

RELIGIOUS EDUCATION

Long Term Plan for RE (updated 2019)

Throughout R.E., discussions are likely to arise about different beliefs within the class. Discuss the fact that not everyone believes the same things, and that this is what makes us interesting. Explain it is okay to believe in different things, nobody is right or wrong.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Who and what are special to us?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>	<p>How do Christians celebrate Christmas?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>	<p>Where do we live and who lives there?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>	<p>What can we see in our wonderful world?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>	<p>What can we see in our wonderful world?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>	<p>What makes a good helper?</p> <p>Material should be drawn from Christianity and at least one other religious tradition, particularly where represented in the class or setting</p>
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*See the Leeds agreed syllabus</p>	<p>Islam</p> <p>Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; Observe and recount different ways of expressing belief, responding sensitively for themselves</p> <p>Key question: What does it mean to belong to a mosque?</p> <p>Ideas for lessons – Lesson 1 - Places of worship - https://www.bbc.co.uk/education/clips/z4gkq6f Introduce Islam – Look at what Muslims believe in.</p>	<p>Christianity</p> <p>Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; Observe and recount different ways of expressing belief, responding sensitively for themselves</p> <p>Key Question: How do we celebrate special events?</p>	<p>Islam</p> <p>Aims - Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.</p> <p>Find out about questions of right and wrong, and begin to express their</p>	<p>Christianity</p> <p>Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>Explore questions about beliefs,</p>	<p>Islam</p> <p>Aims - Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.</p> <p>Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;</p> <p>Key Question:</p>	<p>Christianity</p> <p>Aims - Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.</p> <p>Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;</p> <p>Key Question:</p>



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<p>Link to their lives – can they think of special places to them and the reasons they think they are special just like Mecca is a special place for Muslims.</p> <p>Lesson 2 – What is prayer? Look at the prayer rituals of Muslims and where/when they pray.</p> <p>Lesson 3 – What are you thankful for? http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml Muslims pray because they are thankful to Allah and what to show how grateful they are. What are you thankful for? Chn could talk about/write about what they are thankful for.</p>	<p>Ideas for lessons Lesson 1 - The Christmas story – Chn could create a story board about the Christmas story.</p> <p>Lesson 2 – Why is Christmas special? Talk about Christmas being a time that Christians celebrate the birth of Jesus and celebrate his life as he is seen by Christians as a gift to the world. Think about special occasions that they celebrate e.g. birthdays. weddings Remember that person and make sure you show you are thinking of them. What do they like about a special occasion? Mind map ideas.</p> <p>Lesson 3 -How do Christians celebrate Christmas? Story of St Nicholas - https://www.youtube.com/watch?v=CZ-5GzZDLas Discuss why Christians give gifts at Christmas, discuss the importance of giving and receiving. Chn draw a present that they would like to give/have given to someone who is special to them. How did it make them feel to give that present? (Shouldn't assume you are going to get presents but always be grateful for the ones</p>	<p>ideas and opinions in response;</p> <p>Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;</p> <p>Key Question: What does it mean to belong to a mosque?</p> <p>Ideas for lessons Lesson 1 - What is the symbol of Islam? Chn draw the symbol of Islam. Learn about the important colours of Islam - green and white- The colour green is mentioned many times in the Qur'an as the colour of clothing in paradise. The colour green has, therefore, been associated with Islam for centuries. The colour white is generally recognized to symbolize peace and purity. HA – could write meaning of symbol.</p> <p>Lesson 2 - Why do we have symbols? Symbols help us feel that we belong. Chn discuss where they belong. Discuss different things, family, clubs, school, community. – look at dif</p>	<p>expressing their own ideas and opinions in response, using words, music, drama, art or poetry;</p> <p>Key Question: Which books and stories are special?</p> <p>Ideas for lessons. Lesson 1 – The Easter Story - chn learn the Easter Story – Story sequencing activity.