

## Handbook Part 2

# Planning

An Introduction to Enquiry Led Teaching  
How to plan/adapt a RE Scheme of Work

How to plan a Primary RE Scheme of Work  
Primary Schools-An Example of Enquiry Led Teaching  
Starting Points - Primary Long Term Overview  
KS 3 - An Exemplar of a Long Term Overview  
Long term Overview – Blank

Medium Term Planning Exemplars- Year 1, Year 5, Year 8  
Medium Term Exemplar- Blank

Short Term Planning Exemplars- Ehipany-Year 1, Year 8, Year 10  
Short Term Planning Exemplars- Easter-Year 2, Year 6, Year 9  
Short Term Planning Exemplar- Blank

Sensory based R.E. experiences for children with special needs  
Exemplar Unit Content Overviews- A Secular World View & A Baha'i Unit

## **An Introduction to Enquiry Led Teaching**

An important development in RE in recent years has been the move towards **using key concepts and questions** to organise the curriculum. This is in part, an attempt to raise the level of challenge in RE and to deal with concerns about an over-emphasis on content. The most recent Ofsted subject report in RE, 'Transforming RE', 2010 supports enquiry led learning with a focus on skills as being the best practice in RE teaching. The **diagram on the next page** gives a process for developing enquiry led planning in all schools.

The broad content of the statutory Cheshire East agreed syllabus, (Please refer to Section 2 of the main syllabus for content overviews for each of the six main religions) is the starting point for developing any RE scheme of work. Published schemes can be used as a reference, but as with any RE scheme a school writes, they must be adapted to fit the statutory content. All schemes, must by their very nature, only be a tool that can be adapted and constantly reviewed to suit the needs of the local school community. With the current emphasis also on cross curricular/thematic teaching it is vital that planned RE schemes are robust and fit for purpose. RE planning should clearly denote the RE learning taking place and be assessable against RE objectives and pupils' levels of attainment in RE.

This approach to teaching involves the use of key questions which pupils examine. They devise their own questions and decide where they might look for answers. The enquiry requires students to draw on existing knowledge and to identify their required learning needs. Tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence. There should be opportunities for independent learning. Responsibility falls to the student for analysing and presenting the evidence in appropriate ways and in support of their own response to the problem.

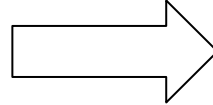
This process should involve pupils using a wide range of skills, for example: - investigation, interpretation, analysis, evaluation and reflection. These should be linked to level descriptors to ensure continuity. Schools must ensure that students do not wander aimlessly through a topic without rigour and challenge. The task of the teacher is to:-

- Guide research and extend pupils' understanding by asking more searching and challenging questions.
- Ask open-ended questions that provoke further discussion and stimulate deeper exploration.
- Support students, motivating them to engage with the task and valuing their ideas and contributions.
- Encourage students to reflect on their learning and experiences.
- Monitor progress and ensuring that students understand where they are in the process.
- Challenge students thinking, encouraging them to extend their boundaries and to seek new ways to work with problems and situations.
- Develop an atmosphere of trust in which students are willing to share and exchange ideas or work co-operatively
- Use or create course materials which develop students' abilities to recognise problems, think independently and critically, and develop their observation, analytical and communication skills - which all enhance future employability.

It could also involve a variety of pedagogies. It may involve the use of teaching strategies e.g. Kagan or Edward de Bono's 'parallel thinking' strategy (thinking hats).The teacher becomes the 'guide at the side', rather than the 'sage on the stage'.

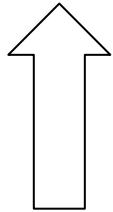
**1. What are we trying to achieve?**

Aims and objectives-AT 1& 2



**How do we organise learning?**

Units of content and skills, concepts, areas of learning context -VISUAL, AUDITORY AND KINAESTHETIC INPUT



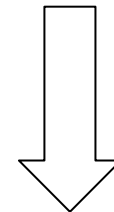
Connect with previous learning.

What do I already know?

**Engaging Encounter**  
**RELIGIOUS EDUCATION**

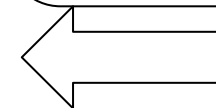
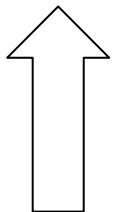
**Reasoned Response**

**How to Plan an RE Scheme of Work**



**How do we know if we have achieved our aims?** Assessment -Show what you know, communicate, apply, understand, What have I have learned and what can I do? How did you learn? What else do you need to know?

Exploring, enquiring, questioning, learning, developing skills and understanding-responding, applying



## How to plan/adapt a Primary RE Scheme of Work

### Guidelines for developing/adapting a RE scheme that satisfies the statutory content of the syllabus;

1. Subject leaders need to ensure that any **long term plans** for teaching RE match the **statutory** requirements of the content overviews in the Cheshire East Agreed Syllabus Section 2 Part B. (NB You **cannot** teach **all** the RE statutory content through other subjects or PHSCE/SEAL topics).
2. Ensure **medium term plans** for RE are progressive throughout the school whatever themes are chosen by ensuring that **RE Objectives/ Levels** are developmental.
3. Some Primary cross curricular themes fit in with RE really well, e.g. special places, special objects - e.g. books; India, the local neighbourhood, a study of a different culture, rules, light, what makes a good citizen? Other themes could include geometric patterns and Islam, expressive art through the ages, poverty/wealth, inequality etc. Some RE themes will not fit into a cross curricular theme naturally and some RE must be taught discretely, e.g. The life of Jesus, prayer, worship etc. Good RE should not be just an 'add on'. RE cannot be done well if it is made to artificially fit in with other themes where it does not do so naturally, e.g. chocolate, castles, pirates etc.
4. Ensure all lessons/**short term planning** are well structured around a planned theme.
5. Ensure RE learning is based on a quality stimulus, e.g. a visit to a place of worship OR a visit to the school from a faith representative; or by using an overarching **enquiry** led question. The latter can drive the learning clearly from the outset; this can then in turn lead to further enquiry questions generated by the children themselves. Assessment opportunities must be purposeful, linked to level descriptors and built in as a natural part of learning.
6. Lessons should **engage** pupils with RE material, giving them opportunity to **enquire** into RE led questions; e.g. Where do we belong? Who was Jesus?
7. Good RE gives pupils opportunities to make a reasoned **respond to the** material studied and to develop an understanding of the beliefs and values of others and then to **apply** the ideas to their own lives (AT2). Opportunities for creative expression are vital.
8. Always plan RE which engaging with 'religious material' not just 'moral' material. **Contextualise** the learning in the 'religious' world.
10. It should be possible to adapt/develop/improve on any RE scheme, (including the old Cheshire exemplar primary RE scheme) around these guidelines to comply with current RE pedagogy.

