



Religious Education at The Meadows School

The Principle Aim of RE

The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim: skills and understanding:

- Pupils should be taught an increasing knowledge and understanding of religious and world views, making sense of beliefs
- They should learn to express and communicate ideas and insights about the nature, significance and impact of religions and world views, understanding the impact of religion.
- They should gain and deploy the skills needed to engage seriously with religions and world views, making connections of their own.

The threefold aim of RE

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils can:

- 1. Beliefs: Make sense of a range of religious and non-religious beliefs, so that they can:**
 - Identify, describe, explain and analyse beliefs and concepts in the context of living religious and worldviews, using appropriate vocabulary
 - Explain how and why these beliefs are understood in different ways, by individuals and within communities.
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
- 2. Impacts of beliefs: Understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - Examine and explain how and why people express their beliefs in diverse ways
 - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
 - Appreciate and appraise the significance of different worldviews, ways of life and ways of expressing meaning.
- 3. Connections: Making connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
 - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding. (Sandwell Sacre 2024)

Long Term Plan 2024 Onwards

Key Stage 3 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity	Christianity	Hinduism	Hinduism	Special Places	Non-Religious
	Harvest	What is Christmas	Makar Sankranti	Holi	Islam	Humanism
Year 2	Sikhism	Hinduism	Islam	Buddhism	Judaism	Islam
	Celebrations	Diwali	Symbols	Special people	Symbols	Community and Belonging
Year 3	Non-Religious	Judaism	Buddhism	Christianity	Sikhism	Buddhism
	Humanism	Rosh Hashanah	Special Stories	Easter inc. Greek and Eastern Orthodox	Vaisakhi	Meditation

Key Stage 4 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity	Christianity	Hinduism	Hinduism	Special Places	Non-Religious
	Creation Story	Christmas Around the World	Special Places	Celebrations	Judaism	Golden Rule
Year 2	Sikhism	Hinduism	Islam	Buddhism	Judaism	Islam
	Special Places	Rama and Sita	Celebrations	Special Places	Special Stories	Eid ul-Adha

Key Stage 5 Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity	Christianity	Hinduism	Hinduism	Special Places	Non-Religious
	Special People	The 12 Days of Christmas	Devotion	Gods and Goddesses	Christianity	World View
Year 2	Sikhism	Hinduism	Islam	Buddhism	Judaism	Islam
	The 5 Ks	Rituals	Special people	Wesak	The Ten Commandments	Hajj
Year 3	Non-Religious	Judaism	Buddhism	Christianity	Sikhism	Buddhism
	World Views	Hanukkah	Bodhi Day	Holy Week	Special People	Enlightenment

Planning for RE in special schools

The law says that the agreed syllabus is to be taught to pupils with SEND as far as is practicable. Given the complex and individual needs of pupils in special schools, it is important that teachers avoiding a 'deficit model' of planning, where the syllabus is watered down, adapting a few units of work or teaching units for 4-6 year olds to 7-11s or 11-14s. Instead, we should draw on the key ideas of discovering, exploring, connecting and responding from this agreed syllabus. (Sandwell SACRE 2024-2029). Special school RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond.

The 'Five Keys' planning model (Anne Krisman)

1. **Connection** – what links can we make with our pupils' lives?

Creating a bridge between pupils' experiences and the religious theme.

2. **Knowledge** – what is the burning core of the faith?

Selecting what really matters in a religious theme, cutting out peripheral information.

3. **Senses** – what sensory elements are in the religion?

Looking for a range of authentic sensory experiences that link with the theme.

4. **Symbols** – what are the symbols that are most accessible?

Choosing symbols that will encapsulate the theme

5. **Values** – what are the values in the religion that speak to us?

Making links between the values of the religious theme and the children's lives.

RE Theme: Christianity: Harvest		Key Stage: 3
Year in long term plan: 1		Term: Autumn 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What food do we like to eat? Where do we get food from?	- Create pictures of favourite foods - Plan a meal
Knowledge – what is the burning core of the faith?	God created the earth and the plants that grow on it The word Harvest comes from the Old English word 'Haerfest'	Create a display of Harvest words out of different art media
Senses – what sensory elements are in the religion?	Tasting different fruits and vegetables	- Sharing likes and dislikes relating to taste - Create fruit and vegetable posters
Symbols – what are the symbols that are most accessible?	Harvest display Scarecrow	Making a scarecrow out of different materials
Values – what are the values in the religion that speak to us?	Being thankful to God for providing food Thinking about poor people Giving to charity	Collecting food to give to local food bank

RE Theme: Christianity: Creation Story		Key Stage: 4
Year in long term plan: 1		Term: Autumn 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What do we do in the day? What do we do at night?	- Explore light and dark - Create pictures of light and dark
Knowledge – what is the burning core of the faith?	First day 'light' Second day 'sky' Third day 'plants' Fourth day 'sun, moon, stars' Fifth day 'sky/sea creatures' Sixth day 'animals and humans' Seventh day 'rest'	- Grow plants - Explore solar system - Research animals - How do we care for animals? - How do we like to rest?
Senses – what sensory elements are in the religion?	Plan seven sensory activities linked to 'creation'	- Light and dark activities - Water exploration - Art work - Relaxation
Symbols – what are the symbols that are most accessible?	Look at art created by famous artists linked to 'let there be light'	Create own representation of 'let there be light'

Values – what are the values in the religion that speak to us?	Christians believe that God created a beautiful world for us to look after God blessed the seventh day and made it a holy day What do we do on a Sunday?	• Order the seven days through pictures/words • Create a diary of your week
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RE Theme: Christianity: Special People Key Stage: 5 Year in long term plan: 1 Term: Autumn 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What people are special to us? How do we show that we care for one another?	• Make posters showing special people in our lives • Spend time with a friend sharing an activity
Knowledge – what is the burning core of the faith?	Christians believe in God, they call him the Father. They believe that he sent his son Jesus Christ to show people a good way to live life	• Watch clips of people praying to God • Watch clips of people thanking God
Senses – what sensory elements are in the religion?	How do Christians pray?	• Create pictures of praying hands • Hand massage • Using hands to explore textures • Hand prints
Symbols – what are the symbols that are most accessible?	Cross	• Explore crosses • Design and make crosses out of different materials
Values – what are the values in the religion that speak to us?	Jesus' most important messages from God were to love God and look after one another.	• Make kindness cards/gifts • Explore helping each other

