

SCAMBLESBY CE PRIMARY SCHOOL: RELIGIOUS EDUCATION: MEDIUM TERM OVERVIEW:

BADGERS CLASS



(PLEASE REFER TO UNDERSTANDING CHRISTIANITY SCHEME and LOCALLY AGREED SYLLABUS FOR MUCH MORE SPECIFIC DETAIL AND CONTENT)

Year A	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Compulsory: God – Islam	

NOTE: YOUTUBE LINKS IN SESSION 2 WILL BE USED DURING THE SUBSEQUENT SESSIONS IN THIS UNIT

AUTUMN TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know Muslim beliefs about Allah	What are Muslim beliefs about God?	Treasure hunt activity: solve the riddles to find all the pieces of the puzzle; once complete, the puzzle shows the Arabic word for God ('Allah') – introduce the idea that Muslims believe in one God (the puzzle only makes sense when it is complete and whole) and they are committed to finding out more about him (searching for the puzzle pieces). The word for the oneness and uniqueness of God is tawhid. Remind pupils that Muslims believe God created the world to be harmonious. Ask pupils if they remember what the word harmony means (lit. 'joined together' from the Greek). Why might things being joined or connected together be a good thing? Ask pupils to come up with some examples of things that are better when they are joined together harmoniously (e.g. sports team, choir, friends, etc.) Ask pupils to think of different ways in which they are expected to help out in school (e.g. picking up rubbish, being polite to visitors, following the teacher's expectations in the classroom, etc.) and different ways in which they have power in school (e.g. belonging to the school council/parliament, taking part in pupil interviews with governors, etc.) Are the two ideas of helping out and having power connected? (Try to introduce the idea of special rights and special responsibilities.) Muslims believe that God has given human beings special rights and responsibilities. They are: • 'abd – servants of God who have a responsibility to help keep things in harmony

			• khalifa – regents, who have the right to rule on behalf of God
2	LO: to know Muslim beliefs about human beings and their responsibilities	What are the five pillars of Islam?	Ask pupils to think of all the things in school that help them know they belong to the school community (e.g. uniform, school rules/expectations/values, etc.). Why do they think it is important to belong to something? What other things do they belong to (e.g. family, friendship group, football team, faith community, fans of a particular band/TV show/game, etc.)? How do they show they belong to these groups? Does it involve a special language/words? Special clothing? Special symbols? Special actions? Etc. Introduce the Five Pillars of Sunni Islam as one way in which Muslims around the world (in the Ummah) live out their beliefs (cf. KS2 Compulsory: God (Islam) for further suggested teaching and learning activities for each of the pillars): 1. Shahadah (statement of faith) 2. Salah/salat (prayer) 3. Zakat (charitable giving – 2.5% of disposable income) 4. Sawm (fasting – no food or water – between the hours of sunrise and sunset during the month of Ramadan) 5. Hajj (pilgrimage – required at least once during a lifetime) Ask pupils to focus on one of the first four pillars (hajj [pilgrimage] will be looked at in more detail later in this unit): • How does this pillar connect with Muslim beliefs about Allah (God), harmony, human beings and the shariah (straight path)? • What special words/actions/symbols are associated with this pillar? • How does this pillar help create a sense of community and belonging? http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml (the Shahadah and Muslim worship)