## Primary Schools-An Example of ENQUIRY LED Teaching

*'Transforming RE', Ofsted June 2010 gives a good example taken from an agreed syllabus of how to develop primary school RE lessons through enquiry led planning; '..... five key skills .....were built systematically into any conceptual enquiry which the pupils undertook. These skills, in sequence, made up a process of learning. For example, pupils might start by **enquiring** into the meaning of a specific idea relevant to the study of religion and belief.*

*From there, they would move to exploring how a religious idea might be placed in the **context** of one or more specific religions or beliefs. They would then **evaluate** the idea/concept, looking at it from different viewpoints. The next step would be to **communicate** their responses to the concept and finally to **apply** the concept to their own experience. Pupils' progress in RE was assessed in relation to their increasing competence in using these skills.'*

*(Adapted from 'Transforming RE' Ofsted June 2010 Page 44)*

An example of how this model may work in practice is seen below in a series of six lessons where a Year 5 class could explore the idea of 'worship', a key theme in the Cheshire East Agreed Syllabus:

Lesson 1: The teacher **focuses the enquiry** by explaining to the pupils that they are to embark on a discovery about some special objects. The pupils are given a range of religious artefacts used in worship from a variety of faiths. The pupils are asked to suggest questions that could be asked about the artefacts, (e.g. what the objects are for, Who uses them? What they are made from?) etc.

Pupils can be asked what thoughts and questions come to their minds when they hear the word 'worship'. The over arching conceptual enquiry question; **Does worship make you happy?** is then posed The pupils are asked how they could find out the answer to the question. Ideas are collated. They may then be given a further number of questions to discuss in groups: e.g. 'What might/does worship look like, sound like, smell like?' 'What is its purpose?' 'Who do people worship? Why?' 'How does worship make people feel?' 'What difference does worship make in people's lives?' 'Does worship have a place in our modern society?' The outcomes are shared and recorded on a class 'working display' board.

Lesson 2: The pupils **contextualise** their learning by considering how worship figures in Christianity and other religions they have studied so far. They are asked to decide on the meaning of the word 'worship'. To help them do so, they could **examine** key features of two different types of Christian worship using video clips found on RE Online, e.g. one from Anglo-Catholic tradition and one from the Baptist tradition. The pupils could be asked to consider a number of questions: 'What did the two types of worship have in common?' 'What was different in each video clip?' 'Why does worship seem important to the people involved?' 'Are they happy in their worship? And any questions of their own. Through such questions, the pupils examine aspects of worship and come to an agreed conclusion on what worship is. The lesson could end with a written activity where the pupils are asked to define worship and explain its importance in Christianity, using a developing religious vocabulary. They can send their email conclusions for comment to a Christian they can email from RE Online, 'People of Faith' section.

Lesson 3: The pupils could then develop their understanding of the impact religion has on believers lives by **examining** other religious artefacts, (pictures if they aren't available) used in worship from different religions placing each object on a large sheet of paper annotating the objects/pictures and adding their own thoughts. They should consider; who made them? What are they used for? How are they used? Who owns them? How do they make the believers feel when they are used?

The pupils could then select questions that they might ask a believer from these religions. Finally they could select any further questions they would like to find out the answers to, that might assist them in answering the original question, Does worship make you happy? Invite a local Christian, Muslim etc in and interview them.

Lesson 4/5: Following interviewing the believers invited into school, this lesson focuses on **evaluating** what it would be like to be a believer in one of the studied religions and believe in the 'power of worship'. Working in pairs, they should discuss what 'worship means to a Christian, Muslim' etc means and consider what effect worship has on a believer, e.g. Does prayer help you cope with life better? Then, in groups, they could **examine** sets of statements about worship to extend their understanding. e.g. 'Worship makes me feel peaceful and calm inside' 'I know Jesus is near when I worship him at church', 'Worship is stillness and silence', 'Worship is essential to maintain a relationship with Jesus', 'Worship is when I am praying to Allah', 'Worship is the link between God and everyday life.' 'Worship is when I feel part of my community'. Other questions may be generated by the pupils themselves. They can sort the statements into those which were most or least likely to reflect a Christian's, Muslims, Buddhists etc view in regard to worship.

Lesson 6: During this lesson, the pupils **communicate** their own views about worship discussed in the previous lessons, and add to their definitions discussing them with each other and evaluating each other's viewpoints. The class display is added to. Finally, the pupils **apply** their learning by interviewing each other and reporting back on each other views on such questions as: 'Do you think worship makes you happy? Do you ever take part in worship?'; 'What would you do if had to plan an act of worship?' 'What difference could worship make to you?'; 'Do you believe in the power of worship?' 'What is worship like in school?' 'Is it different than in a place of worship?' The class could vote on the answer to the original over arching question posed. **Does worship make you happy?** And record their ideas, making links between their own ideas and others' responses.

***NB Some questions in RE are conceptual, e.g. What is prayer? Who is God? Other questions might be key questions, e.g. Why was Jesus' birth special? Who am I? Why is Easter important for Christians? All can be used as starting points for a unit of work. Teachers may choose to use an over arching enquiry question which could be conceptual or key, to drive the learning. Detailed below on the Cheshire exemplar RE Primary Scheme long term overview are a mixture of questions which can assist you in forming the basis of developing quality RE. They give you a starting point for using aspects of the old scheme It is important in all planning to be flexible and to allow pupils to lead the learning as much as possible. Learning objectives in RE must be clear and suit the context of the local school.***

***Any scheme used must match the statutory requirements of the Cheshire East Agreed Syllabus, (Section 2 of the main Syllabus).***

<p><b>Sample Long Term Overview</b>  <b>Cheshire Primary Scheme-KS1 &amp; 2</b>                      Long Term Overview                      ½ Terms- Year Groups</p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Reception</b>  <b>Aspects of Faith</b></p>	<p><i>Christianity Unit R</i>                      Identity Diversity &amp; Belonging   <i>Caring &amp; Belonging</i>  <b>Who am I?</b>  <b>Where do I belong?</b>                      Harvest  <b>Why do people celebrate Harvest?</b></p>	<p><i>Christianity Unit R</i>                      Belief teachings and sources   <i>My Birth/Christmas</i>  <b>Why was Jesus' birth special?</b></p>	<p><i>Christianity Unit R</i>                      Practice &amp; ways of Life                      Expressing meaning  <i>Special Objects/Places</i>  <b>Why are some objects/places more special than others?</b>  <b>What are my special objects/places?</b></p>	<p><i>Christianity Unit R</i>                      Expressing Meaning  <i>New Life</i>  <b>How do we know when something is alive?</b></p>	<p><i>Christianity Unit R</i>                      Values and commitments  <i>Friendship</i>  <b>What is a friend?</b>  <b>Why were Jesus' friends special to him? Am I a good friend?</b></p>	<p><i>Christianity Unit R</i>                      Meaning Purpose and Truth  <i>Important People/God</i>  <b>What makes someone important?</b>  <b>Why is God important to Christians?</b></p>
<p><b>Year 1</b>  <b>Aspects of Faith</b></p>	<p><i>Christianity Unit 1</i>                      Beliefs teaching and sources  <i>Creation</i>  <i>People who met Jesus</i>  <b>What makes a friend?</b>  <b>How do i choose a friend?</b></p>	<p><i>Christianity Unit 1</i>                      Identity Diversity &amp; Belonging  <i>Baptism/Belonging</i>  <i>Christmas- Gifts for a baby</i>  <b>How do Christian people show they belong?</b></p>	<p><i>Christianity Unit 1</i>                      Values and commitments  <i>Stories of love an d forgiveness</i>  <b>What is love and forgiveness?</b>   <b>Is it important?</b></p>	<p><i>Christianity Unit 1</i>                      Meaning Purpose and truth  <i>Easter Perspectives</i>  <b>What was the most important part of the Easter Story &amp; why?</b></p>	<p><i>Christianity Unit 1</i>   <i>Church as a place of Worship</i>  <b>Why is the church an important place for worship to Christians?</b></p>	<p><i>Christianity Unit 1</i>   <b>Specific Focus</b>  <i>Symbols</i>  <b>What is a symbol?</b>  <b>What are symbols for?</b>  <b>How are they used?</b></p>
<p><b>Year 2</b>  <b>Aspects of Faith</b></p>	<p><i>Christianity Unit 1</i>                      Expressing meaning  <i>Introduction to the Bible</i>  <b>What makes a book special? Is the Bible to other books?</b>  <b>Do I have a special book?</b></p>	<p><i>Christianity Unit 1</i>                      Practice and ways of life  <i>Jesus' Early Life &amp; Ministry</i>  <i>Christmas Stories around the World</i>  <b>Why/how is Christmas celebrated in different ways?</b></p>	<p><i>Christianity Unit 1</i>                      Values and commitments  <i>Jesus the Storyteller</i>  <b>What does it mean to be lost? Does the story of the lost sheep &amp; other stories teach us anything?</b></p>	<p><i>Christianity Unit 1</i>                      Meaning purpose and truth  <i>Easter Modern customs</i>  <b>What did the people on Palm Sunday expect of Jesus?</b>  <b>How do Christians celebrate Easter?</b></p>	<p><i>Judaism Unit 1</i>                      Identity diversity and belonging  <i>Jewish Concept of God</i>  <b>What do Jews say God is like?</b>  <b>Why is Shabbat an important day for Jews?</b></p>	<p><i>Judaism Unit 1</i>                      Beliefs, teachings and sources  <i>Jewish Stories</i>  <b>What is the most important part of the Joseph story &amp; Why?</b>  <b>Does the story teach us anything?</b></p>