RE Theme: Christianity: What is Christmas Key Stage: 3 Year in long term plan: 1 Term: Autumn 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What times are special to us? When do we receive gifts?	• Look at pictures of Christmas related objects/activities
Knowledge – what is the burning core of the faith?	Christmas is a festival that celebrates the birth of Christ Some people celebrate weeks before Christmas and this is called 'Advent'	• Explore dates in December • Create advent calendars • Read nativity story/act it out

	Being with family and friends	
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RE Theme: Christianity: The 12 Days of Christmas Key Stage: 5 Year in long term plan: 1 Term: Autumn 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Can we count to 12? What people are special to us? How do we give messages to people?	- Talking about special people in their lives - Counting to 12 - Ordering numbers to 12 - Communication aids
Knowledge – what is the burning core of the faith?	The twelve days of Christmas traditionally celebrate a feast day for a saint and/or have different celebrations	- Find out about the 12 saints - Find out about the celebrations
Senses – what sensory elements are in the religion?	Foods eaten during different celebrations Hogmany in Scotland 12 Days of Christmas song	- Listen to song - Sing song - Create art work for the 12 days - Explore foods eaten during 12 day celebrations
Symbols – what are the symbols that are most accessible?	Cross Star	- Design and make a cross - Design and make stars
Values – what are the values in the religion that speak to us?	The 12 days of Christmas in Christian tradition signifies the time between the birth of Christ and the arrival of the three wise men, also known as the Magi. Sending and receiving important messages Celebrating special events	- Read about the birth of Christ - Research the Three wise men

RE Theme: Hinduism: Makar Sankranti Key Stage: 3 Year in long term plan: 1 Term: Spring 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What does the sun look like? What is winter like? What is spring like?	- Create sun art work - Look at winter pictures - Look at spring pictures - Compare the above
Knowledge – what is the burning core of the faith?	Sankranti means to go from one place to another Surya – sun god	- Use yellow balls to pass to each other - Travel in different directions

	Marks the end of winter and the start of longer days	Find out about Surya
Senses – what sensory elements are in the religion?	Travelling in different directions Dark and light Cold and warm	• Explore dark and light • Explore warm and cold • Create pictures using sensory materials • Explore colouring rice yellow
Symbols – what are the symbols that are most accessible?	Sun God – Surya Om (Aum)	• Design your own Om (Aum)
Values – what are the values in the religion that speak to us?	Makar Sankranti is a time of celebration and thanks giving Symbolises transition from darkness to light	• Explore switch activated lights • Discuss changes that happen in students' lives

RE Theme: Hinduism: Special Places Key Stage: 4 Year in long term plan: 1 Term: Spring 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What places are special to us? What times are special to us?	• Look at different pictures of Hindu temples (Mandir) • Create an orange flag
Knowledge – what is the burning core of the faith?	The Hindu place of worship is called a 'Mandir' (Temple). Aarti – religious ritual where a God or Goddess is worshiped. This may be performed in front of shrine at home or in the temple giving offerings	• Sharing a snack with another person • Watching clips of Aarti • Listening to songs
Senses – what sensory elements are in the religion?	Being barefoot Orange flag Food offerings	• Explore textures underfoot • Practice taking shoes and socks on and off • Taste traditional Indian foods • Explore orange fabrics/rice etc.
Symbols – what are the symbols that are most accessible?	Om (Aum)	• Design and create Oms
Values – what are the values in the religion that speak to us?	Truth Right conduct Love Peace	• Create words opposite to make a display • Visit a temple

RE Theme: Hinduism: Devotion Year in long term plan: 1		Key Stage: 5 Term: Spring 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What are we thankful for? What can we offer to others? What items are special to us?	Look at images of Puja tray that contain special items during thanks and offering. Bell, diva lamp, Kumkum powder (red) and incense.
Knowledge – what is the burning core of the faith?	Act of devotion towards deity, song and prayer Hindu faith Aarti – religious ritual where a God or Goddess is worshiped. This may be performed in front of shrine at home or in the temple giving offerings	- Watch clips of Aarti - Listen to songs - Act out Aarti
Senses – what sensory elements are in the religion?	Bells Diva lamps Kumkum powder Incense	- Explore listening to and playing bells - Make diva lamps out of playdough/clay - Explore red rice/red shredded paper - Explore smelling incense
Symbols – what are the symbols that are most accessible?	Om, Swastika, Trishula, lotus flower, Lingam, Shanka, lamp.	Use variety of art materials to design and create Hindu symbols
Values – what are the values in the religion that speak to us?	Truth Right conduct Love Peace	- Choose one of the words opposite that is important to you and create own art work - Visit a temple

RE Theme: Hinduism: Holi Year in long term plan: 1		Key Stage: 3 Term: Spring 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What days do you celebrate? How do you celebrate?	- Watch clips of Holi celebrations - Sing and dance
Knowledge – what is the burning core of the faith?	Hindu festival celebrated as the Festival of Colours, Love, and Spring March being the start of spring Festival of colour Krishna	- Explore using colour in lots of ways, eg. Fabrics, parachutes, painting, tuff trays - Story of Krishna throwing coloured

		water over milkmaids as a joke
Senses – what sensory elements are in the religion?	Coloured water Paint Dancing Singing Bonfires Grains	• Explore water of different temperatures • Use paints • Explore coloured rice • Dance and sing
Symbols – what are the symbols that are most accessible?	Colour Mandala	• Create mandala patters out of rice, grains, • Colour mandala patters
Values – what are the values in the religion that speak to us?	Celebrates good winning over evil	• Focus on school rules • Environmental rules • Visit a temple

