

RELIGIOUS EDUCATION				SUMMER TERM
YR GP	FOCUS	ENQUIRY	INTRODUCTION ACTIVITIES	CONCLUSION ACTIVITY
1	Stories of Jesus	What can we learn from stories of Jesus about praying and helping people?	<p><u>Jesus and the ten lepers</u> https://www.youtube.com/watch?v=1_QOhNJ1Zuc</p> <p><u>Parable of the lost coin</u> https://www.google.com/search?q=the+lost+coin+ks1&rlz=1C1CHBF_en-GBGB917GB917&oq=the+lopst+coin&aqs=chrome..69i57j0i13i512l4j46i13i175i199i512j0i13i512l4.3800j0j1&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:3fd52f90,vid:yvHxUxjaboE</p> <p><u>Parable of the lost sheep</u> https://www.google.com/search?q=parable+of+the+lost+sheep&rlz=1C1CHBF_en-GBGB917GB917&oq=parable+of+the+lost+sheep&aqs=chrome..69i57j0i67i650j0i512l8.3294j0j9&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:43267220,vid:_Ry2MaMyvGo</p> <ul style="list-style-type: none"> ○ Children to discuss each story and retell in their own words. ○ Children focus on and discuss the parable of the lost sheep. Ask questions – should the shepherd go to look for one sheep and leave the others? Why? What might happen if he didn't search for the one lost? 	<ul style="list-style-type: none"> ○ What do these stories have in common? Compare/contrast. What can we learn from the stories? ○ Children to think about why Jesus told people stories and what was his message to the people? ○ Identify values from each main character in the story. Relate this to themselves. Retell one of the three stories with themselves as the main character. Would they do the same or different. Ask the children to explain their choices and actions.
<p><u>Sheffield RE Scheme (Y1)</u></p> <ul style="list-style-type: none"> ○ Pupils retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin. They compare the stories and think about what Christians today learn from the stories (A2); ○ Linking to English, pupils respond to stories about Jesus, such as the nativity, the Baptism of Jesus, a parable such as the Lost Sheep, a miracle story such as the healing of a blind person. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2) ○ Pupils ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories (A2); ○ Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament or a video clip of children asking questions about God or some examples of prayers as a stimulus (C1). 				

2	1. What does it mean to belong?	<p>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</p>	<ul style="list-style-type: none"> ○ Children to discuss and identify different types of religious buildings that they know about or see: mosque, synagogues, St Marys Catholic Church, Wortley Road Methodist Church, St Saviours Church. Photographs – compare/contrast. ○ Identify why people go to church or religious buildings. ○ Identify why people may not go to religious buildings – some may still have faith but not visit and some people don't share in a religion. ○ Interview with Mrs Begum to talk about why people visit a mosque and what do they do there. ○ Children to use key words: holy, sacred, festival, symbol to share ideas about their understanding of being a Muslim after Mrs Begums interview. 	<ul style="list-style-type: none"> ○ Focus on themselves as an individual. Consider key questions: Who am I? Where do I belong? Which groups/communities do I belong to? Focus on the importance of each group – which are the most important and why? Refer to Class Mission Statement to think about how everyone gets on together. ○ Children to share their ideas creatively to show which groups they belong to and which are the most important and why.
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Sheffield RE Scheme (Y2.1)

- *Linking to English and computing, pupils recount a visit to a local Mosque using digital photographs. They find out about the meanings of symbols and artefacts that they saw there. They learn about what happens at a mosque, especially about Muslim daily prayers (A1);*
- *Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all (B1);*
- *Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness (B1);*
- *Pupils express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well? (B2)*
- *Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about the Muslim religion (B3);*
- *Pupils discuss stories of co-operation from Islam and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2);*
- *Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2).*

2	2. Believing	<p>How and why do people pray? (Christians, Muslims and Jewish people)</p>	<ul style="list-style-type: none"> ○ Consider the School Prayer. What does it mean? Why do some people say the School Prayer? Why might some people choose not to say the school prayer but reflect on the lesson from assembly instead? How do we show respect to everyone during prayer time? ○ Learn the Lord's Prayer. (Contemporary) Consider its meaning. Children to identify which line I stands out for them and explain why. https://www.churchofengland.org/our-faith/what-we-believe/lords-prayer ○ Consider why Muslims pray five times a day. ○ Consider the meaning behind the Jewish Shema prayer and why this is important to Jewish people. https://bibleproject.com/blog/what-is-the-shema/ 	<ul style="list-style-type: none"> ○ Children to work in groups to use art, music and/or poetry to share their own ideas about God from different religions, expressing ideas of their own and commenting on some ideas of others (C1) Ensure an agreed understanding of respect for everyone's views even if different from their own. Ensure high quality listening and speaking skills.
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Sheffield RE Scheme (Y2.2)

- Pupils learn about praying in many different ways. Pupils choose between different examples of simple prayers: which do they think are wise? They talk about what makes the prayers wise, and find out about how and why people pray in different religions.
- They think and write creatively and thoughtfully about prayer (A2)
- Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies (B3)
- Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and world views, expressing ideas of their own and commenting on some ideas of others (C1)
- Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God, linking to work with enquiry methods from Philosophy4Children (C3).