<p><b>Year 3</b></p> <p><b>Aspects of Faith</b></p>	<p><i>Christianity Unit 2</i> Expressing meaning</p> <p><i>The Bible</i> <b>Why is the Bible an important book?</b> <b>How do Christians use the Bible?</b></p>	<p><i>Christianity Unit 2</i> Beliefs teaching and sources <i>Jesus the Healer</i> <i>Christmas - Perspectives</i> <b>What is a miracle?</b> <b>Do miracles happen today?</b></p>	<p><i>Judaism Unit 2</i> Practice and ways of life <i>Jewish Celebrations</i> <b>How do Jews celebrate?</b> <b>What are the most important festivals and why?</b></p>	<p><i>Christianity Unit 2</i> Identity diversity and belonging <i>The Wider Church</i> <b>Why are there different types of churches?</b> <b>How are they different?</b></p>	<p><i>Islam Unit 1</i> Values and commitments <i>Islam –Allah</i> <b>How important is a belief in God?</b> <b>What is the God like for a Muslim?</b></p>	<p><i>Chr, Is, Jud Unit 2</i> Meaning purpose and truth <i>Specific Focus</i> <i>Descriptions of God</i> <b>How is God described by different religions?</b> <b>What do I think about what God is like?</b></p>
<p><b>Year 4</b></p> <p><b>Aspects of Faith</b></p>	<p><i>Judaism Unit 2</i> Practice and ways of life <i>Jewish Family Life</i> <b>What makes a family?</b> <b>What is family life like?</b> <b>What is most important?</b></p>	<p><i>Christianity Unit 2</i> Expressing meaning <i>Faith and the Arts</i> <b>Is it right to use art to express faith?</b> <b>How is the Christian Faith expressed through the Arts?</b> <b>Can I express my beliefs this way?</b> <i>Christmas – Giving to others</i></p>	<p><i>Christianity Unit 2</i> Meaning purpose and truth  <i>Parables</i> <b>Why did Jesus tell parables?</b> <b>Do they have anything to say to us today?</b></p>	<p><i>Christianity Unit 2</i> Beliefs, teachings and sources <i>Caring for Creation</i> <b>What do people believe about creation?</b> <b>How should we care for the world?</b></p>	<p><i>Chr, Is, Jud Unit 2</i> Identity diversity and belonging <i>Specific Focus</i> <i>Religious Artefacts</i> <b>What makes a religious artefact?</b> <b>What are they?</b> <b>Why do they exist?</b> <b>How are they used?</b> <b>Are they important?</b></p>	<p><i>Islam Unit 1</i> Values and commitments  <i>Islam- Family Life</i> <b>What is family?</b> <b>What is most important?</b> <b>What do Muslims believe about angels?</b></p>
<p><b>Year 5</b></p> <p><b>Aspects of Faith</b></p>	<p><i>Islam Unit 1,2</i> Beliefs, teachings and sources <i>Islam-Muhammad (pbuh)</i> <b>Are role models important?</b> <b>What makes a good role model?</b> <b>Why is Muhammad important to Muslims?</b> <b>Who are my role models?</b></p>	<p><i>Chr, Is, Jud Unit 2</i> Expressing meaning <i>Specific Focus</i> <i>Sacred Texts</i> <b>What are they?</b> <b>Who uses them?</b> <b>Are they important?</b> <i>Christmas – angels</i> <b>What would you do if you saw one? What difference could an angel make to you?</b> <b>Do you believe in angels?</b></p>	<p><i>Judaism Unit 2</i> Identity diversity and belonging  <i>Judaism Places of Worship</i> <b>What is worship for Jews?</b> <b>What does worship do to help Jews live?</b></p>	<p><i>Christianity Unit 2</i> Values and commitments <i>Jesus' Teaching &amp; its impact on people</i> <b>Who was Jesus?</b> <b>What was the most important teaching he gave Christians?</b> <b>How did his teaching impact people? Why was he killed?</b></p>	<p><i>Christianity Unit 2</i> Practice and ways of life <i>Worship</i> <b>Does worship make you happy?</b> <b>What is worship?</b> <b>How do people worship? Is it an important part of life?</b></p>	<p><i>Christianity Unit 2</i> Meaning and purpose <i>Christian Creed</i> <b>What do I believe in?</b> <b>How do i decide what should influence me? Why?</b> <b>What do Christians believe?</b> <b>Why? Does it make a difference to their lives?</b></p>



<p><b>Year 6</b> <b>Aspects of Faith</b></p>	<p><i>Christianity Unit 2</i> <i>Values and commitments</i> <i>Christian Values &amp; Beliefs</i> <b>Are values are important?</b> <b>How does what Christians believe affect their lives?</b> <b>How does what you believe affect the way you live?</b></p>	<p><i>Christianity Unit 2</i> <i>Expressing meaning</i> <i>Christian Charity</i> <b>What expressions of belief and values can be found in everyday life of Christians?</b> <b>How do I/others express values/beliefs?</b> <b>Do we believe the same things are important?</b> Christmas-comparison of narratives</p>	<p><i>Islam Unit 1,2</i> <i>Practices and ways of Life</i> <i>Islam- 5 Pillars</i> <b>Do I have code I want to live by?</b> <b>How do Muslims express their beliefs?</b> <b>Are rules helpful?</b> <b>Is prayer important?</b> <b>How do people pray? Why?</b></p>	<p><i>Christianity Unit 2</i> <i>Meaning purpose and truth</i> <i>Life of Jesus</i> <b>How is Jesus remembered?</b> <b>What impact does he have in 21<sup>st</sup> century?</b> <b>How does Jesus affect the lives of famous people today?</b> <b>Whose life has an impact on me?</b></p>	<p><i>Judaism Unit 2</i> Beliefs, teachings and sources <i>Jewish Values</i> <b>Are some actions wrong? Why?</b> <b>How is Moses remembered?</b> <b>Why is he such an important figure in Jewish history?</b> <b>What is the legacy of Moses?</b></p>	<p><i>Chr, Is, Jud Unit 2</i> Identity diversity and belonging  <i>Specific Focus</i> <i>Faith in Everyday Life</i> <b>Is it important to give to Charity?</b> <b>How is faith expressed in my community?</b> <b>Who lives in my community? How are lives different and similar?</b> <b>Is faith important in this century?</b></p>
--	--	--	--	---	---	---