RE Theme: Hinduism: Celebrations - Ugadi Key Stage: 4 Year in long term plan: 1 Term: Spring 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Who do you receive gifts from? Who do you give gifts to? What food do you like? What special places do you go to?	• Watch clips of Ugadi celebrations • Have a 'surprise box'/attention autism activity
Knowledge – what is the burning core of the faith?	Ugadi is a festival that marks the beginning of a new year in the Hindu lunar calendar Ugadi – Sanskrit words 'yuga' 'adi' which mean age and beginning.	• Ordering months of year • Researching different charities • Helping others in school • Preparing a meal
Senses – what sensory elements are in the religion?	Patterns on floor (muggulu) Mango leaf decorations (torana) Preparing and sharing special food (pachadi) Visiting temple	• Create muggulu patters on floor using chalk • Explore dropping rice onto glued muggulu patterns in tuff tray • Colour muggulu patterns • Make pachadi and taste
Symbols – what are the symbols that are most accessible?	Muggulu torana	• Design own muggulu pattern • Create patters out of leaves/green paper etc.
Values – what are the values in the religion that speak to us?	Giving to charity Being with family and friends	• Organise a collection for charity

	Sharing food	• Collect items for local food bank • Do a 'good deed'
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RE Theme: Hinduism: Gods and Goddesses Key Stage: 5 Year in long term plan: 1 Term: Spring 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What unique qualities do we have? What are our favourite activities?	• Hindu gods and goddesses are equally important • Share images of gods and goddesses
Knowledge – what is the burning core of the faith?	For Hindus, Brahman is the Ultimate Reality, the supreme God. Brahman can be shown in many forms including deities - presentations of the divine. (Mahadevas) These are considered Trimurti – three aspects of the universal supreme god	Find out about the gods and goddesses: • Vishnu (preserves and protects the universe) • Brahma (Creation) • Shiva (destruction) • Saraswati (knowledge and the arts) • Lakshmi (wealth and purity) • Shakti (mother goddess, source of all energy-power and creativity in the universe)
Senses – what sensory elements are in the religion?	The roles of the gods and goddesses for example art and creativity Clothes Patterns Colour	• Explore creative arts, for example drama, music • Create a display of gods and goddesses • Dress up like a god or goddess
Symbols – what are the symbols that are most accessible?	Number of heads and arms on some gods and goddesses	• Count arms • Count heads • Meaning of numerous heads/arms
Values – what are the values in the religion that speak to us?	Gods and goddesses – Unique qualities and attributes Hindu deities are revered for their power, wisdom, and divine qualities,	• Share personal qualities • Help others • Design own god or goddess and describe qualities and attributes • What qualities do the students have that make them unique?

RE Theme: Special Places: Islam Year in long term plan: 1			Key Stage: 3 Term: Summer 1		
Key		Focus		Activities	
Connection – what links can we make with our pupils' lives?		What places are special to you? What makes this place special?		• Special place for a Muslim is a mosque. • Share images of mosques.	
Knowledge – what is the burning core of the faith?		The religious life of Muslims is centred around the mosque, a place for communal worship in Islam.		• Look at images of how Muslims pray • Take off shoes and socks and wash feet • Arabic word for mosque is m-uh-s-z-ih-d. • Design a mosque with a domes roof	
Senses – what sensory elements are in the religion?		Prayer mat Listening to Arabic prayers Washing (wudu)		• Explore different prayer mats and listen to Islamic prayers. • Show how you wash hands • Watch a clip of children doing wudu before they pray	
Symbols – what are the symbols that are most accessible?		The roof design on a Mosque The moon and stars The word 'Allah' The word 'Muhammad' Patterns in mosques		• Create moon pictures out of silver paper • Create pictures using stencils of the words 'Allah' and 'Muhammad' in Arabic, adding gold and making them look beautiful while listening to devotional songs (nasheeds) • Design own patterns	
Values – what are the values in the religion that speak to us?		Thinking of poor people Doing things that are hard (fasting) Five Pillars of Islam Shahada – faith Salah – prayer Sawm – charity Zakat – fasting Hajj – pilgrimage		• Try to complete something hard-a new activity/task • Collect items for charity or make something to sell • Make 3D mosques	

RE Theme: Special Places - Judaism		Key Stage: 4
Year in long term plan: 1		Term: Summer 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What places are special to you? What makes this place special?	- Look at pictures of Jerusalem - Look at pictures of synagogues - Close eyes and think of a special place- share how this makes you feel. - Turn off lights and create calm atmosphere for students to experience
Knowledge – what is the burning core of the faith?	A synagogue, also called a shul or a temple, is a place of worship for Jewish people.	- The first synagogue was built in Jerusalem and the western wall still remains. Look at images of Jewish people praying at the wall - Create a golden box (Moses put the ten commandments in this) - Construct a wall out of different materials
Senses – what sensory elements are in the religion?	Tallit – white prayer shawl Torah – sacred scripture Eternal light – lamp near or above ark Ark – chamber where Torah scrolls are kept Listening to prayers	- Explore different lights such as switch activated lights, torches - Explore rolling paper to represent the Torah - Build a wall out of different materials - Watch a film of Jewish people praying at the wall - Label the interior of a synagogue
Symbols – what are the symbols that are most accessible?	Star of David Torah	Decorate stars (two equilateral triangles)
Values – what are the values in the religion that speak to us?	Mishpat – justice Tzedakah – righteousness Chesed – kindness Rachamim – compassion	- Create a set of rules and place them in a gold box - Practice being kind to each other - Play games/play fair

RE Theme: Special places - Christianity Key Stage: 5 Year in long term plan: 1 Term: Summer 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What places are special to you? What makes this place special?	• Look at pictures of churches • Close eyes and think of a special place-share how this makes you feel. • Turn off lights and create calm atmosphere for students to experience
Knowledge – what is the burning core of the faith?	A church is central to the Christian faith, and it is where the community comes together to worship and praise God. The church is: the place of worship for all Christians. Christians believe that Jesus was the son of God	• Listen to some bible stories
Senses – what sensory elements are in the religion?	Bell tower Stained glass window Candles Hymns	• Explore listening to bells being rung in different churches • Play bells • Use tissue paper/cellophane to design and create stained glass windows • Dim the lights and put on battery operated candles and listen to hymns
Symbols – what are the symbols that are most accessible?	Cross Stained glass windows Candles Pulpit Font Alter Lectern	• Design and make a cross out of various materials • Practice drawing crosses • Label a church interior
Values – what are the values in the religion that speak to us?	Generosity Courage Love	• Explore sharing a game or activity with another person

