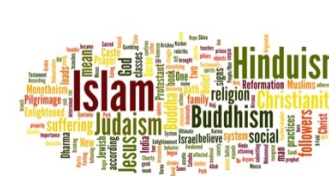
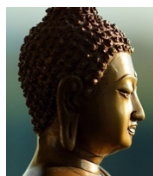
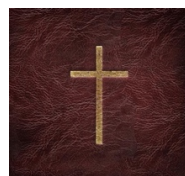


		<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>
		(2020-2021) Who should we follow?	(2021-2022) How should we live our lives?	(2018-2019) Where can we find guidance about how we live our lives?	(2019-2020) Is lifelike a journey?
<b>Autumn</b>	<b>1</b>	Who should we look up to? Why is Muhammad important to Muslims? (2.5.5)	What is expected of a person following a religion or belief? How can religion make a difference in peoples' lives? (2.6.5)	What do religious say about god, the world and human life? Why is the Bible a special book for Christians? (2.5.6)	Is love all we need? How does our community care for others? (2.4.2)
	<b>2</b>	What does it mean to be inspired or inspire? What is it like inside a religious building? (2.5.1) How is Christmas expressed through the arts? (2.6.2)	How and why do people worship? What do people around me believe? (2.3.6) How is Christmas expressed through the arts? (2.6.2)	What is wisdom? What is it like inside a religious building? (2.5.1) How is Christmas expressed through the arts? (2.6.2)	What is worth celebrating? Why do we wear different clothes for different occasions? (2.6.6) How is Christmas expressed through the arts? (2.6.2)
<b>Spring</b>	<b>1</b>	Are the founders of faiths good role models? What can the Buddha teach us? (2.3.4)	How do religious families and communities practice their faith, and what contribution does this make to local life? How and why should we care for our world? (2.6.1)	Can words have power? What is the Torah and why is it important to Jewish people? (2.6.3)	What do we commit ourselves to on our journey? How is Ganesh worshipped by Hindus? (2.3.1)
	<b>2</b>	What can we learn from the lives of people who started religions? What festivals do we celebrate at Spring? (2.4.3) How is Easter celebrated around the world? (2.5.4)	Should we celebrate different ties in our life? What happens at a wedding? (2.3.3) How is Easter celebrated around the world? (2.5.4)	What is there to learn from stories/history? What festivals do we celebrate at Spring? (2 weeks) (2.4.3) How is Easter celebrated around the world? (2.5.4)	What should our attitudes be on our journey? Why are prayers and praying important to some people? (2.5.2) How is Easter celebrated around the world?
<b>Summer</b>	<b>1</b>	Can people / one person change the world? What makes Guru Nanak a special teacher? (2.4.4)	What do religions say about doing good? Who was St. Francis and what did he teach us about caring for animals? (2.4.6)	What guidance to follow? What does it mean to part of a Jewish / Muslim family? (2.4.1)	What is a good life well lived? Why did Jesus tell stories? (2.3.5)
	<b>2</b>	What qualities make a good leader? Why is Jesus a special person? (2.3.2)	Why is sharing food important on special occasions (2.6.4)	What can stories teach us? What do the creation stories tell us? (2.4.5)	Can people really change? Why do people go on journeys to sacred places? (2.5.3)



MEDIUM-TERM PLANNING													
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.		Learning for Life		Opportunities to develop cross curricular skills e.g., drama			
CYCLE 1	Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.	Who should we look up to?		What does it mean to be inspired or inspire?		Are the founders of faiths good role models?		What can we learn from the lives of people who started religions?		Can people / one-person change the world?		What qualities make a good leader?	
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Why is Muhammad important to Muslims?		What is it like inside a religious building? How is Christmas expressed through the arts?		What can the Buddha teach us?		What festivals do we celebrate at Spring? How is Easter celebrated Around the world?		What makes Guru Nanak a special teacher?		Why is Jesus a special person?	
		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>about the life of Muhammad</li><li>what Muhammad taught about God</li><li>how the Qur'an is important to Muslims</li><li>why Muhammad is important and how he is a role model to Muslims</li></ul>		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>the church is a special place where Christians worship</li><li>to become aware of objects that are important and special within a church</li><li>that quietness can be special</li></ul> <b>Christmas</b> <ul style="list-style-type: none"><li>about special times</li><li>how Christmas is celebrated</li><li>the story of Jesus' birth and its importance to the celebration of Christmas</li></ul>		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>that the Buddha was a wise teacher</li><li>the Buddha's teachings help people to live wisely and happily</li></ul>		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>to explore, through the senses, what Spring means</li><li>understand some of the themes in the Christian festival of Easter</li><li>experience some celebratory elements of the key Spring festivals across a range of religions</li><li>create a class festival to welcome Spring</li></ul>		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>about special things</li><li>about special people</li><li>about Guru Nanak's life</li><li>about Guru Nanak's teachings</li><li>about the followers of Guru Nanak</li></ul>		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>Jesus is a special person</li><li>Jesus healed many people</li><li>Jesus taught people how to behave</li></ul>	
		SUGGESTED EXPERIENCES/ACTIVITIES											
Visit from a Muslim speaker Explore the story of the life of Muhammad. Look at Islamic designs which show the name of Allah on the whiteboard or have outlines that pupils can trace over There are 99 beautiful names for Allah. Have a selection of these, with images or symbols, for some pupils to use clay or play dough/salt dough to model some of the names. Explore things that are special to us- show and tell Show how Muslims treat the Qur'an in the home, it is usually placed on a wooden stand and covered with a cloth. Watch children reading from the Quran Muslims believe that Muhammad is the last messenger of Allah. Send messages to each other and play games giving messages.		Visits or virtual visits a church and another place of worship. Take photos and create a book once back in school. Compare different buildings. Explore artefacts from different buildings. Explore symbols shown religious buildings. Pupils to bring photos of laces that are special to them. Produce artwork of tings seen in religious building.  Christmas Nativity rehearsals retell the Christmas story, Christmas themed art activities.		Listen to Tibetan chanting. Tell the story of the Buddha. Sequence, role play and retell. (sensory story). Set up some simple scenarios in class to practice some of the teachings of the Buddha. Go on a short walk around school outside looking for some tiny creatures. Collect some, bring them back, and look after them for a short while. Go outside in the playground and 'find a purse'. Bring the purse back inside and decide what to do. Play some team games and think about what Buddha said: 'we should help one another.' The main teachings of the Buddha are: <ul style="list-style-type: none"><li>do not do bad</li><li>do good</li><li>keep your mind clean.</li></ul> Ask children to create some short 'rules' for the class based on the teachings of the Buddha.		Pupils can go on a sensory walk around the school grounds. Look at seasonal changes. Listen to Vivaldis four seasons. Explore Holi. Make colourful art. Look at different colours and how they make them feel. Do a colour hunt around the school. Pupils can listen to Indian music and experience the colours of Indian fabric, smell spices and touch Hindu artefacts. The god of love, Krishna, is important to the festival of Holi (the story is that he teased milkmaids as a child by throwing coloured water at them) and pupils can look at pictures of him, identifying his blue face, peacock feather, flute and white cow. Krishna bhajans (devotional songs) can provide a good background for this work. The song Holi Ke Din can be played on the interactive whiteboard, where appropriate and danced to. Pupils can wave coloured fabrics to accompany the		Pupils to make a distinctive, unique memory chest/box. Photos, smells, objects from when they were younger/ things that are special to them. Sing Hello songs and name songs, peek-a-boo self-awareness games, circle and parachute games. Sharing games, toys and other activities. Photos of important people who work in the school. Video of them at work or maybe they can come and visit the class. Look at photos of different people discuss what makes them all special. Retell the story of Guru Nanak- sensory, role play, sequence, video. Guru Nanak's three basic rules: meditating, earning an honest living, share earnings with needy people. The Langar – everyone sits and eats at the same level. Langar only has vegetarian food and is open to everyone. Langar is a sign to people that everyone is equal.		What do we mean by 'special'? Ask the pupils to think about who is special to them. They could bring in photographs of people who are special to them. Place some 'qualities' on large pieces of card using symbols and ask children to match these qualities to the people they have chosen as special. Share the story of Jesus healing the 10 lepers. This can be found in Luke Chapter 17 verses 11 - 19. Use multi-sensory materials to help tell the story. One of the lepers said thank you to Jesus for healing Him. Can the children think of someone they want? to thank and why they want to say thank you? Design a thank you card. Jesus helped the lepers by healing them.			