*Hinduism Unit 1 & 2 - MTP1&2*  
 Beliefs teaching and sources  
*Hindu Concept of God*  
**Is a concept of one God important? How is God described by Hindus?**  
**What do I think about what God is like?**  
 Practices and ways of Life  
*Worship at Home/Mandir*  
**How do Hindus worship? Why?**  
**How do Hindus celebrate? Is this the same or different to other religions?**

**NB Care should be taken t when slotting these units alongside others in a long term plan ensuring all six aspects of faith are covered over a year**

**Long Term Overview Exemplar- KS 3**

<b>KS3 Long Term Overview</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Year 7</b></p> <p><b>Aspects of Faith</b></p> <p><b>Key question</b></p> <p><b>Units</b></p>	<p><b>Identity, Diversity and Belonging</b></p> <p><b>What evidence of Religion can we find in our local community?</b></p> <p><i>Christianity Unit 3 Islam Unit 2  Any other faith which can be found locally</i></p>	<p><b>Expressing Meaning</b></p> <p><b>Why do religions use symbols?</b></p> <p><i>Judaism, Unit 2 Islam Unit 2 Hinduism Unit 2</i></p>	<p><b>Practices and Ways of Life</b></p> <p><b>What does it mean to be Jewish?</b></p> <p><i>Judaism Unit 3</i></p>	<p><b>Beliefs Teachings and Sources</b></p> <p><b>What is the world's bestselling book?</b></p> <p><i>Christianity Unit 3</i></p>	<p><b>Meaning Purpose and Truth</b></p> <p><b>How did the world begin?</b></p> <p><i>Hinduism Unit 2, Christianity Unit 3 Islam Unit 2</i></p>	<p><b>Values and Commitments</b></p> <p><b>Why be good?</b></p> <p><i>Judaism Unit 3 Christianity Unit 3 Buddhism Units 1&amp;2</i></p>
<p><b>Year 8</b></p> <p><b>Aspects of Faith</b></p> <p><b>Key question</b></p> <p><b>Units</b></p>	<p><b>Practices and Ways of Life</b></p> <p><b>Why do some Sikhs wear the 5 k's?</b></p> <p><i>Sikhism Units 1&amp;2</i></p>	<p><b>Meaning Purpose and Truth</b></p> <p><b>Is death the end?</b></p> <p><i>Sikhism Unit 3 Buddhism Unit 3 Hinduism Unit 3</i></p>	<p><b>Beliefs, Teachings and Sources</b></p> <p><b>Is Jesus a good role model?</b></p> <p><i>Christianity Unit 3</i></p>	<p><b>Values and Commitments</b></p> <p><b>Who can change the world?</b></p> <p><i>Christianity Units 3 &amp; 4</i></p>	<p><b>Identity, Diversity and Belonging</b></p> <p><b>Why are there so many different churches?</b></p> <p><i>Christianity Unit 3</i></p>	<p><b>Expressing Meaning</b></p> <p><b>How do religious buildings/art/architecture reflect beliefs?</b></p> <p><i>Buddhism Unit 1 Islam Unit 3 Christianity Unit 3 Judaism Unit 3</i></p>

<b>Year 9</b>						
<b>Aspects of Faith</b>	<b>Meaning Purpose and Truth</b>	<b>Beliefs Teachings and Sources</b>	<b>Identity, Diversity and Belonging</b>	<b>Practices and Ways of Life</b>	<b>Values and Commitments</b>	<b>Expressing Meaning</b>
<b>Key question</b>	Does God exist?	Is Buddhism a religion?	What does it mean to be human?	Does Islam get a fair press?	What are spiritual values?	Why do people mark their journey through life?
<b>Units</b>	<i>Secular World View Christianity Unit 3</i>	<i>Buddhism units 2&amp;3</i>	<i>Secular World View Islam Unit 2&amp;3 Christianity unit 3 &amp;4</i>	<i>Islam Units 2&amp;3</i>	<i>Use any two or three faiths</i>	<i>Use any two or three faiths to explore</i>

**Long Term Overview- Blank**

Long Term Overview Exemplar KS 3 Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

**Exemplar Medium Term Planning Exemplars**

Medium Term Planning Exemplar Year 1	Aspects of faith	Aims objectives and outcomes Skills increasing challenge	Content refer to units	Assessment linked to levels	Links to other subjects
<p><b>Autumn Term</b> <i>Enquiry Focus</i></p> <p><i>Why did Jesus tell stories?</i> Christianity Unit 1</p>	<p>Beliefs, teaching and sources</p> <p>meaning , purpose and truth</p> <p>Values and commitments</p>	<p><b>The children should;</b></p> <p><b>Talk about</b> stories thy have heard</p> <p><b>Talk about</b> how we can be good people</p> <p><b>Know</b> that Jesus told stories as a way of teaching people about God and how they should behave.</p> <p>Know and retell some well-known stories of Jesus and explain their meaning.</p>	<p>Jesus’ teaching and the stories he told e.g. <i>The Lost Coin Luke 15:8-10, The Two Builders Matthew 7:24-27</i></p> <p>Following the example of Jesus-AT2 <i>Which stories did you enjoy?</i> <i>How do you try and behave well?</i> <i>How does God want Christians to behave?</i></p>	<p>I can remember a Christian story and talk about it</p> <p>I can identify what I find interesting</p> <p>I can identify what is important to me and to other people</p>	<p>Literacy <i>different kinds of stories</i></p>
<p><b>Spring Term</b> <b>Enquiry Focus</b></p> <p><i>Why is spring important to different people?</i></p> <p>Hinduism Unit 1 <i>with</i> Christianity Unit 1</p>	<p>Practices and ways of life</p> <p>Identity, diversity and belonging</p>	<p><b>Talk about</b> how Hindu families celebrate Holi</p>	<p>The festival of Holi: meanings and customs</p> <p>The world as one family: respect for Mother Earth, respect and care for other people and all living things</p> <p>Christian celebration of Easter</p> <p>New life- important for</p>	<p>I can use the right words to describe religious practices</p> <p>I can express my experiences and feelings</p>	<p>Art <i>work linked to Holi customs</i></p> <p>Science: <i>nature walk</i></p>