		• Be brave and have a go at something new • Discuss special people
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RE Theme: Non-Religious - Humanism		Key Stage: 3
Year in long term plan: 1		Term: Summer 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What things do we do to make us happy? When do we spend time with other people? Why do we spend time with other people?	• Look at Renaissance from 14th century a time of scientific discoveries and inventions. • Humanists believe that science can explain many things previously attributed to God.
Knowledge – what is the burning core of the faith?	Humanists believe that all humans can live a good life. Humanists believe that you can lead a good life and help others without being religious.	• Charles Darwin and evolution • Share pictures of different animals • Sort animals into sets • Explore texture/patterns relating to animals • Be kind to others, do a 'good deed'
Senses – what sensory elements are in the religion?	Telescope Printing press Leonardo da Vinci Michaelangelo	• Design and make a telescope • Explore printing using different objects and media
Symbols – what are the symbols that are most accessible?	Happy Human	• Decorate happy human symbols • Find happy human symbols in tuff trays/classroom/around school
Values – what are the values in the religion that speak to us?	Being fair and good	• Explore class rules/school rules and discuss whether these are fair • Demonstrate good behaviour in different areas of school and with different people.

RE Theme: Non-religious: Golden Rule Year in long term plan: 1		Key Stage: 4 Term: Summer 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What rules keep us safe at school? What rules keep us safe at home?	• Use art activities to choose one golden rule to add to a display. • Use photos of students demonstrating following a rule
Knowledge – what is the burning core of the faith?	Fairness Equality respect	• Act out a scenario being fair • Act out a scenario being unfair • Discuss • Look at the rights of a child • Sing rights song
Senses – what sensory elements are in the religion?	Feelings Experiences	• Explore feelings during different activities • Experience different activities such as music, art, drama, outdoor play and say how you feel • Sensory room • Sensory activities linked to touch/taste/sound etc.
Symbols – what are the symbols that are most accessible?	Treat others as you would like to be treated	• Decorate the letters to display the Golden Rule
Values – what are the values in the religion that speak to us?	Kindness Compassion Empathy	• Explore helping others around school • Participate in listening activities

RE Theme: Non-religious: World View Year in long term plan: 1		Key Stage: 5 Term: Summer 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	How do you celebrate? Does singing and music make you happy? Who cares for you? How to you care for other people and animals?	• Have students heard the words faith, philosophy, world view or way of life • Share pictures of parties and celebrations with non-religious themes

		• Listen to music and sing
Knowledge – what is the burning core of the faith?	Humanists believe the world is a natural place and science can give us the answers Humanists consider the impact of their actions on people and animals Humanists do not believe in an afterlife such as heaven or reincarnation	• Look at pictures of different pets, can students name them? • How do we look after pets and animals? •
Senses – what sensory elements are in the religion?	Natural world celebrations	• Go for a walk and look at plants, trees etc. • Grow some plants in the classroom and look after them • Have party to enjoy spending time together
Symbols – what are the symbols that are most accessible?	Happy human	• Decorate images of happy human • Create a list of things that make you happy • Participate in activities that make you happy
Values – what are the values in the religion that speak to us?	Live better Help often Wonder more	• Engage in activities where you can help others • Ask questions • Participate in enjoyable activities

RE Theme: Sikhism: Celebrations Year in long term plan: 2			Key Stage: 3 Term: Autumn 1
Key	Focus	Activities	
Connection – what links can we make with our pupils' lives?	Have you ever celebrated anything? What is your favourite celebration? Who do you like to celebrate with? How do you celebrate special days?	• Share videos of Sikh Diwali and discuss the celebrations •	
Knowledge – what is the burning core of the faith?	Celebration of freedom. Sikhs believe that every person should be free to	• Explore activities where objects have to be shared out equally	

	celebrate their beliefs, this applies to all religions. They think about treating everyone fairly	• Give out sweets/snacks ensuring that everyone has the same amount
Senses – what sensory elements are in the religion?	Candles Clothes Oil lamps Fireworks	• Explore lights through using battery operated tealights/switch activated lights/torches • Make diva lamps • Explore traditional Sikh clothing • Create firework pictures using a variety of art media
Symbols – what are the symbols that are most accessible?	Khanda Ik Onkar – Ik means one, Onkar means supreme reality or being. In English this translates to 'There is only one God.' It is also the first line of the Mool Mantar prayer.	• Decorate Khanda patterns using different art materials • Draw/paint your own Khanda on paper, fabric etc. • Decorate/create Ik Onkar symbols
Values – what are the values in the religion that speak to us?	The Akhand Path is held which is an unbroken reading of the entire Guru Granth Sahib Ji (Sikh sacred scriptures). This lasts 48 hours	• Explore reading about Sikhism and different celebrations • Take turns in reading so it is continuous

RE Theme: Sikhism: Special places Year in long term plan: 2			Key Stage: 4 Term: Autumn 1
Key	Focus	Activities	
Connection – what links can we make with our pupils' lives?	Where do we spend time with other people? How do you feel when you are part of a community? Do you have a special place where you feel safe? What objects are special to you?	• Share images of Gurdwaras - Sikh holy buildings, what do they all have in common? • Explore what can be found in a Gurdwara • Guru Granth Sahib – Sikh holy book • Chaur – fan which is waved over holy book as a sign of respect • Langar – free kitchen where food is served without charge	

Knowledge – what is the burning core of the faith?	The gurdwara, the Sikh place of worship, has an important role within the Sikh community and is open to everyone regardless of faith Sikhs believe in one God	- Look at images of Gurdwaras - Look at images of Guru Nanak and talk about clothing, hair, beard
Senses – what sensory elements are in the religion?	Langar – free kitchen Fan Clothes Guru Nanak birthday party	- Plan, prepare and make food. Invite others to eat. - Explore different kind of fans, handheld, switch activated - Explore traditional Sikh clothing - Guru Nanak started Sikhism so his birthday is celebrated every year - Share out sweets- how do we make it fair?
Symbols – what are the symbols that are most accessible?	Nishan Sahib – triangular flag with Khanda in centre	- Decorate flags in yellow - Explore yellow fabrics, materials etc - Make a Nishan Sahib
Values – what are the values in the religion that speak to us?	Everyone is equal Pray and keep God in mind always Work and earn money so you can look after yourself Give some of what you earn to those who are in need Cycle of life-birth, death, rebirth	- Look at pictures of poor people and discuss why you think they are poor - Discuss different types of jobs you could have - Explore work experience opportunities in school to help others