3	The journey of life and death	<p>Why do some people think life is like a journey? Where do we go? What do people think about life after death? Christians, Hindus, Muslims or Buddhists</p>	<ul style="list-style-type: none"> ○ Discuss with children the idea that life is a journey. What is a journey? What does it involve? How is this related to the stages in life? ○ Read the two stories Badgers Parting Gift and Always and Forever. ○ Read each book on separate occasions and discuss after each story, in relation to why life can be described as a journey. ○ After reading both stories, compare and contrast. Children to think about the message behind each story. ○ Consider what people think about life after death. Children record their own thoughts creatively. 	<ul style="list-style-type: none"> ○ Children to consider ‘big’ questions; where do we go? ○ Consider what Christians believe about life after death: resurrection and heaven. https://www.pursuegodkids.org/what-is-heaven/ ○ Children to consider the teachings of Buddha, in particular the enlightened state of Nirvana. https://www.google.com/search?q=Youtube+Buddhism+for+children&rlz=1C1CHBF_en-GBGB917GB917&biw=1280&bih=913&tbm=vid&ei=jr4_ZM3eOdC5gAbN776QCQ&ved=0ahUKEwjN3cLL2rX-AhXQHMAKHc23D5IQ4dUDCA0&uact=5&oq=Youtube+Buddhism+for+children&gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAM6BwgAEIoFEEM6CAGAEIoFEIYDOgYIABAWEB46BQghEKABOggIIRAWEB4QHVD3DIjGJ2DaKWgCcAB4AIABX4gB9gqSAQIyMJgBAKABAcABAQ&scIent=gws-wiz-video&safe=active&ssui=on#fpstate=ive&vld=cid:df96a923,vid:R PxMdHCPTGM ○ Compare and contrast the different beliefs, with regard to life being a journey. ○ Consider Personal Development focus of drive and ambition. Ambition is the mind-set. Drive is the action. What do they need to do to achieve their ambitions? ○ Children to create their own timeline of how they would like their life to be. What ambitions do they have? What steps do they need to take to help achieve their ambitions?
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Sheffield RE Scheme (Y3)

Pupils:

- *find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as ‘guide books for living’(A1);*
- *make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1);*
- *compare how Christians, Muslims or Hindus celebrate a new baby’s birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life’s milestones in discussions or in writing (B1);*
- *develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate (B1)*
- *develop understanding of links between beliefs, e.g. resurrection and heaven in Christianity, enlightenment and Nirvana in Buddhism (C1)*

4	Inspirational people from long ago	<p>What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad.</p>	<ul style="list-style-type: none"> ○ Listen to and discuss the story of Moses and the Exodus https://www.google.com/search?q=story+of+exodus&rlz=1C1CHBF_en-GBGB917GB917&source=Inms&tbm=vid&sa=X&ved=2ahUKEwixyJD_5rX-AhWWFcaKHcDqDnkQ_AUoAXoECAEQAw&biw=1280&bih=913&dpr=1&safe=active&ssui=on#fpstate=ive&vld=cid:5da86fe2,vid:lw3E9QCwOxg ○ Consider characteristics of Moses that made him a leader and servant of God. ○ Learn about the festival of Pesach. https://www.truetube.co.uk/resource/charlie-and-blue-celebrate-passover/ https://www.bbc.co.uk/bitesize/articles/z4h7m39 ○ How is the story of Moses and the festival of Pesach connected? ○ The story of Prophet Mohamad. https://www.google.com/search?q=prophet+mohamed+for+children&rlz=1C1CHBF_en-GBGB917GB917&oq=prophet+mohamed+for+children&aqs=chrome..69i57j0i22i30l5j0i390i650l3.6736j0j9&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:cdde0c85,vid:plG6XzV2fVo ○ Understanding the five pillars of Islam. https://www.google.com/search?q=five+pillars+of+islam&rlz=1C1CHBF_en-GBGB917GB917&source=Inms&tbm=vid&sa=X&ved=2ahUKEwjq5sPp7bX-AhUXi1wKHQZgDa0Q_AUoAnoECAEQBA&biw=1280&bih=913&dpr=1&safe=active&ssui=on#fpstate=ive&vld=cid:d3ffa88b,vid:Jb8Yk8LaUoc 	<ul style="list-style-type: none"> ○ Consider different religious leaders: Moses, Prophet Mohamed. Identify what makes them important as leaders? ○ Consider how beliefs help to structure daily life. Relate to prior learning about Buddhism and Nirvana (Y3), Jesus (Parables Y1), Moses (Y2). ○ Discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights https://www.freedomfromtorture.org/news/what-is-the-human-rights-act-everything-you-need-to-know and British Values. https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published
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Sheffield RE Scheme (Y4)

Pupils:

- respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);
- respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)
- consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)
- respond thoughtfully to Muslim teaching about Prophet Muhammad [PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2);
- respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2)
- use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3)
- discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)