			<p>farmers, gardeners etc</p> <p><i>AT2 What changes do you notice at Springtime? Do you like springtime?</i></p> <p><i>Is it important to care for living things?</i></p> <p><i>How do you and your family celebrate Easter?</i></p> <p><i>Why do Hindus think it is important to care for living things?</i></p>		
<p><b>Summer Term</b></p> <p><b>Year 1</b></p> <p><i>Enquiry focus</i></p> <p><i>How do Christians celebrate special events?</i></p> <p>Christianity Unit 1</p>	<p>Practices and ways of life</p> <p>Expressing meaning</p> <p>Identity, diversity and belonging</p>	<p><b>Name</b> the different parts of a church</p> <p><b>Talk about</b> the key features of the celebrations</p>	<p>Explore baptism, weddings, recognising similarities between events.</p> <p>The church building and features: <i>visit to church</i></p> <p>people with special roles e.g. ministers, vicars, priests</p> <p>AT2</p> <p><i>Have you been to a wedding/baptism? When have you had to wear special clothes? Eaten special food? etc How did being in the church make you feel? How is the church a special place for Christians?</i></p>	<p>use the right words to describe religious practices (e.g. a wedding, a christening)</p> <p>recognise religious art, symbols and words and talk about them</p> <p>express my experiences and feelings</p>	<p>Geography work</p> <p><i>Our local area</i></p> <p>Art</p> <p><i>Stained glass windows</i></p> <p>Music</p> <p><i>Responding to different types of church music</i></p>

Medium Term Planning Exemplar Year 5	Aspects of faith	Aims objectives and outcomes Skills increasing challenge	Content refer to units	Assessment linked to levels	Links to other subjects
<p><b>Autumn Term</b></p> <p>Unit 2 Judaism</p> <p><i>Enquiry Focus</i></p> <p>Why are celebrations important for Jewish families?</p>	<p>Beliefs, teaching Sources</p> <p>Expressing Meaning</p> <p>Values and commitments</p>	<p>The children will;</p> <p><i>level 3</i></p> <p><b>Describe</b> Jewish customs and festivals</p> <p><b>Make links</b> between customs and symbolism</p> <p><b>Make links</b> between own experiences of celebrations and those learned</p>	<p>Jewish belief about God</p> <p>The customs and symbols of festivals e.g. <i>Purim, Hanukah</i></p> <p>The importance of family life</p> <p><i>AT2-How does your family mark special occasions?</i></p> <p><i>Why do you think celebrations are important for Jewish families?</i></p>	<p>I can use a range of religious vocabulary to describe key features of religions</p> <p>I can describe and suggest some forms of religious expression</p> <p>I can make links between what I and other people think are important in life (values), giving reasons for beliefs, attitudes and actions</p>	<p>PSCHE</p>
<p><b>Spring Term</b></p> <p>Unit 2 Christianity</p> <p><i>Enquiry Focus</i></p> <p>Why is Jesus important to Christians?</p>	<p>Beliefs, teaching and sources</p> <p>Practices and ways of life</p> <p>Meaning, purpose and truth</p>	<p><i>level 3</i></p> <p><b>Describe</b> the key messages of Jesus' teachings</p> <p><b>Make links</b> between personal values and Christian values</p> <p><b>Make links between Jesus' teaching and Christian practice</b></p>	<p>Beliefs about God through the life of Jesus</p> <p>Beliefs about Jesus e.g. temptation, Lent, Holy Week and Easter</p> <p>The journey of life; How does their faith help Christians in their ups and downs of life?</p> <p>AT2</p> <p><i>What do you try and sacrifice for others?</i></p> <p><i>Why is the resurrection important for Christians?</i></p>	<p>I can use a range of religious vocabulary to describe key features of religions</p> <p>I can identify the impact of beliefs and practices on people's lives</p> <p>I can make links between what I and other people think are important in life (values), giving reasons for beliefs, attitudes and actions</p>	<p>Influential figures in History</p>

<p><b>Year 5 Summer Term</b></p> <p>Unit 2 Christianity</p> <p><i>Enquiry Focus</i></p> <p><i>Is it important to give to Charity?</i></p>	<p>Beliefs, teachings and sources</p> <p>Identity, diversity and belonging</p> <p>Values and Commitments</p>	<p><i>level 4</i></p> <p><b>Show understanding</b> of how Christian values can be relevant today</p> <p><b>Apply</b> values of charity to own project.</p>	<p>The Bible as guide of Christian faith.</p> <p>Meaning of religious stories</p> <p>The Church as a worldwide community of all races and nationalities</p> <p>Concern for the poor, personal responsibility</p> <p>Making links with values and commitments and their own attitudes and behaviours</p> <p>AT2</p> <p><i>Do you think charity work is important?</i></p> <p><i>Why is charity work important to Christians?</i></p>	<p>I can use a range of religious vocabulary to describe and show an understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>I can ask and answer questions of identity and belonging in relation to the religions studied</p> <p>I can describe how sources of inspiration and influence make a difference to myself and others (e.g. sacred text, piece of music)</p>	<p>Victorian history e.g. <i>Dr Barnado, William Booth and the creation of The Salvation Army</i></p> <p><i>the creation of the work house</i></p> <p>Links to PSHE/Citizenship <i>Modern charities.</i></p> <p>Geography: <i>Third World countries and how charity work supports life there.</i></p> <p>English: <i>Drama</i></p>
---	--	--	---	---	--



<b>Medium Term Planning Exemplar Year 8</b>	<b>Aspects of faith</b>	<b>Aims objectives and outcomes</b> <b>Skills increasing challenge</b>	<b>Content refer to units</b>	<b>Assessment linked to levels</b>	<b>Links to other subjects</b>
<b>Autumn Term</b>  Enquiry Focus  Why should we care for the planet?	Beliefs, teachings and sources Expressing meaning Values and commitments	<i>The children will;</i> <b>Level 4</b> <b>Describe</b> <b>Show</b> understanding <b>Explain</b>  <b>Level 5</b> <b>Explain</b> the impact of beliefs on individuals and communities	Hinduism Unit 2 and Christianity Unit 3 <ul style="list-style-type: none"> <li>• 2/3 creation stories</li> <li>• Pollution</li> <li>• Beauty in creation</li> <li>• Stewardship</li> <li>• Environmental Organisations</li> </ul>	Produce a piece of creative work (e.g. A poem, song, artwork etc) showing why it is important to appreciate the beauty and wonder of nature.). You should include the teachings of at least one of the religions you have studied.	
Enquiry Focus  Celebrations in life	Beliefs, teachings and sources Practice sand ways of life Expressing meaning Identity, diversity and belonging	<b>Level 4</b> <b>Describe</b> <b>Show</b> understanding <b>Explain</b>  <b>Level 5</b> <b>Recognise and Understand</b> diversity	Hinduism Unit 3 and Christianity unit 3 <ul style="list-style-type: none"> <li>• Personal celebrations</li> <li>• Birth</li> <li>• Coming of age</li> <li>• Marriage</li> <li>• Death</li> <li>• Sacraments</li> </ul>	Create your own rite of passage ceremony. Include symbolic actions and explain their meaning. Do you think that having a rite of passage would be of help to a teenager? Give reasons for your answer.	
<b>Spring Term</b> Enquiry Focus  Who or what influences you?	Identity, diversity and belonging Values and commitments	<b>Level 5</b> <b>Use</b> wide religious vocabulary to explain the impact of belief... <b>Ask and suggest</b> answers to questions of identity	Sikhism units 2 and 3 <ul style="list-style-type: none"> <li>• Personal influences</li> <li>• Religious people that have influenced others</li> <li>• Sikh influences – gurus</li> <li>• Guru Granth Sahib</li> <li>• Khalsa</li> <li>• Sewa</li> </ul>	What do you think is the most important influence for a Sikh? Who or what influences you? Are you a good influence on others?	