RE Theme: Sikhism: The 5 Ks		Key Stage: 5
Year in long term plan: 2		Term: Autumn 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What items/objects are special to you? How would you feel if you lost a favourite item?	- Role play involving losing a favourite item-exploring feelings - Create a piece of art work/collage

		showing special or favourite items
Knowledge – what is the burning core of the faith?	Guru Hargobind Sahib Ji founded the Khalsa. All men and women who belong to the Khalsa must wear five symbols to show they are Sikh. They are called the 5 Ks because in Punjabi their names all begin with the letter K.	• How many words can you think of starting with the letter K. • List five things that are special to you •
Senses – what sensory elements are in the religion?	Hair Bangle	• Personal care – practice combing hair • Make bangles out of different materials • Explore circles
Symbols – what are the symbols that are most accessible?	Kesh – Sikhs do not cut hair, they let it grow as a symbol of their faith. They have to keep it tidy. Young boys wear a patka. Girls/women usually have hair tied back and cover with a scarf (chunni) Men wear a turban (dastar) Kangha – small wooden comb to keep hair tidy and in place. Combing hair reminds Sikhs that their lives should be tidy and organised. Kara – steel bangle worn on the arm. It reminds Sikhs to behave well, follow their faith and restrain from doing wrong. Kachera – Short trousers worn as underwear. They are a symbol of leaving old ideas behind and following new, better ones. Kirpan – resembles a warrior sword. These days a very tiny one is worn as a symbol of dignity and self-respect. It reminds Sikhs that they must fight a spiritual battle, defending what is right and upholding the truth.	• Match pictures to the correct word • Try on scarves and turbans • Explore wearing different bangles

Values – what are the values in the religion that speak to us?	The 5 Ks are taken together to symbolize that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru.	Look at images and meaning of different parts of the Khanda and its links to Sikh beliefs
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RE Theme: Hinduism: Diwali Year in long term plan: 2			Key Stage: 3 Term: Autumn 2
Key	Focus	Activities	
Connection – what links can we make with our pupils' lives?	What times are special to us? What sweets do we like to eat? What clothes do we like to wear?	- Watch celebrations of Diwali - Taste different sweets and identify favourites	
Knowledge – what is the burning core of the faith?	The festival of Diwali welcomes the new year and honours the goddess Lakshmi. Lakshmi is the goddess of wealth and prosperity. Diwali means festival of light – celebrates the victory of light over darkness	Share images of the goddess Lakshmi and identify what she is holding in her hand.	
Senses – what sensory elements are in the religion?	Lotus flower Lights fireworks	- Decorate lotus flowers using different art materials - Make a 3D lotus flower out of clay - Make diya lamps out of clay - Explore dark rooms and use torches to add light - Create firework pictures	
Symbols – what are the symbols that are most accessible?	Rangoli patterns	- Use rice/pulses to make rangoli patterns - Paint/draw/colour rangoli patterns	
Values – what are the values in the religion that speak to us?	It marks the triumph of light over darkness, of good over evil. Uniting people of different faiths	- Share an activity with another class - Celebrate Diwali with another class	

RE Theme: Hinduism: Rama and Sita		Key Stage: 4
Year in long term plan: 2		Term: Autumn 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What stories do we know? What good deeds have you done?	• Share the story of Rama and Sita • Light triumphs over dark and good triumphs over evil • Order parts of the story • Read the story as a group
Knowledge – what is the burning core of the faith?	Rama and Sita are believed to be the god Vishnu and the goddess Lakshmi in human form.	• Look at images of different gods and goddesses • What similarities and differences are there between the gods and goddesses?
Senses – what sensory elements are in the religion?	Jewellery Clothing Masks Forest	• Make jewellery out of beads/pasta • Dressing up • Make masks of different gods/goddesses • Act out the story of Rama and Sita wearing the masks • Explore leaves/grass/plants
Symbols – what are the symbols that are most accessible?	Hearts - represent the love between Rama and Sita	• Make and decorate different hearts • Use playdough and heart cutters
Values – what are the values in the religion that speak to us?	Good triumphs over evil	• Explore good and bad • Role play 'good and bad' acts then discuss • Carry out acts of kindness • Help others

RE Theme: Hinduism: Rituals		Key Stage: 5
Year in long term plan: 2		Term: Autumn 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	How do you feel when you spend time with friends/family? How do you feel when you relax with others?	• Turn off the classroom lights and give students time to relax and be calm • Ask students how they felt.

Knowledge – what is the burning core of the faith?	Samskara – There are many rights of passage (samskaras) and life cycle rituals that Hindu families practice. Nam Samskar is a Hindu naming ceremony and happens after a baby has been born. Holy water is poured onto the babies' heads and amrit (sugar water) placed on the tongue. Some Hindus practise yoga or meditation. This allows Hindus to achieve tranquility. Mantra – sounds, words or phrase spoken in Sanskrit. They are believed by practitioners to have religious, spiritual or magical powers.	• Look at videos of Nam Samskar ceremonies • Why do you think water is poured over the babies' heads? •
Senses – what sensory elements are in the religion?	Amrit – sugar water Tranquility – music/sounds Mantras Prayer beads	• Explore mixing water and sugar together and observe what happens • Taste the sweet water • Water play, pouring, filling, emptying • Experience tranquil sounds • Experience yoga/meditation • Listen and experience different mantras • Explore and make prayer beads.
Symbols – what are the symbols that are most accessible?	Aum Swastika	• Draw/decorate aum symbols • Draw/decorate swastika symbols
Values – what are the values in the religion that speak to us?	Reincarnation – Hindus believe that all living things have a soul Truth is eternal – Hindus believe that they should pursue knowledge and understanding of the truth	• Discuss why it is always important to tell the truth • Making decisions

