?
4. Who is Rama and how is he inspiring?
5. What gives you hope?

Learning links

In Orange class the children learnt that Hindus believe in one God who can be worshipped in different forms, the three deities of the Trimurti and about shrines at home. In Yellow Class, pupils learnt about Hindu Mandirs, puja trays and the Hindu God Brahman as well as some more of his forms. In Green Class, they listened to the story of Rama and Sita and explored the importance of Dharma and duties.



Do I think that good should always win? Why

Why is light so important to humans? Does good always overcome evil?
Where do we see goodness in the world?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Pupils should be able to describe why Diwali is such a popular Hindu festival and the impact that the festival might have on the life of believers.

Pupils will investigate the story of Rama and Sita and suggest what a Hindu might learn from this story. They should be able to retell the story and identify what it teaches Hindus about how to live and the idea that good overcomes evil.

What might a Hindu learn from celebrating Diwali?



Pupils should learn about the Hindu deity Vishnu and Hindu beliefs about avatars. They should be encouraged to make links between the story of Rama and Sita and the belief that as an avatar of Vishnu, it is Rama's role to destroy evil.

Pupils will explore the symbolism of light in the Diwali festivities. They should be able to make links between the use of light, the story of Rama and Sita, and the message of good overcoming evil.

What does 'goodness' mean to me?

What makes a good story? Why do so many stories tell of a battle between good and evil? Is life sometimes like a battle between good and evil?

What gives me hope during difficult times?



Focus Question: What might a Hindu learn from celebrating Diwali?

This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness.

Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diya lamps, fireworks, decorating homes with rangoli patterns.

They should reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.

Year 4: Hindu Dharma Key Question: How Should We Live Our Lives?

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Discuss how the theme of good overcoming evil is often a theme in stories and films. Come up with a list of examples. Talk about whether or not this is the case in the real world or if it is simply an ideal in stories. • List examples of where we might see 'goodness' in the world. Collect images that could be used as a symbol of goodness. • Find examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> • Read a children's version or comic book of the story of Rama and Sita (the Ramayana). Write a plot summary of the story and discuss how it develops and explores the theme of good overcoming evil. • Explore the central characters of the plot – Rama, Sita, Lakshman, Ravanna, Hanuman, King Dasharatha – what might Hindus learn from each of these characters? Which characters might be good role models for Hindus and why? • Learn about the deity Vishnu (the protector and preserver). Investigate Hindu beliefs about avatars – living forms of Vishnu who come to earth 1 times of trouble to defeat evil and restore dharma (pupils should have learned about dharma – religious duty – in Y3, but this will probably need to be revisited). How does Rama fulfil the role of avatar?
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Investigate how Hindus in the UK celebrate Diwali. https://www.youtube.com/watch?v=uRpNNF4fB4g • Look at a range of images of how light is used in Diwali celebrations. Explain why light is such an important part of the festivities. • Create a class display about Diwali – focusing on the theme of light overcoming darkness, just as good overcomes evil. Make links between the religious traditions and celebrations of Diwali and the story of Rama and Sita.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Discuss stories that have influenced them – what guidance/support/wisdom have they gained from stories? • Create a collage of images of symbols of goodness. Discuss where they might see goodness in the world today. • Share ideas and examples about things that give them hope in the world today. Discuss why having hope is so important. What sources of hope do they have in difficult times? • Talk about the importance of light in their own lives – when are they most in need of light and why? What does light symbolise?

Year 4: Christianity (God) Key Question: How Should We Live Our Lives?

Focus Question: How and why might Christians use the Bible?

I will know:

- To know why the Bible can be described as a library and give examples of different types of writings found in the Bible
- To know and describe why some Christians might view the Bible as an important authority and moral guidance
- To know and explain why Christians might also look to other sources of authority when making decisions about how to live e.g. church leaders, prayer, conscience
- To know the different sources of authority that humans might look to when making decisions about how to live their lives

I will say:

Bible, the Old Testament, the New Testament, authority, Gospel, parable, literal and liberal, moral, Genesis, Psalm, Amos, prophecy, wisdom

I will experience:

Reading and exploring a range of different Bible for all ages. Writing a message of the best guidance for life on a piece of paper to share with others.



I will learn how to:

- To explore Christian beliefs about the Bible and the word of God
- To discuss why people might have different views about what is right and wrong and where these views might come from
- To reflect on their own understanding of morality and where it comes from
- To raise questions and discuss responses to different ideas about how to live well

Learning check

1. Why can the Bible be described as a library?
2. What different types of writings are in the Bible?
3. Do all Christians believe in the Bible literally?
4. Where do you get your morals and guidance from?
5. How can you describe how to live well?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations.





Focus Question: How and why might Christians use the Bible?

This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Pupils should understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Pupils should explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true.

Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should also develop their skills in reading and interpreting religious texts.

Pupils should also learn about other sources of wisdom and authority that may guide Christians in making moral decisions.

Year 4: Christianity (God) Key Question: How Should We Live Our Lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Look at a pictures representing the idea of authority (eg. police uniform, Judge's wig/gavel, photograph of the Headteacher, Lollipop man/man). Pupils to suggest what the pictures have in common. Discuss examples of authority within the school, home and community and suggest examples of different ways that this might influence a person's life.
Beliefs and Values 2	<ul style="list-style-type: none"> Brainstorm different types of writing found in a library. Draw out categories, eg adventure stories, historical stories, science fiction, poetry. Discuss why people write in different forms – consider purpose of different types of writing. Look at the contents page of the Bible and remind pupils that it was compiled over a long period of time and is really a collection of books, written by different authors at different times. Identify some of the types of writing, eg story, history, law, poetry, letters, proverbs. Give pupils two sheets, one with extracts from the Bible, the other with a box for each literary genre. Ask the pupils to match the Bible extract with the correct genre. Discuss why authors choose to write in a particular genre and how this relates to the Bible. (Extracts should be taken from translations which can be easily accessed by the children. For example, the Good News Bible has a reading age of 8–9 years. Possible extracts: Genesis 1:1–4 (narrative), Psalm 23:1–2 (poetry), examples of Proverbs (wisdom), the crucifixion of Jesus – Luke 23 (history), The Parable of the lost sheep – Luke 15 (parable), A New Testament letter such as 1 Corinthians 1:1–3 (letter), Amos – a prophecy (prophecy))
Living Religious Traditions 3	<ul style="list-style-type: none"> Explore how Christians might use the Bible. This clip might be a good introduction https://www.youtube.com/watch?v=tvGTbVP_jIA&index=28&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK Compare different Bibles – a children's Bible, a comic-book Bible, a Gideon's Bible, an adult Bible. Discuss why Christians might think it important to create Bibles that children are able to read. Look at the story of Daniel (referred to in the video clip) and discuss what wisdom and guidance children might learn from this story. Discuss if children think this story would still have a meaning to Christians today – or if it is outdated as a source of guidance. Ask them to think about other sources of guidance that Christians might use when thinking about how to live.
Search for Personal Meaning 4	<ul style="list-style-type: none"> Ask children to list the people who have influenced their own sense of right and wrong and to suggest why these people are a good source of wisdom and authority. Ask them to imagine that they had the last piece of paper in the world. They have been asked to use it to pass on the best guidance for life they have ever been given – what would they write? These answers could then be compared and discussed, leading to the question of why people might have differing ideas about how to live well.

Focus Question: How do Sikhs express their beliefs and values?

I will know:

- To know teachings and stories from Sikhism
- To know and use subject specific language to describe how and why Sikhs show their religious commitments and values
- To know how clothing and behavior might be symbolic of beliefs, values and commitments
- To know how our outward behavior reflects our inner beliefs, values and commitments
- To know that some Sikhs worship in a Gurdwara
- To know and understand the symbolism of the 5Ks
- To know, recognise and understand the Khanda

I will say:

Sikh Dharam, religious, social, moral, commitment, representative, equality, values, the Khanda, 5Ks Sikh Khalsa, Gurdwara, Langar, sewa

I will experience:

A visit from a local Sikh person to discuss the 5Ks and their beliefs, values and commitments
Using and handling Sikh artefacts e.g. examples of the 5Ks.

I will learn how to:

- To describe what moral guidance Sikhs might gain from the stories and examples of the Gurus
- To make links between the beliefs, values, practices of Sikhism
- To discuss (with relevant examples) the importance of how we view and behave towards others
- To reflect on their own concept of living a good life and how this influences the way they treat others
- To discuss own thoughts and feelings about equality and justice

Learning check

1. Where do some Sikhs worship?
2. What are the 5Ks? What do they symbolize?
3. What can you tell me about the story of the Blood and Milk? How does this story influence Sikh people?
4. How does your behavior reflect your values, beliefs and commitments

Learning links

In Green Class, the children heard stories about the Sikh Gurus and learnt about the Guru Granth Sahib. They found out about how it is treated in a Gurdwara.

What values and commitments matter to me?

Should we show our beliefs, values and commitments to others?
If so, how?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Pupils should investigate the meaning and symbolism of the 5Ks. They should consider why a religious person might choose to wear outward signs of their commitment and how this might have an impact on their life.

Pupils will explore core beliefs and values of Sikhism and how these might be expressed through use of symbols, clothing and worship.

How do Sikhs express their beliefs and values?

Pupils should understand that belief in one God, and that all are equal before God are important Sikh beliefs.

Pupils should learn about how Sikh beliefs are reflected within the Gurdwara – through worship and sewa

Who or what should I serve?

Is everyone in society equal?
Is there anything we can do to make the world a fairer place?

Should all people be equal?

Focus Question: How do Sikhs express their beliefs and values?

This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment). Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order.

Foremost amongst Sikh principles are:

- the complete equality of men and women everywhere;
- sewa: service to God, to the community of Sikhs and to the community at large;
- kirat karna: earning one's living by one's own efforts and by a livelihood which is honest;
- vand chakna: sharing one's time, talents and earnings with the less fortunate.

How these influence the Sikh way of life will be explored within this unit.

Pupils should also have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Discuss the different ways that people might show their beliefs, values and commitments in public. • Look at images of people wearing various uniforms and discuss how wearing that uniform might impact a person's sense of identity and purpose. How might it also influence behaviour (consider the impact of being seen as a representative of a community rather than just as an individual)
Beliefs and Values 2	<ul style="list-style-type: none"> • Re-cap the origins of Sikhism. Pupils should know who Guru Nanak was and why he is important to Sikhs. Watch the story of the blood and milk https://www.truetube.co.uk/film/blood-and-milk and identify the Sikh beliefs and values that are demonstrated by the story. Discuss why belief in one creator God might lead people to want to treat all people as equals. • Look at the Sikh symbol (the Khanda) and explain how it reflects Sikh beliefs and values in one eternal God and standing up for justice http://religious-symbols.net/sikh-symbols.html
Living Religious Traditions 3	<ul style="list-style-type: none"> • Investigate the symbolism of the 5Ks that are worn by members of the Sikh Khalsa https://www.bbc.com/bitesize/clips/z3sb9j6 • Learn about the Gurdwara https://www.bbc.com/bitesize/clips/zd4wmp3 https://www.truetube.co.uk/film/charlie-and-blue-go-gurdwara • Make links with what happens in the Gurdwara and the Sikh values of equality • Learn about the Langar and why sharing food is an important part of Sikh hospitality and service (<i>sewa</i>). Explain that this concept extends out into the wider community and that many Gurdwaras are involved in projects to feed the homeless, support food banks and provide aid to those in need. https://www.blogpreston.co.uk/2018/10/preston-sikh-community-to-feed-city-at-the-markets/ https://www.khalsaaid.org/ You could organise a visit to a Gurdwara or invite in a Sikh to talk to the class.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • Discuss the personal beliefs, values and commitments that they might want to express – and appropriate ways of doing this. • Talk about the importance of seeing value in all people and how believing that all people are equal would have an impact on a person's behaviour. Are the Sikh values of equality and justice good values to live your life by – should we be committed to these as human values? • You could read 'Have you filled a bucket today' and discuss how small daily acts of kindness might be seen as a service to others. Create a class list of actions that could be done to fill the buckets of others.

