

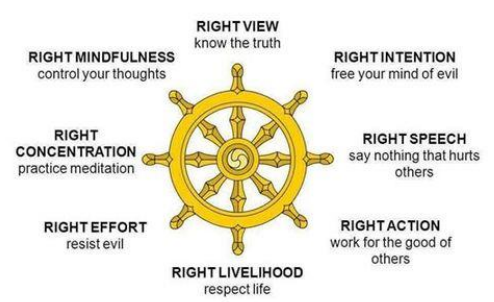
RELIGIOUS EDUCATION				SPRING TERM
YR GP	FOCUS	ENQUIRY	STARTER ACTIVITIES	CONCLUSION ACTIVITY
1	Myself	How do we show we care for others? Why does it matter?	Read and discuss three moral stories: <ol style="list-style-type: none"> The Good Samaritan https://www.youtube.com/watch?v=LG00GnMG3fw The Star Thrower https://www.youtube.com/watch?v=Z-aVMdJ3Aok Androcles and the Lion https://www.youtube.com/watch?v=LiJ558EnqXU 	<p>Key Questions to discuss</p> <ol style="list-style-type: none"> What does each story tell us about how we should behave? What happens to others when I am kind, thankful, fair and generous? What happens to others when I am unkind, ungrateful, unfair or mean? <p>Create a poster to help others think about how they behave.</p>
<p>Sheffield RE Scheme</p> <ul style="list-style-type: none"> Pupils hear three moral stories, for example from Christians, Muslims and humanists. They think and talk about whether they are saying the same things about how we should behave (A3); Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? (B2); Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2); Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean (C3). 				
2	Leaders	What makes some people inspiring to others?	Consider the three stories. <ol style="list-style-type: none"> Derek Redmond – the Olympian who never gave up https://www.youtube.com/watch?v=kZlXWp6vFdE&t=6s Stephen Hawking Brief history in Stephens own words. https://www.youtube.com/watch?v=VYxjumUhji0 https://www.youtube.com/watch?v=nuuTwoLDL5I Greta Thunberg https://www.youtube.com/watch?v=itAu7Uw0sn8 	<p>Key Questions</p> <ol style="list-style-type: none"> What makes a great leader? What characteristics do the three people share? <p>Consider the religious story of Moses https://www.youtube.com/watch?v=RdSQT7DS1II</p> <ol style="list-style-type: none"> What characteristics did Moses have which made the people follow him? Are these the same characteristics as the three people discussed? <p>Create a poster which shows what it takes to be a great leader.</p>
<p>Sheffield RE Scheme</p> <ul style="list-style-type: none"> Pupils hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. They talk about how leaders make a difference to our lives. They think about whether the different stories are saying the same things about how we should behave. They consider questions about being good, kind, forgiving and generous (A3); Pupils encounter many examples of simple ‘wise sayings’. They choose their favourite ‘wise sayings’ from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); Pupils ask and find out how to answer a range of ‘how’ and ‘why’ questions about how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2). 				