			https://www.bbc.com/bitesize/clips/zstfgk7 (Shahadah and Ramadan) https://truetube.co.uk/film/muslim-prayer (Muslim prayer) http://www.islamicsupremecouncil.org/understanding-islam/legal-rulings/53-ritual-prayer-its-meaning-and-manner.html (prayer in Islam) https://quran.com/51/56 (Qur'an 51.56 - prayer in Islam) http://hadithaday.org/important-actions/the-first-act-you-will-be-asked-about/ (Hadith about the importance of prayer) https://www.youtube.com/watch?v=_n5PFtW9jDc (adhan, the call to prayer) https://www.bbc.com/education/clips/zqcd2hv (Friday prayers at the mosque) https://www.bbc.com/education/clips/z9r87ty (Muslim prayer) https://www.bbc.com/education/clips/z2hrk7h (prayer in Islam) https://quran.com/2/110-120 (Qur'an 2.110 - zakat) http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml (Zakat) https://www.muslimaid.org/zakat-charity/ (Zakat calculator) https://muslimhands.org.uk/zakat (Zakat) https://www.nzf.org.uk/About (National Zakat Foundation) http://www.ifrc.org/en/who-we-are/ (International Federation of Red Cross and Red Crescent Societies) https://muslimhands.org.uk/our-work (Muslim Hands UK) https://www.islamic-relief.org.uk/ (Islamic Relief) https://www.humanappeal.org.uk/about-us/what-we-do/ (Human Appeal) https://www.youtube.com/watch?v=W94SdiWhtr8&index=13&list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNs&t=0s (Ramadan) https://quran.com/2/183-193 (Qur'an 2.183-4 - fasting) http://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml (Sawm) http://www.bbc.co.uk/religion/religions/islam/practices/ramadan_1.shtml (Ramadan) https://www.bbc.com/bitesize/clips/zw37tfr (fasting during Ramadan) https://www.bbc.com/bitesize/clips/zyr76fr (Ramadan) https://www.bbc.com/bitesize/guides/zwkky4j/revision/4 (sawm) https://www.refinery29.uk/women-are-the-future-of-islam (the impact of fasting during Ramadan) https://truetube.co.uk/film/great-british-ramadan (practicalities of fasting in modern Britain) https://truetube.co.uk/film/five-pillars-islam (five pillars of Islam during the month of Ramadan) Pupils could show their learning in a number of ways, e.g. an information booklet about 'belonging in Islam' that explains how fulfilling the Five Pillars helps create a sense of belonging, a recorded video or
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			podcast in which pupils role play various characters to help explain how the experience of praying/fasting/giving in charity helps create a sense of community, etc.
3	LO: to know what faith and prayer mean to Muslims	What is the Shahadah and Salah?	Discuss Christian Prayers that we use – The Lord’s Prayer, Lunch Prayer, the Scamblesby School Prayer. Discuss what prayer means to Christians. Explore the first two Pillars of Islam, using youtube links to show faith in action. Make comparisons with Christian faith and prayer. Explore the very precise and sequenced actions involved in Salah, including washing of ears and eyes and wudu.
4	LO: to know what justice and fairness means to Muslims	Why do Muslims give Zakat?	Discussion and debate about Zakat – giving 2.5% of income to the poor and needy. Why do Muslims consider this important?
5	LO: to know why Muslims fast and what Ramadan means to them	What is Sawm?	Discussion and debate about Ramadan and how fasting brings Muslims closer to God. Why do Muslims consider this important? Debate about whether it is fair or appropriate for children to fast.
6	LO: to know why Muslims go on pilgrimage	What is Hajj?	Discussion and debate about Hajj. Youtube films following hajjis as they prepare for the occasion, sequencing of events and annotating maps and plans to show significance of different stages of the journey. https://www.youtube.com/watch?v=Ok7-mB62xeE&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=16 (what is hajj? My Life, My Religion – BBC Teach) https://www.bbc.com/bitesize/guides/zcrkxnb/revision/1 (hajj) https://www.bbc.com/bitesize/clips/zx8n34j (first day of hajj) http://www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml (hajj and umrah - pilgrimage to Makkah/Mecca) https://www.bbc.co.uk/programmes/p00vz1qh/clips (Islam - the hajj) https://www.bbc.co.uk/newsround/24566691 (hajj - Newsround report) http://www.bbc.co.uk/guides/zgymxnb (why do millions gather in Mecca every year? BBC iWonder) https://www.youtube.com/watch?v=VMWgeSuHKhs (hajj – 7 things you didn’t know about the Muslim pilgrimage) https://www.youtube.com/watch?v=jM81wroj_MQ (Mecca – National Geographic)

Year A	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Compulsory: God – Hinduism	

AUTUMN TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know the Hindu beliefs of God	What are the Hindu beliefs on God?	Share Knowledge Organiser What is God like? Ask pupils to create a map or artwork – emphasis the extent to which pupils relate human qualities to God. • Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal) • Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (could compare this with the way in which the 99 Names of Allah help Muslims better understand what Allah is like).
2	LO: to know the Hindu beliefs of Atman, Samsara and Moksha	What are the Hindu beliefs?	Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara). You could explore the example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time in order to examine the idea of being stuck in one thing and breaking free to do something totally different
3	LO: to understand the Hindu beliefs of dharma	What does dharma mean?	Revisit concept of dharma and how it relates to the cycle of life (samsara), the concept of moksha and the concept of karma (action) Case study: the story of Rama and Sita in the Ramayana (http://www.umsi.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt) Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc. Case study: the story of Krishna and Arjuna in the Mahabharata (http://kids.asiasociety.org/stories/mahabharata) Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc. Discussion: how does the story relate to the concept of dharma? Add to the classroom display/padlet with key vocab and key concepts