Focus Question: Is sacrifice an important part of religious life?

I will know:

- To know and retell the story of Jesus in the Wilderness
- To know why sacrifice might be an important Christian value
- To know what a Christian might do in Lent and why
- To know what is meant by sacrificial love (agape) and give examples of how Christians might do this
- To know and explain why many people are willing to make sacrifices for the people they love and for people they don't know
- To know and give examples of acts of sacrifice that have been done by or for them

I will say:

Temptation, sacrifice, wilderness, value, sacrificial love (agape), Lent, Easter, self-discipline, Oscar Romero

I will experience:

The children organize a collection for a local food bank or charity by making posters (linking to sacrifice)



I will learn how to:

- To identify Christian beliefs about Jesus in the story of Jesus in the Wilderness
- To discuss Christians who have been examples of sacrificial love (e.g. Oscar Romero) and how they were motivated by their faith
- To consider differing attitudes and responses to the concept of sacrifice (both positive and negative)
- To discuss who they would be prepared to make sacrifices for
- To consider the value of sacrifice as an expression of love and commitment

Learning check

1. What is lent? Why do Christians take part in Lent?
2. Why is sacrifice an important Christian value?
3. How do Christians show sacrificial love?
4. Who has sacrificed for you? Who have you sacrificed for?

Learning links

In Orange class the children found out that Jesus is a special baby to Christian people and about the nativity story. They know that Christian people believe that Jesus is God's son. In Yellow Class, they explored that Christians believe that Jesus is the 'Light of the World' and made and understood about the symbolism of a Christingle. In Green class the children found out about the disciples and the stories surrounding them.



Who has made sacrifices for me?

Why do we make sacrifices for the people we love?
What types of things might we give up?

Pupils should learn about the Christian season of Lent and why many Christians make sacrifices during this time.

Beliefs and values

Pupils will investigate the account of Jesus being tempted in the wilderness and the Christian beliefs about Jesus contained within this story.


Is sacrifice an important part of religious life?

They should consider why sacrifice might be an important Christian value and be able to link this to their learning about Jesus.

They will also learn about the importance of agape – sacrificial love – within Christianity. They might explore how some Christians have put this into practice in their lives.

What is involved with making a sacrifice?
How might making a sacrifice be a positive thing?

Who or what would I make a sacrifice for?



Focus Question: Is sacrifice an important part of religious life?

This unit investigates the person of Jesus through the concept of sacrifice. This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice. It enables pupils to consider how Jesus' sacrifices have provided a model for other Christians to mirror by showing agapé (selfless love for others). They will have opportunities to reflect on their own values and on what influences their choices.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Bring in some chocolate or sweets and place in the classroom. Explain that they are your favourite and you are tempted to eat them. Have another adult come into the room and say that they are very hungry and need to eat something. Ask the pupils- should I give them my sweets? Create semantic maps for the words temptation and sacrifice. Give pupils scenarios where a sacrifice is needed to resolve a problem. Make some personal e.g. for a family member, whilst others are to help someone they do not know or have not even met. Who would they be willing to make a sacrifice for? What would they have to give up?
Beliefs and Values 2	<ul style="list-style-type: none"> Watch the story of Jesus in the wilderness https://www.youtube.com/watch?v=P-6a25Yo2wE. What do the pupils think is happening? How was Jesus tempted in the story? What does the story of Jesus in the wilderness teach Christians about Jesus? Create a booklet with a different idea on each page. Provide screenshots from the clip. Children write the story to go with the images and explain the sacrifices that Jesus made. (This could be used as an assessment task for the unit.) Discuss why the pupils think that sacrifice is an important Christian value. This could be further linked with Easter as part of collective worship, for example by reflecting on the sacrifices that Jesus made in the Easter story and the Christian belief that this sacrifice saved them by bringing them closer to God
Living Religious Traditions 3	<ul style="list-style-type: none"> Explain what is meant by sacrificial love- agapé. Use RE Definitions app or see https://kids.britannica.com/students/article/agape/604729 for a definition. Discuss how this would affect the way in which a Christian behaves towards others? Learn about the life of Oscar Romero https://cafod.org.uk/Education/Primary-teaching-resources/Romero_. Create a storyboard of key events from his life, showing how he followed the example of Jesus' sacrificial live or ask pupils to design their own Romero cross with a written explanation of their work. Explain that Lent is the period leading up to Easter. It lasts for forty days and forty nights to mirror the time that Jesus spent in the wilderness. At this time, Christians prepare for Easter by trying to be more like Jesus. They often choose to give something up to test their own self-discipline and find out if they can resist temptation like Jesus did. Show statements from three children: <ul style="list-style-type: none"> o 'I have decided to give up buying clothes for Lent. I will give the money I save to charity.' o 'I am giving up my computer/tablet for Lent. This will mean I have more time to spend with my family.' o 'I have decided to give up sweets and cake this Lent. This helps me to remember children in other countries who don't have enough food.' Ask pupils to discuss who they think made the biggest sacrifice for Lent? Why? Why might a Christian say that making a real sacrifice is important during Lent? (This could be an alternative opportunity for assessment.)
Search for Personal Meaning 4	<ul style="list-style-type: none"> Organise a collection for a local food bank or charity. Pupils could create advertising posters for the collection that explain why giving up some food or money would be an expression of concern and love for others. Ask pupils about who they are willing to make sacrifices for. They could present these on jigsaw pieces to create a visual image of promises linked to the unit and the values of charity, compassion, respect for all etc.

Focus Question: Why do Muslims fast during Ramadan?

I will know:

- To know and define the 5 pillars of Islam, Shahada, Salah, Saum, Zakah, Hajj and explain their importance
- To know that Muslims fast during Ramadan
- To know at the end of the fast is a celebration called Eid al-Fitr
- To know and use subject specific vocabulary to describe how and why Muslims fast at Ramadan

I will say:

Commitment, submission, the Five Pillars, Shahada, Salah, Saum, Zakah, Hajj, foundations, Mecca, Ramadhan, The Night of Power, Qu'ran, fast, Eid al-Fitr, Uphold

I will experience:

Handling a Qu'ran, making Eid decorations, trying food celebrated on Eid (e.g. sweets from Eat Indian, Lancaster deli.)
Creating their own 5 Pillars that support and uphold their lives.

I will learn how to:

- To explore Islamic teachings about Ramadan from the Qu'ran
- Make links between Islamic values and beliefs
- To consider the impact that fasting might have on individuals, families and communities
- To discuss (with relevant examples) the importance of showing commitment
- To consider the role of sacrifice within religion and communities
- To reflect on their own beliefs, values and commitments as well as how they demonstrate them

Learning check

1. What are the 5 pillars of Islam?
2. Why do Muslims fast during Ramadan?
3. How do Muslims celebrate Eid?
4. Why is it important to show commitment?
5. What are you committed to? How do you show it?

Learning links

In Orange class, the children learnt that Muslim people believe in one God (Allah) and that God created the world. They learnt that Muslims believe that they are caretakers (Khalifahs) for God. In Yellow Class, they learnt about Islamic prayer, the ritual of Wudhu and prayer mats. In Green class, they explored the concept of role models and learnt about the Prophet Muhammad (pbuh.) They also found out about the third pillar of Islam, Zakah.

Who or what am I committed to?

What does it mean to be committed?
How do people express their commitments?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Pupils should be able to understand why a Muslim would commit to the fast and the impact that fasting may have on individuals, families and communities.

Pupils will learn about Ramadhan – the Islamic month of fasting. They should explore the reasons for fasting and the values expressed by this commitment.

Why do Muslims fast during Ramadhan?

They should consider how fasting at Ramadhan is both an act of submission to God and an expression of concern for those who are poor and hungry.

Pupils should be able to explain the importance of Ramadhan in the context of the Five Pillars. They will consider why many Muslims give to charity at this time.

How do people show their commitment to others and to society?
Does commitment involve struggle and sacrifice?

Is commitment a duty or a choice?

Am I will to make sacrifices for the common good?

Focus Question: Why do Muslims fast during Ramadhan?

This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

Year 4: Islam Key Question: How Should We Live Our Lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Brainstorm the meaning of the word commitment. Discuss the value of showing commitment to a cause, to a community, to developing a skill, to a person etc. Ask pupils to discuss something that they would like to be better at. What could you do to improve this aspect of their life? How much time and effort would need to be focused on this <u>in order</u> to make a difference? What qualities might a person develop from being committed?
Beliefs and Values 2	<ul style="list-style-type: none"> Recap prior learning about Islam – Submission to Allah through upholding the Five Pillars (Shahada, Salah, Saum, Zakah, Hajj). Show a visual representation of the Five Pillars and explain that these are like foundations for the Islamic faith and way of life. Commitment is required to uphold the pillars. The Shahada is an ongoing commitment throughout life; Salah is commitment to the five daily prayers; Saum is the annual commitment to fast during the month of Ramadhan – along with Zakah, the commitment to sharing wealth; and Hajj is the once in a lifetime commitment to going on pilgrimage to Mecca. Show clips about Ramadhan https://www.youtube.com/watch?v=qFU9Cb0D6lo https://www.bbc.co.uk/newsround/23286976 Discuss Muslims fast during Ramadhan and the Islamic beliefs and values referred to in the clip. How might fasting at Ramadhan make Muslims more appreciative of their usual food and drink? Learn about the Night of Power and why this is a special day within Ramadhan. This is the night that Muhammad received his first revelation, and many Muslims spend this day praying and reciting the Quran. https://www.retoday.org.uk/media/display/110133_Islam_Muhammad_Night_of_Power.pdf

Living Religious Traditions 3	<ul style="list-style-type: none"> Discuss what it would be like to give up food and drink during daylight hours. How much commitment would be required? Children could try giving up something, e.g. snack at break or talking for a specific amount of time. How did they feel watching other children eat or talk? Find out who is exempt from the fast. Discuss why these people are not obliged to take part. Look at images of Muslims breaking their fast. Discuss how it might feel to eat after a day of fasting. Why might it be important to share the Iftar? What impact might this have on individuals, families and the Islamic community? Role play/script a conversation between a Muslim and a non-Muslim, explaining about what Ramadhan is, why Muslims fast and the impact this has on a Muslim's life (children may need to be encouraged to think about the spiritual benefits of fasting as well as the difficulties associated with fasting during Ramadhan in the UK). This could be used as an assessment activity. Investigate the celebrations involved with Eid al-Fitr. Discuss the feelings that a Muslim who has fasted may have at the end of Ramadhan and why they would want to celebrate this.
Search for Personal Meaning 4	<ul style="list-style-type: none"> Pupils should discuss their own values and commitments. Who or what are they committed to and how do they show this? Do they ever make sacrifices as part of their commitments? Would it ever be beneficial to do so? Is commitment part of a person's duty or is it a choice? Debate the importance of commitment – create a continuum line to discuss the statement 'It is important to totally commit to the things that matter'. Produce a visual display of the 'Five pillars' that support and uphold their lives. How do these pillars guide them in how they should live?