INTENT			<p>Provide opportunity to reflect on trying to do good and whether doing good helps the children feel happy.</p>	<p>song or copy the dance movements.</p> <p>Find out about the Jewish celebration of Pesach (Passover) Explore the concept of 'free' can be explored through movement, with pupils holding hands to keep one member of the class trapped in the circle, and then the pupil breaking free.</p> <p>Watch an extract from the Prince of Egypt film that shows the Exodus from Egypt, or the sequence of the Exodus from The Ten Commandments.</p> <p>Make a seder plate out of a paper plate, Make and eat charoset, the mixture that symbolises the mortar that held together the pyramids. Charoset can be made from chopped nuts, grape juice, chopped apple and cinnamon.</p> <p>The Sikh celebration of Baisakhi look at the 5Ks, the Sikh uniform. They can try on a kara, the Sikh bangle and touch or look at pictures of other examples of the 5Ks, shown on <a href="http://www.schooltrain.info/re/sikh/sikh_5ks.htm">http://www.schooltrain.info/re/sikh/sikh_5ks.htm</a> A paper model of a doll wearing the 5Ks, male or female, can be made. A Baisakhi celebration can be held in the classroom, with bhangra music and dancing</p>	<p>That families are a good thing – that you love God by loving your family. Make family trees with photos from home</p> <p>Visit to a Gurdwara – video/DVD of a service in the Gurdwara.</p> <p>Explore the day-to-day life in the Gurdwara – how Sikh believers behave there i.e. prayer rituals.</p> <p>The meaning of the words “Guru” – teacher and “Sikh” – learner.</p> <p>Make a Sikh flag with the Sikh symbol.</p> <p>Explore the five “Ks” of the Khalsa brotherhood.</p>	<p>Ask the children to think of who helps them in school and at home.</p> <p>Visit from school nurse- role play of making people better.</p> <p>Arrange a visit to a local Church to find out how Christians might help people today.</p> <p>Share the story of the Prodigal Son which can be found in Luke Chapter 15 Verses 11 - 32.</p> <p>Role play/sensory story. Share the story of Jesus meeting Zacchaeus which can be found in Luke Chapter 19 Verses 1 - 10.</p> <p>As a class create some 'rules' based on the teachings of Jesus from the above stories.</p>
	VOCABULARY					
	<p>Qur'an   Allah Prophet   Holy Angel   Messenger Arabic   Role model</p>	<p>God   Jesus Pulpit   Candle Altar   Font Cross   Crucifix   Pews</p>	<p>Buddha   Buddhism Peace   Teacher Story   Bodhi tree Good   Bad</p>	<p>Spring   New life Jesus   Crucifixion   Colour   Exodus   Freedom   Moses Haggadah   Charoset Matzah   Baisakhi   5Ks   Krishna</p>	<p>Special   Friend   Leader   Teacher   Guru   Guru Nanak Sikh   God   Turban   Gurdwara Langar   Guru Granth Sahib Chauri   Khalsa   5 'K's'   Family</p>	<p>Jesus   Bible Miracles   Healing Parables Forgiveness</p>
	IMPLEMENTATION					
	<p><b>Week 1-3:</b> To know about the life of Muhammad <b>Week 4:</b> To know what Muhammad taught about God <b>Week 5:</b> To understand how the Qur'an is important to Muslims <b>Week 6+7:</b> To understand why Muhammad is important and how he is a role model for Muslims <b>Week 8:</b> Assessment</p>	<p><b>Week 1+3:</b> What would you find inside a church. <b>Week 4+5:</b> Compare a church to another place of worship. <b>Week 6+7:</b> Christmas <b>Week 8:</b> Assessment</p>	<p><b>Week 1-3:</b> The story of Buddha. <b>Week 4-6:</b> What did Buddha teach? <b>Week 7:</b> How do Buddhist try to live <b>Week 8:</b> Assessment</p>	<p><b>Week 1-2:</b> to explore, through the senses, what Spring means <b>Week 3:</b> The Sikh celebration of Baisakhi <b>Week 4:</b> Find out about the festival of Holi <b>Week 5:</b> Find out about the Jewish festival of Passover <b>Week 6-7:</b> Easter <b>Week 8:</b> Assessment</p>	<p><b>Week1:</b> About special things <b>Week 2:</b> About special people <b>Week 3-4:</b> About Guru Nanak's life <b>Week 5:</b> About Guru Nanak's teachings <b>Week 6+7:</b> About the followers of Guru Nanak <b>Week 8:</b> Assessment</p>	<p><b>Week 1:</b> Special people <b>Week 2:</b> Jesus is a special person <b>Week 3:</b> The story of Jesus healing the 10 lepers. <b>Week 4:</b> People who help us. <b>Week 5:</b> The story of the Prodigal Son <b>Week 6:</b> the story of Jesus meeting Zacchaeus <b>Week 7:</b> Rules people live by. <b>Week 8:</b> Assessment.</p>



