

Autumn Term RE Plans KS1-2

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Guidance for schools

The Ofsted 2010 report 'Transforming religious education' contained several useful recommendations to ensure high standards in the subject of RE. One of these recommendations was to ensure that agreed syllabuses and related provide more guidance on teaching about Christianity and non-religious world views, and effective ways of balancing the need to foster respect for pupils' religions and beliefs with the promotion of open, critical, investigative learning in RE.

The Staffordshire Agreed Syllabus does not significantly prescribe content acknowledging that this is a matter for schools to decide for themselves, however Staffordshire SACRE also understands that planning for good learning and progression in RE takes time. In many primary schools the leading teacher of RE is not an RE specialist and this creates many challenges. Keen to support schools in delivering challenging and stimulating RE which support enquiry and engages pupils in the study of religion, the medium term plans that follow offer ideas and examples for schools.

These plans are non-statutory and schools could choose to follow one or all of these plans or to simply plan their own. Schools are free to use or adapt any or all of them. They provide the start point for more detailed lesson planning and signpost schools wishing to pursue the ideas in the right direction for appropriate resources. The plans show progression through the age related expectations and leave schools free to decide which aspect of the teaching and learning activities is most appropriate to assess

The curriculum opportunities in the programmes of study focus on religious experience. To support good learning and skill development the following suggestions will help you to get the maximum impact from both the plans provided or from your own individual ideas. Pupils should, as appropriate:

- encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
- visit places of religious significance
- use ICT to enhance understanding
- discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
- reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments
- use a range of forms of expression to communicate their arguments
- explore the connection between RE and other curriculum areas

Long Term Plan KS1-2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Identify and ask questions about customs associated with particular religious communities 1.4b</p> <p>Special Places and Festivals</p>	<p>Explore stories about the lives and teachings of key religious figures 1.1b</p> <p>The birth of Jesus</p>	<p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Relationships, promises and church wedding celebrations.</p>	<p>Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c</p> <p>Easter celebrations</p>	<p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a</p> <p>Caring for creation</p>	<p>Hear and respond to stories about belonging and relating to religious communities 1.4a</p> <p>Helping others</p>
Year 1	<p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</p> <p>Caring</p>	<p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p> <p>Belonging</p>	<p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Celebrations</p>	<p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p> <p>Families</p>	<p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p> <p>Answers</p>	<p>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</p> <p>Worship</p>

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<p>Year 2</p>	<p>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</p> <p>Caring for the natural world</p>	<p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</p> <p>Valuing new life</p>	<p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Worship and ceremonies</p>	<p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</p> <p>Belonging to a group</p>	<p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</p> <p>Storytelling through sacred writings</p>	<p>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</p> <p>Showing kindness and goodness</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3</p>	<p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</p> <p>Exploring living by rules</p>	<p>Compare and contrast the practice of religion in the home in different religious communities 2.2a</p> <p>Religion in the home</p>	<p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p> <p>Symbols of worship</p>	<p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <p>Sharing special food</p>	<p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</p> <p>The beginning of the World</p>	<p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</p> <p>Religious Leaders</p>

<p>Year 4</p>	<p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</p> <p>Environment: Harvest</p>	<p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p> <p>Landmarks in life</p>	<p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</p> <p>Commitment: Lent</p>	<p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p> <p>Study of a chosen religion</p>	<p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p> <p>Thinking about God</p>	<p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</p> <p>Features and patterns of worship</p>
<p>Year 5</p>	<p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b</p> <p>Sacred writings: Hinduism</p>	<p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</p> <p>Peace</p>	<p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p> <p>Religious diversity: happiness</p>	<p>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</p> <p>Easter: suffering and hardship</p>	<p>Explore the origins of sacred writings and consider their importance for believers today 2.1a</p> <p>Wise words</p>	<p>Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d</p> <p>Values and beliefs</p>
<p>Year 6</p>	<p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</p> <p>Commitment</p>	<p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</p> <p>Words of wisdom</p>	<p>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</p> <p>Taking part</p>	<p>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</p> <p>Belief in action</p>	<p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p> <p>The importance of hope</p>	<p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p> <p>Justice: rich and poor</p>