Focus Question: What does love your neighbor really mean?

I will know:

- To know some of the main parables of Jesus
- To know how and why these might be an important source of guidance for Christians
- To know and describe (with examples) Christian attitudes about how to treat others
- To know the importance of love for all (agape) as part of Christian life

I will say:

Agape, selfless love, parables, moral, servant, St Matthew's Gospel, commandment, Mother Teresa, Nobel Peace Prize, Christian Aid, CAFOD

I will experience:

Creating leaflets and posters for charities. Drama activities (e.g. hot seating in role) to explore the parables.

I will learn how to:

- To suggest ways that Christians might put the teachings of the parables into action in the 21st century
- To explain (with examples) how and why people might use stories to pass on wisdom and guidance
- To discuss examples of wisdom and guidance that they have learnt from stories
- To consider what messages / words of wisdom they would want to pass on to others

Learning check


1. What is a parable?
2. Can you explain the moral of The Good Samaritan?
3. Can you explain the moral of the Unforgiving Servant?
4. How can Christians put the teachings of the parables into action now?
5. What messages and words of wisdom would you pass on to others?

Learning links

In Orange class, the children learnt that some Christian babies are baptized in in Church and that this is a celebration. They learnt about baptismal candles and fonts in church. In Yellow Class, they learnt about Christian symbols and about other features of churches such as pews, altars, pulpits and lecterns. In Green Class, they learnt about the Holy Spirit and that Christians believe that this is God's presence in the world

What wisdom have I gained from others?

Search for personal meaning

Shared human experience 

How and why do we use stories to teach important values?
What do we mean by 'the moral of the story'?

Living religious traditions

Pupils should investigate what agape means to a Christian today and the different ways that this might be expressed by individuals and the Church community.

Beliefs and values

Pupils will explore the beliefs, teachings and values contained in the key parables taught by Jesus.

What does 'love your neighbour' really mean?


They should consider the context and meaning for the audience at the time of Jesus as well as the importance of these stories as a source of guidance for Christians today.

They should consider what Jesus meant by the terms 'love' and 'neighbour' – and how this might compare with a modern day understanding.

How should we live our lives?
How should we behave towards others?

How should I show love for all?

What wisdom would I pass on?



Focus Question: What does 'love your neighbour' really mean?

This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what message they would want to pass on to future generations.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Listen to some of Aesop's fables at https://www.bbc.co.uk/programmes/p05415y7 or read printed versions. Explain what the word 'moral' means. What are the morals of the fables? Fables have existed for centuries and were initially passed down orally before they were written. Ask pupils why they think these stories are remembered and passed on whilst others are forgotten. Why do they think that parents and teachers often choose fables to share with children?
Beliefs and Values 2	<ul style="list-style-type: none"> Jesus taught his followers using parables. These were stories with a moral that made use of settings and situations that were familiar to the world in which his followers lived so that they were easier for them to understand. He told these parables to encourage those who heard them to act or think in a particular way in response to them. Read the Parable of the Good Samaritan (Luke 10:25-37) or watch a version at https://www.bbc.com/bitesize/clips/zcyr87h. Hot seat characters from the story or hold an imaginary talk show. Discuss the characters' actions and the motivation for their behaviour and choices. What message do the pupils think Jesus was trying to pass on to his followers? How can this parable guide modern Christians? Focus on the Parable of the Unforgiving Servant (Matthew 18:21-35) https://www.youtube.com/watch?v=yeQ-Hdpewiw. Before you read it give each pupil one of the characters to focus on: the king; the first servant or the second servant who owed a few dollars. As they hear/watch the story the pupils should make note of how their character thinks, feels and acts. The pupils could then retell the parable in role as their character. Whose behaviour in the parable was right and whose was wrong? What does this story teach Christians about what God is like? How do they know? Again, focus on how modern Christians can learn from this story even though it was first told two thousand years ago. Pupils could create role plays in which a similar scenario is told in a modern context.

Living Religious Traditions 3	<ul style="list-style-type: none"> In St Matthew's Gospel, when asked what <u>was the greatest commandment</u>, Jesus said, <i>"Love the Lord your God with all your heart and with all your soul and with all your mind."</i> This is the first & greatest commandment. And the second is like it: <i>'Love your neighbour as yourself.'</i> This Christian love is known as agape- a selfless love of others. Find out about the life of Mother Teresa (https://www.twinkl.co.uk/resource/t2-re-379-ks2-mother-teresa-powerpoint or http://www.historyforkids.net/mother-teresa.html contain helpful information). Pupils could create a comic strip to retell key events from her life. In 1979 Mother Teresa received the Nobel Peace Prize. Pupils could imagine that they are presenting the award to her and write a speech detailing why she deserves the award for showing agape. The 'neighbour' that Christians support is not always someone known or nearby. There are many Christian charities that work to support people both in this country and around the world who need help. Research some of these: such as Christian Aid www.christianaid.org.uk; CAFOD www.cafod.org.uk or the St Vincent de Paul Society www.svp.org.uk. Christians can show their love of others by raising money and donating it to one of these charities. Pupils could create a leaflet or poster for one of the charities explaining how it shows agape in its work. Create a mind map of ways in which a Christian could show their love of others in their daily lives.
Search for Personal Meaning 4	<ul style="list-style-type: none"> Identify stories that the pupils have read, watched or been told that have taught them something. Who would they recommend these stories to? Why? Fables and parables contain messages that have been passed on from generation to generation to guide people to live good lives. Ask pupils to identify one or two key messages that they would like to be passed on. Identify ways in which they could do this and allow the children to explore their ideas.

Willow Lane RE Curriculum

Year 5



Willow Lane
Community Primary School

Year 5: Christianity (God) Key Question: Where can we find guidance on how to live our lives?

Focus Question: Why is it sometimes difficult to do the right thing?

I will know:

- To know and describe Christian beliefs about sin and forgiveness
- To know the story of Adam and Eve
- To know and describe why Christians might use the Lord's Prayer
- To know why a 'truth' might be contained within a story
- To know the different ways that myths and stories are used

I will say:

Genesis, creation, literal, metaphorical, forgiveness, The Lord's Prayer, sin, temptation, Ten Commandments, avoid evil, Catholic, Protestant, confession, penance

I will experience:

Speaking to a Christian (catholic or protestant) about their experience of sin, forgiveness and staying away from temptation.

I will learn how to:

- To suggest different ways that the story of Adam and Eve might be understood by Christians
- To analyse and interpret the Lord's Prayer and what guidance it provides for Christians
- To suggest things that might lead Christians into temptation in the modern world and how and why they might try to resist these temptations
- To discuss and debate things that they consider to be true that others might disagree with

Learning check

1. What happened in the story of Adam and Eve?
2. Why is the Lord's Prayer so important to Christians?
3. What is sin?
4. What happens in the Catholic church in terms of forgiveness?
5. How do you know that something is true?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class pupils learnt about how and why Christians use the Bible.

What guides the choices I make about right and wrong?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why is it sometimes difficult to do the right thing?

Should I forgive those who do wrong?

When would I want to be forgiven?

What role do myths and stories have? What 'truths' might they contain?
How are they used as sources of wisdom and guidance?

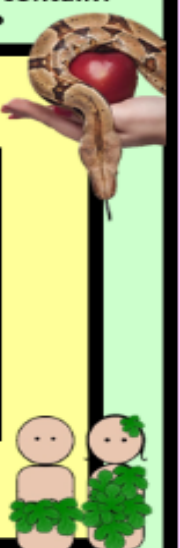
Pupils should consider how and why Christians might use the Lord's Prayer. They should analyse the words and make links with Christian beliefs about God, human temptation and forgiveness.

Pupils will explore the Christian beliefs and teachings about sin and temptation. They should investigate the importance of forgiveness in the teachings of Christianity.

Pupils should learn about Christian beliefs and values found in the story of the Fall (Genesis 3). They should explore differing ways that this story might be interpreted.

Pupils should think about the types of things that might be classed as temptations by Christians today and where a Christian might look for guidance about how to avoid evil and resist temptation.

Why do humans sometimes do things that they know are wrong?
What aspects of human life lead us into temptation?



Focus Question: Why is it sometimes difficult to do the right thing?

This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer's attitude towards sin and temptation in the world today.

Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. They should be able to make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation. Pupils should reflect on things that might be seen as 'temptations' in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?

Year 5: Christianity (God) Key Question: Where can we find guidance on how to live our lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Discuss how stories might contain important truths and messages for people to learn from. Aesop's Fables could be used as an example http://www.storyit.com/Classics/Stories/aesop.htm and pupils could talk about what life <u>lessons</u> they have learnt from books that they have enjoyed. • If you have used 'The boy who cried wolf' this could be followed with a discussion about why the boy did something that he knew was wrong – and the eventual consequences that he faced. Pupils could then discuss other examples of when people deliberately do things that they know are wrong and the reasons for this.
Beliefs and Values 2	<ul style="list-style-type: none"> • Re-cap the Genesis account of creation. Discuss the phrase 'God saw that it was good' – what do pupils think a good world would be like? • Read the story of the Fall in Genesis 3 https://www.biblegateway.com/passage/?search=Genesis+3&version=ICB • 'Hot-seat' two pupils in the role of Adam and Eve – rest of class to ask questions to explore why they disobeyed God and how they feel about the consequences of their actions. • Discuss the different ways that the story could be understood by Christians – literal and metaphorical. If the story is metaphorical, who/what might each aspect of the story represent? If the story is believed literally, then what might Christians believe about the cause of sin and temptation in the world today • Read the Parable of the Lost Son. Compare the God portrayed in Genesis 3 with the forgiving father in this parable. Discuss Christian beliefs about the importance of forgiveness (the Lost Son is sorry and returns home to seek forgiveness, there is no suggestion in Genesis 3 that Adam and Eve are sorry).
Living Religious Traditions 3	<ul style="list-style-type: none"> • Look at the Lord's Prayer, in particular the lines "forgive us our sins, as we forgive them those who sin against us. And lead us not into <u>temptation</u>, but deliver us from evil." How do these words reflect Christian beliefs about sin, temptation and forgiveness? • Come up with a list of things that Christians might describe as temptations in the modern world – how and why might a Christian try to avoid these aspects of life? It might be helpful to look at sources of guidance such as the Ten Commandments and consider if these rules are still helpful for Christians today when trying to avoid evil and temptation. • Compare the ideas and practices of Catholic and Protestant Churches in regards to confession and prayers of penance. This would be an opportunity to invite in a priest/minister to answer any questions.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • Share their own ideas about moral guidance – how do they know the difference between right and wrong? How easy or difficult is it to always do the right thing? Who or what might be a good source of wisdom and guidance when they are tempted or when it is difficult to know what the right choice is. • Discuss why some things might be seen as moral absolutes (eg. murder), whereas others might sometimes be less clear (eg. a parent stealing to feed a starving child). Are there some moral values or truths that always hold, no matter the situation? Why might different people sometimes have different views about right and wrong? This would work well as a P4C lesson.

Year 5: Islam Key Question: Where can we find guidance on how to live our lives?

Focus Question: Why is the Qu'ran important to Muslims?

I will know:

- To know how and why the Qu'ran is a source of guidance for life for a Muslim
- To know and explain the impact of believing that the Qu'ran is divine revelation
- To know what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets
- To know how and why Muslims might commemorate the Night of Power
- To know and describe a variety of ways that Muslims might show respect for the Qu'ran and how this symbolises their respect for God

I will say:

Qu'ran, ultimate authority, guidance, , holy books, (Bible, Guru Granth Sahib, Torah Scrolls,) Shahada, Allah, Prophet Muhammad (pbuh), divine revelation, Abrahamic Faiths, Ramadhan, Laylat al Qadr

I will experience:

Trip to a local Mosque to see how the Qu'ran is treated and how it is used.