MEDIUM-TERM PLANNING							
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop cross curricular skills e.g. drama
CYCLE 2	Throughout the year pupils will explore this questions through looking at different religions and their own personal feelings.	What is expected of a person following a religion or belief?	How and why do people worship?	How do religious families & communities practise their faith & what contribution does this make to local life?	Should we celebrate different ties in our life?	What do religions say about doing good?	What qualities make a good leader?
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How can religion make a difference in peoples' lives?	What do people around me believe? How is Christmas expressed through the arts?	How and why should we care for our world?	What happens at a wedding? How is Easter celebrated around the world?	Who was St. Francis and what did he teach us about caring for animals?	Why is sharing food important on special occasions?
		<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>about the meaning of faith and belief</li><li>that faith and/or belief can affect people's actions</li><li>what having a religious faith means to believers</li><li>how some people with a religious faith have made a difference</li></ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>that there are different religions represented in the area</li><li>that there are different religions represented in the school</li></ul> <b>Christmas</b> Nativity rehearsals, retell the Christmas story, Christmas themed art activities.	<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>to be aware of the world around them</li><li>many people believe that God made the world</li><li>people are responsible for looking after our world</li><li>why looking after our world is important</li><li>how they can help to look after the world</li></ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>that making a promise is really important</li><li>that promises or vows are made at a wedding</li><li>what happens at a wedding</li></ul> Easter <ul style="list-style-type: none"><li>about the special celebrations that are held during Holy Week – Maundy Thursday; Good Friday; Easter Day</li></ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>about the life of St Francis of Assisi</li><li>what St Francis believed and taught</li><li>how St Francis treated animals</li><li>how they can care for animals too</li></ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"><li>how food is important</li><li>why and how people share food</li><li>stories from different religions about sharing food</li><li>what food is special in religious celebrations</li></ul>
		SUGGESTED EXPERIENCES/ACTIVITIES					
		What is faith? Look up the word 'faith' in the dictionary – what does it say?  Who or what do pupils put their faith in? Have a display of modern day heroes that people follow – football stars etc.  Tell a story about a person of faith – e.g. the story of Abraham leaving everything to follow God in Genesis 12. Also the story of Abraham and Isaac. Abraham is important in Judaism, Christianity and Islam. David and Goliath – David was only young and much smaller than Goliath but he had faith in God.  Right and wrong – Role play different scenarios.  Superstitions – some people believe that doing some things can bring bad luck. Look at some superstitious beliefs – walking under ladders etc.  Look at the influence of someone like Bob Geldof, Bono or Princess Diana – how did their beliefs affect their actions? P Research and create presentations.	Visits to local places of worship,  Have a collection of pictures of different places of worship and artefacts representing the six major world religions represented in Britain for pupils to explore. Ask the children if they can name the place of worship and match this with the artefact they might find in the place of worship.  Take the children on a tour of religious traditions in the local area. Ask the children if they can name the place of worship. Use a digital camera to record what is found on the visit. Take photographs which highlight clearly what kind of building it is  Back in class create some simple information leaflets  Can the places of worship be placed on a map of the local area. invite the local religious leader into class to ask them about how many people are worshipping in the religious building.  Do a survey of religions within the school.	Nature walk  Listen to songs about creation and the world – 'All things bright and beautiful'; 'Wonderful world'; etc.  Make a multi-media presentation entitled 'Our World' Listen again to the songs about creation – many people believe that God made the world.  Read the Biblical story of creation. (sequence/artwork)  Look at how we look after the school environment – give jobs out/ identify who keeps things clean and tidy.  Research about looking after our environment- Recycling activities, planning plants, litter picking.  Make an improvement to the school environment- Encourage wildlife-birdfeeders ect..  You may be able to take on a bigger project around the school to improve/look after an environmental area for a while e.g. pupils could be given the responsibility to keep it clean and tidy, clear an overgrown area and develop it.	Talk about making a promise to do a job. What is a promise? Who breaks them? When are they made? Children to write a promise that they will do that week.. Involve staff as well in this so that they might promise to bring in some cake or a game into school the next day and talk about what happens and how you feel if a promise is broken.  Set up a role play area in class where children can experience a wedding.  Christian  Arrange a mock Christian wedding and engage the children from other classes in the organisation of the wedding.  Hindu  At the end of a Hindu wedding the bride and groom make seven steps together around a sacred fire.  On each step they make a promise or hope that they believe is really important and will help them to have a happy marriage.	Tell the story of St Francis' life.  Show the contrast between his life of luxury when he was a young boy and the life of poverty he chose. Sensory story. Sequence key events.  Use the prayer of St Francis of Assisi, 'Lord make me an instrument of Your peace', as starting point to find out what he believed and taught. Create artwork around the prayer.  Listen to, and maybe join in with, the prayer being sung in the song – 'Make me a channel of your peace'.  Create a sensory story for St Francis and the wolf.  Pupils to share about what pets they have at home,  Pupils could play a lotto game of guess the pet – describe some features of the animal  Role play looking after different pets. Have school dog in class and look after her (take for a walk give her food and water ect)	Have different foods for pupils to taste. Sort into foods that they like and foods that they don't like.  Think of the reasons why we eat food – for energy, pleasure, because we like it, to be sociable, to grow, to keep healthy. Make a collage or multi-media presentation using different images of foods, packaging from foods and words/symbols associated with food.  Organise a class party or picnic. Pupils can choose what foods to make or take, taking into consideration what others like and dislike.  Tell the story of the Last Supper. Role play the last supper.  The story of Guru Nanak sharing his sweets when he was a boy. This story could be retold as a drama or role play. Today in the Sikh place of worship, the Gurdwara, they share a sweet paste called parshad. Everyone shares this, Sikh or not, it is a symbol of equality. Make some parshad that pupils could share. Every gurdwara has a dining room, called the langar. After worship everyone is invited to eat together. This meal is usually a vegetarian curry with chapattis.