4	LO: to know significant symbols of Hinduism.	What are the symbols of Hinduism?	What is a symbol? Symbol or logo for the school – what does it tell us about our school, who we are; symbol of other religions, e.g. Christianity; possibly mention ways in which symbols can be used in both positive and negative ways (e.g. Hindu swastika) Introduce pupils to the aum symbol and lotus flower; explore how they are both significant parts of the Hindu creation story, and the ways in which they connect with concepts of Brahman, the Trimurti, samsara, etc. Compare a Hindu creation story with creation stories from at least one other religion – what are the key features/messages of the stories studied? What is the place of humans in the story – are they set apart from other creatures or not? What does this tell us about human beings in this worldview? Ask pupils to create an artistic representation of the Hindu story of creation and explain how their image relates to the concepts of Brahman, the Trimurti and samsara; make sure they include the aum and lotus flower as part of their image. Explore the ways in which symbols may appear in a mandir. Ask pupils to respond to the statement below, showing a clear process of reasoning. They should refer to key beliefs and concepts in their answer. “You can’t explain Brahman with words; the only way to try to understand more about Brahman is by using symbols.”
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Salvation: UC 2a.5: 'Why do Christians call the day Jesus died 'Good Friday'?

SPRING TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To know the events of Holy Week	<i>What do the events of Holy Week tell us about Jesus?</i> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	Use resource sheet 1 to remind the children of the events of Holy Week • Tell pupils that they are going to be writing a diary for Mary, the mother of Jesus, for three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday), the day Jesus died (Good Friday), and the day Jesus came back to life (Easter Sunday). In order to do this they need to listen carefully as you retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and teachings of Jesus: see Essential Information). Use drama or pictures as appropriate. • Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12 • After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Create an emotion graph of how Mary is feeling at each point. Children to write diary.
2	To know why each day of Holy Week is important to Christians.	• Why is Palm Sunday so important to Christians? • Why do Christians call the day Jesus died Good	Watch: https://www.bbc.co.uk/programmes/p02mww94 This time split the pupils into groups (Palm Sunday, Good Friday, Easter Sunday) and give each group a specific focus to make written notes: what do the children do, what do the clergy do, what do people remember, what do people feel, what do people make, or what do people say?

		Friday? What do Christians believe happened on Easter Sunday?	Find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs and information from local churches, looking in books. Prompt pupils to look for: • decoration/lack of decoration of the church • colours of robes (where worn) • music • actions and rituals during services • use of candles. • Why is Palm Sunday so important to Christians? • Why do Christians call the day Jesus died Good Friday? • What do Christians believe happened on Easter Sunday? Each group to create a display that answers the above questions
3	To make connections with the events of Holy Week	How do people feel about each day of Holy Week?	For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and despair, and hope felt by the followers of Jesus, and by Jesus himself. Ask pupils to create an emotion graph for Christians showing how they might feel at a service on Palm Sunday, Good Friday and Easter Sunday. Annotate the graph to show why they might feel like that (adapt Resource Sheet 2 for this). If Jesus understood his death as a choice and part of God's big plan of salvation (remember the 'big story'), consider how his emotions might differ from the disciples'. Ask pupils to think of a time in their life when they felt joy, another time when they felt sadness and another when they were full of hope. Share these with a partner. What made them feel like this? How long did these times last? Did they do anything because of these feelings? Produce 'salvation artwork' for each frame showing joy, hope or sadness/ despair in Holy Week and in the world today. Ask pupils to write an explanation of their 'salvation art'.
4	To know what the narrative of the Last Supper means to Christians	Why did Jesus wash his disciples' feet?	Tell the pupils the story of the Last Supper. Remind them that Jesus entered into Jerusalem and everyone cheered. Since then he has been telling parables and throwing out people who were selling things in the temple. It seems things are going pretty well. This Passover meal should be a great celebration. Tell the pupils that Passover is a festival every year during which Jewish people remember the terrible things that happened to them when they were captive in Egypt, and how they were set free by God and led out of Egypt by Moses. Retell or read the story from a suitable Bible: the Last Supper, from Matthew 26:17–25. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is