</p> <p>Lesson 2 – Why is Easter important? Discuss that Christians remember that Jesus died for them on the cross. That is why the cross is the Christian symbol. Chn draw own cross and fill it with the things that are important for them.</p> <p>Lesson 3 - How do Christians celebrate Easter.</p>	<p>similarities between different religions and other world views in their approach to questions of beliefs and meaning.</p> <p>Key Question: How and why do we care for others?</p> <p>Ideas for lessons. Lesson 1 – Story – Be my guest https://www.twinkl.co.uk/resource/tp-re-014-planit-re-year-1-caring-for-others-lesson-5-be-my-guest-islam-lesson-pack Read story - Discuss why we should be kind to others. Act out story in groups.</p> <p>Lesson 2 - What makes a good friend? Think about the good Be my guest story – How do we care for others? Write/draw what makes a good friend.</p>	<p>Why does it mean to belong to a church?</p> <p>Ideas for lessons.</p> <p>Lesson 1 – What is a church? https://www.twinkl.co.uk/resource/t-t-252557-ks1-christian-churches-powerpoint</p> <p>Look at different churches and the features that tell you that a building is a church – what is inside and outside of a church. Talk about how a church is a community of people and not just a building, and how it is important for Christians to belong.</p> <p>Children then label the parts of a church. https://www.twinkl.co.uk/resource/cfe-re-16-r8657-places-of-worship-church-activity-sheet</p> <p>Lesson 2 What does it mean to belong? https://www.bbc.com/bitesize/clips/zm87tfr Look at a baptism in a church and discuss that this is how new babies are welcomed into the church. Consider that belonging means that they will need to show commitment to their religion and attend church.</p> <p>Think about the places that we feel that we belong. Home, Mosque, School, different countries, clubs Children could fill out the sections of a stain glass window with all the places they belong.</p> <p>Lesson 3 – What is prayer? https://www.twinkl.co.uk/resource/t2-t-344-the-lords-prayer-explained-powerpoint-powerpoint Talk about prayer, noticing how people can pray in church or at home. Look at the Lord's Prayer and recognise how this was taught by Jesus to</p>
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		you do get. Christmas is about giving too as it is a lovely feeling to make someone else happy.)	symbols e.g. school badge. Discuss how it feels to belong to Shakespeare, to belong to their class. Design a class badge to show belonging.	Look at how Christians celebrate Easter. Chn make their own Easter basket in preparation for Easter.	Lesson 3 – What can we do to help? How can we help others. Make a helping hand – Draw around your hand. Write key words/ways that we can help others e.g. play, share, listen Tidy up Be kind etc.	his disciples (Matthew 6:9-15) and is used today in worship at church. Learn the prayer as a class, children could possibly write it down and add pictures to show the meanings or recite as a class. Could watch video of it being recited in church.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Islam Aims - Recall and name different beliefs and practices, including prayer, worship , festivals, rituals and ways of life, in order to find out about the meanings behind them; Observe and recount different ways of expressing belief, responding sensitively for themselves Key Question: How and why do people pray? Ideas for lessons. Lesson 1 – Why do Muslims pray? Write the routines for Muslim prayer – when/ where do they pray. Write rules of prayer. Lesson 2 – What is a Mosque? Show what a Mosque looks like inside – Write about the different features of a mosque and why they are important – Qu’ran, washroom, shoe rack, prayer mats.	Christianity Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; Observe and recount different ways of expressing belief, responding sensitively for themselves Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.	Islam Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; Observe and recount different ways of expressing belief, responding sensitively for themselves Notice and respond sensitively to some similarities between	Christianity Aims - Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Find out about questions of right and wrong, and begin to express their ideas and	Islam Aims - Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life , in order to find out about the meanings behind them; Find out about questions of right and wrong, and begin to express their ideas and	Christianity Aims - Retell and suggest meanings for some religious and moral stories , exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning. Key Question: How can we look after our planet? Lesson 1 - The creation Story – Discuss how Christians believe God created the world. Chn could create story map of the 7 days of creation.