	Dharma – Hindus believe that you should do the right thing at all times Moksha – Liberation of the soul from the cycle of death and rebirth	
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RE Theme: Islam: Symbols Year in long term plan: 2			Key Stage: 3 Term: Spring 1		
Key		Focus		Activities	
Connection – what links can we make with our pupils' lives?		Symbols are images that communicate information without using words. What symbols do we use at school? What symbols can you find in the community? What symbols are special to you? What does the moon look like?		- Students can design symbols that represent something that is special to them - Look at different pictures of the moon, e.g. surface, crescent, full.	
Knowledge – what is the burning core of the faith?		The star and crescent symbolise the faith and belief system of Islam. On their own, the crescent moon represents the moon's phases while the star represents divine light and guidance.		- Create a star and crescent mobile. - Make a charity box with a moon and star on	
Senses – what sensory elements are in the religion?		Certain colours have become very symbolic in Islam. The two most prominent are green and white. The colour green is mentioned many times in the Qur'an as the colour clothing in paradise.		- Explore green fabrics. - Design own clothes using shades of green. - Listening to Islamic prayers	
Symbols – what are the symbols that are most accessible?		Crescent moon and star 'Allah' in Arabic Qur'an is the holy book		Create moon pictures out of silver paper, add onto Arabic prayers	
Values – what are the values in the religion that speak to us?		Shahada -The belief that there is no God but Allah and that Muhhamad is his messenger. Salah – praying five times per day Zahat – making annual charitable donations to the poor Sawm – Fasting during the month of Ramadan		- Make a collection around school or make something to sell for charity. - Watching videos of pilgrimage to Mecca	

	Hajj – Attending the pilgrimage to Mecca once in your lifetime	
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RE Theme: Islam: Celebrations - Ramadan Key Stage: 4 Year in long term plan: 2 Term: Spring 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What times are special to us? What food do we like to eat? How do we feel when we are hungry?	• Create pictures of students with speech bubbles saying what times are special to them. • Ask each other what they like to eat and share with each other.
Knowledge – what is the burning core of the faith?	Ramadan is a period of ritual fasting. It marks the time when the Qur'an was revealed to the prophet Muhammad PBUH (peace be upon him)	• Act out getting up early in the morning with the alarm clock ringing, eating, saying 'no' to food, feeling hungry but happy, going home, looking for stars in the sky, eating a date. • Look at pictures of poor people and say how you know they are poor. • Read 'Ramadan Moon' and talk about what the family does for Ramadan and Eid.
Senses – what sensory elements are in the religion?	Eating dates to end the fast Listening to Arabic Prayers Tasting different foods that might be eaten during Eid	• Experience tasting dates and Indian sweets. • Experience darkness and using lights/torches to represent sunrise • Preparing and sharing an Eid meal • Watch videos of Eid celebrations

Symbols – what are the symbols that are most accessible?	New Moon – first sighting at the end of Ramadan to celebrate Eid al-Fitre	- Look at the phases of the moon - Create sensory pictures/3D models of the moon
Values – what are the values in the religion that speak to us?	During Ramadan most Muslims fast which means they cannot eat or drink during daylight hours. This reminds Muslims of people in the world who are less fortunate than themselves.	- Look at pictures of poor people and say how you know they are poor. - Discuss different ways of giving to charity and helping people who are less fortunate than us.

RE Theme: Islam: Special People Year in long term plan: 2		Key Stage: 5 Term: Spring 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Who are the special people in our lives?	- Discuss how we feel when we spend time with people who are special to us - Explore how we can have lots of different people in our lives who are special but play different roles
Knowledge – what is the burning core of the faith?	People who follow the Islam faith are called Muslims. Allah is the name Muslims use for their God. Muhammad (PBUH) is seen as the founder of Islam. Muhammad (PBUH) is so highly respected by Muslims that they will say "peace be upon him" after his name is said. Before Muhammad, Allah had already sent several prophets. Prophets were special messengers sent by Allah to teach about his nature and his guidance for humans.	- Discuss with the students what initials they would put after their name to represent something special. - Find out about the prophets: Adam, Noah, Abraham (Ibrahim), Ishmael, Isaac, Jacob, Joseph, Job, Moses (Musa), Aaron, David, Solomon, Elias, Jonah, John the Baptist and Jesus (Isa)
Senses – what sensory elements are in the religion?	The prayer mat Arabic prayers Washing (wudu)	Feel different prayer mats while listening to Arabic prayers Show how you wash your hands

		Watch a film of children doing wudu before they pray Listening to stories that are about any of the prophets.
Symbols – what are the symbols that are most accessible?	The word 'Allah' The word 'Muhammed'	Create pictures of the words 'Allah' and 'Muhammad' in Arabic, decorating them to make them look beautiful.
Values – what are the values in the religion that speak to us?	Shahada -The belief that there is no God but Allah and that Muhhamad is his messenger. Salah – praying five times per day Zahat – making annual charitable donations to the poor Sawm – Fasting during the month of Ramadan Hajj – Attending the pilgrimage to Mecca once in your lifetime	Recognise the words 'Allah' and 'Muhammad' and discuss why they are so special to Muslims. Using clocks to map times to show praying five times per day

RE Theme: Buddhism: Special people Key Stage: 3 Year in long term plan: 2 Term: Spring 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What people are special in our lives? How do you feel when you spend time with someone who is special to you? Are there any people who inspire you?	Discuss the role of special people, especially parents/carers and how they look after you. Show a picture of The Buddha and ask students if they have seen him before.
Knowledge – what is the burning core of the faith?	Buddha means 'Enlightened One' Buddhism encourages its people to avoid self-indulgence. Buddha's most important teachings are known as The Four Noble truths. Put simply: 1. The truth of suffering 2. The truth of the cause of suffering 3. The truth of the end of suffering	Share a PowerPoint story about The Buddha with the students and then discuss. Buddha was a man called Siddhartha Gautama. The buddha did not teach that God created the universe.

	4. The truth of the path that leads to the end of suffering Buddhists embrace the concepts of Karma (the law of cause and effect) and reincarnation (the continuous cycle of rebirth)	
Senses – what sensory elements are in the religion?	Buddhist robes Trees Environment	Try on robes in the style of a Buddhist Go for a walk in the park and sit under a tree Spend time outside and look for natural beauty, listen to the sounds of nature Participate in relaxation and meditation
Symbols – what are the symbols that are most accessible?	The Buddha Tree Mandalas (to demonstrate impermanence)	Make statues of The Buddha out of modelling materials Colour/paint pictures of The Buddha Design a tree Students create mandalas out of rice or sand and then wipe over them to destroy.
Values – what are the values in the religion that speak to us?	Loving kindness Humanity Patience Giving Wisdom and compassion	Discuss what things we need to take care of in our world.