			going to do? Why? You could use the Conscience Alley strategy, with one pupil playing the part of Judas, one line of pupils suggesting why Judas should betray Jesus, and one line of pupils suggesting why Judas should not betray Jesus. • Next tell the final part of this story: Matthew 26:26–30. Place the following items into the middle of the cloth: bread, wine, picture of Jesus, picture of blood, Bible, music. Ask the pupils to think in pairs about: Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember? • Use Resource Sheets 3A and 3B, with a photo of someone washing feet on Maundy Thursday, and some art showing Jesus washing feet. Ask the pupils to respond to the sentence starters about what might be going on in the picture. Explain to the pupils that in John's Gospel, the writer includes an episode not in Matthew's account: Jesus washing the feet of the disciples. Retell or read John 13:4–17. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples' feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant
5	To know symbols that remind Christians about Easter and make connections with our own lives.	What could we remember?	Children to create/draw: <i>A memory box for something important in their life.</i> What do they want to celebrate and remember? Is it a person? An important place or event? • <i>A memory box for their school.</i> What or who do they want to remember or celebrate? People? One-off or regular events? • <i>A memory box for a Christian remembering the life of Jesus.</i> What will go into it? Remind pupils of all the things Christians already do/use to remember Jesus. Do Christians need a memory box? • Draw and write what will go in each box, and what they represent. Pupils will need to think about how often they, their school or a Christian will use or look at their memory box. What will they do with the things? Will they do it alone, or with others? • Ask pupils to give short presentations explaining their ideas.

LAS Additional: Big Questions: *How do we know? What does it mean to live a good life?*

SPRING TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know what we mean by 'good life'	What does it mean to live a good life?	Share Knowledge Organiser Discussion scenarios (e.g. Philosophers' Café): • What makes a pupils in this school a 'good' pupil? • What makes a teacher a 'good' teacher? • What makes a dog a 'good' dog? • What makes an earthquake a 'good' earthquake? • What makes a baddie a 'good' baddie? Recognise that 'good' can mean different things in different situations and that different people see things differently. Show the story of the Elephant and the Blind Men to underline this point (e.g. https://www.library.ucdavis.edu/news/50-features-special-collections-blind-men-elephant/).
2	LO: to know texts that Christians use to support a 'good life'	What texts do Christians read to support them in living a 'good life'?	Bible study – what do the different books of the Bible offer a reader?
3	LO: to know how Christians live out the teachings from the Bible	How do Christians live out the teachings from the Bible	Explore ways in which Christians live out the teachings from these texts, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations, the ways in which beliefs affect daily living, e.g. choosing which food to buy (fairtrade or not?), how to travel on holiday (environmental impact?), etc. https://www.trusselltrust.org/ https://www.tearfund.org/ https://www.compassionuk.org/ https://www.streetpastors.org/ https://capuk.org/

			Record this visually, digitally, in writing, through drama, etc., making sure to connect actions with Christian beliefs about how to live a good life.
4	LO: to know texts that Muslims use to support a 'good life'	What texts do Muslims read to support them in living a 'good life'?	Introduce a range of Muslim texts about what it means to live a good life: • Hadith (teachings/sayings/advice given by the Prophet Muhammad) – “None of you truly believes unless he loves for his brother what he loves for himself” (Hadith Nawawi 13) • The importance of good character/behaviour (akhlaq), e.g. Qur'an 33.21, 33.21 The importance of charity (zakat), e.g. Quran 2.215, 2.274 • The importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99 Ask pupils to analyse these texts as they would in literacy: who is speaking? Who are they speaking to? What are they saying? What difference do you think this will make?
5	LO: to know how Muslims live out the teachings from the Quran	How do Muslims live out the teachings from the Quran?	Explore ways in which Muslims live out the teachings from these texts, e.g. giving in charity, the work of Muslim charities, e.g. the National Zakat Foundation, Muslim Hands UK, the Red Crescent, food banks and community support offered at the mosque, engaging with the wider local community through events such as #VisitMyMosque, etc. Record this visually, digitally, in writing, through drama, etc., making sure to connect actions with Muslim beliefs about how to live a good life.

Year A	UNIT TITLE	UNDERSTANDING CHRISTIANITY
	God/Incarnation: UC 2a.3: 'What is the Trinity?'	

SUMMER TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.		THE BAPTISM OF JESUS BY JOHN THE BAPTIST: MATTHEW 3:11–17 - Introduce the idea of a 'Gospel' — a life-story or biography of the life and teaching of Jesus. Tell pupils this story from one of the four Gospels, Matthew Chapter 3 (you might use keyword 'bingo' to get them to listen out for key terms). Ask what they think is going on (or use a video clip — for example, 'The Miracle Maker'). Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God, come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message. - Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one, Father, Son and Holy Spirit. Ask pupils to list the evidence for this belief in the pictures. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit. THE GRACE: 2 CORINTHIANS 13:14