3	Religion, family and community: Prayer	How do religious families and communities live out their faith? Jewish & Muslim	<p>1. Judaism means living the faith https://www.bbc.co.uk/religion/religions/judaism/beliefs/beliefs1.shtml</p> <p>Visit Jewish Synagogue http://www.jewishsheffield.org.uk/</p> <p>2. What is Islam? https://www.bbc.co.uk/bitesize/topics/zpdt/bk/articles/zrxxqwx</p>	<p>Consider the similarities and different the two faiths. How could the two communities use this to bring them together?</p> <p>Create a large Venn diagram (in groups – A3?) to show the similarities and differences and suggest community activities that would take into account both religious beliefs and actions?</p>
<p>Sheffield RE Scheme Pupils...</p> <ul style="list-style-type: none"> ○ Pursue an enquiry into Jewish and Islamic prayer, finding out about and exploring beliefs about worship, prayer, God and human life for Jewish and Muslim people (A3); ○ Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3); ○ Find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together (B2); ○ Investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves, connecting ideas from different religions (B2). 				
4	Symbols and religious expression	How do people express their faith and spiritual ideas on pilgrimages? Why do people go on pilgrimages? Muslims and Christians	<p>1. What is the Hajj pilgrimage? https://www.bbc.co.uk/newsround/24566691 Visit to A Mosque https://jamiamasjidabubakr.org.uk/</p> <p>2. Christian Pilgrimages - Understand the pilgrimages associated with the UK; Iona and Walsingham IONA https://www.bing.com/videos/search?q=iona+pilgrimage&view=detail&mid=23E63D9DFBB65E382F3D23E63D9DFBB65E382F3D&FORM=VIRE</p>	<p>Can they find particular places around school which could be suitable for prayer and/or mediation? Why have they chosen that place? Can they illustrate that place through art work, explaining why they have chosen that place in relation to the reasons why people go on pilgrimages? (showing understanding of places for prayer and meditation, nature being close to God, wonders of creation) Could they create their own religious symbol to be displayed in their area to show this is a place for mediation/pilgrimage?</p>

Sheffield RE Scheme

Pupils:

- Find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1)
- Consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);
- Linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully
- some songs, prayers or meditations suited to particular occasions and communities (B3);
- Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).

5	Beliefs and questions	<p>How do people's beliefs about God, the world and others have impact on their lives? Hindus and Buddhists</p>	<p>1. Hinduism: My Life. My Religion https://www.youtube.com/watch?v=Hfhka-OvLSA</p> <p>2. What is Buddhism? https://www.bbc.co.uk/bitesize/topics/zh4mri6/articles/zdbvjhv</p> <p>Learn about how the beliefs impact on their lives. Consider the impact of the 8-fold path.</p> <p>Visit to Sheffield Buddhist Centre https://www.sheffieldbuddhistcentre.org/</p> <p style="text-align: center;"><u>The eightfold path to enlightenment</u></p>  <p>RIGHT VIEW know the truth</p> <p>RIGHT INTENTION free your mind of evil</p> <p>RIGHT SPEECH say nothing that hurts others</p> <p>RIGHT ACTION work for the good of others</p> <p>RIGHT LIVELIHOOD respect life</p> <p>RIGHT EFFORT resist evil</p> <p>RIGHT CONCENTRATION practice meditation</p> <p>RIGHT MINDFULNESS control your thoughts</p>	<p style="text-align: center;">DEBATE</p> <p>Why do people have different ideas about whether God is real and what God is like? (Recognising the right to freedom of religion and belief for all people)</p> <p>Relate discussion/debate to British Values. The values were designed to balance freedom of thought, expression and choice in a liberal society with the need to maintain a safe and secure society. The five British Values are democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
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Sheffield RE Scheme

Pupils:

- Explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2)
- Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3)
- Express their own ideas about religious issues and questions, giving reasons for their thoughts (A3)
- Discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1)

6	Religion, family and community	What contributions do religions make to local life in High Green? How can we make Sheffield a city of tolerance and respect?	1. Review knowledge and understanding of the three religious building sin High Green: Wortley Road Methodist Church, St Saviours Church, St Marys Catholic Church. 2. Consider similarities and differences in beliefs and worship. 3. Review religious map of Sheffield. (Data & Statistics) How is this different from the village of High Green? https://www.visitnorthwest.com/population/sheffield/ Using knowledge of different faiths consider similarities and differences that exist between the different religions.	Create a Sheffield Charter for communities living together, based on British values of mutual respect and tolerance of those with different faiths and beliefs and for those without faith. ○ RE Visit: Visit to Sikh Temple https://sikhtemplesheffield.co.uk/
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Sheffield RE Scheme

Pupils:

- Investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2)
- Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2)
- List and describe similarities and differences between the ways different communities show that they belong (C1)
- Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2)
- Discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)