RE Theme: Buddhism: Special Places Key Stage: 4		
Year in long term plan: 2 Term: Spring 2		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What places are special to you?	Share images of different Buddhist temples and ask students if they have ever seen them before. What are the similarities and differences?
Knowledge – what is the burning core of the faith?	Buddhists worship at a temple and this is called puja. Many Buddhist temples are carefully decorated with patterns, shapes, symbols and gilding. These decorations show that the	• Dim the classroom lights and give students the opportunity to sit calmly and experience meditation. • Draw/design/

	building is an important place for religious activity. Buddhists make offerings of flowers, incense, candles and pure water at a shrine and thank Buddha for his teachings. Buddhists worship by sitting down on the floor. Buddhists also meditate to empty their minds of all thoughts. Many Buddhist temples have flags or prayer wheels. These objects are inscribed with prayers which are thought to carry good energy and blessings into the surrounding area.	decorate a Buddhist temple.
Senses – what sensory elements are in the religion?	Chants Meditation	• Visit a Buddhist temple • Explore meditation and relaxation • Listen to Buddhists chants
Symbols – what are the symbols that are most accessible?	The Dharmachakra – The wheel of life. This signifies the journey to perfection. The Matsyayugma – The golden fish. This is a symbol of utility and happiness. The Shrivasta – The endless knot. This is a symbol of the never ending cycle of rebirths. The Padma – The lotus flower. As the lotus flower grows from the mud, it symbolises purity, renunciation and divinity.	• The students can decorate any of the Buddhist symbols. • Match symbols to their meanings. • Create own symbol to represent happiness.
Values – what are the values in the religion that speak to us?	Loving kindness Humanity Patience Giving Wisdom and compassion	• Plan acts of kindness to others around school. • How does it feel when someone is kind to you?

RE Theme: Buddhism: Wesak Year in long term plan: 2		Key Stage: 5 Term: Spring 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Birthdays are special times and you may receive presents and cards. How do you celebrate your birthday?	• Hold a birthday party, sing songs and play traditional birthday games such as 'pass the parcel' • In religions, birthdays can be special too.
Knowledge – what is the burning core of the faith?	Wesak is the Buddha's birthday and is celebrated on the full moon in May. Wesak is the most important Buddhist festival. Gifts are sometimes placed by statues of the Buddha. Houses are cleaned and decorated when Buddhists celebrate Wesak. Wesak is celebrated in different ways all over the world	• Share a PowerPoint story about The Buddha with the students and then discuss. Share images of a full moon. Buddha was a man called Siddhartha Gautama. The buddha did not teach that God created the universe. Explore cleaning and decorating the classroom
Senses – what sensory elements are in the religion?	Indonesia – special birds are released from cages Thailand – paper and wood lanterns are made China – Traditional dragon dancing South korea – lanterns made in the shape of lotus flowers are put around temples Sri lanks – special electric light shows tell stories about the Buddha's life Nepal – people wear white clothes and don't eat meat	• Draw, decorate, paint birds • Explore feathers • Make lanterns • Use switch activated lights/projectors • Explore white cloth/dress in white • Make a vegetarian meal and invite others to share it
Symbols – what are the symbols that are most accessible?	The Buddha	Create Buddha statues out of clay
Values – what are the values in the religion that speak to us?	Loving kindness Humanity Patience Giving Wisdom and compassion	Meditate and think about people who are special to you.

RE Theme: Judaism: Symbols Year in long term plan: 2		Key Stage: 3 Term: Summer 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Symbols are an important part of our lives; can you think of any symbols you have seen/used? How do symbols help us? Symbols are important in many faiths.	- Go on a treasure hunt around the classroom/school to look for symbols from Judaism - Create a list of symbols already known through drawing/ - painting/colouring etc.
Knowledge – what is the burning core of the faith?	Jews believe that there is only one God. They believe that they have a special agreement with God called a covenant. Jew promise to obey God's laws and say thank you to him for looking after them.	- What rules do we have at school that we must follow? - What rules do we have at home? - Why do we have rules?
Senses – what sensory elements are in the religion?	Star of David Lamp	- Create stars by using two equilateral triangles. - Count the number of points on the triangles/stars - Create a dark room and put on a lamp or tealights. - Watch a film of the Torah being read - Listen to Jewish prayers
Symbols – what are the symbols that are most accessible?	The Torah – holy book The Star of David – one of the main symbols in Judaism. The Menorah – is one of the oldest symbols of Judaism. Menorah is the Hebrew word for lamp. It is believed the six curved branches represent the six days when God created the earth. The Mezuzah – a scroll kept inside a case. Written on the scroll is a special prayer called the Shema.	- Practice writing using different pens and then roll up into a scroll. - Design and make a case for your scroll - Find out about symbols in Judaism using the internet - Match symbols to their meaning - Create posters showing Jewish symbols

	Mezuzah scrolls must be handwritten by an expert scribe. Symbolic clothing: Kippah - cap Tallit – shawl Tefillin – pair of black leather boxes	
Values – what are the values in the religion that speak to us?	Judaism teaches Jews what is right and wrong and how people should live together.	• Students can create a list of rules to help people be happy • Decorate key words relating to being caring towards other people • Explore different scenarios and discuss which decisions would be right or wrong

RE Theme: Judaism: Special Stories Key Stage: 4 Year in long term plan: 2 Term: Summer 1		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	Have you ever had to say sorry to someone? Why do we need to say sorry sometimes?	• Act out different situations that require someone to apologise. • Discuss why it is important that we say sorry. • Practice using the Makaton sign for sorry.
Knowledge – what is the burning core of the faith?	Yom Kippur, the Day of Atonement, is known as the holiest day of the Jewish year. Leading up to and on that day, Jews traditionally ask for forgiveness for our wrongdoings from God and from our fellow human beings. In order to seek forgiveness and apologise to God, Jewish people must • Reflect on their wrongdoing • Pray • Use the Torah for guidance • Give to charity	• Through discussion explore why it is important to reflect upon our actions and behaviour towards others. • Discuss rules that we have in school, home, community in relation to other people • Talk about getting ready for Yom Kippur which is called The Ten Days of Repentance or Days of Awe.