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<p>Lesson 3 – Why do people go to Mosque? Muslims go to Mosque so they can feel part of a family – watch video - https://www.bbc.co.uk/education/clips/zqcd2hv Think about What makes a place special for them? = Draw their special place and write why it is special.</p>	<p>Key question: How is new life welcomed by Christians?</p> <p>Lesson 1 – Why is it important to make someone feel welcome? Make a welcome poster to our new school – inform new person all the things they need to know to help them feel welcome.</p> <p>Lesson 2 – What is a christening? Christians welcome new babies into the church with a christening. Look at a christening ceremony. Welcoming baby to a church. Label parts of ceremony e.g. the font.</p> <p>Lesson 3 – The Christmas Story. How did they welcome Jesus into the world in the story? The epiphany story – Sequence the epiphany story.</p>	<p>different religions and other world views in their approach to questions of beliefs and meaning.</p> <p>Key Question: How is new life welcomed by Muslims? Lesson 1 - What do Muslims do when a baby is born? Discuss the 6 Muslim birth rites. The baby is washed. First words are the adhan. The baby is given honey to eat. Oil is rubbed into the baby's hair. The hair is shaved. They have a meal with friends and neighbours, some of the meat is given to the poor.</p> <p>HA could write why Muslims do these 6 things. LA could match sentences to pictures.</p> <p>Lesson 2 - How do Muslims choose a name for the baby? Discuss how Muslims choose a name using the Qur'an and for girls they look at well known Muslim baby names. Chn could then do an activity to find out what their name means.</p>	<p>opinions in response;</p> <p>Key Question: How can we make good choices? Lesson 1 – The Wise and foolish builders – Chn could learn the song about the wise and foolish builders - https://www.youtube.com/watch?v=dkNOcr5iHP4 http://request.org.uk/restart/2014/12/10/story-time-wise-foolish-builders/ It was easier for the builder to build on the sand but harder to build on the rock – Sometimes we need to work hard and have a strong foundation to get good results. Chn could try and build on different materials and see which is the strongest. (link to Science and Music)</p> <p>Lesson 2 - The Easter Story –</p>	<p>opinions in response;</p> <p>Key Question: How can we make good choices?</p> <p>Lesson 1 – The 5 pillars of Islam – https://www.bbc.co.uk/education/clips/zwytk2p Discuss that the 5 pillars of Islam help Muslims keep their faith strong – Chn could think of 5 things/key words that they do to make sure they are doing the right thing e.g. follow the golden rules, listen to the speaker, tell the truth Listen, Truth, Kind Children to write them out on outlines of pillars.</p> <p>Lesson 2 - What makes a special or good person? Discuss who Mohammed and why he was a special person and why he is important for Muslims. Muslims follow Muhammed</p>	<p>Lesson 2 – What can we do to help our planet? Looking back at last lesson – Christians believe that God created our planet and so we should treat it with respect. Discuss how our planet is being destroyed and how we can protect it. Discuss the 3 Rs – reduce, reuse, recycle. Create poster – What can we do to help our planet? E.g. ride a bike to school, turn off tap when brushing teeth.</p> <p>Lesson 3 - Noah's Ark – Discuss that this teaches Christians that it is important to care for our planet and our animals. Sing the song – Animals went by 2 by 2. Discuss the meaning of the symbol – the rainbow and the dove. Chn could Fill a rainbow with everything they love about our planet.</p>
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			<p>Lesson 3 – Why is new life precious? Think about why the birth of a baby is precious. What does precious mean – could do a word study. Create a mind map – thinking about all the things a new baby needs. Discuss what gift they would give to a new baby.</p>	<p>What should Judas have done? Discuss the scenario where Judas is offered 30 pieces of silver to betray Jesus. Discuss as a class a situation a more relatable situation e.g. A girl says she will give a boy sweets if he goes and hits another child. What should they do? Go back to Judas – Should he betray his friend? Write a letter to Judas telling him what he should do. Explain what Judas did do in the end.</p> <p>Lesson 3 – Why is it important to forgive? Discuss the Easter story – and Jesus arising again. Discuss Peter's role – he does not help Jesus but Jesus forgives him. Can you think of a time when you have done the wrong thing and needed forgiveness? Why is</p>	<p>to help them make good choices. Chn could write 3 sentences about a special person that they admire or follow who helps them to make good choices. Draw a picture and have key words, Have sentence starters e..g My Special Person is.... I think they are special because... One special thing they have did is....</p> <p>Lesson 3 – What is Ramadan? <u>Introduce</u> the third pillar of Islam: Sawm During one whole month, the month of Ramadan, Muslims eat and drink nothing during the hours of daylight. This is to remind them that they are very lucky and to thank Allah for all the food they normally have to eat. This is a month of giving and caring. Discuss the daily acts of kindness Chn could fill out a week calendar with</p>	
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				<p>it important to forgive? Chn could do forgiveness acrostic poem/word study.</p>	<p>kind things they could do each day. Today I can smile at everyone, say please and thank you etc. Write in 1 act of kindness they will do each day. Pick out 5 from simple choices I will smile. I will say thank you I will help tidy up</p>	
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Each two year cycle must include:

- *A religious celebration to be planned for each term (could be a stand-alone).
- *A visit to a Mosque and **Church**.
- *A visitor who practises **Islam** and **Christianity** to discuss their role and experience.
- *To have an opportunity within the lesson where the children can **reflect on their thoughts and feelings**.
- *To develop an area within or just outside the classroom where the children can **reflect**.
- *Cross curricular links to be made within **all subjects** (see Leeds Agreed Syllabus p31 - o and q).
- *To include a piece of extended writing incorporating the theme for each half term.


Displays for each classroom must include:

The Key Question.

A religious calendar of key events from different religions.



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LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 3	<p>Aims = Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Sikhism Key question: Why are Gurus at the heart of Sikh belief and practice?</p> <p>Lesson 1 – How was Sikhism founded?</p> <p>Know that Punjab is a region in north India and be able to explain that Punjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.</p> <p>http://www.primaryresources.co.uk/re/re_Sikhism.htm</p> <ul style="list-style-type: none"> (Sikhism (Andrew Pratt) ) <p>https://www.tes.com/teaching-resource/guru-nanak-information-and-work-book-6343359</p> <p>Children could sequence the story of Guru Nanak or write down what Guru Nanak's 3 main teachings were - devotion to God, selflessness and equal treatment for everyone. Children could write why these are important.</p> <p>Lesson 2 –Places of Worship- To learn about the Sikh gurdwara and its importance to individuals and the community. Discuss what a gurdwara is and explain features. Look at Sri Harmandir Sahib, the golden temple – explain that it is made to be beautiful because it is a sacred place. Chn could label features of a Gurdwara and explain purpose of each feature.</p>	<p>Aims - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;</p> <p>I can learn about the influence Christianity has on the way individuals live their lives;</p> <p>Christianity Key Question: What do Christians believe about a good life?</p> <p>Lesson 1 – The 10 commandments – chn make a diamond ranking template for which commandments they think are the most important. Share reasons.</p> <p>Lesson 2 - Why is the Bible important? Discuss why the bible is important – Chn think about something that is special to them and explain why.</p> <p>Lesson 3 - Zacchaeus the tax collector https://www.youtube.com/watch?v=zHXqI1-RA1c Even though he was known as a sinful, tax collector, Zacchaeus wanted to see Jesus the day he came to town. Use this story to help your child understand that unkind, unpleasant, unlovable people still want to be known and loved even though they don't act like it. Jesus gives a wonderful example in this story of reaching out to someone who is unloved by many. He goes out of his way to reach out and Zacchaeus' heart is changed by his love. Chn learn to always be kind to others - Chn could make a story sequence to explain how Zacchaeus changed in the story.</p>	<p>Aims - I can learn about the impact of Christianity in the local community and the wider contemporary world</p> <p>Christianity Key Question: Who can inspire us?</p> <p>Lesson 1 - What makes a good leader? Discuss that Christians followed Jesus. Look at well known leader – look at qualities of a leader. Discuss whether these qualities are the same qualities that made Jesus a good leader.</p> <p>Lesson 2 - Jesus heals a paralysed man – Discuss how this story might inspire others. What might a Christian do today to follow Jesus' example? http://www.dltk-bible.com/cv/jesus_heals_the_paralyzed_man.htm Word Study – What is a miracle?</p> <p>Lesson 3 - Mother Teresa – Learn about Mother Theresa - Discuss why she was inspiring. Do a profile about Mother Teresa's life.</p>	<p>Aims = Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Judaism Key Question: How do Jews remember God's covenant with Abraham and Moses?</p> <p>Lesson 1 - Explain how Abraham founded Judaism. Chn create comic strip about story.</p> <p>Lesson 2 - The Exodus story Discuss what a covenant is, discuss why Moses believed in God.</p> <p>Other faith note</p> <p>Moses is a significant character in other religions - not only Christianity but Islam too. He is an important prophet for Muslims, who call him Musa.</p> <p>Children could match a picture each of the 10 plagues. Could write word/short description</p> <p>Lesson 3 – How is Passover celebrated? The Sedar Plate – look at the Plate - bring in foods that are eaten during the Passover meal (Parsley, Eggs (if no food allergies, salt water) – explain significance of the different foods on the seder plate. If that is not applicable, Use a cushion, Salt water and fenugreek to represent</p>	<p>Aims - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;</p> <p>Islam Key Question: Who can inspire us?</p> <p>Lesson 1 - Who was the Prophet Muhammad? Lesson about why Muhammad is called the messenger of God. look at a selection of passages from Hadith Children make a list of guidelines for good behaviour. What qualities are being encouraged? What is being discouraged? How important are these words of advice today? Chn could think about Where or to whom do we turn for advice or guidance? Complete sentence – I turn to _____ for advice because...</p> <p>Lesson 2 - How does Muhammad inspire Muslims today? Do a character description of Muhammed – choose the appropriate adjectives to describe him – e.g. thoughtful, kind, caring, The children should share experiences when their friends have shown these traits such as "Charlotte was thoughtful because she came to sit with me when she noticed that I was alone". https://www.bbc.co.uk/education/clips/zympcv</p> <p>Lesson 3 - Malala Yousafzai – (1997-) Pakistani schoolgirl who defied threats of the Taliban to campaign for the right to education. She survived being shot in the head by the Taliban and has become a global advocate for human rights, women's rights and the right to education. She has sought to emphasize the peaceful nature of Islam and the respect Islam has for education. Discuss why she is inspiring – she fought for education – create a mind map explaining why education is important and why everyone should have it.</p>