INTENT	<p>Watch a video or look at some websites where people of faith discuss and talk about what their religion means to them and how it affects what they do.</p> <p>Look at some of the main teachings of the major world faiths – this could cover the Ten Commandments; Sermon on the Mount; Noble Eightfold Path; Five Pillars of Islam.</p> <p>Look at the lives of some influential people of faith – Mother Teresa; Desmond Tutu; Gandhi, Jackie Pullinger, Gladys Aylward, Dalai Lama.</p>	<p>If children do belong to a local religious group it may be possible to ask them to take some photographs of their place of worship both inside and outside.</p> <p>Create an information box or bag to share with younger children in school to tell them about the religions represented in school.</p>	<p>Make a pretend fire with red/orange/yellow material.</p> <p>Cut out seven large footprints and write some promises or use symbols/photos with promises on them. Walk around the fire stepping on the footprints saying the promises.</p> <p>Judaism</p> <p>Create a canopy using materials.</p> <p>Ask the children to pair up and to each think of a promise they think important to make at a wedding. Create a short-written contract with some wedding promises using words/symbols and share these with friends under the canopy.</p> <p>Easter</p> <p>Create Easter Art.</p> <p>Retell Easter story- role play different arts and watch film.</p>	<p>Pet Blessing services – on the link <a href="http://www.americancatholic.org/Features/Francis/">http://www.americancatholic.org/Features/Francis/</a> there are some good examples of how pets are important to some people and how some churches hold pet services. There is an example of a blessing that is said for the animals.</p>	<p>Pupils could make a meal and share together, invite other classes to join in. Visit a Gudwarda.</p> <p>In Islam a big celebration where they share lots of food is at Eid-ul-Fitr. This is a very special festival as the time before Muslims have not eaten much food at all. They have been fasting, going without food, during the day time for a whole month. Look at how Muslims celebrate Eid and the foods that they eat. Pupils could make some of the special food to taste and share.</p> <p>In the Hindu faith food is used every day in a special ceremony called puja. Set up an area in the class that could be used as a 'shrine'. Find out about puja from the Internet or watch a video about it.</p>	
	VOCABULARY					
	Faith   Belief Religion   Decisions Actions   Right   Wrong	Religion   Belief   God Place of worship Religious leader	Creation   Creator Responsibility   Steward Environment   Pollution Conservation   Extinct   Recycle	Wedding   Two people Promise   Vow   Service Place of worship   Friends Presents   Cards   Honeymoon	Italy   Rich   Poor   Poverty Monk   Assisi   Peace   War Love   Hate   Prayer   Rule	Favourite   Celebration Christmas   Birthday Festivals   Share   Hungry Happy   Sad   Sociable   Fasting
	IMPLEMENTATION					
	<p><b>Week 1:</b> about the meaning of faith and belief</p> <p><b>Week 2:</b> that faith and/or belief can affect people's actions</p> <p><b>Week 3-5:</b> what having a religious faith means to believers</p> <p><b>Week 6-7:</b> how some people with a religious faith have made a difference</p> <p><b>Week 8:</b> Assessment</p>	<p><b>Week 1:</b> Explore artefacts from word religions.</p> <p><b>Week 2-5:</b> (Visits/ visitors) that there are different religions represented in the area</p> <p><b>Week 6:</b> that there are different religions represented in the school</p> <p><b>Week 7:</b> To present information about a religion.</p> <p><b>Week 8:</b> Assessment</p>	<p><b>Week 1:</b> To recognise nature around us.</p> <p><b>Week 2-3:</b> The Christian creation story.</p> <p><b>Week 4:</b> How we look after our school environment.</p> <p><b>Week 5+6:</b> How we look after our world.</p> <p><b>Week 7:</b> Make an improvement to our environment.</p> <p><b>Week 8:</b> Assessment</p>	<p><b>Week 1:</b> that making a promise is really important</p> <p><b>Week 2 +3:</b> What happens at a Christian wedding</p> <p><b>Week 4:</b> What happens at a Hindu wedding.</p> <p><b>Week 5:</b> What happens at a Jewish wedding</p> <p><b>Week 6+7:</b> Easter</p> <p><b>Week 8:</b> Assessment</p>	<p><b>Week 1+2:</b> about the life of St Francis of Assisi</p> <p><b>Week3+ 4:</b> St Francis believed and taught</p> <p><b>Week 5:</b> how St Francis treated animals</p> <p><b>Week 6 + 7:</b> how they can care for animals too</p> <p><b>Week 8:</b> Assessment</p>	<p><b>Week 1:</b> how food is important</p> <p><b>Week 2:</b> why and how people share food</p> <p><b>Week 3:</b> The last supper</p> <p><b>Week 4:</b> The story of Guru Nanak sharing his sweets.</p> <p><b>Week 5:</b> The story of Lord Buddhas gift</p> <p><b>Week 6:</b> Food at Eid</p> <p><b>Week 7:</b> The use of food in Hinduism</p> <p><b>Week 8:</b> Assessment.</p>

MEDIUM-TERM PLANNING													
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.		Language for Life		Explicit teaching/ exposure to new and know vocabulary.		Learning for Life		Opportunities to develop cross curricular skills e.g. drama			
CYCLE 3	Intent: Where can we find guidance about how we live our lives? Throughout the year pupils will explore this question through looking at different religions and their own personal feelings	What do religious say about god, the world and human life?		What is wisdom?		Can words have power?		What is there to learn from stories/history?		What guidance to follow?		What can stories teach us?	
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Why is the Bible a special book for Christians?		What is it like inside a religious building? How is Christmas expressed through the arts?		What is the Torah and why is important to Jewish people?		What festivals do we celebrate at Spring? (2 weeks) How is Easter celebrated around the world?		What does it mean to part of a Jewish / Muslim family?		What do the creation stories tell us?	
		<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"><li>all books are special – treat them with respect</li><li>the Bible is made up of more than one book</li><li>the Bible has different types of books and writing</li><li>why the Bible is special for Christians</li><li>how Christians use the Bible</li></ul>		<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"><li>the church is a special place where Christians worship</li><li>to become aware of objects that are important and special within a church</li><li>that quietness can be special</li></ul> <p>Christmas about special times</p> <ul style="list-style-type: none"><li>how Christmas is celebrated</li><li>the story of Jesus' birth and its importance to the celebration of Christmas</li></ul>		<p><b>Pupils will learn:</b></p> <p>that the Torah is the holy book in Judaism</p> <ul style="list-style-type: none"><li>how the Torah is written in Hebrew in the form of a scroll</li><li>how the Torah is kept and treated in a special way</li><li>that the Torah teaches Jewish people how to live</li></ul>		<p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"><li>to explore, through the senses, what Spring means</li><li>understand some of the themes in the Christian festival of Easter</li><li>experience some celebratory elements of the key Spring festivals across a range of religions</li><li>create a class festival to welcome Spring</li></ul>		<p><b>Pupils will learn:</b></p> <p>To express something about the family that they belong to</p> <ul style="list-style-type: none"><li>To understand that families share many things together, such as special meals and special times</li><li>To understand that families from different religions, such as Jewish and Muslim, have different ways of showing they belong</li><li>To be able to compare the features of Jewish and Muslim homes</li></ul>			