<p>Enquiry Focus</p> <p>Spring Term</p> <p>Who or what is the church?</p>	<p>Expressing Meaning</p> <p>Beliefs, teachings and sources</p> <p>Practices and way of life</p> <p>Identity, diversity and belonging</p>	<p><b>Level 5</b></p> <p><b>Understand</b> that similarities and differences <b>illustrate</b> distinctive beliefs...</p>	<p>Christianity unit 3</p> <ul style="list-style-type: none"> <li>• Exploration of a local church building.</li> <li>• Elements of a church.</li> <li>• Church people/building</li> <li>• Question a vicar/priest/minister.</li> </ul>	<p>Design a modern day building that can be used by two different denominations as a place of worship.</p> <p>Explain the various elements of your plan in relation to beliefs and use.</p>	
<p><b>Year 8</b></p> <p><b>Summer Term</b></p> <p>Enquiry Focus</p> <p>Who is Jesus?</p> <p>Is Jesus a good role model?</p>	<p><b>Beliefs, teaching and sources</b></p> <p>Values and commitments</p> <p>Identity, diversity and belonging</p>	<p><b>Level 5</b></p> <p><b>Explain how</b> religious sources are used to provide answers...</p> <p><b>Level 6</b></p> <p><b>Interpret</b> sources</p> <p><b>Explain</b> the impact of religion on individuals...</p>	<ul style="list-style-type: none"> <li>• Who is Jesus to me?</li> <li>• Jesus in Art</li> <li>• Jesus the Messiah</li> <li>• Jesus the miracle maker</li> <li>• Jesus the story teller</li> <li>• Jesus, his death and resurrection</li> </ul>	<p>Who is Jesus to me and to other people? Are the teachings of Jesus a good guide to life? Is Jesus a good role model? Give reasons for your answer</p>	
<p>Enquiry Focus</p> <p>Money makes the world go around</p>	<p><b>Meaning, purpose and truth</b></p> <p>Beliefs, teachings and sources</p> <p>Values and Commitments</p>	<p><b>Level 5</b></p> <p><b>Explain</b> the impact of belief...</p> <p><b>Ask and suggest</b> answers to questions of values and commitments</p> <p><b>Level 6</b></p> <p><b>Explain</b> why impact of belief varies... Consider the challenges of belief...</p>	<p>Islam unit 3 Christianity unit 3 and 4</p> <ul style="list-style-type: none"> <li>• Why is there poverty in the world?</li> <li>• How do different faith communities respond to the problem of poverty?</li> <li>• What is fair trade? Why should we care?</li> </ul>	<p>Research the work of Christian Aid, Muslim Aid, Khalsa aid or other religious charities involved in helping the poor. Produce leaflet/movie comparing the work of two charities .How do they reflect the teachings and ideals of each faith?</p> <p>Is it important to be reminded to help the poor? Give reasons for your answer</p>	

**Medium Term Planning Exemplar- Blank**

<b>Medium Term Year Group</b>	Aspects of faith	Aims objectives and outcomes	Skills increasing challenge	Content refer to units	Assessment linked to levels	Links to other subjects
Autumn Term Enquiry Focus						
Spring Term Enquiry Focus						
Summer Term Enquiry Focus						

**Short Term Planning Exemplars- Epiphany**

**KS1- Year: 1 Topic: Epiphany Lesson 4**

Key Questions /RE Areas of Learning	Learning Objectives	Attainment targets	Homework
Beliefs , teachings and sources	To recall the story of the wise men	AT1 Level 1 pupils can retell religious story, verbally or in pictures AT2 level 1 pupils can say what they find interesting or puzzling about this story	
What are we going to learn?	How do we know if we have been successful?	Differentiated Resources	Differentiation of activities
The story of the wise men visiting baby Jesus	<p><b>ALL</b> will be able to identify 3 /4 elements of the story</p> <p><b>MOST</b> will be able to recall the story accurately</p> <p><b>SOME</b> will be able to ask questions about the story</p>	3 paper crowns, models from crib scene, containers of various shapes to represent gifts, picture sheet to arrange and colour	Use TA's to support less able More able-Draw own sequential pictures
How are we going to learn?			
<p><b>Starter</b> Ask for three volunteers to wear crowns and carry gifts</p>	<p><b>Main tasks &amp; Assessment Strategies</b> Read the story of wise men to pupils. Ask three volunteers to act out the story. Use freeze frames and take photos. Using a series of pictures of the story ask pupils in pairs to arrange in the correct order. Colour and stick in books. More able to draw their own.</p>		<p><b>Plenary</b> Pupils asked to identify visual clues from the story e.g. star, number 3, picture of gold etc</p>

**KS 3 Year 8: Epiphany Lesson 1**

Key Questions / Aspects of Faith	Learning Objectives	Attainment targets	Homework
Expressing meaning  Meaning Purpose and truth	To understand the meaning and symbolism of the story of the wise men	AT1 L4 pupils use a developing religious vocabulary ...to show understanding of sources AT2 L 4 Pupils suggest answers to questions of truth...values and commitments	Research how the Epiphany is celebrated by the Orthodox church and one other Christian group.
<b>What are we going to learn?</b>	<b>How do we know if we have been successful?</b>	<b>Differentiated Resources</b>	<b>Differentiation of activities and PLTS</b>
What is Matthew's account of the visit of the magi trying to tell us about Jesus?	<b>ALL</b> will be able to identify the symbolism of 2 /3 elements  <b>MOST</b> will be able to identify & explain more than 4 elements  <b>SOME</b> will also say how this story might influence Christians	Painting of the visit of the magi Vocabulary sheet for less able. Snakes & ladders sheet. Other images of magi. Poem	For G&T look at T.S. Eliot's poem 'The journey of the magi' Is the poet saying the same things as Matthew?  Independent learners  Team workers
<b>How are we going to learn?</b>			
<b>Starter</b> Look at painting or in groups spend 5 minutes playing Epiphany snakes & ladders to recap story. In pairs identify 4 symbols used in story Draw own snakes and ladders game to reinforce the story.	<b>Main tasks &amp; Assessment Strategies</b> Re read story, which is only found in Matthew's gospel. Refer to earlier learning- what is Matthew always keen to stress. Discuss- why is this story included? In groups, research and try to identify what the gifts might symbolise? Why are magi shown as a European, an African and an Asian? Is there any historical evidence for a new star at this time? What links does Matt make with Old Testament? Report back to class. What conclusions can be made? How? Design a collage to explain the symbolism of this story that answers the question; 'what is kingship?'		<b>Plenary</b> Pupils show collages and explain Gold=kingship Frankincense= used in worship, Jesus' relationship to God Myrrh=embalming fluid, indicative of suffering.