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	<p>Lesson 3 – What are the main beliefs of Sikhism? https://www.twinkl.co.uk/resource/tp2-r-059-planit-re-year-3-sikhism-lesson-2-main-beliefs-lesson-pack</p> <p>Who were the 10 Gurus and why were they important.</p> <p>Children could complete sheet matching gurus to their beliefs.</p>			<p>the important aspects that are remembered on the Sedar Plate , before Passover.</p>	
Year 3	Summer 2				
	<p>Aims = Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Judaism Key Question: What does it mean to be a Jew?</p> <p>Lesson 1 - Why do we have symbols? Look at the key Jewish symbols http://bje.org.au/course/judaism/kids/jewish-symbols/ explain what they mean. LA could match pictures to sentences.</p> <p>Lesson 2 –What is the Torah – Why is the Torah important to Jewish people – Look at why Jewish people read the Torah - chn could write all the ways in which Jewish people respect the Torah.</p> <p>Lesson 3 – What is a mezuzah? Chn look at what a Mezuzah is – Make own Mezuzah and write what a Mezuzah on a scroll inside.</p>				



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<p>Year 4</p> <p>*See the Leeds agreed syllabus</p>	<p>Aims - Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Judaism How are important events remembered in ceremonies?</p> <p>Lesson 1 - What is a synagogue? Chn find out about a synagogue and what it is for? Link to other special places from other religions see if children can make comparisons. Chn label pictures from a synagogue e.g. the Ark, the Rabbi,</p> <p>Lesson 2 - What is Hanukkah? – Look at story of Hanukkah – Act out story of Hanukkah in groups.</p> <p>Lesson 3 – How do Jewish people celebrate Hanukkah? Look at What people play, eat and the lighting of the candle - https://www.bbc.co.uk/education/clips/zpgjmn Complete a comparison between how Hanukkah is celebrated to how chn celebrate a special occasion e.g. Eid or Christmas.</p>	<p>I can learn about the impact of Christianity in the local community and the wider contemporary world.</p> <p>Christianity What is a community? Lesson 1 - What is a community? Think about all the communities that chn belong to as a class. Look at how people within the parish serve the community in Church. Chn write about how they can help their community to make it better. – could visit local church.</p> <p>Lesson 2 - What is a church? Look at the ways in which the church helps the community and why they do these things. Chn label the features of a church.</p> <p>Lesson 3 - How does Christmas bring the community together? Explain that Christmas is about spreading joy in the community. Chn look at the ways in which Shakespeare School brings the community together at Christmas – carols, concerts, nativity plays. Chn make Christmas cards to someone special to help spread joy.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;</p> <p>Islam What do creation stories tell us about our world?</p> <p>Lesson 1 – Learn about the Islamic Creation Story. https://www.twinkl.co.uk/resource/t2-re-293-islamic-creation-story-powerpoint?sign_in=1 Create own story map of the creation story. Explain that Allah never stopped working as Muslims believe that he continues to create every day and his work is never complete.</p> <p>Lesson 2 - Compare and Contrast Christian/Islam creation story. On a sheet compare the Christian and Islam creation story.</p> <p>Lesson 3 – What does Islam tell us about our world? Look at the Islam belief that the world should be looked after by humans as Allah created it. Think about all the ways in which humans can destroy our planet. Chn could Write a letter from the perspective of the world telling humans how it would like to be looked after.</p>	<p>Aims - Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>I can learn the ways that Christians express beliefs in worship, celebration, festivals and places of worship.</p> <p>Christianity How are important events remembered in ceremonies?</p> <p>Lesson 1 - Holy Communion – Look at the bible story of the last supper - https://www.bbc.co.uk/education/clips/zgsb9j6 Chn discuss how they remember important things. Label parts of the holy communion and what they symbolise.</p> <p>Lesson 2 – What is Lent? Look at story of Lent – Chn write something that they would like to give up doing to help them become a better person.</p> <p>Lesson 3 - What is Good Friday? – Look at story of Good Friday and why it is called Good Friday. Chn look at Good Friday traditions, could try some hot cross buns.</p>	<p>Aims - Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.</p> <p>Sikhism What values are shown in codes for living?</p> <p>Lesson 1 – What does it mean to be wise? Discuss what wisdom is Explain that Guru Nanak was the founder of the Sikh faith and he shared his wisdom. Do a word study on wisdom.</p> <p>Lesson 2 – The 5 Ks – Chn look at the 5Ks and what they mean.</p> <p>Lesson 3 - Why is wearing a uniform important? Story of the donkey and the tiger. Explain that Sikhs are recognised by what they wear. They wear the 5Ks to show their faith in God. Discuss why certain groups in society wear uniforms. Chn complete mind map explaining to someone new - Why do we wear a uniform at Shakespeare?</p>
<p>Year 4</p>	<p>Summer 2</p>				



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Aims - Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

Sikhism

Key Question: What does it mean to be a Sikh?

Lesson 1 - What does the symbol of Sikhism mean? –

Chn think about symbols from other religions – Chn then look at Sikhism symbol and what it means. Chn look at current Shakespeare logo – Why do they think Mr Gorton chose it. Design own Shakespeare Symbol to represent Shakespeare school.