**Pupils will learn:**

about the idea of a creator

- about the idea of creation
- about a creation story
- to explore how creation stories influence people's belief and behaviour

**SUGGESTED EXPERIENCES/ACTIVITIES**

<p>Have a selection of Bibles available for the pupils to look at and handle carefully.</p> <p>Tell a story from the Old Testament e.g. Joseph and his coat of many colours- .Sensory story, act out as class.</p> <p>Choose some examples of the different ways of writing from the Bible.</p> <p>Law – look at some of the rules for living – The Ten Commandments – illustrate these – produce a Power Point bringing these up to date and relevant for the pupils.</p> <p>Prayer – look at the Lord's Prayer – decorate a version of the prayer.</p>	<p>Visits or virtual visits a church and another place of worship. Take photos and create a book once back in school.</p> <p>Compare different buildings. Explore artefacts from different buildings. Explore symbols shown religious buildings. Pupils to bring photos of laces that are special to them. Produce artwork of tings seen in religious building.</p> <p>Christmas Nativity rehearsals, retell the Christmas story, Christmas themed art activities.</p>	<p>Share special books or special things that the pupils have brought in. Why are they special ? Create a display,</p> <p>Show the pupils a Torah scroll – use the same sign, symbol as above for special. Explain that the Torah is the 'special, holy' book for Jewish people. Show an extract from a video, or an image, of the Torah being read in the synagogue.</p> <p>Listen to an extract of the Torah being read</p> <p>Examine the Torah scroll – look at the letters. Explain that it is a special language called Hebrew. Show examples of Hebrew writing on the interactive whiteboard.</p> <p>Watch the video extract or a CD-ROM or interactive Internet site of how the Torah is treated when it is read in the synagogue. Have a selection of the artefacts that will be used when handling the Torah for pupils to explore and</p>	<p>Pupils can go on a sensory walk around the school grounds . Look at seasonal changes. Listen to Vivaldis four seasons. Explore Holi. Make colourful art. Look at different colours and how they make them feel. Do a colour hunt around the school.</p> <p>Pupils can listen to Indian music and experience the colours of Indian fabric, smell spices and touch Hindu artefacts. The god of love, Krishna, is important to the festival of Holi (the story is that he teased milkmaids as a child by throwing coloured water at them) and pupils can look at pictures of him, identifying his blue face, peacock feather, flute and white cow. Krishna bhajans (devotional songs) can provide a good background for this work.</p> <p>The song Holi Ke Din can be played on the interactive whiteboard, where appropriate and danced to. Pupils can wave coloured fabrics to accompany the song or copy the dance movements.</p> <p>Find out about the Jewish celebration of Pesach (Passover)Explore the concept of 'free' can be explored through movement, with pupils holding</p>	<p>Pupils to bring in photos of family members- Identify family, create a family tree, look at family videos / things families do together. Family celebrations.</p> <p>The class can enact a family birthday party celebration for a member of the class, with different members of the class taking on different roles, such as mum, dad, uncle, aunty, cousin, etc.</p> <p>Pupils can experience some artefacts from the Muslim religion, such as a prayer mat, Qur'an stand and pictures of Mecca, and listen to the call to prayer (adhan). They can look at pictures of children from the Muslim religion, or touch, wear or look at pictures of the prayer cap (toppee) worn by boys and headscarf (worn by girls). They can then try to identify a picture of the Muslim child (wearing a toppee or headscarf) from three pictures of different children.</p> <p>A family Eid ul Fitr celebration can be held in the classroom, to celebrate the end of the fast of Ramadan.. Where appropriate, Indian sweets or</p>	<p>Explore creation and being a creator through practical activities: making things – pictures, collages, models from Plasticene, making towers through construction kits, making pictures and cause and effect games on a touchscreen computer.</p> <p>Listen to songs, stories and poems that state that the world was made by a creator deity e.g. "The whole world in his hands", "Who made the twinkling stars?" "All things bright and beautiful".</p> <p>Nature walk/ trip out</p> <p>Create sensory story around the Christian creation story.</p> <p>Sort manmade and natural items, Create artwork of the natural environment.</p> <p>Writing a poem or a song about the creation song.</p> <p>Creation stories lead people of faith to take care of the planet. Pupils can take part in this at a practical level e.g. taking care of a plant and watching it grow.</p>
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	<p>Parable/story – focus on the parable of the lost sheep.</p> <p>Songs – use some examples from the Psalms Pupils could compose some music for one of the Psalms.</p> <p>Pupils could bring in a favourite book, a special story and say why it is special to them. Share with class.</p> <p>How do Christians use the Bible?</p>	<p>use – the tallith (prayer shawl), kippah (skull cap), yad (pointer), scroll.</p> <p>Visit a synagogue to look at where the Torah is kept and how it is treated.</p> <p>Make a drawing or a model of a synagogue</p> <p>Look at the class rules or school rules – why do we have them? To learn how to behave towards others. The Torah has rules for Jewish people – the most famous is the Ten Commandments.</p> <p>Use role play to act out some of the commandments/ make posters/ art .</p>	<p>hands to keep one member of the class trapped in the circle, and then the pupil breaking free.</p> <p>Watch an extract from the Prince of Egypt film that shows the Exodus from Egypt, or the sequence of the Exodus from The Ten Commandments.</p> <p>-Make a seder plate out of a paper plate, -make and eat charoset, the mixture that symbolises the mortar that held together the pyramids. Charoset can be made from chopped nuts, grape juice, chopped apple and cinnamon.</p> <p>The Sikh celebration of Baisakhi look at the 5Ks, the Sikh uniform. They can try on a kara, the Sikh bangle and touch or look at pictures of other examples of the 5Ks, shown on <a href="http://www.schooltrain.info/re/sikh/sikh_5ks.htm">http://www.schooltrain.info/re/sikh/sikh_5ks.htm</a></p> <p>A paper model of a doll wearing the 5Ks, male or female, can be made. A Baisakhi celebration can be held in the classroom, with bhangra music and dancing</p> <p>Pupils can look at Easter cards, especially ones that have symbols of new life. Make their own Easter cards.</p>	<p>savouries can be shared. Pupils can wear appropriate headgear and listen to Muslim music, such as nasheeds (Islamic song accompanied just by a drum). If possible, Muslim visitors can be invited in.</p> <p>Pupils can experience some artefacts from the Jewish religion, such as a Torah scroll, prayer cap (kippah) and listen to Jewish music. Where appropriate, they can do a circle dance to traditional music such as Hava Nagila. They can make Star of David necklaces to wear. They can try to identify a picture of a Jewish boy (wearing a kippah) from three pictures of children.</p> <p>A family Chanukah celebration can be held in the classroom, to celebrate the Festival of Light. The basic story of Chanukah can be told. Pupils can look at Chanukah cards (available on the internet) and make their own simple ones, using stencils of a chanukiyah (eight branched menorah – candelabra – for the Chanukah festival). They can choose what family member to give the card to. The teacher can light the menorah (eight branched candelabra – one candle is lit for each night of the eight days of the festival, until eight are burning on the last night ). The song Ner Li or other Chanukah music can be played or sung.</p>	<p>Jewish Sabbath celebration – seventh day of creation.</p> <p>Explore Sabbath traditions and how they are linked to the creation story – worship in the home, Sabbath meal, worship in the synagogue – pupils can explore these ideas, beliefs and traditions and/or explore traditions at a sensory level.</p>
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Where appropriate, food cooked in oil, such as latkes or doughnuts, can be shared. Jewish visitors can be invited in.