			• Note that this text comes from a letter (see Essential Information). Recall prior learning about prayer (see Unit 1.1 God — introducing four types of prayer). This is a different kind of prayer; it is not addressed to God but offers a 'blessing' to people. It is usually called 'The Grace', and often recited in Protestant churches. To start a discussion, ask pupils some 'either/or' questions: do they think it is complicated or simple, peaceful or energetic, close to their own ideas or far away, up to date or out of date, natural or supernatural? Imagine saying something encouraging together as your class at the end of each day: ask pupils to talk about whether they can see any good things about that. Ask them to draft some ideas for a class 'grace'. Ask them how Christians might feel about 'The Grace', and why.
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2	LO: Offer suggestions about what texts about baptism and Trinity might mean.	Why do baptisms include references to the Trinity?	Ask pupils to guess what Christians always say when they baptise a baby, or a grown-up: clue — the prayer includes the Trinity. • Christians are baptised with water in the name of God the Father, Son and Holy Spirit, to join the Christian community. Teach pupils about baptising babies and adults in the Christian Church today. Use film or video (see Resources): a good enquiry strategy would be to show short clips of two baptisms (a baby and an adult) with the sound turned down, on a loop. Ask pupils in pairs to create a simple commentary, then listen to the real commentary, comparing notes. • As a class or in teams, make lists of similarities and differences between the baptisms of a baby or an adult in churches today, and a third list of connections to the story of Jesus' baptism. (See Resource Sheet 3 for support with this activity.) • Remind the class of the symbolism of water activity, with chalk, on the playground with which the unit began. What does water symbolise in baptism? Give as many examples as possible.
3	LO: Give examples of what these texts mean to some Christians today.		Ask pupils to guess what a priest or minister prays at a baptism. Ask them to draft a suggestion for a baptism prayer, including some key words. Make sure they include some words, details or images from the story of Jesus being baptised in their suggested prayer (remind them of the keywords bingo they played earlier). Compare with some actual prayers (see links in Resources): was there anything missing from their prayers?
4	LO: Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	How do Christians show their beliefs about God and the Trinity in prayer and in the way they live?	

5	LO: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Can you make links using Bible texts about what God is like for Christians?	Choose from following activities: Linking thinking: Ask pupils to write the three words baptism, prayer and Trinity in circles at the edges of a large piece of paper, and draw lines to connect them, writing as many connections as they can between the Bible stories and texts they have looked at, Christian ideas about God, their work on water and their learning about baptism. • How can you see God as three in one? Consider with pupils a common metaphor for the Trinity — ice, water and steam: show them ice melting and steam coming from boiling water. All three are the same, but different. Some Christians explain the Trinity like this. What are the pupils' thoughts about this idea of God? How easily could they explain this to a Reception child? Another example uses a Twix bar: chocolate, caramel and biscuit, but all one bar. Is that a better or worse attempt to understand the Trinity? Why? • Hard, harder, hardest: Can pupils think of three ideas about God — an easy one for a 4-year-old, a harder one for a 6-year-old ... and the hardest idea for older pupils...? • Mystery and symbol: Remind the class that Christians think God is mysterious and they don't expect to 'get' God completely, but in their songs, paintings and stained glass windows, for example, they show their beliefs that God is the Creator, Rescuer (Jesus the Saviour) and the Presence in all life today (the Holy Spirit). Show some more examples of these kinds of art. Ask pupils in pairs to judge which expresses the idea of the Trinity best, and explain why. What do they find mysterious about the idea of God? What
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			questions do they have? Talk about whether only Christians can understand the idea of God as Trinity, or whether atheists, agnostics or people from other faiths can too. • Express it yourself: Develop, through discussion, the pupils' understanding of this, and give them a chance to express it in symbols and art — use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. (There will be one not too far from you — there are many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the 'big idea'.
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Creation: UC 2a.1: *What do Christians learn from the creation story?*

AUTUMN TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to explore 'wow factors' in nature before reading the story of Creation	What is does the creation story tell us?	Share Knowledge Organiser Go outside to find wonders in our grounds. Create artwork using natural materials. Can the children add to our display with photos from home? Listen to Louis Armstrong's 'It's a Wonderful World' and then read the meditation from resource sheet 1. Then read creation story from children's Bible. Children to draw own interpretation.
2	LO: to make links between Genesis 1 and what Christians believe about God and Creation.	What do Christians believe about creation?	Take photos of/draw/bring in objects of human-made things that children think have the 'wow' factor. Something that represents human ingenuity, kindness etc Read Genesis 1 26-31 about human's being made in God's image and being in control of Earth. Count the number of times 'good/very good' is mentioned. Children to draw a picture/take a picture of something that made that is 'very good' – write about how they care for it.
3	LO: to know why Christians believe God is Creator	Why do Christians believe God is the creator?	Write instructions that God might give to humans to make sure the world stays 'very good'. This could be how to look after animals/gardens etc.
4			Create a maze in the classroom, blindfold a child to follow it with no help then with a guide. How do they feel after having a guide? Compare with how Christians let their Creator be their guide. Discuss how the Bible helps Christians to guide them through life and understand how to live. Read Genesis 1:28-30 What do these instructions mean? Use resource 2 to organise meanings.
5	LO: to know how Christians care for our world	How do Christians care for our world?	Look at case studies (resource 3). Then think about what we can do to help our local area. Litter picking on walk?