Lesson 2 - Look at story of Milk and Jasmine flower –

Chn write the ways that they treat people equally. E.g. At home, I treat people equally by... At School, I treat people equally by...

Lesson 3 - Celebrating difference - Sikhs believe in a peaceful world where everyone can get along.

Their holy scriptures contain writings from wise people from many different faiths. Sikhs believe there are many ways to find God and they promote tolerance between all faiths. Chn write down what they think it means to be different. Discuss why being different is good and should be celebrated.

Each two year cycle must include:

*A religious celebration to be planned in for each term (could be a stand-alone).

*A visit to a **Buddhist Temple, Church** and a **Synagogue**.

*A visitor who practises **Buddhism/ Judaism/ Christianity** to discuss their role/ experience.

*To have an opportunity within the lesson where the children can **reflect on their thoughts and feelings**.

*To develop an area within or outside the classroom where the children can **reflect**.

*Cross curricular links to be made within **all subjects** (see Leeds Agreed Syllabus p39 – r and s).

*To include a piece of extended writing incorporating the theme for each half term

Displays for each classroom must include:

The Key Question.

A religious calendar of key events from different religions.

SHAKESPEARE PRIMARY SCHOOL

A curriculum of excellence from the heart of Leeds



RELIGIOUS EDUCATION

UKS 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 *See the Leeds agreed syllabus	<p>Aims - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities</p> <p>Islam Key Question - Why are some places and journeys special?</p> <p>Lesson 1 -Why can places be special? Chn write/discuss why places are special to them – explain that Mecca is a special place to Muslims and explain that it is their holy place. Each Muslim should perform this journey once in their lifetime if they are in good health and can afford to do so.</p> <p>Lesson 2 - What is a pilgrimage? Explore what a pilgrimage is,- could look in dictionary for definition - a journey, especially a long one, made to some sacred place as an act of religious devotion. Explain that Muslims have to on a pilgrimage as it is one of the 5 pillars.</p>	<p>Aims - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities</p> <p>I can understand the influence Christianity has on the way individuals live their lives.</p> <p>Christianity Key Question - Why are some places and journeys special?</p> <p>Lesson 1– Why can places be special? Chn write about places they would love to visit and why. Discuss as a class. Could watch video below. http://request.org.uk/life/spirituality/pilgrimage/</p> <p>Lesson 2 - Why would a Christian decide to go on pilgrimage?</p> <p>Discussion – Often Christians going on a Pilgrimage would leave all their modern devices at home. If that was the case, what would you miss? http://request.org.uk/life/spirituality/what-is-pilgrimage/</p> <p>Chn could mind map all the reasons that Christians go on a Pilgrimage.</p> <p>Lesson 2 - Why Christians go on pilgrimage to Lourdes? Look at story of saint Bernadette. Explain to the children that Bernadette was very brave to stick to what she believed in even though she was being called a liar and treated so badly. Can the children think of a time when they stood up for something they believed in even though it was difficult.. Children discuss experience in learning partners and feedback. Write what happened from the perspective of St Bernadette.</p>	<p>Aims =Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions. Islam/Christianity</p> <p>Key Question - Should we forgive others? Lesson 1 - Why is forgiveness important? Discuss People have very different views on forgiveness and reconciliation. In some situations it is easy, but in others it may be impossible. What is something you might find easy to forgive? What is something you might find difficult to forgive? What is something you might find impossible to forgive? Chn look at different scenarios and rank in order of how easy/difficult they would be to forgive.How can forgiveness benefit the person who forgives?</p> <p>Lesson 2 – Why is forgiveness important to Christians? Ask chn how many times should you forgive someone? Take some suggestions. Explain that one of Jesus’ disciples asked Jesus this question and he said not 7 times but 70 x 7. Christians believe you should keep forgiving people – we need to forgive others because we have all sinned. Christians believe that they should follow Gods example as he has forgiven them. Look at story – the Unforgiving servant. https://www.youtube.com/watch?v=XvTk34qUMv4 Chn write down the lessons they have learned from this story – discuss why it is important to treat others the way we wish to be treated – write an example of how we can do this in school.</p> <p>Lesson 3 – Why is forgiveness important to Muslims? What is reconciliation? Look in dictionary to find definition – to restore friendship. Muslims are taught that if they want to go to paradise on the Day of Judgment they must have shown mercy/forgiveness to others. Muslims recognise they are all part of the UMMAH and so should have good relationships with each other. Is anything unforgiveable? – Muslims do believe that it is unforgiveable to say hurtful things about Islam as this is hurtful to Allah.</p>	<p>Aims - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;</p> <p>Sikhism Key Question - How do Sikhs show commitment?</p> <p>Lesson 1 - Khanda and Khalsa - Recap what chn already know about Sikhism https://www.bbc.co.uk/education/clips/zbfqkqt Chn explain the significance of the Khanda and Khalsa and what they represent. How do these symbols help Sikhs remember God?</p> <p>Lesson 2 - What is Baisakhi? Design a poster/leaflet persuading people to come and celebrate the festival of Baisakhi. Include written information (as well as pictures) as to what the festival is about (Sikh New</p>	<p>Aims - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities</p> <p>I can understand the main beliefs of Christians and some of the different ways in which these are interpreted;</p> <p>Christianity Key Question - What values are shown in codes for living?</p> <p>Lesson 1 - What matters most to you? Chn could think of what matters most to them and put them in order from most to least.</p> <p>Lesson 2 – Is doing the right thing easy? Look at Adam and Eve story – Discuss what they</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Sikhism/Christianity What values are shown in codes for living?</p> <p>Lesson 1 - What are the values of Sikhism? https://www.bbc.co.uk/education/clips/zgs4dmn</p> <p>Look at the 3 golden rules of Sikhism and Think about why these values bring happiness. Compare Sikhism to Christianity – Look at values of Sikhism and Christianity – compare similarities and differences. Discuss how these values are similar to our own.</p> <p>Lesson 2 – Why is it good to be different? Discuss challenges Sikh people have faced in terms of bullying/racism for their religious dress. Discuss what Sikh people have done for this country Discuss why we should always be kind and respectful of others. Celebrate difference. Chn celebrate the ways that we are all different and why we should celebrate this rather than discriminate. Complete the sentence It is great to be different because....</p> <p>Lesson 3 - What is tolerance? Look at the story of Jesus healing the man with leprosy. This message tells us that it shouldn’t matter what you’ve done, how you look, or what other people think about you, we should still show others kindness. Do a word study on tolerance.</p>



