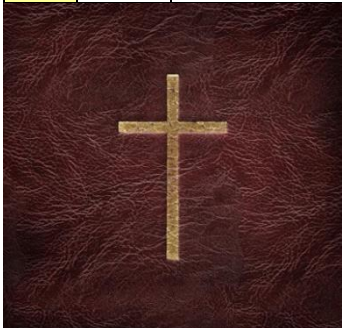


		Cycle 1 (2020-2021)	Cycle 2 (2019-2020)
Autumn	1	Why should I look after the environment? (4.11.4)	What is it like being a Christian today? (4.11.2)
	2	What is it like to be part of a religious community in the world today? (4.10.1).	Who is an inspiration today? (4.11.1)
Spring	1	Can we compare how different faiths worship? (4.10.5)	Can we be reflective? What is spirituality? (4.10.3)
	2	What are the different religious beliefs about food? (4.10.4)	What events made me who I am today? (4.11.6)
Summer	1	Why do people suffer? (4.11.5)	How do communities celebrate growing up? (4.10.6)
	2	How should I behave towards others? (4.11.3)	How do I speak up for myself in the world? (4.10.2)



## 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

**Intent:** Throughout the year pupils will explore the questions through looking at different religions and their own personal feelings.

Why should I look after the environment? (4.11.4)	What is it like to be part of a religious community in the world today? (4.10.1).	Can we compare how different faiths worship? (4.10.5)	What are the different religious beliefs about food? (4.10.4)	Why do people suffer? (4.11.5)	How should I behave towards others? (4.11.3)
Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To consider personal thoughts about the natural world.</li> <li>How religion responds to environmental issues.</li> <li>To share and discuss contemporary issues affecting the environment.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>reflect on their own membership in communities</li> <li>what is included in belonging to a community</li> <li>about two religious communities: The Iona Community and The Amaravati Buddhist Monastery</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>to share what they remember about different faiths</li> <li>how to treat others' religious objects used in worship</li> <li>to compare ways of praying from different religions</li> <li>to explore how religions show their beliefs and actions in the community</li> </ul>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>to identify food which has meaning for them</li> <li>the role food has at special times in people's lives</li> <li>the dietary requirements of two religions</li> <li>about the food eaten during two religious festivals</li> <li>that some religious people fast</li> </ul>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>To begin to understand the idea of free will</li> <li>What the difference is between natural and man-made suffering</li> <li>What Christians can learn from Jesus' suffering and his act of forgiveness</li> <li>What Buddhist teaching on suffering is.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To explore ideas about what is good and bad behaviour</li> <li>Find messages about god and bad behaviour in the Jewish and Christian story of Adam and Eve.</li> <li>Look at examples of moral codes from different religions and cultures.</li> <li>Learn from a role model in the community about behaviour towards others</li> </ul>
SUGGESTED EXPERIENCES/ACTIVITIES					
<p>Go on a nature walk   Create artwork based on nature   Research different natural environments   Go on a mini-beast hunt   Improve our natural environment – Make insect hotel, plant flowers to attract bees   To care for a plant or animal   Internet research on deforestation, pollution, litter, global warming, landfill   For more able pupils, ask them to compile a research project on one issue they are particularly interested in</p>	<p>Explore their own communities- photos, questions, tours   How do different people contribute to communities?   Visit from important community figure   Research Iona community and the Amaravati Buddhist Monastery -maps, websites, videos. Create information booklets   Explore meditation and nature and how the Buddhist monastery use this in their community   Make an action plan of some things we could do to improve our own community.</p>	<p>Visit to a Gudwarda   Recap key facts about different religions   Explore objects from different religions and their importance   Watch videos of different worship   Discussions of pupils experiences   Research on place of worship   Examples of how religions put their faith into practice to help the community.</p>	<p>Explore the pupils favourite foods. What do they remind them of?  Taste different foods and describe   Make a display of pupils special/favourite foods   Research different festivals and the food you would expect to find there   Taste foods from different religious festivals and discuss   Make leaflets on the different diet requirements in religions and explanations for these   Why do some religions fast?</p>	<p>Explore 'free will' create puppets and discuss how puppets are controlled by someone else   Read and discuss the stories of Rabbi Akiva and 'The Little Things'   Look at examples of natural and man-made suffering- create information booklets or power point presentations   Explore news stories. Read and retell the Easter story- order events   Crate art around the theme of the lotus flower and the eightfold path   Plan a visit from a Buddhist monk to discuss the eightfold path with the pupils.</p>	<p>Watch news round and discuss good and bad behaviour that you see   Have faith leaders come and talk about the moral code that they live by   Talk about the rules we follow in school and why these are important   Explore the story of Adam and Eve and what it tells us   Pupils could modernize the story or recreate it as a comic strip   Explore the rules in different religions.</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