LAS Additional: Big Questions (Including Christianity): Why do we celebrate?
AUTUMN TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know reasons why people celebrate	Why do people celebrate?	Ask pupils to think about a range of ways in which they celebrate, e.g. birthdays, success in competitions, special moments in life (e.g. weddings), etc. What do the celebrations involve? Are there any common features, e.g. sharing food, dancing, playing music, etc.? Pupils could devise categories for these events, e.g. individual/communal, small/large, fun/dutiful, etc. These could be placed in Venn diagrams to identify how some celebrations might cross over into different categories. Pupils could be asked to complete a piece of extended writing on a particular celebration. This could be something from their own experience or it could be an imaginative piece focused on the experience of a character from history or from a reading text being used in class. They could focus on the following: • What was being celebrated? • Why was it being celebrated? • What activities or events were involved in the celebration? • How did the various characters feel during the celebrations? Did they always feel joyful? If not, why not? How long did the celebration last? • What happened before the celebration? • What happened after the celebration has finished? • Why was the celebration important to the characters in the piece of writing? • Will the celebration happen again in the future? If so, when?
2	LO: to know how celebrations can connect with remembering	How Might Celebration Connect with Remembering?	Elements of this lesson will need to be handled carefully, particularly if any pupils have been involved in any sort of traumatic event. This may extend into two sessions, particularly if you choose to focus on Remembrance Sunday.

			Ask pupils to recap the key features of celebrations from the previous session. Can they provide specific examples to support what they are saying? Ask pupils to consider whether all the celebrations they can think of are joyful occasions? Can they think of any celebrations that might also involve feeling sad? Why might they feel sad? Introduce the Manchester One Love concert held in June 2017. What features of this concert might pupils recognise from the celebrations they have discussed? How was this event joyful, life-affirming, communal, etc.? Carefully explore some of the reasons why this event was held. What negative events led to this concert being planned? What was the impact of these negative events on the community and how did the One Love concert seek to address this? What might this mean for the people who attended the concert or watched it on TV – what range of different feelings might they have felt when watching the concert? Explore why the One Love concert might have been important for the people who attended/watched it. How might it have helped them deal with the feelings they had about the negative events that happened two weeks earlier? Why might celebrations be useful in helping us deal with negative emotions as well as helping us share positive emotions? Introduce the practices associated with Remembrance Sunday: • When is Remembrance Sunday held? How frequently is it held? • What is being remembered? • What do people do on Remembrance Sunday? • Is this connected with any religions? (E.g. connections with parish churches and the war memorials often preserved in churches/churchyards; connections with Islam, Hinduism and Sikhism in relation to troops from around the British Empire in the first and second world wars) • Is Remembrance Sunday a type of celebration? Why/why not? • Is it important to remember? Why/why not? https://www.britishlegion.org.uk/get-involved/remembrance/remembrance-events/remembrance-sunday https://www.methodist.org.uk/our-work/our-work-in-britain/remembering-world-war-one/resources/ https://www.churchofengland.org/first-world-war-centenary https://afma.org.uk/remembrance/
3	LO: to know the key beliefs of Hinduism	What do Hindus believe?	What is God like? Mind map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God.