I will learn how to:

- To explore Islamic beliefs about the Qu'ran as the word of God
- To explain how the teachings of the Qu'ran might influence the actions and choices of a Muslim
- To discuss where people might look to for guidance about how to live and consider a range of sources of wisdom and authority
- To suggest when and why people might want guidance about how to live
- To discuss who or what has guided them in their own beliefs, values and commitments
- Reflect what 'ultimate authority' might mean for them

Learning check

1. Where do Muslims look for guidance?
2. How is the Qu'ran treated and why?
3. How do Muslims commemorate the Night of Power
4. Where do you look for guidance and ultimate authority

Learning links.

In Orange class, the children learnt that Muslim people believe in one God (Allah) and that God created the world. They learnt that Muslims believe that they are caretakers (Khalifahs) for God. In Yellow Class, they learnt about Islamic prayer, the ritual of Wudhu and prayer mats. In Green class, they explored the concept of role models and learnt about the Prophet Muhammad (pbuh.) They also found out about the third pillar of Islam, Zakah. In Blue Class, they learnt about the Five Pillars of Islam, Ramadan and Eid Ul-Fitr.



Where do I find guidance?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why is the Qur'an important to Muslims?

How did I develop my own values and beliefs?

Where do we learn how to behave?
Where do laws come from? And why are they important?

Pupils should be able to recall the night of power and explain how and why Muslims remember it.


Pupils will explore Islamic beliefs about how the Qur'an is the word of God. They should investigate how the Qur'an is used as a source of guidance in everyday life.

Pupils should explain why Muhammad (pbuh) is called the seal of the prophets and investigate the impact of believing the Qur'an is divine revelation.

Pupils should be able to explain how Muslims demonstrate respect for Allah through the use and treatment of the Qur'an.

Where can you find the right advice and guidance?

Who decides what is right and wrong?



Focus Question: Why is the Qur'an important to Muslims?

This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how [this impacts](#) on the way that the Qur'an is viewed and treated.

Pupils should make links with prior learning about the night of power ([Laylat Ul-Qadr](#)), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet.

Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.

Year 5: Islam Key Question: Where can we find guidance on how to live our lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Discuss why it is important for communities to have rules - What are the benefits of having a set of clear rules that all members of the community are expected to follow? How are rules decided? Who <u>are</u> the rule-makers for our communities? How/why are they chosen for this role? What gives them the authority to tell other people how to live their lives? When/Why might we look to guidance from these people? Look at a range of images of the House of Commons/House of Lords – explain to pupils how these groups of people discuss and devise rules and guidance for the nation. Ask pupils to identify symbols of authority within the images (eg. the room itself, seating, clothing). Explain that religious people are often guided by their holy books – for members of faith communities these are an important source of authority and guide them in how to live their lives. Ask pupils to name the holy books that they are already aware of.
Beliefs and Values 2	<ul style="list-style-type: none"> Ensure pupils know the basic information about who the Prophet Muhammad was and how he received the Qur'an https://www.bbc.co.uk/bitesize/clips/zymovcw https://www.bbc.co.uk/bitesize/clips/zv6sb9q Make links with the Five Pillars – The Shahada states that “there is no god but Allah and Muhammad (ﷺ) is his final messenger” – What does this tell us about the importance of the Prophet Muhammad? What does it mean to be a ‘final messenger’? Explain that for Muslims the Qur'an is the direct word of God as revealed to the Prophet Muhammad. Because of this it is treated with great respect. Discuss what is meant by the word revelation – compare examples of different forms of revelation from across the Abrahamic faiths (Judaism, Christianity and Islam) – Is there anything distinct about how Muslims view the Qur'an?
Living Religious Traditions 3	<ul style="list-style-type: none"> Show pupils a Qur'an stand and discuss its purpose. What is it for? Who might use it? When? Where? Discuss why books are put on stands – think about to keep them clean, and to treat them with respect. Show an image of a Muslim using a stand and question pupils about what is happening and why. Information page: https://www.worldreligionnews.com/religion-news/muslims-celebrate-the-night-of-power-laylat-al-qadr Recap prior learning about Ramadhan. Develop this by explain Ramadan is a time for giving, reflecting and being charitable - every day of this month is special, but the 27th day is the most important as it when the night of power is <u>remembered</u> and this is celebrated as the festival of <u>Laylat</u> al Qadr. On this night, Muslims believe the angels are on earth and their prayers will be heard as the gates of heaven are open. Explore Islamic beliefs about angels
Search for Personal Meaning 4	<ul style="list-style-type: none"> Pupils could prepare a presentation about their own source of authority and guidance. They should be able to answer questions posed by the rest of the class. Discuss why people may have differing sources of authority in different situations.

Year 5: Hindu Dharma Key Question: Where can we find guidance on how to live our lives?

Focus Question: What might Hindus learn from stories about Krishna?

I will know:

- To know and explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
- To know the Hindu belief that God is present in all people through the atman and the impact this might have on a believer
- To know and describe a variety of ways that Hindus might celebrate the festival of Holi
- To know how Holi celebrations might express Hindu beliefs about equality
- To know how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions

I will say:

Brahman, Vishnu, Avatar, Scriptures, Brahman, protector, preserver, symbolic language, deity, incarnation, Prahlad, Holika, Holi, Namaste, universal truth

I will experience:

Making

I will learn how to:

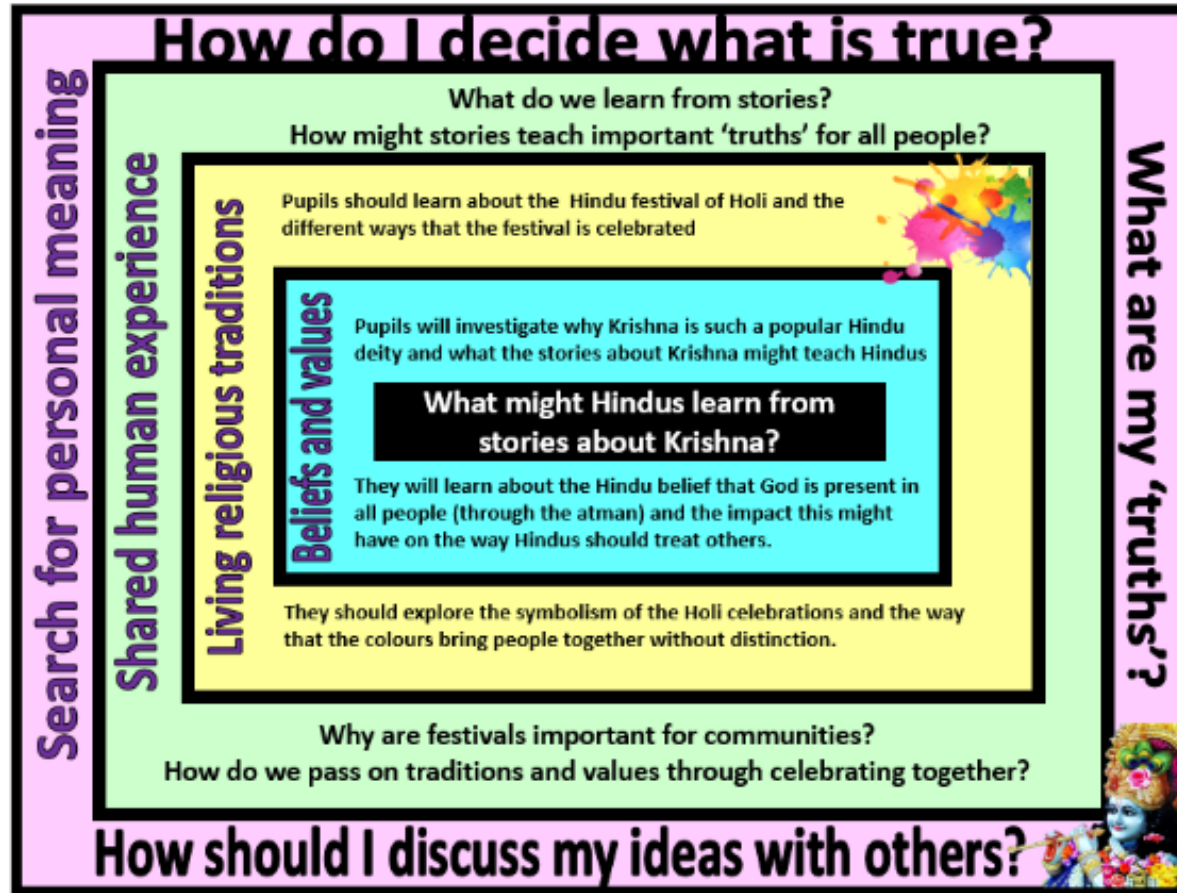
- To make links between the story of Prince Prahlad and Hindu beliefs devotion and loyalty
- To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate
- To explain how a 'truth' might be contained within a story
- To discuss and debate things that they consider to be true that others disagree with

Learning check

1. What can you tell me about Krishna and what does that teach Hindus
2. What do Hindus believe about God?
3. In which ways do Hindus celebrate Holi?
4. Why do Hindus celebrate Holi?
5. Can you name some examples of stories which contain a 'truth?'

Learning links

In Orange class the children learnt that Hindus believe in one God who can be worshipped in different forms, the three deities of the Trimurti and about shrines at home. In Yellow Class, pupils learnt about Hindu Mandirs, puja trays and the Hindu God Brahman as well as some more of his forms. In Green Class, they listened to the story of Rama and Sita and explored the importance of Dharma and duties. In Blue Class, they learnt about the Hindu celebration of Diwali.



Focus Question: What might Hindus learn from stories about Krishna?

This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.

Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu's avatars (Rama) through learning about Diwali and the story of Rama and Sita.

Pupils should also be encouraged to consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences.

Year 5: Hindu Dharma Key Question: Where can we find guidance on how to live our lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Recap how stories might contain important truths and messages for people to learn from. Read the poem 'Tyger Tyger' and discuss how language is used to create a true picture of the tiger – although the language used is not a literal truth (eg. The tiger is not literally burning in the forest). Talk about the fact that stories are sometimes viewed in a similar way. Stories might contain important truths in symbolic language.
Beliefs and Values 2	<ul style="list-style-type: none"> Investigate stories about the Hindu deity Krishna. https://parenting.firstcry.com/articles/top-15-childhood-krishna-stories-kids/ Explain that stories found in Hindu scriptures offer Hindus guidance on how to live their lives – discuss what guidance Hindus might find from the stories of Krishna. They will need to know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees. Read the Story of Prahlad and Holika – discuss how and why Vishnu protects Prahlad. http://www.bbc.co.uk/schools/religion/hinduism/holi.shtml https://www.youtube.com/watch?v=3si_OQBwSEc Teacher makes signs with parts of the story on and puts them up around the room. Children have to stand by the part they think is most important and explain why, encourage them to refer to Hindu teachings. (The main message of Holi is that devotion to God will be rewarded)
Living Religious Traditions 3	<ul style="list-style-type: none"> Read about/watch clips of Hindus celebrating Holi https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-ks3-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx Discuss the symbolism of colour at Holi – reflecting Hindu virtues. At Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality and that all people are believed to contain the energy of Brahman. (You may wish to expand on this by looking at the meaning of the traditional Hindu greeting 'Namaste') Create a class display with images of the festival and an explanation about what is happening. Pairs of children imagine they have been to Holi celebration. One is the interviewer and the other is the interviewee. Write a short script for a television interview. Encourage children to talk about the symbolism of the celebrations, not just the celebrations themselves. The script or a film of the interview could be used as an assessment task.
Search for Personal Meaning 4	<ul style="list-style-type: none"> In small groups, children create stories where there is an important message that could be described as a 'universal truth'. Tell them as a piece of drama, cartoon, poem etc. Share work with rest of class – the class should try to guess the message contained within the story Discuss whether or not they agree or disagree with the message of the story.