Islamic home:  
Pupils can look at pictures of Mecca from books and the internet, so that they can identify the Ka'aba (the holiest place for Muslims) and Prophet's Mosque. They can then colour a picture of Mecca and make a frame with moon and star symbols to decorate it.

Jewish home:  
Pupils can look at an example of a mezuzah, Pupils can make a mezuzah case by rolling a piece of cardboard. This can be decorated with the Hebrew letter 'shin' (shorthand for Shaddai, (meaning Almighty God) and a Star of David symbol.

Websites such as [www.mezuzahstore.com](http://www.mezuzahstore.com) give many good examples of mezuzot (plural for mezuzah). Pupils can roll up a piece of paper to put into their mezuzah that says the most important thing in their life, or which names the most important person in their family and then place it on one of the doors in the school.

INTENT		God Jesus Bible Old Testament New Testament Parable History Law Poetry Letters Holy Worship	God Jesus Pulpit Candle Altar Font Cross Crucifix Pews	God Holy Scroll Torah Hebrew Value Special Precious Synagogue Ark Yad	Spring New life Jesus Crucifixion Colour Exodus Freedom Moses Haggadah Charoset Matzah Baisakhi 5Ks Krishna	family sharing celebration prayer Judaism Islam Mecca Hajj Saudi Arabia Muhammad mosque Adhan toppee Eid-ul-Fitr Chanukah menorah chanukiyah mezuzah	Making Create Creator God World Creation Nature Animals Plants Planets Environment Sabbath Rest
		IMPLEMENTATION					
		Week one – Special books Week 2- The Lords prayer. Week 3- The ten commandments Week 4- psalms Week 5 –parables Week 6- Books that are special to you. Week 7- How Christians use the Bible in their lives. Week 8 - Assessment	Week 1+3- What would you find inside a church. Week 4+5- Compare a church to another place of worship. Week 6+7- Christmas Week 8: Assessment	Week 1- Things that are special to us. Week 2- that the Torah is the holy book in Judaism Week 3-how the Torah is written in Hebrew in the form of a scroll Week 4-how the Torah is kept and treated in a special way Week 5—The synagogue Week 6 +7 that the Torah teaches Jewish people how to live Week 8- Assessment	Week-1-2-to explore, through the senses, what Spring means Week 3- The Sikh celebration of Baisakhi Week 4- Find out about the festival of Holi Week 5- Find out about the Jewish festival of Passover Week 6-7 – Easter Week 8- assessment	Week 1+2-To express something about the family that they belong to Week 3-To understand that families share many things together, such as special meals and special times Week 4- To understand how Jewish families show they belong Week 5-To understand how Muslim families show they belong. Week 6- To know some features of a Jewish home Week 7 – To know some features of a Muslim home. Week 8- assessment	Week 1 +2 about the idea of a creator/creation Week 3-6- The Christian creation story Week 7- to explore how creation stories influence people's belief and behaviour Week 8- Assessment

# Medium Term Planning RE KS2

MEDIUM-TERM PLANNING							
Aspiration for Life		Language for Life		Learning for Life		Opportunities to develop cross curricular skills e.g. drama	
<b>CYCLE 4</b>  <b>Intent: Life is like a journey:</b> Throughout the year pupils will explore this questions through looking at different religions and their own personal faiths		Is love all we need?	What is worth celebrating?	What do we commit ourselves on our journey?	What should our attitudes be on our journey?	What is a good life well lived?	Can people really change?
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How does our community care for others?	Why do we wear different clothes for different occasions? How is Christmas expressed through the arts?	How is Ganesh worshipped by Hindus?	Why are prayers and praying important to some people? How is Easter celebrated Around the world?	Why did Jesus tell stories?	Why do people go on journeys to sacred places?
		<b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>to recognise they are part of a community</li> <li>how they can show care and help others in their community</li> <li>what organisations are in their local area that help others</li> <li>about what the religious communities are doing locally to help people</li> </ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>why we all wear clothes</li> <li>what people choose to wear can depend on many things</li> <li>why some people wear uniforms</li> <li>what clothing is special in some religions</li> </ul> <b>Christmas</b> <ul style="list-style-type: none"> <li>about special times</li> <li>how Christmas is celebrated</li> <li>the story of Jesus' birth and its</li> </ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>Ganesh is important to Hindus</li> <li>Ganesh can be worshipped at home and in a Hindu temple</li> </ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>to share some examples of what they want and hope for in life</li> <li>to understand that prayers are used by believers to ask for help, to thank and to feel closer to God</li> <li>to listen to a range of prayers from different faiths that are special to believers</li> <li>to make a school prayer that will make everyone feel calm and happy</li> </ul> Easter <ul style="list-style-type: none"> <li>about the special celebrations that are held during Holy Week – Maundy Thursday; Good Friday; Easter Day</li> </ul>	<b>Pupils will learn:</b> <ul style="list-style-type: none"> <li>what makes a good story</li> <li>Jesus told many special stories to teach people how to live their lives</li> </ul>	<b>Pupils will learn :</b> <ul style="list-style-type: none"> <li>to explore the theme of journeys, knowing that some journeys are special</li> <li>that some journeys are religious journeys</li> <li>what happens on a pilgrimage</li> </ul>



importance to  
the celebration  
of Christmas

### SUGGESTED EXPERIENCES/ACTIVITIES

Use the greetings and games that encourage pupils to learn the names of others in their class or group. Play games with names and photos.