Year 1

Religious Education	Title: 1.6b Caring	Year:1 Term: Aut1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Reflect on</i> examples of care and concern shown by believers and religious communities and explore reasons for these actions		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify ways in which faith communities respond to need and link this with their beliefs</p>	<p><i>WTS: All learners should be able to say how faith communities care for others</i> <i>EXS: Most learners should be able to suggest how and why members of faith communities care for others recalling the outline of faith stories which focus on caring for others</i> <i>GDS: Some learners should be able to explain how a believer might try to put the teachings into practice in their own lives</i></p>	<p>How do people show they care? For example: Explore the idea of belonging and caring (family, school, church, pets, dolls, and people in news). Draw people who care for us e.g. doctors, teachers etc. Are there special things and people that we care for? Who cares for us? Encourage pupils to share experiences of their own families. Collect and make pictures for a display about people who care for others</p>
<p>ENGAGE Learners should be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>How do faith communities show they care? Introduce a different faith e.g. Sikhism. Time could be spent on an introduction and an exploration of the 5Ks of Sikhism. There are many video clips online about Guru Nanak and Sikhism. This work would make excellent display work. Talk about the Langar (free kitchen in the Gurdwara). Why does a Gurdwara need a kitchen? How do Sikhs show they care through a Gurdwara? What would the world/town be like if everywhere had a langar? Invite a visitor from a faith community to talk about how the faith community cares for others.</p> <p>Why do believers care for others? Roleplay the distribution of prashad in the gurdwara (using sweets or toffees). Explain that people of faith receive rather than take food. Which is better?</p>
<p>REFLECT Learners should be able to identify who cares for them and who they care for and explain how and why people show they care in different ways</p>		<p>Who do you care for? Act out a situation which the children are familiar with (new child at school, being lost, losing something precious, sharing, saying sorry, being fair, etc) How did pupils show acts of care? Introduce pictures of people who are sad. Children discuss why they are sad, and record how they would change things. Discuss feelings of those who have been helped. Engage in practical task, e.g. writing a card to someone who is sick, act out situations where practical help can be given to people in need.</p>

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Religious Education	Title: 1.4c Belonging	Year: 1 Term: Au2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Find out about ceremonies in which special moments in the life cycle are marked</i>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify and describe ceremonies which are special to faith communities and suggest why they are important to believers</p>	<p><i>WTS: All learners should be able to identify special moments in life that are celebrated by faith communities</i> <i>EXS: Most learners should be able to describe what happens at such a celebration</i> <i>GDS: Some learners should be able to suggest reasons why it might be important to believers to celebrate in this way and how members of the faith community show what they believe through their celebrations</i></p>	<p>Why do people celebrate special moments in life? Explore the sort of groups that people belong to. For example: Show pupils different uniforms, such as Beavers Rainbows, a school uniform, a swimsuit and badges, a football scarf and programme, a family photograph from a photo album. Talk about how you join, or come to belong to one of these groups, what it means to belong, what promises people make and what these people share. Create a display with the uniforms and pictures. Alongside each add a caption, for example, 'Being a Beaver means...', and 'Belonging to a family means....' Read stories about what it means to belong.</p>
<p>ENGAGE Learners should be able to link faith stories with beliefs, ceremonies and actions</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>How do faith communities celebrate special moments in life? Find out about religious welcoming ceremonies. For example: Show items associated with welcoming a baby in Christianity concentrating on infant baptism, such as a baptismal candle, a certificate of baptism, water, appropriate pictures. Invite a practising Christian with a recently baptised baby to visit and talk about the experience, or celebrate a mock baptism in the classroom/local church using local clergy. Create a display alongside other 'Belonging' images. Look at a welcoming ceremony from a different tradition using important items in the same way. Find out what promises are made.</p>
<p>REFLECT Learners should be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others.</p>		<p>What do these ceremonies mean to believers? Select aspects of the ceremonies from two different religions and find out what they mean to members of the faith community. For example: Water in baptism - list all the things we use water for, and talk about the reasons why it is a good symbol in baptism. The candle in baptism - talk about the reasons why we need light, and why it is a good symbol in baptism. Islam - the shaving of the hair and the giving of money to charity. Why are these things important to believers? Add a caption to the display - 'Being a Christian means.....' What does belonging mean to the families?</p> <p>What does it mean to you to celebrate special moments? For example: Talk about a ceremony or celebration they have attended. Talk about how it felt to be there. Brainstorm words to describe those feelings. Create a collage with images from magazines which illustrate these feelings. Plan a class celebration – how about a 'Fri-Yay' celebration? Talk about the celebrations that the pupils would like to join in with and why. Make a list of the reasons to add to the display.</p>