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<p>Chn could write instructions for the Hajj for someone who does not know. Or write a postcard from Mecca.</p> <p>Lesson 3 – What is Mecca? Chn could write an information leaflet about Mecca Where it is on Map Outline the Hajj journey on map What important places are there in Mecca? Talk about the Kabah Where to stay? Write about the large camps in Mina and Muzdalifah.</p>	<p>Lesson 3 - Why would a Christian decide to go on pilgrimage?</p> <p>Discussion – Often Christians going on a Pilgrimage would leave all their modern devices at home. If that was the case, what would you miss? http://request.org.uk/life/spirituality/what-is-pilgrimage/ Chn could mind map all the reasons that Christians go on a Pilgrimage.</p>	<p>Chn write a set of rules for class to ensure chn have good relationships with each other.</p>	<p>Mixed ability groups – topic tables. Google translate to aid understanding for EAL and N2E children.</p> <p>Year) and what will happen. Food, dancing, procession, washing the flag-pole etc</p> <p>Lesson 3 - What makes you proud to be you? Look at clip https://www.bbc.co.uk/education/clips/z3nc82p Discuss why Simran is proud to be her. Pupils could be asked if they could show their life as a jigsaw of 6 pieces, fitted together, what six things they would put onto each of the pieces? Self? Family? Friends? Pets? Particular places? Favorite foods? Sports? Top films or books? A hobby they love? An ambition? Ask them to make this jigsaw, and expand beyond 6 pieces if they wish. Talk about how our identities are made up of the things we love, care about, give time to and enjoy.</p>	<p>did wrong. Discuss with chn if they have ever made a mistake and done something wrong. Discuss what we should do if that happens. (say sorry). Christians believe that no one is perfect but believe we must try and do the right thing. Discuss what happens when we do the wrong thing and who it affects including ourselves.</p> <p>Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees.</p> <p>Lesson 3 - What are the values of Christianity? Look at a list of values and think about which</p>	
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					ones are important and good and why. Look at the parable of the lost sheep. What values does this teach about? Why are these values important to Christians? Write how we can demonstrate these values in our lives e.g. love, friendship, determination, kindness, strength.	
Year 6 *See the Leeds agreed syllabus	<p>Aims - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them;</p> <p>Judaism Key Question - How do Jews remember the Kings and Prophets in worship and life?</p> <p>Lesson 1 - What are the main beliefs of Jewish people? Look at the 10 commandments.- Chn choose some of the commandments and give an example how this could be applied to modern life.</p>	<p>I can understand the main beliefs of Christians and some of the different ways in which these are interpreted</p> <p>Christianity Key Question -How do Christians express their faith and spirituality?</p> <p>Lesson 1 - What does Prayer mean to Christians? Christians believe that praying is a way of speaking with God. People can pray to give thanks, ask for help or to ask for forgiveness. Christians pray together, on their own in church or at home. Some people like to focus on a cross or candle to help them think about God. https://www.bbc.co.uk/education/clips/zcc76fr Look at the Lord's Prayer and what it means. Write the reasons why praying is important to Christians.</p> <p>Lesson 2 - Why is music important to Christians? Explain that Christians sing hymns as a form of thanking God, this is also a way of praying to God. Hymns can relate to</p>	<p>Aims - Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life</p> <p>Judaism/Christianity Key Question -How does growing up bring responsibilities and commitments?</p> <p>Lesson 1 – Judaism – Bah Mitzvah https://www.bbc.co.uk/education/clips/zm7tfg8 Chn find out about the ceremony. Chn write about what happens at a Bah Mitzvah.</p> <p>Lesson 2 - Confirmation ceremony – Chn write about what it means to have a confirmation and why Christians have this.</p> <p>Lesson 3 – What does responsibility mean? Chn look at both ceremonies and think about what it means to be responsible and to have responsibilities. Discuss the responsibilities the chn have e.g. feeding dog.. https://talkingtreebooks.com/responsibility-worksheets.html Chn define responsibility and look at some scenarios deciding if they show responsibility and thinking about the consequences of being irresponsible.</p>	<p>I can understand the main beliefs of Christians and some of the different ways in which these are interpreted</p> <p>Christianity Key Question: What do Christians believe about Jesus' death and resurrection?</p> <p>Lesson 1 – The death of Jesus – discuss how this is remembered by Christians with the symbol of the cross. Children create a timeline of Jesus death and crucifixion.</p> <p>Lesson 2 – The resurrection</p> <p>Write story of resurrection from Mary Magdalene's point of</p>	<p>Aims- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect</p> <p>Humanism Key Question - What is Humanism?</p> <p>Lesson 1 - What is humanism? Compare religious views with humanist views in Venn diagram. Should see that they both believe in living good morale lives.</p>	<p>Aims - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;</p> <p>Buddhism Key Question- How do Buddhists see life?</p> <p>Lesson 1 -Who was Siddhartha Gautama (The Buddha)? Write a profile of the Buddha. Locate India on a map.</p> <p>Lesson 2 – What are the main beliefs of Buddhists? Look at the three signs of being, the three jewels, the 4 noble truths. Look at the belief in Karma and rebirth– meaning actions have results. Chn think of an example of a positive action having a positive result and a negative action having a negative result.</p> <p>Lesson 3 – What is meditation? Look at why Buddhists meditate. Chn think of their own happy place – could close their eyes and think of that place. Chn</p>