Weekend news and getting to know you games. Turn taking and following rules. Create class rules together and form a display.

Identify different feelings in self and others. Pull different faces. Watch videos and discuss how the person is feeling. Feeling cards, matching. Role play. How to be a good friend- being kind, sharing.

Read or re-tell the story from the Bible of the feeding of the 5000 using a multi-sensory approach. Talk about how Jesus cared for others.

Have a selection of clothes and pictures of clothes. Pupils could be asked to bring in their favourite item of clothing. Can pupils name or identify different items of clothing? Make outfits for different weather. Pupils to dress up in the clothes for different weather. Dress up and role play in different uniforms and discuss why the job needs that uniform.

Use some samples of material with different textures, thickness, colour – woolly, furry, fleecy, satin, silk, cotton, lycra, sparkly and sequinned.

Some people wear special clothes because of their culture or religion. Look at images of people from different cultures – in this country and abroad – e.g. national costume; youth culture clothing at the time. Some pupils may

Let the children touch and explore a Ganesh murti. Share a story about Ganesh – the elephant headed God- using a range of multi-sensory resources. Link the story of Ganesh to the murti and how Ganesh looks.

Role-play how to make people feel welcome. Organise a coffee morning. Think about how to welcome visitors into the classroom. Think about how to make them feel comfy and at home.

Ask the pupils to bring in a picture of any places that are special to them – discuss and make a display of these.

Look at some images of Hindu shrines on the [www.re-online.org.uk](http://www.re-online.org.uk) website where you can see some images of Hindu deities and also worship of deities in a shrine.

Using the images seen on the website set up a shrine for Ganesh in the classroom.

Look at a selection of images and discuss what we hope for in life (eg happiness, love, safety ect) Make paper lillies and put their hope in the centre, let them float and listen to relaxing music. Introduce the word prayer and look at the praying hands. Believers use special words called prayers to ask for help, to thank and to feel closer to God. For Christians, a special prayer is The Lord's Prayer (to be found in Matthew 6:10 - 13). Jesus taught this prayer to his friends. <http://www.interviewwithgod.com/playprayer.htm> This site shows the words of the Lord's Prayer with beautiful natural images and music. Create artwork for a part of The Lord's Prayer.

The Gayatri Mantra is a special prayer for Hindus. Gayatri comes from a Sanskrit word for hymn or song. It asks God to light the path and guide them in the right direction. It is very beautiful and peaceful when it is sung. If possible, while listening to the mantra, the classroom can be darkened and children can take turns using a torch to illuminate the room, to understand the concept of light in the darkness.. Pupils can colour a

Discuss storytelling:  
What is a story?  
Who tells stories?  
Why do people like stories?  
What kind of stories do you like best?  
Invite the children and staff to bring in their favourite story, make a display of their favourite stories. They could do a short presentation in their chosen way to show what it is that makes the story a good story. Each week look at a different story told by Jesus. Below is a list of stories which could be covered and some possible teaching points:

The Houses Built on Rock and Sand Matthew 7 24 - 27  
The teaching point could be about building your life on things which are important.

The Lost Sheep Luke 15 3 - 7  
The teaching point could be about how we feel if we are lost and then when we are found and also about the love and concern that God has for each one of us.

Begin the first lesson by introducing a suitcase. Ask the pupils what the suitcase may be for. As a group think about what might be inside the suitcase. Explore the contents of the suitcase and name by matching to symbols. Talk about taking the suitcase on a journey and use sounds of transport to role play going on a journey.

Plan a journey together.

Use a sorting game to identify those objects in the suitcase which are 'religious artefacts' such as a copy of the Qu'ran, stand and robe worn for hajj.

Re-enact a family going on a special journey such as hajj.

Listen to some music to represent their arrival in a different country. Use artefacts from the country to share ideas about where they have arrived. How do they feel in the new and different country? Do they feel excited or worried?

Explain that Mecca is somewhere very special and that Muslims go on a special Hajj pilgrimage once in their lifetime. This makes the