Year 5: Christianity (Jesus) Key Question: Where can we find guidance on how to live our lives?

Focus Question: What do we mean by a miracle?

I will know:

- To know and describe Christian beliefs about miracles
- To know why some Christians might go on pilgrimage to places associated with miraculous events
- To know and explain the impact that belief in miracles and the power of prayer might have on a Christian
- To know the difference between fact, opinion and belief

I will say:

Divine, miracle, incarnation, resurrection, incarnate, pilgrimage, coincidence, Jerusalem,

I will experience:

Holding a class debate on the subject 'Miracles are too impossible to believe in' with different teams e.g.

1. It did happen at the time of the Bible, but miracles don't happen anymore
2. It can all be explained away by science, miracles do not happen
3. Miracles did happen in Biblical times and still happen today

I will learn how to:

- To retell a selection of miracle stories and explain what these might show Christians about Jesus
- To consider differing interpretations of the word miracle (i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God)
- To discuss their own beliefs – is there anything that they accept as truth which others may not agree with?
- To reflect on how they make decisions about what is / is not true

Learning check

1. What stories from the bible can you retell about miracles?
2. Why do some Christians go on a pilgrimage?
3. How can you describe the impact that beliefs in miracles and prayer might have on a Christian?
4. What is the difference between fact, opinion and belief?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class, they learnt about Jesus in the Wilderness and about Lent.

What amazes me?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Is it OK to disagree?

What do we mean by a 'miracle'?
Is it more than just something amazing?

Investigate why some Christians might go on pilgrimage to places associated with miraculous events.

Pupils will explore a selection of miracle stories from the life of Jesus and consider what a Christian might learn about Jesus from these stories.


What do we mean by a miracle?

They will deepen their understanding of Christian beliefs about Jesus as God incarnate – fully human and fully divine.

Pupils should explore the link between belief in miracles and the power of prayer. They will consider the importance of believing in the possibility of miracles for Christians today.

Do you have to see something in order to believe it?
How should we make decisions about what to believe?

What do I believe in and why?



Focus Question: What do we mean by a miracle?

This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.

Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.

Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.

Year 5: Christianity (Jesus) Key Question: Where can we find guidance on how to live our lives?

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Brain storm with the children 'what is a miracle?' Do you think you have ever witnessed a miracle? Write a class non-negotiable list to define a miracle. Find some <u>real life</u> events that have happened around the world, some that may be perceived as miracles, some not. Using the class list, ask pupils to categorise the events into Miracle/non-miracle. Show the video clip from the insurance advert https://www.youtube.com/watch?v=NZEFpTuK6Ks Ask pupils if we need to see something <u>in order to</u> believe it. Think of an 'unbelievable' scene you could act out at the beginning of the session e.g. eating an edible flower or chocolate buttons from a dog treats packet. At the end of the session explain the 'magic' and ask the children 'Why did you believe me? Can you believe everything you <u>do</u> see? How should we decide who and what to believe?'
Beliefs and Values 2	<ul style="list-style-type: none"> Investigate miracles performed by Jesus (e.g. feeding thousands of people, casting out evil spirits, healing the blind and sick, turning water to wine, controlling the water, catching a surprisingly large <u>amount</u> of fish, and raising people from the dead). Ask children to work in groups to read and then act out stories. Freeze frame the most significant moment in the story. Interview the characters to see what emotions they feel at that moment. Discuss what these stories tell us about what Christians believe about the nature of Jesus? What does it mean to be divine? Why do Christians believe that Jesus was divine? For Christians, how might the miracles of Jesus support their belief that he is God incarnate – fully human and fully divine? Possible assessment task: imagine you are a journalist, sent back in time to report on one of these events. Write an article/record a news report explaining what happened. Include interviews with <u>eye-witnesses</u> to explain the responses and thoughts that people might have had. Those working at greater depth could add an 'editorial' with their own thoughts and <u>whether or not</u> they think the miracle accounts prove that Jesus is divine.

Living Religious Traditions 3	<ul style="list-style-type: none"> Ask pupils if there are any places they would love to visit and why - e.g. the home place of someone special to them. Explain what we mean by pilgrimage and ask why Christians might want to go on a pilgrimage to the Holy Land – the land where Jesus was born and lived. Discuss what Christians might hope to see and do when they were there. Show video clips of pilgrimage to the holy land https://request.org.uk/life/spirituality/pilgrimage https://www.youtube.com/watch?v=yEtR2ouw76c Explain that Christians believe that the ultimate miracle performed by Jesus was the resurrection – that the ability to rise from the dead three days after being crucified is proof that he was divine as only God has power over life and death. Discuss why a Christian might particularly want to go to Jerusalem at Easter time – how might a pilgrimage such as this bring to life the stories of the Bible? What impact might it have on a believer?
Search for Personal Meaning 4	<ul style="list-style-type: none"> Play a suitably adapted version of 'I believe and I care about' game with class https://www.uua.org/re/tapestry/children/welcome/session14/119826.shtml The aim is for the children to see how different people believe different things, explain why we believe what we believe and knowing that everyone is different and not everyone has to agree with each other. Put pupils into 3 teams - provide each team with a different view on miracles: <ol style="list-style-type: none"> It did happen at the time of the Bible, but miracles don't happen anymore. It can all be explained away by science, miracles do not happen. Miracles did happen in Biblical times, and still happen today. Ask children to use their knowledge to prepare for a debate on belief in miracles from their given perspective. They should be able to use evidence to support their arguments. Make it clear that they are not arguing from their own point of view – the ability to be an advocate for a view other than your own is an important skill. Hold a class debate – 'Miracles are too impossible to believe in'

Year 5: Christianity (Church) Key Question: Where can we find guidance on how to live our lives?

Focus Question: How do people decide what to believe?

I will know:

- To know what Christians mean when they talk about one God in Trinity
- To know and explain the meaning of a range of symbols that might be used for the Trinity
- To know and explain the meaning of a range of symbols that might unite the worldwide Christian Church
- To know what we mean by sources of authority and give examples of sources of authority that might guide individuals and communities and the values of these as guidance for life

I will say:

Apostles Creed, Holy Trinity, diversity, worship, The Father, The Son and The Holy Spirit, denominations, Anglican, Catholic, Salvation Army, Quaker, Pentecostal, ecumenical, Taize, Iona

I will experience:

Visiting Lancaster Cathedral and discussing the Holy Trinity with the clergy.



I will learn how to:

- To identify the beliefs contained within the Apostles Creed
- To explain why the Christian community (The Church) might want / need an agreed statement of belief
- To describe the role of places like Taize where Christians from different backgrounds might come together to worship
- To discuss different responses to sources of authority
- To raise meaningful questions about things that puzzle them
- To differentiate between questions that can be answered factually and those that have a range of answers

Learning check

1. What makes up the Holy Trinity?
2. Can you explain the meaning of symbols that might unite the worldwide Christian Church?
3. Which Christian beliefs are contained within the Apostles Creed?
4. What puzzles you? What can be answered factually? What can have a range of answers?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class, they heard and explored some of the main parables of the Bible.





Focus Question: How do people decide what to believe?

This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.

Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this.

Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.

Year 5: Christianity (Church) Key Question: Where can we find guidance on how to live our lives?

<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Put pupils into groups and ask them to work together to write a poem to express the shared ideas and values of the school community. (Do not discuss these as a class first, allow pupils to decide on what these are within their groups) Ask pupils to read their poems aloud to the class. Discuss similarities and differences between the groups. Are there any key ideas that all groups agree on? Were there any surprising ideas? Does it matter if people within a community have different ideas and opinions? What are the advantages and disadvantages of having different beliefs and values in a community? Explain that religious communities often have sources of authority which guide them in their beliefs and values – Consider what might be classed as ‘sources of authority’ for non-religious communities and how these might guide individuals within the community.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Investigate the Apostle’s Creed. Identify the Christian beliefs and values contained within this declaration and discuss how these might have an impact on a believer. Look at a selection of images representing Christian beliefs about the Trinity. Ask pupils to explain how symbolism is used to express beliefs about the nature/role of each person of the Trinity, but also how the three are ultimately one. Encourage pupils to make links between the images and their prior learning about the Apostle’s Creed. Pupils could design their own piece of art work to show understanding of the Trinity. This could be used as an assessment task, along with a written explanation.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Explain that there is one worldwide Christian church with many branches – denominations. All Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how the different churches understand some of the teachings and how they should live a Christian life. Some of these differences are evident in worship – some focus more on a particular aspect of the Trinity. Compare different forms of Christian worship – eg. Anglican/Catholic/Salvation Army/Quaker/Pentecostal. Discuss similarities and differences and suggest reasons. https://www.youtube.com/watch?v=ES-aKSrlXM4&list=PLcvEcrcF_9zixDHG9jtcCmiAgwVFRW3uK&index=26 Explain the meaning of ecumenical – the movement to bring together the different denominations to focus on their shared values and bring unity to the Church. Look at Taizé or Iona as examples of a Christian communities united in diversity.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Discuss the difference between fact and belief. Give pupils a list of questions containing some questions which can be answered factually and others that ask about personal beliefs and values. Pupils could do a ‘speed dating’ activity to compare and discuss responses, including what has influenced their answers. Pupils could write their own ‘creed’ containing their personal beliefs and values. Lead a discussion about the importance of people with very different beliefs and values being able to live together in peace and harmony. Consider the importance of being respectful towards people with beliefs and values that may be different to their own.

Year 5: Judaism Key Question: Where can we find guidance on how to live our lives

Focus Question: Do people need laws to guide them?

I will know:

- To know the impact of Jewish beliefs and values including reasons for diversity
- To explain differing forms of expression within the context of Jewish worship
- To know that The Torah is the Jewish sacred text and explain how it is treated and where it is kept in the synagogue

I will say:

Moses, freedom of expression, Torah, Synagogue, covenant, foundation, Rabbi, Bimah, Ark, yad, respect, decisions and dilemmas

I will experience:

Handling a Torah scroll and yid and treating it correctly.
Creating a Torah scroll and writing the Hebrew alphabet with pen and ink

I will learn how to:

- To make links between beliefs and sacred texts (the Torah) including how and why religious sources are used to teach and guide believers
- To explain (with appropriate examples) where people might seek wisdom and guidance
- To consider the role of rules and guidance in uniting communities

Learning check

1. How is The Torah treated and why?
2. Where is the Torah in the synagogue?
3. In what way does the Torah teach and guide believers?
4. Why are rules and guidance important?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations.

What organisations exist to help others?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

What rules guide my behaviour?
Who makes the rules?

Pupils should explore the link between belief in the Torah and attending the synagogue.

Pupils will explore why the Torah is so important to Jewish people and how it is used as a source of guidance for their lives.

Do people need laws to guide them?