Intent: Throughout the year pupils will explore the questions through looking at different religions and their own personal feelings.

What is it like being a Christian today? (4.11.2)	Who is an inspiration today? (4.11.1)	Can we be reflective? What is spirituality? (4.10.3)	What events made me who I am today? (4.11.6)	How do communities celebrate growing up? (4.10.6)	How do I speak up for myself in the world? (4.10.2)
<b>Autumn 1</b> 7 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 6 weeks	<b>Summer 1</b> 5 weeks	<b>Summer 2</b> 7 weeks
<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>why some people chose to be a Christian</li> <li>how being a Christian affects choices and actions</li> <li>what things are important in Christian life today</li> <li>the different ways in which Christians live their lives</li> </ul>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>to look at the meaning of the word inspiration and the things that inspire</li> <li>to think about who has inspired them</li> <li>to look at people who have inspired others</li> <li>to compare the idea of heroes, stars and celebrities, can they be inspirational people?</li> </ul>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>that silence, reflection, prayer and religious action are important to many people</li> <li>to consider personal thoughts about stories, pictures and music, ideas, life experiences and the natural world</li> </ul>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>to consider personal thoughts about life experiences</li> <li>to express and communicate their own views, ideas and beliefs with developing confidence</li> <li>ways of beginning the personal quest for meaning in their lives</li> </ul>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>to understand which events in childhood are significant to the process of growing up</li> <li>about how different religions celebrate coming of age</li> <li>to identify rites of passage in their own lives</li> </ul>	<p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>to understand their own identity and feel a sense of belonging</li> <li>some of the things that children are entitled to as stated in the Convention on the Rights of a Child</li> <li>about standing up for themselves and their beliefs and whether this is always easy</li> <li>people who have stood up for their beliefs</li> </ul>