		<p>'What can we do to be helpful?' Pupils to complete jobs around the class to be helpful. Take photos and create a book with them that the pupils can look back on.</p> <p>Pupils could make a list of all the people who help them in their local community.</p> <p>Look at images and videos of people who help us in our community. Role play and dress up as some of these people. Visit from someone who helps in our community. (police, fire fighter, nurse)</p> <p>Visit the local library to see what notices or leaflets are available to advertise different organisations and meetings for support groups, people that can offer help.</p> <p>Research into what local religious communities do to help people in need.</p> <p>There may be an opportunity to put on an event or think of a way to raise some money,</p>	<p>be able to identify which countries are represented. You have a world map and put images of the different costumes on the correct countries.</p> <p>Look at the images of people wearing religious clothing and uniform – can they describe what they see? Have some clothing artefacts for pupils to handle from different religions. Some pupils may be able to try and guess what they will be used for.</p> <p>Focus on a specific special type of dress in Sikhism. Tell the story of the Amrit ceremony and how Sikhs are given 5 special things to wear all beginning with 'k'. Have images or copies for pupils to look at – the kara (bracelet); kanga (comb); kirpan (dagger or small sword); kaccha (shorts) and kesh (uncut hair) use a turban as an example for this. It is part of their uniform, it shows that they belong to the Sikh faith.</p> <p>At Hajj, the Muslim pilgrimage to Mecca, Muslims have to wear special clothing. These are two robes and sandals, they are worn</p>	<p>Look at an example of a Hindu family worshipping at home on <a href="http://www.re-online.org.uk">www.re-online.org.uk</a> You can see a Hindu family doing puja at home.</p> <p>Explore the artefacts on a puja tray. What might the different artefacts be used for?</p> <p>Experience the different elements of puja – ringing the bell, making offerings to Ganesh, touching and bowing to the image of Ganesh, smelling the incense and caring for the image.</p>	<p>picture of the Hindu aum symbol. Hindu diwa lamps can be touched, looked at and made out of clay, to accentuate the idea of light in the darkness. Connections can be made with Diwali, the Hindu festival of light.</p> <p>The Shema is the most special prayer for Jewish people, it is the first prayer they learn and the last words they say before they die. A beautiful version, with an introductory explanation, is on <a href="http://www.chiefrabbi.org/siddur.htm">http://www.chiefrabbi.org/siddur.htm</a> I Shema means 'hear', the first word of the prayer. Pupils can write or draw the most special thing in their life – their mum, brother, friend, on a piece of paper and put it inside a matchbox.</p> <p>The most important prayer for Sikhs is the Mool Mantar <a href="http://www.sikh.net/sikhism/moolmnt.htm">http://www.sikh.net/sikhism/moolmnt.htm</a> It was Guru Nanak's prayer and is at the beginning of their holy book, the Guru Granth Sahib. It says that there is only one God and his name is Truth. They can look on <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> to see examples of Sikhs praying and meditating.</p> <p>Create a class prayer of things they hope for or are thankful for.</p> <p>The class can learn movements or signs to go with their prayer and teach these to other classes.</p> <p>Easter Create Easter Art. Retell Easter story- role play different arts and watch film.</p>	<p>The Sower and the Seed Mark 4 1 - 20 The teaching point could be the pressures we feel from others to do what they want and how easy it is to be distracted.</p> <p>The Unforgiving Servant Matthew 18 21 - 35 The teaching point could be about how to treat others and about forgiveness and mercy.</p> <p>Jesus' Sermon on the Mount Matthew 5 - 7 The teaching point could be to use the Beatitudes- sayings about being blessed and to use the advice on how Christians should live their lives.</p> <p>The Good Samaritan Luke 10 25 - 37 The teaching point could be about helping others, thinking about others and who might be our neighbour.</p> <p>The Prodigal Son Luke 15 11 - 32 The teaching point could be about jealousy and forgiveness and feeling sorry.</p> <p>The Lost Coin Luke 15 8 - 10 The teaching point could be about losing and finding something and about the love that God has for everyone.</p>	<p>journey very special. Explain that not only Muslims go on a special journey but that Christians and people of other faiths go as well.</p> <p>Show some pictures or video clips which show believers going on a special journey.</p> <p>Christianity</p> <p>Begin by listening to some music from France and taste some French food to set the scene. Look at a picture of Bernadette and tell the story of her vision and the impact that this has had on many Christians who visit Lourdes. Discuss why Christians visit Lourdes today. Make a special Shrine area in the classroom where pupils can go and look at a statue of Bernadette.</p> <p>Pupils could make a rosary and they could be shown how they are used by Roman Catholic Christians to pray and to think about times in the life of Jesus which were joyful and sorrowful.</p> <p>Islam</p> <p>Continue with the theme on hajj. Pupils could dress up in the special robe and re-enact some of the practices that Muslims engage in on hajj. Create a Kabula from large boxes and experience moving round the Kabula seven times.</p> <p>Watch a video or use photos to see what happens at key moments,</p> <p>Hinduism</p>
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		<p>or provide an opportunity for pupils to help a local organisation in some way.</p> <p>by all Muslims to show equality. There are videos and posters available to show what the Hajj is like.</p> <p>In Christianity the priest wears special robes when he leads worship. Have some images of the different types of robes – traditional and more modern robes. The colours of the robes are also significant. Pupils could explore the symbolic nature of the colours. These are just a few of the religions that use special clothing within their worship. There are more examples that could be used to develop this unit further e.g. wedding clothes; Hare Krishna, Buddhist monks and further exploration of the clothes worn by Muslims</p> <p><b>Christmas</b> Nativity rehearsals, retell the Christmas story, Christmas themed art activities.</p>		<p>Share the stories using an age - appropriate story book or Bible. Use multi-sensory resources to engage the children with the story. Re-enact some of the stories in order to focus on the teaching point within the story. Use hot seating Role play. Sensory stories</p> <p>Create a class book which shows a part of each story and ask the children what Jesus was teaching through the individual stories.</p>	<p>Using material and the sounds of water/a river create the River Ganges at Benares/Varanasi. Use pictures which show the pilgrims bathing (from travel brochures) Discuss with the pupils why bathing in the river is so important. Explain that Hindus believe that the water washes away sin and wrong doing. Experience the feel of water and the washing over their hands and feet.</p>
VOCABULARY					



INTENT		Community Care Help Respect Rules Taking turns Feelings Emotions Sharing Poor Sick Prisoner Needy Homeless Elderly Friend	Winter Spring Summer Autumn Uniform Sari 5 Ks Kara Kanga Kacca Kesh Kirpan Vestments Hajj	Ganesh Worship Pray Prayer God Offering Shrine Murti Temple Mandir Devotion	Prayer Praying Hopes Gayatri Mantra aum Shema Tefillin Shaddai Mool Mantar Guru Granth Sahib Ek Oankar	Story Bible God Jesus Vocabulary associated with individual stories Author Illustrator	Journey Pilgrim Pilgrimage Special Lourdes Bernadette Mecca Hajj
	IMPLEMENTATION						
		Week 1+2-To recognise they are part of a community Week 3-how they can show care and help others in their community Week 4 +5-what organisations are in their local area that help others Week 6+7-about what the religious communities are doing locally to help people Week 8- Assessment	Week 1-why we all wear clothes Week 2- what people choose to wear can depend on many things (seasons, activity) Week 3- why some people wear uniforms Week 4+5- what clothing is special in some religions Week 6+7 Christmas Week 8 Assessment.	Week 1+2- Story of Genesh Week 3-Making people welcome Week 4-Special places Week 5- What is a shrine Week 6-How do Hindus worship at home Week 7- What is a puja tray. Week 8 - Assessment	Week 1-To share some examples of what they want and hope for in life Week 2- What is prayer? Week 3-The Lords Prayer (Christian) Week 4- Gayatri Mantra (hindu) Week 5-The Shema (Jewish) Week 6- Mool Mantar (Sikh) Week 7- Create their own prayer	Week 1- what makes a good story Week 2-7-Jesus told many special stories to teach people how to live their lives (read a different story each week) Week 8- Assessment	Week 1+2-to explore the theme of journeys, knowing that some journeys are special Week 3+4-Hajj pilgrimage (Islam) Week 5- Lourdes (Christianity) Week 6- River Ganges (Hindu) Week 7 - Assessment

A SPECIALIST LEARNING COMMUNITY