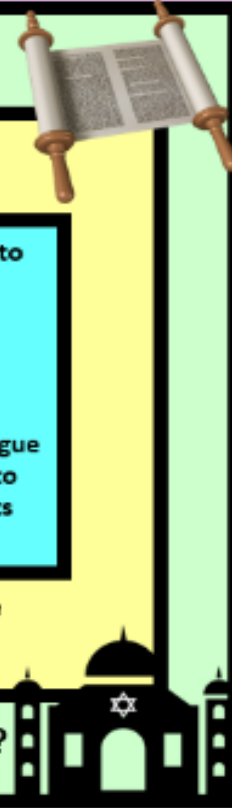
They will discover how Jewish people visit the synagogue in order to deepen their knowledge of the Torah and to receive support from people there in understanding its teachings.

Pupils should be able to explain how Jewish people demonstrate their respect for the Torah.

Should other people create rules for us to follow?

How do I know what is the right thing to do?

How much control do I have over what rules I follow?



Focus Question: Why is it sometimes difficult to do the right thing?

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

Year 5: Judaism Key Question: Where can we find guidance on how to live our lives

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Give pupils sticky notes or slips of paper on which to write down three rules about their behaviour that they <u>have to</u> follow. Encourage them to think about within school and at home. Identify who makes these rules. Where have they found out about them? One of our human rights is freedom of expression. Discuss if the pupils think it is fair that they <u>have to</u> follow rules that they have not made themselves? What if we want to do something that is against the rules?
Beliefs and Values 2	<ul style="list-style-type: none"> Show 'The Jewish Story of Moses' from Religions of the World series. https://www.youtube.com/watch?v=RdSQT7DS1II&list=PLcvEcrcsF_9zLQm-KPGUjuZkNRk_jTcehV&index=9&t=0s (This programme is aimed at <u>KS1</u> and pupils may have seen it before – this aspect of the lesson is to recap prior learning). It is believed that the Torah was given to Moses when God made a covenant with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God. Stories from the Torah, eg Abraham, Moses all <u>have</u> lessons for Jews and help guide them and live their lives, eg http://www.bbc.co.uk/education/clips/zjq6sg. The book contains 613 rules that teach people how to live. Explore some of these by watching https://www.bbc.co.uk/bitesize/clips/z8r87ty and https://www.youtube.com/watch?v=3QZ792rjcVE&list=PLcvEcrcsF_9zL_rMIPzjyuhf7-VuPVq4yl&index=41&t=0s. Pupils could then research rules to do with family life and create posters to demonstrate their knowledge. One of the rules is that Jewish people should learn about and study the Torah throughout their lives. They do this by attending the synagogue where the Torah is read <u>aloud</u> and the Rabbi (literally 'teacher') is there to offer insight and guidance into its teaching.
Living Religious Traditions 3	<ul style="list-style-type: none"> Attending the synagogue gives Jewish people time to focus on God and for the Rabbi and community to pass on religious and moral teachings to the people. Watch https://www.bbc.co.uk/bitesize/clips/z834wmn and ask pupils to identify what the Bimah, Ark and yad are, or do research into them. Pupils could write a recount of a visit to a synagogue from the point of view of a Jewish person describing their use. Identify ways in which Jewish people show respect for the Torah. Pupils could read and discuss these with a partner or group before ranking them in order of importance and explaining the reasons for their choices. An activity sheet for has been produced by RE Today and is available on page 30 of the Inspiring RE 'Jewish People' book https://www.retoday.org.uk/school-support/publications/samples/retoday-magazine/ Learning could be further enhanced by visiting a synagogue such as https://shulbythesea.co.uk/school-group-visits/ or by using the 'Email a believer' resource at http://pof.reonline.org.uk/ A possible assessment activity for this unit would be to provide pupils with images of Jewish use of the Torah and worship at the synagogue. The pupils should explain what each is, why it is important and how it is used in worship.
Search for Personal Meaning 4	<ul style="list-style-type: none"> When we have decisions or dilemmas who or where can I turn to for guidance? Discuss the amount of control that pupils have over their decisions. Would they like more control? Carry out Conscience Alley drama activity to explore any identified areas.

Willow Lane RE Curriculum

Year 6

Focus Question: How do Christians mark 'turning points' on the journey of life?

I will know:

- To know how rituals (sacraments / rites of passage) might reflect Christian beliefs about their relationship with God
- To know how these rituals might differ between denominations (e.g. infant baptism and believers baptism)
- To know and use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies

I will say:

Celebrations, key events, baptism, 'voice in the wilderness,' incarnate, sin, symbolize, believers baptism, white garment, candle, sin, vows

I will experience:

Plotting their own significant stages of their 'life journey' and considering how they were marked.
Watching videos of different baptisms and comparing them.

I will learn how to:

- To analyse the importance of Christian rites of passage as an expression of faith and commitment
- To discuss how people change during the course of their lifetimes and the key events that humans might mark on the journey of life
- To consider the value of celebrating landmarks in life for individuals and communities
- To ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change
- To discuss where they might find wisdom and guidance to prepare them for the changes and responsibilities of different stages of life

Learning check

1. Can you describe a Christian rite of passage?
2. What are the key differences between different denominations of the baptism ritual?
3. Which words can you use to explain the rituals of baptism?
4. Where can you find wisdom and guidance about the different stages of your life?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class, they heard and explored some of the main parables of the Bible. In Indigo Class, they learnt about the Holy Trinity and the Apostles Creed.

What's worth celebrating?

Search for personal meaning

What is worth committing to?

What commitments do I already have?
Why is commitment important?

Shared human experience

Living religious traditions

Beliefs and values

How do Christians mark 'turning points' on the journey of life ?

They will explore the deeper meaning of baptism and look at differing views and denominational differences towards infant baptism.

What is worth committing to?

Pupils should consider the importance of sacraments and rites of passage as a part of Christian life.

Pupils will analyse the symbolism of words and actions used within Christian rituals and ceremonies.

Why do we celebrate? What aspects of life are worthy of celebration?
What important events have happened in your life?

How do I decide what's worth being part of?

Focus Question: How do Christians mark the 'turning points' on the journey of life?

This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life. Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.



Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> • Draw a life chart in the form of a path and ask students to write down the changes that happen throughout life: born, start school, getting married etc. • Draw a journey map and write in key celebrations or remembrance services you and your family have held. It could be birthdays, graduations, marriage a funeral etc. • Consider why you have remembered or celebrated key events in your family. What was particularly important about these events? • Discuss what commitments they have now and how they see these developing over time. Do commitments bring additional responsibilities? How might this help them in future life?
<p>Beliefs and Values</p> <p>2</p>	<p>Read the story of the baptism of Jesus (Matthew 3:11-17). Identify important religious features of the story – the role of John the Baptist as a ‘voice in the wilderness’, the water, the voice of God, the dove. You may also want to watch a clip https://www.youtube.com/watch?v=9_dr9njvzKM</p> <ul style="list-style-type: none"> • Discuss ideas about why Jesus might have wanted to be baptised – if he is God incarnate then he must be without sin, so did he need to be baptised? What might the baptism of Jesus symbolise in his own life journey? • Look at a range of art work depicting the baptism of Jesus. Ask pupils to choose their favourite and explain their choice. They should be able to use subject specific vocabulary and demonstrate an understanding of symbolism when talking or writing about their choice of art work.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Watch an infant baptism and ask students to think about/write around a picture the key parts of the service. Explain what we mean by the word promise, consider why making promises to God and the act of baptism may be important. • Watch and compare with a believer’s baptism, focusing on the symbolism of the water washing away old life. http://www.cleo.net.uk/resources/displayframe.php?src=425/consultants_resources%2Freligiousedu_c%2Fst5bapt%2FstStephen.html • Create a diary entry or photo story (with annotations) explaining the different services and why an infant baptism is different from an adult one. Discuss why Christians might have different views about when it is best for a person to be baptised. • Discuss why a person may decide to get baptised in adult life? How does it show a person wants to commit to their faith? How would their life change? • Give students words and pictures to link together symbolism and ask them to explain the meaning and purpose of the item: Water, white garment, candle, sin, vows etc. • Explore how confirmation builds on the promises made at baptism and how it recognises the growth of a person’s Christian faith and commitment http://request.org.uk/life/rites-of-passage/confirmation-video/
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Discuss what changes they might want to make to their life as they get older and how they would express this. What support and guidance might they need when if their commitments become difficult? • Think about what new challenges, commitments and responsibilities they may face whilst growing up. What aspects of their future journey are they particularly looking forward to and why? How do they think they will mark these changes in their life? • Discuss to what extent the phrase ‘life is like a journey’ is true.

Focus Question: Is there one journey or many?

I will know:

- To know how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'
- To know how belief in reincarnation and the law of karma might affect the way a Hindu lives
- To know, describe and explain the four ashramas (stages of life) in the life of a Hindu
- To know and explain how a person might change from one ashrama to the next

I will say:

Reincarnation, dharma, karma, samsara, atman, Moksha, four ashramas, 16 samskaras, Sacred Thread Ceremony

I will experience:

Design and create their own 'Game of Life' using a snakes and ladders board layout.

Plan their own Sacred Thread Ceremony to mark the transition from primary school to high school.

I will learn how to:

- To analyse Hindu beliefs about samsara, karma and moksha and how these are linked
- To consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
- To discuss the special milestones that we might celebrate during a person's lifetime
- To discuss how our rights, responsibilities and relationships with others might change as we go through life
- To ask and respond thoughtfully to questions about their own journey of life
- To consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future

Learning check

1. How do Hindus view the 'journey of life'?
2. What might affect the way a Hindu lives and the choices they make?
3. What are the four ashramas and how might a person change from one to the next?
4. What has made you the person you are today? What has been important learning to prepare you for the future?

Learning links

In Orange class the children learnt that Hindus believe in one God who can be worshipped in different forms, the three deities of the Trimurti and about shrines at home. In Yellow Class, pupils learnt about Hindu Mandirs, puja trays and the Hindu God Brahman as well as some more of his forms. In Green Class, they listened to the story of Rama and Sita and explored the importance of Dharma and duties. In Blue Class, they learnt about the Hindu celebration of Diwali and in Indigo Class, they learnt about Krishna in more depth as well as the festival of Holi.

How have I changed during my life so far?

What makes us human?
How do humans change during the journey of life?

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Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Do I have a sense of purpose in life?


Is there one journey or many?

Pupils should learn about the Hindu concept of Moksha – as the ultimate destination of the soul and liberation from samsara

Pupils should explore the view that ‘Hinduism’ is the Hindu dharma – a way of being/living according to a set of religious principles.

Is there an ultimate purpose to human life – if so, what?
Do we have a duty to the people we meet on life’s journey?

Am I prepared for future changes in life?



Focus Question: Is there one journey or many? What do Hindus believe about the cycle of life, death and rebirth?

This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu’s view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of ‘dharma’ within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person’s karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.

Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Pupils could bring in a photograph of themselves as a baby/toddler – class could try to guess who each photo is of and talk about what has changed/what has stayed the same about each person • Look at images of elderly people and discuss thoughts and feeling about the fact that getting old and eventually dying is part of the human experience. As a class, list beliefs and ideas that people might have about the purpose of human life
Beliefs and Values 2	<ul style="list-style-type: none"> • Explore Hindu beliefs about the cycle of samsara – the view that the soul (the atman) is in a continuous flow of life, death and rebirth – with an eventual aim of reaching Moksha (freedom from samsara) • Watch ‘My religion, my life: Hinduism’ clip about belief in reincarnation https://www.youtube.com/watch?v=Uq6_HUMtQtI • Discuss how belief in the law of karma and the process of samsara might affect a Hindu’s sense of purpose in life • Pupils could design a ‘Game of Life’ using a snakes and ladders board layout. Pupils could add own suggested positive/negative actions to the bottom of ladders/top of snakes.
Living Religious Traditions 3	<ul style="list-style-type: none"> • Learn about the four ashramas – the four stages of life in Hindu tradition • Investigate how Hindus mark important stages in life (the 16 samskaras). • Focus on the Sacred Thread ceremony (the Upanayana) which celebrates the child being seen as responsible enough to take on religious duties. https://www.bbc.com/bitesize/clips/zmmgkqt • Discuss how the ceremony might help the Hindu child to understand the role and duties of the brahmacharya stage.
Search for Personal Meaning 4	<ul style="list-style-type: none"> • Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary – think about what they have learnt from the Sacred Thread ceremony (eg. acknowledging and showing gratitude to the people who have helped on life’s journey so far, making a declaration of commitment to the next stage of life, symbolic actions to demonstrate readiness for the new responsibilities and independence) • Discuss <u>whether or not</u> pupils think it is helpful to have special ceremonies to mark transition points in life. Is it the end of one stage or the beginning of a new one that is celebrated? Is the next stage of life really a fresh start or simply the continuance of a journey?

Focus Question: What is Hajj and why is it important to Muslims?

I will know:

- To know and explain how the beliefs and values of Islam might guide a person through life
- To know the importance of the Ummah for Muslims and that this is a community of diverse members
- To know and describe the importance of Hajj, including the practices, rituals and impact
- To know how a person might change once becoming a hajji and how important the pilgrimage is

I will say:

Five Pillars of Islam, pilgrimage, Mecca, Hajj, Hajji, Ummah, sawm, Ka'ba, intention

I will experience:

A virtual Hajj around school where children talk through the importance of the rituals at each stage and how these both unite the community and strengthen personal faith

I will learn how to:

- To analyse the Five Pillars of Islam and how they are linked
- To consider what it means for Muslims who are unable to make the pilgrimage
- To discuss the various events that might happen on the journey of life and how people might change over the course of their life
- To consider what support people might need on life's journey
- To ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

Learning check

1. What is the Ummah and how is it important?
2. What are the practices, rituals and impact of Hajj?
3. How might a person change once becoming a Hajji?
4. What support might people need on life's journey?

Learning links

In Orange class, the children learnt that Muslim people believe in one God (Allah) and that God created the world. They learnt that Muslims believe that they are caretakers (Khalifahs) for God. In Yellow Class, they learnt about Islamic prayer, the ritual of Wudhu and prayer mats. In Green class, they explored the concept of role models and learnt about the Prophet Muhammad (pbuh.) They also found out about the third pillar of Islam, Zakah. In Blue Class, they learnt about the Five Pillars of Islam, Ramadan and Eid Ul-Fitr. In Indigo Class, they learnt about the Qu'ran and how it is treated by Muslims.

How have I changed during my life so far?

How do humans change during the journey of life?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

What changes might happen in the future?


Pupils should be able to describe and explain the importance of Hajj, including the practices, rituals and the impact it may have on a Muslim


Pupils will analyse the importance of the Five Pillars of Islam through looking at how they are linked. Pupils should see how these might be helpful in guiding a person through life.

What is Hajj and why is it important to Muslims ?

Pupils should be able to explain the importance of the Ummah for Muslims and understand that there is diversity within the community.

Pupils should consider how important it is for a Muslim to go on hajj and what it means for those who are unable to make pilgrimage.



 **What guidance is helpful for life? Where can guidance be found?**
What support might we need throughout our lives?

What support and guidance might I need in the future ?

Focus Question: What is Hajj and why is it important to Muslims?

This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over.

Pupils will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.



Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Make a list of achievements within the last 12 months. Pupils could bring certificates, pictures or write down what they have done. Discuss and reflect on how they achieved what they have - was it through being taught something new? Practice? Could they have done it two years ago? What has changed to allow them to develop their potential? Look at a range of people with different guidance roles (eg. police officer, teacher, mum, dad etc.) Ask pupils to think about the type of guidance they might gain from each about how to get through the journey of life. Discuss why humans might need the support of others during the journey of life.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Give pupils a sheet with five squares and ask them to watch the religions of the world clip, as they watch as them to draw a picture to represent each pillar. (this programme is aimed at KS1 and pupils may have seen it before – this aspect of the lesson is to recap prior learning) https://www.youtube.com/watch?v=H9U8T8x1AhQ Discuss how the Five Pillars link and how each pillar helps to support and guide a Muslim to live their life the correct way. Explore why the Ummah is important to Muslims and how Muslims can support each other in times of difficulty. (eg. during difficult times such as fasting (Sawm), the Ummah provide support as everyone else is also struggling it gives a feeling of community and togetherness). This can be developed by showing pupils pictures of Muslims from around the world, demonstrating unity in diversity. KS2 BBC Bitesize Islam: https://www.bbc.com/bitesize/topics/zpdt5bk/resources/1

<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Pupils to watch clip from 'My life, my religion' about Hajj: https://www.bbc.co.uk/programmes/p02mwk0y or 'A trip to Mecca' https://www.bbc.com/bitesize/clips/z9vcd2p Set up a 'virtual Hajj' around school. Talk through the importance of the rituals at each stage and how these both unite the community and strengthen personal faith. https://www.dropbox.com/s/y9pp27gt649g7p/Reflection%20on%20Hajj.doc?dl=0 Pupils to reflect on why it is important for a Muslim to complete hajj. Pupils could glue a picture of the Ka'ba in the middle of a page and write down all the feelings a Hajji may have around the outside. Deeper learning could explore the concept of intention and what it means for those unable to make the pilgrimage (the belief that they are still rewarded by Allah because with a pure heart they fully intended to go but restrictions such as financial or physical difficulties they were unable to.) Write a Hajj diary – including the experiences, emotions and personal reflections of a Hajji (this could be used as an assessment task)
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Pupils to make a journey map with photographs or pictures of their lives so far, plotting all the important events and achievements. Reflect on and talk about their journey and the people who have helped them – identifying why guidance and support is often necessary in life. Pupils to continue their journey map plotting out their hopes for the future and what help, support or guidance they will need along the way. Pupils could reflect on their journey through school and what they can do now that they once found challenging. What support did they receive to help them? How do they feel about the goals they have achieved?

Focus Question: Why do Christians believe Good Friday is 'good'?

I will know:

- To know how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times of their own life
- To know how and why Christian individuals and communities might celebrate the events of Holy Week
- To know and use religious vocabulary to describe and explain the Eucharist
- To know and explain different Christian beliefs about the Eucharist and its importance

I will say:

Holy Week, Lent, Eucharist, denominations, resurrection, guide, comfort, strength, suffering, struggle, courage, Golgotha

I will experience:

Going to the Priory Church or the Cathedral to interview the priest, member of the clergy or Christian about Eucharist



I will learn how to:

- To retell the events leading up to and including the death of Jesus
- To consider how people might mature and become stronger through overcoming difficulties
- To consider the value of being part of a community on the 'journey of life'
- To raise questions and discuss the extent to which they agree that suffering makes you stronger
- To discuss own experiences and attitudes towards the importance of having companionship on the journey of life

Learning check

1. What were the events leading up to and including the death of Jesus?
2. How and why do Christians celebrate the events of Holy Week?
3. What do Christians believe about the Eucharist?
4. How important is companionship on the journey of life?

Learning links

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class, they learnt about Jesus in the Wilderness and about Lent. In Indigo Class, they learnt about miracles and the stories from the Bible that involve them.



How do I cope with difficulties in life?

What difficulties might we need to overcome on the journey of life?

Living religious traditions

Pupils should explore the importance of Easter. They should have opportunities to investigate the ways in which Christians might celebrate the events of Holy Week.

Beliefs and values

Why do Christians believe Good Friday is 'good'?

Pupils will investigate Christian beliefs and teaching about the death and resurrection of Jesus.



Pupils should gain an understanding of Christian beliefs about and responses to suffering – that beliefs about the death and resurrection of Jesus are a source of hope and comfort.

Living religious traditions

Pupils should learn about the Eucharist, including differing Christian beliefs and practices.

What do people mean when they say 'suffering makes you stronger'?
Who or what provides people with hope and comfort in difficult times?

Who can I turn to for help and support?

Search for personal meaning

Shared human experience

Where do I find strength and courage?



Focus Question: Why do Christians believe Good Friday is good?

This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.

Field of Enquiry	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> Take pupils to a large space, such as the school hall or playground. Give them each a piece of A3 paper/card each and ask them to stand on it at one end of the space. The challenge is to get from where they are to the other side of the space without stepping off a piece of paper. They should quickly realise that completing the challenge alone is impossible - it can only be completed by teaming up with others for help and support. Ensure that pupils understand what is meant by the terms guide, comfort, strength, suffering, struggle and courage. How were these present in the challenge? Ask pupils to think about any difficulties that they have faced as they have grown up and matured. Who have they turned to for help and support?
Beliefs and Values 2	<ul style="list-style-type: none"> Watch the Lego Easter Story at https://www.youtube.com/watch?v=M8Yesnt1V8. Watch again and pause at various points to use 'I see/I think/I wonder' prompts to explore what children's ideas and responses to what is happening. Identify points where suffering took place in the story. Hot seat children as people involved in the events and discuss their thoughts, feelings and motives. Show a selection of simple props or images linked to Holy Week events (such as a bread roll, a wash cloth etc). Ask pupils to identify which event each item or image is linked to and sequence them to create a Holy Week timeline that can be displayed in the classroom. Use the display as support for the children retelling the events leading up to and including the death of Jesus by writing in role as one of the disciples or as Jesus. Discuss how these beliefs might guide and comfort a Christian during difficult times in their own lives.

Living Religious Traditions 3	<ul style="list-style-type: none"> Watch 'My Religion, My Life: Christianity' https://www.youtube.com/watch?v=MK2o-mhBfuc. Identify what events leading up to Jesus' death are being commemorated and how this is done. Watch the section of the video again that focuses on the Eucharist and explore what happens at a Eucharist celebration. Talk about what this is and the important part that it plays in the life of a Christian. What differences did the pupils notice between the celebrations of Christians from different denominations A good opportunity would be to visit a church to witness a Eucharist celebration or interview a Christian about the Eucharist (this could be done through use of the 'email a believer' resource http://pof.reonline.org.uk/wordpress/?page_id=19) Traditionally celebrations are of joyous events. Discuss why a Christian chooses to celebrate the events leading up to Jesus' death. Return to focus question for the investigation and create mind map with the pupils about how Good Friday could be called 'good'. Possible assessment task: give pupils four images lined to Easter: a collection of chocolate eggs; the empty tomb; the cross at Golgotha and the bread and wine from Eucharist. Pupils explain the Christian beliefs and traditions represented by each image. What is the connection between the images? If you were asked which picture is the odd one out, which one would you choose and why?
Search for Personal Meaning 4	<ul style="list-style-type: none"> Pupils to make a personal set of Stations of the Cross showing challenges from their journey of life or through school so far in images and words. Reflect on who or what has given them guidance and comfort at difficult points. Hold a debate: The house believes that suffering makes you stronger. Divide class into two groups to argue for or against. Hold a vote on the motion.

Focus Question: What do we mean by a good life?