**KS 4 Year 10: Epiphany Lesson 1**

Key Questions /Aspects of Faith	Learning Objectives	Attainment targets & Assessment Strategies	Homework
What does Christmas mean to you?	To reflect on part of the Christmas story and consider its relevance to them today.	AT1 EP use complex religious, philosophical vocabulary...detailed analysis of how source can be interpreted -through discussion AT2 EP they can give well informed & highly reasoned insights....	If you drew your star again in ten years time what might have changed?
What are we going to learn?	How do we know if we have been successful?	Differentiated Resources	Differentiation of activities and PLTS
How the story of the Epiphany can be seen on a number of levels	<b>ALL</b> will be able to interpret the story on more than one level <b>MOST</b> will reflect on that meaning for themselves <b>SOME</b> will be able to give balanced evaluation	Arguments for / against help sheet Matthew 2:1-12	Creative thinkers Effective participators
<b>How are we going to learn?</b>			
<b>Starter</b> Quick quiz "Are you a Christmas pudding or a Christmas star?" to remind students of story	<b>Main tasks</b> Read the text again and remind students of earlier learning. Now read it as a parable. What might be the message for the original audience for whom Matthew was writing and for Christians today? ( Journey of the magi = journey through life, etc) Encourage informed and critical discussions on value of story in groups / as class. "Does it matter if the story of the wise men is not historically true?" Draw a star write in it what / who guides you in your life. How many of these influences in your life are linked to media, family, peers etc Discuss. Evaluate these influences, are they 'wise influences'? Are you a 'wise' person or a good influence? Would you have included the wise men story in the gospels? Why/Why not?	<b>Plenary</b> Feedback from discussions and Display stars	

**Short Term Planning Exemplars - Easter**

**KS 1 Year: 2 Topic: Easter Lesson 1**

Key Questions /RE Concepts	Learning Objectives	Attainment targets & Assessment Strategies	Homework
Beliefs, teachings and sources Meaning purpose and truth	To recognise some of the symbols used on Good Friday and at Easter	AT1 Level 2 pupils suggest meanings for religious symbols.... AT2 level 2 they recognise that some questions cause people to wonder ...	Collect and example of an Easter symbol.
What are we going to learn?	How do we know if we have been successful?	Differentiated Resources	Differentiation of activities
How Christians celebrate Easter	<b>ALL</b> will be able to identify at least 2 Christian symbols <b>MOST</b> will also be able to explain them <b>SOME</b> will make specific links with the story and ask questions about beliefs	Word sheets, drawing templates	Support less able through Resources. Ask G&T to write more about beliefs of Christians represented by symbols
<b>How are we going to learn?</b>			
<b>Starter</b> Look at Easter eggs, cross, crucifix and Easter cards. Discuss celebrating festivals in their own family.	<b>Main tasks</b> Read simple version of story. Ask pupils to link the symbols seen at beginning of the lesson to the story. What do Christians believe happened to Jesus? Pupils draw symbols and write simple sentence to explain one or more symbols. Pupils make Easter cards using symbols.		<b>Plenary</b> Show and tell

**KS 2 Year: 6 Topic: Easter**

<b>Key Questions /RE Concepts</b>	<b>Learning Objectives</b>	<b>Attainment targets &amp; Assessment Strategies</b>	<b>Homework</b>
Beliefs teachings and sources Meaning, purpose and truth	To understand the importance of Easter for Christians	AT1 level 4 use religious vocabulary to describe.....make links with sacred texts AT2 level 4 ask important questions about beliefs...making links with own responses.. see tasks below	Research Easter celebrations in other denominations/ parts of the world.
<b>What are we going to learn?</b>	<b>How do we know if we have been successful?</b>	<b>Differentiated Resources</b>	<b>Differentiation of activities</b>
How and why Christians celebrate Easter	<b>ALL</b> will be able to describe the religious practices linked to Easter in at least one denomination <b>MOST</b> will also link these practices to sources and beliefs. <b>SOME</b> will identify similarities and differences within & between religions	Candles, Easter music, word list Film of Easter service might be used with groups for whom candles would be a risk/ only teacher has candle See choice of task below	Class survey presented and discussed. Less able-support sheets to assist designs.
<b>How are we going to learn?</b>			
<b>Starter</b> <b>DO RISK ASSESSMENT AND STRESS SAFETY TO PUPILS BEFORE THIS TASK</b> Pupils enter a darkened class room, carrying unlit candles, stand quietly while one candle is lit and light is passed to others to light their candle. Music played for one minute.	<b>Main tasks</b> Discuss starter. What was symbolised? Explain Easter vigil service in Orthodox and RC churches. Ask pupils to link to Easter story studied in previous lessons. What beliefs/hopes are expressed in this service? Do pupils believe in life after death? Class survey (be sensitive to any recent bereavements amongst pupils) Design a stained glass window which expresses the meaning of Easter for Christians/ Describe how the celebration of Easter might comfort someone who was recently bereaved.		<b>Plenary</b> Display 'windows' -evaluate which express meaning of Easter most powerfully



**KS 3 Year: 9 Topic: Easter**

Key Questions /RE Concepts	Learning Objectives	Attainment targets & Assessment Strategies	Homework
Beliefs teachings and sources Meaning purpose and truth	To evaluate the truth of the resurrection stories and explain how they provide answers to ultimate and ethical questions for Christians	AT1 level 6 they interpret sources ...and explain the reasons they are used in different ways... AT2 they express insights ...into questions of meaning...and truth	Complete written task
<b>What are we going to learn?</b>	<b>How do we know if we have been successful?</b>	<b>Differentiated Resources</b>	<b>Differentiation of activities and PLTS</b>
Why is Easter an important festival for Christians?	<b>ALL</b> will identify some evidence from the gospels for and against belief in the Resurrection <b>MOST</b> will link these to some Christian beliefs, practices and values <b>SOME</b> will also identify the challenges of faith	Matthew 28:1-20; Mark 16:1-20 Luke24:1-53; John 20:1-21:25 Guided journey script/ painting 'Noli me tangere' by Titian	Creative thinkers Team workers For less able just use description of Sunday morning appearance
<b>How are we going to learn?</b>			
<b>Starter</b> Pupils close their eyes and teacher reads a 'guided journey' describing the visit of Mary Magdalene to the tomb. OR look at Titian painting 'Noli me tangere'	<b>Main tasks</b> In groups compare the four gospel accounts of the resurrection of Jesus. List similarities and differences. On which gospel was the starter based? Which gospel contains the best evidence? Is there any independent evidence? What do these accounts teach about life after death and forgiveness? Identify links between these accounts and Christian celebrations of Easter and the Eucharist and / or Christian doctrines of sin and salvation. "Easter is the most important Christian festival" Do you agree? Give reasons for your answer showing that you have considered different points of view.		<b>Plenary</b> Read answers to group

**Short Term Planning Exemplar -Blank**

Aspects of Faith Key Question	Learning Objectives	Attainment targets & Assessment Strategies	Homework
		AT1  AT2	
What are we going to learn?	How do we know if we have been successful?	Differentiated Resources	Differentiation of activities
	All  Some  Most		
<b>How are we going to learn?</b>			
<b>Starter</b>	<b>Main tasks &amp; Assessment Strategies</b>		<b>Plenary</b>

## **Sensory based R.E. experiences for children with special needs.**

### Christianity.

#### Festivals e.g. Harvest.

Make a collection of interesting fruit and vegetables – taste, touch and smell some of it.

Make a vegetable soup.

Make fruit and vegetable collages, prints etc.

Make a Harvest dance or music to say thank you to God for the Harvest.