5	Worship and sacred places	Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.	<ul style="list-style-type: none"> ○ Children to recap on prior learning about different religious buildings. ○ Class to do a local walk to visit St Saviour Church, Methodist Chapel, St Marys Catholic Church. ○ Collect information from each religious building: what happens in holy buildings? What signs/symbols are used to express faith? What meaning do these symbols hold? ○ Research the same question of a synagogue, Sikh and Buddhist temple. (Local to Sheffield) ○ Compare and contrast. ○ Create a class display of different religious buildings and key symbols and their meanings. Work on the display together in small groups with each group focusing on a different task to achieve a common goal of a whole class display. 	<ul style="list-style-type: none"> ○ Create a map of religious buildings in Sheffield. Consider their close proximity and focus on how they can live together despite differences. ○ Consider how the class had different task to do and role to play but everyone was working towards a common goal. What is the common goal of each religion that helps people to live together in harmony and understanding?
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Sheffield RE Scheme (Y5)

Pupils:

- *pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);*
- *consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1);*
- *discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1).*

6	Beliefs in action in the world:	<p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Jewish, Christian, Muslim</p>	<ul style="list-style-type: none"> ○ Children to consider importance of looking after the environment and think about how each religion aims to foster an understanding of how important the environment is. ○ What does the Bible say about looking after the environment? Locate and read the following extracts from the Bible and discuss the meaning. <p><u>Job 12:7-10</u> <i>"But ask the animals, and they will teach you, or the birds of the air, and they will tell you; or speak to the earth, and it will teach you, or let the fish of the sea inform you. Which of all these does not know that the hand of the LORD has done this? In his hand is the life of every creature and the breath of all mankind."</i></p> <p><u>Isaiah 11:9</u> <i>"They will neither harm nor destroy on all my holy mountain, for the earth will be full of the knowledge of the LORD as the waters cover the sea."</i></p> <p><u>Leviticus 25:23-24</u> <i>"The land must not be sold permanently, because the land is mine and you are but aliens and my tenants. Throughout the country that you hold as a possession, you must provide for the redemption of the land."</i></p> <p><u>Ezekiel 34:2-4</u> <i>"Son of man, prophesy against the shepherds of Israel; prophesy and say to them: 'This is what the Sovereign LORD says: Woe to the shepherds of Israel who only take care of themselves! Should not shepherds take care of the flock? You eat the curds, clothe yourselves with the wool and slaughter the choice animals, but you do not take care of the flock. You have not strengthened the weak or healed the sick or bound up the injured. You have not brought back the strays or searched for the lost. You have ruled them harshly and brutally."</i></p> <p><u>Isaiah 24:4-6</u> <i>"The earth dries up and withers, the world languishes and withers, the exalted of the earth languish. The earth is defiled by its people; they have disobeyed the laws, violated the statutes and broken the everlasting covenant. Therefore a curse consumes the earth; its people must bear their guilt. Therefore earth's inhabitants are burned up, and very few are left."</i></p> <p><u>Jeremiah 2:7</u> <i>"I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled my land and made my inheritance detestable."</i></p> <p><u>Revelation 11:18</u> <i>"The nations were angry; and your wrath has come. The time has come for judging the dead, and for rewarding your servants the prophets and your saints and those who reverence your name, both small and great—and for destroying those who destroy the earth."</i></p>	<ul style="list-style-type: none"> ○ Children to consider each belief in response to climate change. Is there a common message from the three religions? ○ Research the work of three charities: <ul style="list-style-type: none"> - Christian Aid https://www.christianaid.org.uk/get-involved/schools - Oxfam https://www.oxfam.org.uk/?gclid=f784ef5d1cb6158140c18b072e9d9e50&gclid=3p.ds&&pscid=ps_msn_Bing+-+Communications+-+Brand+-+BAU_Brand+Exact+2&mclid=f784ef5d1cb6158140c18b072e9d9e50&utm_source=bing&utm_medium=cpc&utm_campaign=Bing%20-%20Communications%20-%20Brand%20-%20BAU&utm_term=oxfam&utm_content=Brand%20Exact%202 - Islamic Relief. https://www.islamic-relief.org.uk/?mclid=ca19472005a31d5169cb237a37c35023&utm_source=bing&utm_medium=cpc&utm_campaign=Brand%20%7C%20Search&utm_term=islamic%20relief&utm_content=Islamic%20Relief%20UK <p>What are their guiding principles? How does their faith impact on their actions? What relief efforts have their supported over the last 12 months? (National and Global.)</p>
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What does the Quran say about looking after the environment?

[Quran 7:31]

Allah created a perfectly balanced world on the basis of sustainability and circularity. This balance must be maintained by man acting moderately, thoughtfully and justly. Waste, pollution and destruction are the very qualities that Allah abhors.

Jewish beliefs on looking after the environment.

<https://www.reformjudaism.org/jewish-views-environment>

Sheffield RE Scheme (Y6)

Pupils:

- *discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1)*
- *apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)*
- *write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3)*