Year 2

Religious Education	Title: 1.6c Caring for the natural world	Year:2 Term:AU1 Hours: 5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> stories from religious traditions and <i>find out about</i> attitudes to the natural world		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to link faith stories about the natural world with beliefs, attitudes and action</p>	<p><i>WTS: All learners should be able to identify some important ideas from faith stories about the natural world</i> <i>EXS: Most learners should be able to make suggestions as to what the stories mean about the way believers should treat the natural world</i> <i>GDS: Some learners should be able to suggest how believers might put these ideas into practice in their own lives</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>How do people show they care about the world? Talk about what is found in a garden and who cares for it. Give pupils opportunity to focus and reflect through natural objects – flowers, leaves, stones, shells etc. Ask pupils to choose one and think about where it came from, how it's made and who looks after it. Look at pictures of different gardens and talk about the similarities and differences, e.g. formal gardens, wildlife gardens, vegetable gardens. Discuss whether a garden needs tending, or whether it grows flowers and foods on its own. Visit and explore a park. Talk to the park keeper or a gardener about the work involved in creating and maintaining a garden. Draw pictures or create a collage of a garden with the plant and animal life which might be found there. Resources: Pictures from magazines of gardens, plants and animals to create a collage, Selection of natural objects. A visit to a local park or garden, a gardener/ park keeper willing to talk about looking after the earth.</p>
<p>ENGAGE Learners should be able to identify important teachings from faith stories and demonstrate how these might impact on the lives of believers</p>		<p>What do faith communities believe about the world? Find out about stories and teachings from religious traditions regarding the care of the land. For example: Read the Christian creation story and what is said about caring for the land. e.g. Genesis 1, 2¹⁵⁻²⁵, 3¹⁷⁻²⁴. Christianity teaches that Adam and Eve were given the earth by God for them to look after it and care for it. Discuss the story/s and confirm understanding – what happened? what pupils liked most/least?, what didn't they understand? Pupils could describe and write about what it was like before creation, they could also represent the creation story in a variety of ways – through drama, art or using ICT</p>
<p>REFLECT Learners should be able to identify personal responses to the natural world showing how ideas about right and wrong can influence behaviour</p>		<p>Why do believers show they care about the world? Explore reasons why religious people feel they must care for the land. For example: Using the story from Genesis as the teaching to follow, devise situations in which these teachings might apply and role play, e.g. What might a Christian do if they were given a piece of land which was overgrown and full of rubbish? What would a Christian do if someone wasn't caring for an animal? Resources: Stimulus situations to encourage role play.</p>

		<p>How can you show you care about the world? Share ideas about who has responsibility for the land. For example: Find out what groups of people actively care for the land, such as environmental groups. Think about ways in which the land at school could be cared for. Talk about whether pupils could take a role in caring for the land at home and at school. Plan and carry out a small project, such as a litter pick, or planting a tree in the school grounds. Resources: Illustrations of the work of organisations such as Greenpeace. Suggestions for appropriate projects which the pupils might be able to carry out.</p>
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Religious Education	Title: 1.3c valuing new life – Birth of Jesus	Year: 2 Term: Aut 2 Hours: 5
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Programme of Learning Focus

To support the learners to become religiously literate, this unit will provide opportunities to:
Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression

Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used.</p>	<p><i>WTS: All learners should be able to link stories, symbols and visual forms of expression to particular faith communities</i> <i>EXS: Most learners should be able to identify important beliefs reflected in the stories, symbols and visual forms of expressions belonging to a faith community or communities</i> <i>GDS: Some learners should be able to make clear links between stories, symbols and other forms of visual expression and beliefs</i></p>	<p>How do people show what is important to them? Talk about babies and how special they are to their parents / carers .Look carefully at some 'new baby' cards and talk about the messages they give. Invite a parent with a young baby to talk about how they care for him / her. Make a class card for a baby, each child writing a message with their hopes for the baby. Read the story of the birth of Jesus. Explain that this story is important to Christians because they believe that Jesus was a special baby because he was God's Son. Questions and discussion: In the story, who thought that Jesus was a special baby? (You may like to talk about how Mary and Joseph knew he was special - the angel's visits.) Talk about how Mary and Joseph showed that Jesus was special to them. Start a class frieze to show who thought Jesus was a special baby. Resources: Bible, New baby cards. Christmas cards with pictures of baby Jesus. Materials for class frieze, individual pictures and for making card or present.</p>
<p>ENGAGE Learners should be able to link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>What stories, symbols and visual forms of expression are important to members of faith communities? Read the story of the shepherds. Questions and discussion: In this part of the story, who thought that Jesus was a special baby? How did the shepherds know he was special? What did the angels say was special about this new baby? What did the shepherds do to show that they thought he was special? Continue with the frieze.</p>

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REFLECT

Learners should be able to identify what they value and show how they might express this symbolically

Read the story of the Wise Men

Talk about how the Wise Men knew that a special baby had been born. What did they do to show that they thought he was special? Add to the frieze.

How can you show what is important to you?

Look at some Christmas cards with pictures of baby Jesus. Talk about how the artists have shown that he is a special baby. Discuss the things that Christians do at Christmas to show they believe he is special e.g. celebrate, worship, send cards with a Christian message, give money and help to people who need it (such as the homeless). Listen to a CD of a carol about Jesus being special e.g. 'Come and join the celebration' or 'Hark! The herald angels sing'. Add some pictures of people today to the frieze. Invite the children to respond to the idea of Jesus as a special baby in a way of their own choice e.g. a picture, a poem, their own carol.

Make pictures to show some of the people they are special to and who are special to them. Talk about how we can show people that we care about them. Make a card or present for someone we care about.

Resources: Materials for class frieze, individual pictures and for making card or present. Christmas carols.

Year 3

Religious Education	Title: 2.6a Exploring Living by Rules	Year: 3 Term: Aut1 Hours:8
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> rules for living found in sacred writings and teachings and <i>ask questions</i> about their impact on the lives of believers		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE</p> <p>Learners should be able to identify rules found in sacred writings and show how these influence the behaviour of believers</p>	<p><i>WTS: All learners should be able to make the link between the rules of a faith community and the actions of believers</i></p> <p><i>EXS: Most learners should be able to explain how believers would put the rules of their community into practice in a modern day setting. These learners will be able to explain the impact of keeping the rules on the life of a believer</i></p> <p><i>GDS: A few should be able to explain how rules help to strengthen believers and the faith community</i></p>	<p>What do we need rules for?</p> <p>This makes a good start to the new school year and provides an opportunity for pupils to think about a set of class rules. Take any starting point which is within the children's experience to begin a discussion about rules e.g. class and/or school rules. How do we know what the rules are? Where do our rules come from? Are they always written? Who makes the rules? Do they help us to live together? Could we manage without them? Do people always obey the rules? What happens when they don't? What would life be like without any rules? This can then be widened out to include other areas of life e.g. home, clubs and groups, the local community, the country. Talk about what people mean by a 'moral code'. Ask children to create their own set of a rules based on a theme e.g. for the class,school, in the countryside, firework code etc.</p> <p>What rules can be found in sacred writings?</p> <p>Explore the main rules for living of the different faiths being studied e.g. Buddhism: The Eightfold Path; Christianity: The Ten Commandments, Islam: The Five Pillars; Sikhism: The Five Ks. Divide the class into four and ask each group to look more closely at one set of rules. Groups should decide if the rules are good ones, how following them would make a difference to life in school/home, they should then take one rule, think about</p>
<p>ENGAGE</p> <p>Learners will show how these rules influence the behaviour of believers – individuals and communities</p>		