			Recap/introduce the Hindu concept of God/Ultimate Reality = Brahman and key beliefs in Hinduism: • Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal, doesn't have human qualities) • Atman (the soul; a bit of Brahman in every living thing, not just human beings) • Samsara (the eternal cycle of birth, life, death and reincarnation experienced by every atman – example of an apple: tree cutting, fresh fruit, rotten apple) – connect with the Trimurti (three key Hindu deities that represent this cycle of life) • The Trimurti: Brahma, Vishnu and Shiva – a way of trying to better understand Brahman, the Ultimate Reality/life force in all things, and worship him http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml http://www.bbc.co.uk/religion/religions/hinduism/deities/brahma.shtml • Moksha (liberation from the cycle of samsara) = the ultimate goal for every atman • Dharma (duty) – fulfilling one's dharma allows the atman to move closer to moksha (= liberation from the cycle of samsara) * Karma (literally, 'action': good karma [action] helps you fulfil your dharma and get closer to moksha; bad karma [action] prevents you from fulfilling your dharma and moves you further away from moksha) https://www.youtube.com/watch?v=Uq6_HUMtQtI&t=1s&index=38&list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNs
4	LO: to know how the festival of Raksha Bandham relates to the Hindu faith	How is Raksha Bandham celebrated?	Raksha Bandhan Introduce pupils to the festival of Raksha Bandhan, the festival of brothers and sisters. Ask them to consider the following questions: • How does this festival connect with Hindu beliefs about dharma? • What sorts of different practices do Hindus carry out during this festival? Has it always looked the same or has it changed throughout history/in different areas of the world? • How does this celebration help Hindus remember what is important about family, duty and community? http://kids.baps.org/things toknow/festival/11.htm https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrcF_9zJxDHG9JtcCmiAgwVFRW3uK&index=32

			Pupils could create a timeline/video diary/visual overview of the festival representing the experience of a Hindu child in the UK/elsewhere in the world.
4	LO: to know how the festival of Holi relates to the Hindu faith	How is Holi celebrated?	Holi Introduce pupils to the festival of Holi, a spring festival that celebrates good triumphing over evil. Ask pupils to analyse different stories associated with this festival, e.g. the story of Holika and Hiranyakishipu (also sometimes known as Holika and Prahlad) or the story of Krishna and Radha. How do these stories connect with Hindu beliefs about Brahman, the trimurti and dharma? Explore some of the practices associated with Holi – how is the festival celebrated similarly and differently around the world? What impact might this festival have on the environment and how might this connect with Hindu beliefs about respecting all living things? https://www.holifestival.org/ https://www.bbc.co.uk/bitesize/articles/z6vh8xs https://www.youtube.com/watch?v=AbFIKJ8KFZ8 https://www.youtube.com/watch?v=qeguiNi3Uac&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=36 (BBC Teach – Holi) “Celebrating the stories about important figures in Hinduism helps Hindus to remember how to fulfil their dharma.” Ask pupils to explain whether they agree or disagree with this statement. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc.
5	LO: to compare different ways of celebrating	Why do people celebrate?	“In order to celebrate properly, you have to have one eye on the present and one eye on the past.” Using all the learning that has taken place over this unit, ask pupils to answer this question, showing that they: * Can understand different ways in which religious and non-religious people celebrate special times, events and people * Can explain different practices that are carried out during these celebrations * Can describe some ways in which celebrating connects with remembering * Can show that they can present arguments from more than one point of view Pupils might produce a group presentation, a visual/musical/dramatic representation of their learning, an extended piece of writing, a whole class debate, a lesson plan for younger/older pupils, etc.

LAS Compulsory: Community – Islam: Understand how Muslim belief is expressed collectively
SPRING TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know the key beliefs of Muslims	What are the key beliefs of a Muslim?	Treasure hunt activity: solve the riddles to find all the pieces of the puzzle; once complete, the puzzle shows the Arabic word for God ('Allah') – introduce the idea that Muslims believe in one God (the puzzle only makes sense when it is complete and whole) and they are committed to finding out more about him (searching for the puzzle pieces). The word for the oneness and uniqueness of God is tawhid. Remind pupils that Muslims believe God created the world to be harmonious. Ask pupils if they remember what the word harmony means (lit. 'joined together' from the Greek). Why might things being joined or connected together be a good thing? Ask pupils to come up with some examples of things that are better when they are joined together harmoniously (e.g. sports team, choir, friends, etc.) Ask pupils to think of different ways in which they are expected to help out in school (e.g. picking up rubbish, being polite to visitors, following the teacher's expectations in the classroom, etc.) and different ways in which they have power in school (e.g. belonging to the school council/parliament, taking part in pupil interviews with governors, etc.) Are the two ideas of helping out and having power connected? (Try to introduce the idea of special rights and special responsibilities.) Muslims believe that God has given human beings special rights and responsibilities. They are: • 'abd – servants of God who have a responsibility to help keep things in harmony • khalifa – regents, who have the right to rule on behalf of God Set up a race between two teams in the playground, one has obstacles, one doesn't. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles?
2	LO: to know the five pillars of Islam	What are the five pillars of Islam?	https://www.bbc.co.uk/teach/school-radio/assemblies-five-pillars-of-islam/zvvvp4j https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwtv
3	LO: to know how Muslims worship in a mosque	What does worship in a Mosque look like?	https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7