Senses – what sensory elements are in the religion?	No leather shoes Shofar (ram's horn)	• Experience being barefoot in class and around school (safely) • Listen to the Shofar being played which marks the end of the holy day. • Design your own Shofar (ram's horn)
Symbols – what are the symbols that are most accessible?	Sorry No eating or drinking symbol No bathing or washing symbol No wearing leather shoes symbol No perfume or lotion symbol Synagogue	• Share the symbols opposite with the students and see if they can guess the meaning. • Research symbols in the community that use a red circle with a line through • Discuss the five services in the synagogue and listen to the continuous prayers for forgiveness,
Values – what are the values in the religion that speak to us?	Asking for forgiveness	• Design and decorate the words 'sorry' • Discuss saying sorry to people and meaning it.

RE Theme: Judaism: Ten Commandments		Key Stage: 5
Year in long term plan: 2		Term: Summer 1
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What rules do we have to follow to keep us safe at school and at home? What are our classroom rules?	Share the story of Moses and the Ten commandments and discuss with the students.
Knowledge – what is the burning core of the faith?	The ten commandments remind Jewish people how they should live their lives and by following the ten commandments they would be happier and have less sadness	The students can write their own list of commandments to help them live happier lives.
Senses – what sensory elements are in the religion?	Happy Numbers 1 to 10	Students share the things that make them happy

		Participate in activities that make them happy Discuss what makes the students feel sad-what can we do to change this? Counting to ten, decorating numbers one to ten and placing key words from commandments on them
Symbols – what are the symbols that are most accessible?	1. Put God first 2. Worship only God 3. Use God's name with respect 4. Remember God's sabbath 5. Respect our parents 6. Don't kill others 7. Be faithful in marriage 8. Don't steal 9. Don't lie 10. Don't be envious of others	Focus on the commandments that are most relevant to the learners and how they can use these in their lives.
Values – what are the values in the religion that speak to us?	The commandments were written to help teach Jewish people how to treat others with respect.	Discuss the meaning of respect Decorate the words 'respect' Act out different scenes with students that focusses on having respect for others.

RE Theme: Islam: Community and Belonging Year in long term plan: 2		Key Stage: 3 Term: Summer 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What different groups/communities do we belong to?	• Share images of different places and ask the students to sort them into groups. 'Places that are special to everyone' and 'Places that are special to some people.'

Knowledge – what is the burning core of the faith?	When a Muslim baby is born, they are welcomed into Islam in a special way. Moments after birth, the baby's father whispers some special words into the baby's ear. These words are called the Adhan. The Adhan explains that there is no other god but Allah. Seven days after a Muslim baby is born, a special ceremony called Aqiqah takes place. Family and friends are invited to meet the new baby.	• Discuss why people celebrate the arrival of a new baby. • Ask students to think of some special words they would whisper to a new born baby.
Senses – what sensory elements are in the religion?	Honey Date juice Traditional Asian food	• Explore tasting something sweet like honey or date juice. These are given to a new baby to taste to reflect the sweetness of Allah's words in The Qur'an. • Hold a Aqiqah ceremony and act out different parts.
Symbols – what are the symbols that are most accessible?	Qur'an Muslim Islam	• Listen to readings from The Qur'an • Watch clips of an aqiqah ceremony
Values – what are the values in the religion that speak to us?	Belonging Kindness Happiness	• How would we welcome somebody new arriving at school? How could we help them and make them feel part of the community?

RE Theme: Islam: Eid ul-Adha Year in long term plan: 2		Key Stage: 4 Term: Summer 2
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?	What times are special to us? What do we like to eat?	• Ask the class to share with each other the food that they like to eat. • Use paper plates to create a perfect meal through drawing/colouring/painting/

		pictures etc.
Knowledge – what is the burning core of the faith?	Eid ul-Adha is 'The feast of the sacrifice'	• Share the story of 'The Great Sacrifice' with the students. • Explore the meaning of sacrifice • What would students be willing to sacrifice. • Explore making choices from two or more preferred items.
Senses – what sensory elements are in the religion?	Food	• Research some traditional Eid al-Adha recipes so that students can prepare and share a meal.
Symbols – what are the symbols that are most accessible?	Ram	• Use cotton wool and other fabrics to create pictures of rams.
Values – what are the values in the religion that speak to us?	A time to reflect and remember the importance of having complete faith and trust in Allah.	Being thankful for people who help us.

RE Theme: Islam: Hajj Year in long term plan: 2			Key Stage: 5 Term: Summer 2
Key	Focus	Activities	
Connection – what links can we make with our pupils' lives?	What journeys have you been on? Is there anywhere you travel alone? Do you travel to places with friends and family? What is the best place you have ever been to?	• Provide students with images of different countries/landscapes/beaches etc and ask if these are places they would like to go to and why.	
Knowledge – what is the burning core of the faith?	Hajj is a pilgrimage to Mecca that Muslims have to do once in their lifetime. Mecca is the most holy city for Muslims and is found in Saudi Arabia. Prophet Muhammad was born in Mecca. Each year about two million people perform the pilgrimage to Mecca to participate in Hajj.	Show images of the pilgrimage to Mecca and ask students if they recognise it. Do the students know anyone who has been to Mecca? Have any of the students been to Mecca? Explore travelling together as a class to different parts of the school or outside.	

Senses – what sensory elements are in the religion?	Clothes	Explore white fabrics Dress in white clothes
Symbols – what are the symbols that are most accessible?	Hajj	Construct your own Hajj out of different materials
Values – what are the values in the religion that speak to us?	Muslims believe that the pilgrimage to hajj brings them closer to Allah and wipes away any sins of the past.	What can we do to form relationships with other people?

RE Theme: Key Stage: Year in long term plan: Term:		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?		
Knowledge – what is the burning core of the faith?		
Senses – what sensory elements are in the religion?		
Symbols – what are the symbols that are most accessible?		
Values – what are the values in the religion that speak to us?		

RE Theme: Key Stage: Year in long term plan: Term:		
Key	Focus	Activities
Connection – what links can we make with our pupils' lives?		
Knowledge – what is the burning core of the faith?		
Senses – what sensory elements are in the religion?		
Symbols – what are the symbols that are most accessible?		
Values – what are the values in the religion that speak to us?		