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	<p>Lesson 2 – Who was Moses? Look at story of Moses. Do a character analysis of Moses – Was he a good person or not? Could debate their opinions. E.g. He was not because he killed an Egyptian but he was good because he saved the slaves.</p> <p>Lesson 3 - What is a Rabbi? Explain that a Rabbi is a Jewish leader and a teacher of Jewish values and laws.</p> <p>Chn discuss/write the qualities that make a good teacher. https://www.tes.com/teaching-resource/importance-and-relevance-of-religious-leaders-rabbis-6233190</p> <p>Chn could write all the reasons why a Rabbi is important to Jewish people.</p>	<p>parables from the Bible or as a celebration of God or Jesus. Chn could learn a hymn. Discuss that music is a powerful way to spread messages because the tunes help them to be memorable Chn write why they like music and think of their own favourite song and how this makes them feel.</p> <p>Lesson 3 - How is Christianity interpreted in different ways? Compare Catholicism and protestant Compare Catholic and Protestant churches and what this represents about the difference in their beliefs.</p>		<p>view. Could do hot seating.</p> <p>Lesson 3 – What does Easter mean to Christians? Express understanding and ask questions about how Jesus’ death is seen as a sacrifice, as a way of forgiveness and salvation. Discuss how Easter is celebrated today to remember what Jesus did. Children could do Word study of Salvation</p>	<p>Lesson 2 - Who was Charles Darwin? Discuss who Darwin was and why his discoveries differed with religious beliefs. Chn research Darwin and present information about Darwin to class.</p> <p>Lesson 3 - How can we celebrate humans? Humanists believe in celebrating human achievement. What have you achieved in primary school? How would you like to celebrate this?</p>	<p>describe this happy place in words or draw a picture of this place.</p>
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Each two year cycle must include:

- *A religious celebration to be planned in for each term (could be a stand-alone).
- *A visit to a **Temple, Church** and a **Gurdawara Temple**.
- *A visitor who practises **Hinduism/ Sikhism/ Christianity** to discuss their role/ experience.
- *To have an opportunity within the lesson where the children can **reflect on their thoughts and feelings**.
- *To develop an area within or outside the classroom where the children can **reflect**.
- *Cross curricular links to be made within **all subjects** (see Leeds Agreed Syllabus p42 – o and q)
- *To include a piece of extended writing incorporating the theme for each half term.

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