#### My birth /Christmas.

Take turns to look at themselves in the mirror, try on hats ,wigs, glasses etc to build an awareness of themselves.

Sensory work on babies – such as feeling a baby’s shawl, rattle, role play bathing a baby doll.

Make individual baby books – their own baby photos, collages of pictures of baby clothes, toys etc.

Explore the birth of Jesus – simple re-telling of the Nativity with story props e.g. noisy toy cow, crying baby doll etc. Dress children as Mary, Joseph , shepherd , angel etc and listen to carols/ quiet music .

#### Special objects / places.

Make a special box with each child decorated with paint, collage etc. Ask children to bring in something special to put in their box.

Take turns to look in the boxes in a circle session and share the objects.

Create a special place in class – this could be a tent with cushions, quiet music or sensory area – such as class light or dark room.

Handle special objects from the Christian faith e.g. crucifix, Bible, chalice while listening to hymns etc.

Have a visit to a local church.

#### New Life.

Go on a sensory walk – listen to bird song, look for old, dead leaves, new shoots, flowers etc. Make a collection to feel back in class. Make leaf prints, rubbings etc.

Tell a simple story about loss on the lines of ‘Dogger’ by Shirley Hughes.

Listen to happy and sad music – move coloured material or individual scarves fast and slow to the mood of the music.

Make individual Easter gardens in pots using bulbs, plants, pebbles and coloured glass.

#### Friendship.

Explore being a good friend through sensory stories e.g. ‘The Rainbow Fish’.

Make rainbow fish collages.

Make a friendship corner to encourage play with one other child e.g. with dolls, teddies etc.

## **Sensory based R.E. experiences for children with special needs, (cont).**

Explore stories about Jesus calling his friends (disciples) e.g. dramatise the story of Jesus fishing. Use a large piece of fabric for children to hold in the circle and then throw over another fabric piece with collage fish attached. Listen to music or make up a simple song as part of the story. Splash or spray water gently on children.

### Islam – family life.

If possible, invite a Muslim parent into class.

Explore a welcoming ceremony for a new baby. Dress up in Muslim clothes, make and try some traditional foods and listen to music.

### The 5 pillars.

Explore prayer by listening to Shahadah call to prayer.

Listen to other types of music and calls to prayer such as church bells.

Watch a clip of Muslims praying. Make a collage prayer mat.

Explore ritual cleansing 'wudu' – take turns to wash hands using soap and water or baby wipes. Use a foot spa to wash feet.

Look at Zakat – giving money to charity. Have a fund raising day in class for charity e.g. make cakes to sell to other classes for snack time.

### Sikhism

Invite a member of the Sikh community into class to show the 5ks, traditional dress and turban.

Explore Sikh sharing of food regardless of creed or caste by making Karah parshad – a mixture of semolina, ghee, sugar and water to share with classmates.

### Festivals.

#### Celebrating a Jewish Harvest –Succoth.

Build a Succa, a temporary shelter, in class and decorate with fruit, leaves, paper chains and decorations. Fill it with harvest produce to give to others.

#### The Hindu Spring Festival of Holi.

Read a simple version of the story of Holi ( if possible read by an Indian parent/member of the community). Dress up in Indian party clothes.

Throw confetti over the children and coloured paint on paper on the floor.

Eat some special foods such as popcorn and listen to Bhajan songs.

There are some very good multi-sensory based ideas in the book by Flo Longhorn, ' Religious Education for Very Special Children'.

Also, the Tiddlywinks big books series (written for pre-school Church groups) has excellent practical ideas for exploring the Christian faith with young children or for those with special needs.


## Exemplar Units Content Overviews – Optional Starting Points

It is expected that during all Key Stages, a secular world view will be taught as appropriate through the RE curriculum, e.g. through topics on creation or God. Where there are other religious communities with a significant local presence, e.g. Jehovah’s Witness, Mormons, Baha’i Faith, pupils may study aspects of these communities, (Main syllabus Section 2). For further ideas see web site addresses in Handbook Part 3.

### i)Secular World View Unit Content Overview Exemplar-Secondary

BELIEFS,TEACHINGS AND SOURCES AT1	PRACTICES AND WAYS OF LIFE AT1	EXPRESSING MEANING AT1	IDENTITY, DIVERSITY & BELONGING AT 1	MEANING, PURPOSE & TRUTH AT1	VALUES &COMMITMENTS AT1
Writings of atheist/agnostic scholars, e.g. Epicurus Thomas Paine Utilitarianism-J.S. Mill Bertrand Russell Richard Dawkins Frederich Engels  Humanist Decalogue by Ronald Fletcher  ‘The Golden Rule’	Rites without religion Marking stages of life, e.g. life, marriage, death  United Nations Day	Happy human symbol  Use of slogans, e.g. ‘Good without God’  ‘Ceremonies without superstition’	Membership of secular organisations, e.g. BHA and Amnesty	Human nature is not the product of divine creation  The power of human reason and scientific enquiry  Rejection of an afterlife  Atheism Humanism Agnosticism	Humans have to decide for themselves what is right and wrong  Support of human rights  Concern for the social and ethical issues e.g. the environment
<p><b>AT 2</b> Pupils should be given the opportunity to ask questions, reflect, and suggest answers. Key questions may include: e.g.                      How would you decide what is right and wrong?                      How would you mark an important event such as family birth, marriage and death without religion?                      What is your view of the atheist view of the world?</p>					

**(ii) Baha’i- Unit Content Overview Exemplar**

<b>BELIEFS,TEACHINGS AND SOURCES AT1</b> 	<b>PRACTICES AND WAYS OF LIFE AT1</b>	<b>EXPRESSING MEANING AT1</b>	<b>IDENTITY, DIVERSITY &amp; BELONGING AT 1</b>	<b>MEANING, PURPOSE &amp; TRUTH AT1</b>	<b>VALUES &amp;COMMITMENTS AT1</b>
One God Progressive revelation One World family Independent world Religion Study of sacred scriptures revealed by The Bab, Baha’u’llah, Abdul Baha, e.g. The Kibab-I-Aqdas The Gleanings	Private and public worship Attending 19 day feast Celebrating Holy Day Devotionals Daily Prayer Studying the writings The Fast Marriage Pilgrimage Non Political	Following the law and Principles Respect for the earth Education/Equal opportunities Universal Language Nine Pointed Star Independent Investigation of the Truth Abolition of all Prejudices Men and women are equal Respect for all religions The harmony of science and religion	Baha’i Faith is a world religion  All Bahai’s worship in same way  Progressing towards goals given by Baha’u’llah Administered by Local Spiritual assemblies National spiritual Assemblies  Universal House of Justice  Limitation of wealth and Poverty  No priesthood	Material goals to work towards World Unity World Peace  Spiritually to grow nearer to God through prayer and service to mankind guided by teachings of the Baha’u’llah	To obey the laws set out by Baha’u’llah  To develop a virtuous character e.g. truthfulness, kindness (Virtues Project)  Service to mankind guided by principles laid down by Baha’u’llah  Promoting the unity of mankind  Work is worship
<p><b>AT 2</b> Pupils should be given the opportunity to ask questions, reflect, suggest answers in all areas, key questions may include:e.g. Is world peace and unity possible? What would have to change to allow it to happen?</p>					