### SUGGESTED EXPERIENCES/ACTIVITIES

<p>Visit from a Christian speaker. Research into fairtrade   Presentations on different ways of life   Explore different relationships   Listen to Christian music and discuss its purpose in worship   Create a book or poster of a important Christian verse from the Bible.</p>	<p>Nature walk and look at pictures that they like/are drawn to   listen to different music/poems/pictures and describe how they inspire the pupils and how they make them feel   look up the word inspiration in a dictionary and draw a poster to show what it means   Create a presentation about someone who inspires them   Look at images and quotes from famous inspirational people   Research founders of different religions and discuss how they inspire people to follow the religion.</p>	<p>Too take part in weekly mediations/reflective time   Sensory walk   Explore religious art, music and dance   Design their own spirit animal   Create music, art and dance to express different emotions/feelings.</p>	<p>Reflect on big life events that pupils have experienced (moving house, moving school, getting a new sibling etc)   Question peers on their life events   Make a plan for the future   Research big religious events in people's lives   Create power point / poster into how people find meaning in their lives (what do different religions believe)   Look at the life a celebrity and discuss the life events that got them to where they are.</p>	<p>Visit from a religious figure to discuss rites of passage in the given religion   Videos of different evens   Role play some of the celebrations   Create presentations   Look at artefacts   Sensory stories   Birthday celebration party-pupils to plan.</p>	<p>How would they describe themselves and how would others describe them?   Discuss different groups we all belong to   Create images of themselves that show their identity (things they like/believe in/ care for)   Read and create poems about belonging   Research the convention of child rights   Work through scenario cards and role play what they would do to stand up for themselves   Explore the stories of famous people who stood up for their beliefs. E.g. MLK, Oscar Romero, Rosa Parks, Niemollor.</p>
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		VOCABULARY					
		<p>Testimony Conversion Relationship Community Church Prayer Worship Belonging Fairtrade Justice</p>	<p>Inspiration Character Help Role-model Hero Guide Leader Motivation Stars Celebrity</p>	<p>Reflection, Quiet, Thinking, Praying, Being still, Spiritual, Peaceful, Listening, Icon Rosary beads</p> <p>Vocabulary associated with different religions.</p> <p>Vocabulary associated with objects that may be used to help reflection: Creation, Candle, Plants, Stones, Leaves, Fruit</p>	<p>Views Belief Ideas Express Confidence Personal Experiences Future Vision</p>	<p>Rites of passage, Coming of Age, Childhood, Adolescence, Celebrations, Bar Mitzvah, Confirmation, Ramadan, Hatun, Upanayana, Trimurti Khalsa, Singh (meaning lion) Kaur (meaning princess)</p>	<p>Rights, Responsibility, Identity, Belonging, Beliefs, Role Models, Protest</p>
		IMPLEMENTATION					
INTENT		<p><b>Week 1:</b> The story of St Paul's conversion <b>Week 2:</b> Changes in your lives <b>Week 3:</b> Why is the bible special to Christians <b>Week 4:</b> Relationships with others and god <b>Week 5:</b> Justice – the idea of fairness. (fairtrade) <b>Week 6:</b> The different ways in which Christians live their lives- Missionary <b>Week 7:</b> The different ways in which Christians live their lives- Monks/ nuns <b>Week 8: Assessment</b></p>	<p><b>Week 1:</b> Understand what the word inspiration means. <b>Week 2:</b> Think about what inspires you and why. <b>Week 3:</b> Explain what characteristics an inspirational person has and how they achieve their goals <b>Week 4:</b> To find inspiration in different people <b>Week 5:</b> To find inspiration in different people <b>Week 6:</b> To understand inspiration in religion.(founders of religions) <b>Week 7:</b> To understand inspiration in religion.(founders of religions) <b>Week 8: Assessment</b></p>	<p><b>Week 1:</b> To understand that reflection, religious action and prayer are important to many people. <b>Week 2:</b> To be aware of and take part in meditation. <b>Week 3:</b> To understand what a 'spirit' is. <b>Week 4:</b> To understand the link between spirituality and religion, through architecture (design a spiritual place) <b>Week 5:</b> Know how people express reflection through music. <b>Week 6:</b> Know how people express reflection through art. <b>Week 7:</b> Know how people express reflection through art and movement. <b>Week 8: Assessment</b></p>	<p><b>Week 1:</b> To consider personal thoughts about your life experience. <b>Week 2:</b> To explore a poem about life experience (footsteps) <b>Week 3:</b> To consider personal thoughts about life experience of someone in your school community <b>Week 4:</b> Think about life experiences for someone you admire. <b>Week 5:</b> How do people find meaning in their lives. <b>Week 6:</b> What are some big events in peoples religious lives? <b>Week 7:</b> What are your hopes and dreams for the future. <b>Week 8: Assessment</b></p>	<p><b>Week 1:</b> To understand which events in childhood are significant to the process of growing up. <b>Week 2:</b> To find out about important events in a Christian upbringing. <b>Week 3:</b> To find out about important events in a Christian upbringing. <b>Week 4:</b> To find out about important events in a Judaism upbringing – bar/bat mitzvah <b>Week 5:</b> To find out about important events in an Islamic upbringing. <b>Week 6:</b> To find out about important events in a Hindu upbringing – the sacred thread ceremony <b>Week 7:</b> To compare and contrast growing up in different religions. <b>Week 8: Assessment</b></p>	<p><b>Week 1:</b> To understand their own identity and feel a sense of belonging. <b>Week 2:</b> To understand their place of belonging related to community and school. <b>Week 3 and 4:</b> To know some of the things that children are entitled to as stated in the convention on the rights of a child. <b>Week 5:</b> Think about whether it is always easy to stand up for yourself. <b>Week 6 and 7:</b> Know about some people who have stood up for their beliefs. <b>Week 8: Assessment</b></p>