4	LO: to know why Muslims celebrate Eid-ul-Fitr	Why do Muslims celebrate Eid-ul-Fitr?	https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8 Write in books with subheadings What is Ramadan? Suhoor, Iftar, Ramadam calendar, prayers What is Eid –ul-Fitr? How do they celebrate? Good deeds paper chain
5	LO: to know why Muslims celebrate Eid-ul-Adha	Why do Muslims celebrate Eid-ul-Adha?	https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zhjif4j

LAS Compulsory: Community – Hinduism**SPRING TERM (B)**

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to know the key beliefs and concepts of Hinduism	What are the key beliefs of Hinduism?	What is God like? Children to draw image and write description Introduce Brahman Brahma, Vishnu and Shiva (Trimurti) Samsara the cycle of life. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkgfh4j https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3
2	LO: to know the meaning of Atman, Moksha, Dharma and Karma	What are the key beliefs of Hinduism?	Atman (the soul in living things) Moksha – ultimate goal Dharma (duty to fulfil to move closer to moksha) Karma Use snakes and ladders game to demonstrate and describe
3	LO: to know how Hindus worship in a Mandir	What does worship in a Mandir look like?	Watch video about mandir worship and share powerpoint. Children to write short report with sub headings on the key features of mandir worship. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39
4	LO: to know how Hindus worship at home	What does Hindu worship at home look like?	Watch video about home worship and share powerpoint. Children to write short report with sub headings on the key features of home worship. https://www.bbc.co.uk/bitesize/clips/zh2hyrd
5	LO: to know how the festival Raksha Bandhan is celebrated and how it links to the key beliefs	How and why is Raksha Bandhan celebrated?	(covered in Celebrations unit) video https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-celebrating-raksha-bandan/zjkygwx children to make rakhi for their siblings. Design and describe in RE book first.
6	LO: to know how the Holi festival	How and why is Holi celebrated?	(covered in Celebrations unit)

	is celebrated and how it links to the key beliefs		https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx What do different colours mean to us?
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Year B	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Additional: Pilgrimage (including Christianity)	

SUMMER TERM (B)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to understand that pilgrimage is a special journey	What is a pilgrimage?	Children to draw a map/picture of a special journey they make/would like to make to all the places/people that are important to them. Display these. Plan our own pilgrimage journey over several days giving reasons why we would go to certain places/what would we do there etc.
2	LO: to know why Muslims pilgrimage to Mecca.	Why do Muslims pilgrimage to Mecca?	https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt
3	LO: to know that Jerusalem is a place of pilgrimage for Christians	Why do Christians pilgrimage to Jerusalem?	https://www.al-islam.org/pilgrimage-sites/jerusalem Annotate a map of Jerusalem to show the key places of importance for Christians. Identify Israel on the two maps and then look closely at a map of Israel. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7 https://request.org.uk/resource/life/spirituality/pilgrimage/ https://www.bbc.co.uk/bitesize/guides/z84dtfr/revision/1
4	LO: to know that Jerusalem is a place of pilgrimage for Jews and Muslims	Why do Jews and Muslims pilgrimage to Jerusalem?	https://www.bbc.co.uk/programmes/p02mx930 Jewish Identify the different places on the city map of Jerusalem with highlighters. Identify places for Jews and Muslims and include picture and description.
5	LO: to understand why Christians make the	Why do Christians pilgrimage to	Ask pupils to explore the website to answer the following questions:

	pilgrimage to Walsingham, Norfolk	Walsingham in Norfolk?	• Why do Christians go on pilgrimage to Walsingham? (https://www.walsinghamanglican.org.uk/the-shrine/the-story-so-far/; http://www.walsinghamvillage.org/about/history-of-pilgrimage/) • Which key Christian beliefs are connected with this pilgrimage? (https://www.walsinghamanglican.org.uk/the-shrine/why-pilgrimage/) • What do Christians do when they go on pilgrimage to Walsingham? (https://www.walsinghamanglican.org.uk/worship/) • How are different dominations of Christianity represented in Walsingham (e.g. https://holytransfigurationwalsingham.simdif.com/history_.html - scroll down; http://www.walsingham.org.uk/home; https://www.walsinghamanglican.org.uk/)? Pupils should use their research to create a guidebook to Walsingham as a site of pilgrimage; this must include connections between the things people do when they visit Walsingham and the beliefs and diverse practices of Christians. They could also create a pilgrim's badge, using these examples as inspiration.
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