I will know:

- To know and explain Buddhist beliefs and values contained within the story of Prince Siddhartha
- To know and describe what is involved in following the Eightfold Path of Buddhism and the impact that following this might have on the life of a Buddhist
- To know and analyse Buddhist beliefs and teachings about how to be content

I will say:

Prince Siddhartha, Buddha, The Four Noble Truths, the Eightfold Path, Nirvana, dharma wheel spiritual journeys, meditation, contentment

I will experience:

Trip to Samye Ling Buddhist monastery
A guided meditation

I will learn how to:

- To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
- To consider the importance of daily meditation in Buddhism
- To discuss the meaning of contentment. Is it the same as happiness or something different?
- To raise questions about the human experience of being unsatisfied – why do humans want more than they have? To what extent does this prevent people being happy?
- To ask and respond to questions about their own happiness and if it is something that they are in control of
- To discuss the potential barriers to their happiness

Learning check

1. How are Buddhist beliefs and values contained within the story of Prince Siddhartha?
2. What is involved in the Eightfold Path?
3. What is it to be unsatisfied? How does this prevent people being unhappy?
4. Are you in control of your happiness?

Learning links

Pupils at Willow Lane should be able to make links and references to other religions and world views that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a good life..

Where do I find happiness?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

How do I cope with the bad aspects of life?

What ingredients are needed for a good life?
What makes us truly happy?

Following the 8-fold path – How might it help a Buddhist to live in a positive way, to feel happy with life and to spread this happiness with others?

The story of Prince Siddhartha – he had everything money could buy, his life should have been perfect – why did it not make him happy?



What do we mean by a good life?

The 4 Noble Truths: All things are impermanent and so cannot bring about true happiness. Is it possible to improve life by ceasing to want more?

How and why do Buddhists meditate? Why is it seen as a good way to start each day? How might meditation contribute to a good life?

What is true contentment? What does contentment look like?
What can we do to improve the quality of our lives?

What does a 'good' life mean to me?

Focus Question: What do we mean by a 'good' life?

This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha's journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school.

This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life. They should be able to make reference to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a 'good' life.

<p>Shared Human Experience 1</p>	<ul style="list-style-type: none"> • Research the meaning of the word 'contentment' - is it the same as happiness, or something different? • Share the extract from Roald Dahl's "Charlie and the Chocolate Factory" where Veruca Salt's golden ticket is found or watch clip at https://www.youtube.com/watch?v=9_s-OrWz_Z8 • Discuss whether the children think that Veruca's dad was being a good parent in the scene. Did getting the thing that Veruca said she really wanted <u>make</u> her happy? (A possible follow up activity in Guided Reading could be to read and analyse the extract of the factory tour where Veruca's desire for one of Wonka's squirrels leads to her demise.) • Ask children to make a mind map of what they need to be happy. Give them time to reflect on their mind maps and colour code items into what is truly needed and those things which are <u>actually something</u> extra that they want. Have they included any values or rights? Why do they think people often want more rather than being satisfied with what they have? How does this desire for more affect our happiness?
<p>Beliefs and Values 2</p>	<ul style="list-style-type: none"> • Share the story of Prince Siddhartha at https://www.bbc.co.uk/programmes/p010xtz3 • Pause at the point where Prince Siddhartha describes how, despite having everything he is not content. What had his father tried to protect him from? How had he done this? Was he being a good parent? • Watch the end of the clip and identify the things that Prince Siddhartha saw on his journey that were new and challenging to him. Ask the children to reflect on what each experience taught Prince Siddhartha by writing his diary entry for the evening after his experiences. • Find out about the Four Noble Truths. https://www.youtube.com/watch?v=TK-MbNj83NM and https://www.youtube.com/watch?v=bgcbQnL6-BQ are useful videos, but are challenging in places, so will need some discussion and explanation. This may also be helpful https://www.clear-vision.org/Schools/Students/Ages-12-14/Four-noble-truths.aspx

<p>Living Religious Traditions 3</p>	<ul style="list-style-type: none"> • The fourth Noble Truth teaches that, <u>in order to</u> achieve virtue, happiness and eventually Nirvana, the Eightfold Path should be followed. Watch https://www.youtube.com/watch?v=RLS81XFzaWw • Show a dharma wheel where the Eightfold Path is represented as a wheel with parts of the Path labelled as spokes. Discuss and match statements giving modern examples to the correct part of the path. Where does the Path lead a Buddhist? How does it help them to live in a positive way and share this happiness and contentment with others? • The path of right concentration is sometimes translated as meditation. Meditation aims to still the mind so that the person doing it can become fully aware. Daily meditation is important for Buddhists in their aim of achieving nirvana and they often choose to start their day by meditating. • Lead the children in some guided meditation. http://www.buddhanet.net/e-learning/buddhism/meditate/guide.htm provides ideas for a <u>number of</u> simple exercises that are suitable for the classroom. • As a possible assessment activity, use the story and reflection questions at https://www.retoday.org.uk/media/display/110157.pdf
<p>Search for Personal Meaning 4</p>	<ul style="list-style-type: none"> • Reflect on happiness. Is it something that we can control? Who or what affects our happiness? • Ask the children to choose a shape or line to represent a path for their life as they prepare for the change of leaving primary school and starting secondary school. What challenges could there be that will affect their happiness? Who or what could help them to overcome these? • Discuss what the phrase 'A good life' means to them now in the light of their exploration of this enquiry.

Focus Question: If life is like a journey, what's the destination?

I will know:

- To know how beliefs about the death and resurrection of Jesus might affect the life of a Christian
- To know and explain Christian beliefs about salvation
- To know how Christian beliefs about life after death might affect a believers sense of purpose and behaviour thought their journey of life
- To know and discuss differing ideas and opinions about the purpose of human life and how these beliefs might influence others

I will say:

Salvation, confessing sins, reconciliation, crucifixion, forgiveness, purpose, atone, confession, repentance, atonement, reconciliation

I will experience:

Handling



I will learn how to:

- To explore Christian beliefs about forgiveness of sin and the different ways that people might seek to be forgiven
- To analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice
- To discuss the importance of saying sorry and forgiveness in maintaining relationships with others
- To raise questions about meaning and purpose of life and explain opinions and ideas (including influences)
- To reflect on the benefits and difficulties of forgiveness

Learning check

1. What can you tell me about salvation?
2. How might Christian beliefs about life after death affect a Christians choices in their lives?
3. Should people always be forgiven? Why is it important?
4. What are the benefits and difficulties of forgiveness?

Learning links.

In Orange class, the children learnt that Christians believe that God is father, about the Lord's prayer and about praying. In Yellow Class, they heard and retold the story of creation and learnt about taking care of the natural world. In Green class they learnt about the prophets Abraham, Moses, Jonah and Noah and some of the different Christian vocations. In Blue Class pupils learnt about how and why Christians use the Bible. In Indigo Class, the children learnt about Adam and Eve and sin and forgiveness.



What is the meaning and purpose of life?

Search for personal meaning

Who or what gives my life hope?

Shared human experience

Living religious traditions

Beliefs and values

If life is like a journey, what's the destination?

Why is it sometimes difficult to forgive?

What beliefs and ideas do people have about what happens after death?
Does life have a purpose?

Pupils will explore Christian ideas about the forgiveness of sins and the different ways that people might seek to be forgiven. They will learn about the role of confession and reconciliation in restoring relationships.

Pupils should understand the importance of the death and resurrection of Jesus for Christians.

They should consider how beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life.

They should learn about people who have put Christian teachings about forgiveness into actions. They should reflect on why this might be an important but challenging aspect of Christian life.

What might people gain from being able to forgive?
Is it important to show we are sorry after doing wrong?

Focus Question: If life is like a journey, what's the destination?

This unit enables pupils to explore what it is that Christians believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Pupils will learn about the effect that belief in salvation brought about by Jesus' death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Pupils should have opportunities to reflect on the importance of forgiveness to them.

<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Put pupils into groups and give each a large sheet of paper with one of these questions: What sort of things are we sorry for? Why do we say sorry? Why is it important to say sorry? Give them time to discuss their question and note any ideas onto the sheet. After a few minutes, pass sheets around so that each group receives a question with some ideas already noted. They can read what the previous group's responses were and add other ideas that they may have. Continue until all questions have been considered by each group. Display the responses and discuss. Place numbers 0-10 in the centre of the classroom/hall. Explain that this is a forgiveness scale where 0 represents something that can be forgiven easily and instantly and 10 is something unforgivable. Share some scenarios. After each, pupils place themselves on the scale according to how challenging that scenario would be to forgive. Any position is acceptable <u>as long as</u> they can explain why they have placed themselves there. What is 'purpose'? Explore together how different people that the pupils are familiar with may feel that they have different purposes to their lives. Have the personal beliefs of any of these people influenced the way that they live their lives and the relationships that they have? What do people believe happens after death? How might this affect their sense of purpose?
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Christians believe that Jesus died to pay for their sins and to restore the close relationship with God that humans were damaging with their wrong choices and behaviour (known as sin). Three days after the crucifixion, Christians believe that God raised Jesus back to life (known as the resurrection), showing that Jesus' death was a victory over sin and death. They feel that they were saved and so the belief is known as salvation. Christians know that physical death still happens, however, Christian teachings state that those who believe in God and live good lives will be given eternal life in Heaven after their physical life is over. Christians believe that after death they will be taken into the presence of <u>God</u> and they will be judged for actions that they have done or failed to do during their lifetime. In St John's Gospel it says <u>that</u>, "God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal <u>life</u>." (John 3:16), whilst Jesus is quoted as saying, "I am the resurrection and the life. He who believes in me will live, even though he dies." (John 11:25-26) Ask pupils to reflect on how this belief in life after death would affect the decisions that a Christian may make and their sense of purpose throughout their journey of life.

<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Because of their belief in life after death, Christians try to atone (make amends for) their sins. They believe that if they repent (are truly sorry for/turn away from) their sins and confess what they have done wrong, they will receive forgiveness from which will lead to them entering Heaven. Watch https://www.youtube.com/watch?v=V-YuMPnbVHW where some children explain what confession is and why Christians confess their sins. Catholic Christians now refer to confession as reconciliation. Explore the meaning of the word and discuss why the pupils think it is used. Share https://reconciliationeducation.weebly.com/the-four-steps.html where the four steps of the sacrament of reconciliation are explained. Watch https://www.youtube.com/watch?v=fXLIyY6I16Q where the sacrament is demonstrated (note: these are role plays only). As a possible assessment task, ask the pupils to identify each of the stages and how they are shown. Return to the forgiveness scale. Share the scenario, "You teach about love, fairness and respect. This annoys the people who are in charge. They nail you to a cross and leave you to die." After some discussion about how challenging this would be to forgive, read Luke 23:34, "Father <u>forgive</u> them, for they know not what they do." Christians believe that Jesus even forgave those who were putting him to death. This inspires them to show forgiveness to those who have done wrong to them. https://www.bbc.com/bitesize/guides/z2b36yc/revision/8 contains examples of Christians who have shown forgiveness in challenging circumstances (ensure you watch the videos first to check that they are suitable for your pupils). Why was it important to these Christians that they show forgiveness? Set up a forgiveness station with a box and pieces of paper on which pupils can choose to write what they need forgiveness for or what they would like to forgive.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Does saying sorry automatically put <u>things</u> right? Can the pupils identify any times either in their own or others' lives or in books etc that more than the word 'sorry' has been needed to rectify a problem? What is the purpose of forgiveness? How does it feel when we forgive or are forgiven? What symbol could be used to remind people about forgiveness? Many people feel that forgiveness gives them hope that things can be better or resolved. Who or what gives our lives hope? As the pupils prepare to move on to high school, what do they feel is the purpose of their life? Who or what gives their life meaning?