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<p>REFLECT</p> <p>Learners should be able to identify rules that are important to them and make the link between personal values, rules and behaviour</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> • <i>Identify the rules for living in the faith being studied</i> • <i>Create a set of rules based on a theme</i> • <i>Discussion or prose: Why do people of faith follow religious rules</i> 	<p>how it could be put into practice in the class/school/world and write a poem/design a poster/use ICT to illustrate their ideas. Pupils could take turns reporting back.</p> <p>What impact do these rules have on the lives of believers?</p> <p>Pupils should consider why god is mentioned in the rules they have looked at. Why is he considered so important and what questions would they like to ask a person of faith about it? If God was to look at the world today what rules would he want to remind people of? Imagine God could send a text message what would he want to say? – create one text message for you, one for the school, one for the town and one for the world.</p> <p>What impact do rules have on your life? Random acts of Kindness (RAK)</p> <p>The golden rule sums up the rules expressed in all religions and is simply 'always treat others as you would like them to treat you'. One way that pupils could reflect this rule is to do small acts of kindness for each other, the school, community and beyond. This could be anything from making a drink for someone, helping someone to tidy up, being kind to a younger pupil in school, volunteering for jobs. Acts can be big or small, anonymous or not as it is the sentiment behind the act that matters. Individually or in small groups create some RAK cards (to be left in the place where a RAK has been carried out) and plan some RAKs. Allow an opportunity for pupils to carry these out.</p>
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Religious Education	Title:2.2a Religion in the home	Year:3 Term:AU2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Compare and contrast</i> the practice of religion in the home in different religious communities		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities

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<p>EXPLORE Learners should be able to identify characteristics of believers' homes and link this with belief and practice</p>	<p><i>WTS: All learners should be able to identify symbols, actions and gestures characteristic of the faith which could be found in a believers' home</i> <i>EXS: Most learners should be able to identify the beliefs demonstrated by the practice of religion in the home</i> <i>These learners should be able to suggest meaning for the values and practices found in a believers' home</i> <i>GDS: A few learners should be able to link sources and writing with these practices and to explain why it might be important to believers to carry on these traditions.</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>What makes people's homes different? Talk about the customs and practices which may go on in any household regularly. For example: Grandparents visit every weekend, having a particular meal on a certain day of the week, a fixed pattern for bedtimes, eating meals at the table, friends coming to play, reading time, watching a programme on television together. Discuss some ideas in detail - who is involved, what usually happens, does the activity follow a pattern, are there particular rules about how you behave? Talk about the meaning of 'custom' and 'practice'. Ask pupils to identify a custom or practice and illustrate or describe starting 'In my house....' or 'Some people...' Resources: Images of everyday activities as stimulus for discussion, images from magazines or stories. Record of responses from pupils to be used in later activity.</p> <p>What makes a home distinctive of a particular faith community? Find out about religious practices in the home. For example: Focus on two or three aspects of religious practices based in the home, such as saying grace, reading the Bible, saying prayers, the Jewish Sabbath, Hindu puja. Present pupils with pictures of the identified activity and explore... 'I wonder what is happening here?' Pupils to draw up list of questions to ask the person involved, then see if they can find the answers from a books, ICT, video, story, visitor, etc. Create a story board to explain what is happening. Resources: Images of members of faith communities involved in religious activities in the home.</p> <p>How important is it for believers to practice their faith at home? Select aspects of these practices and find out what they mean to members of the community. For example: Talk about why someone might close their eyes and put hands together during a prayer. Share ideas about why the Sabbath meal might be very special to Jewish people. Talk about how a Hindu might feel having a very special shrine at home, and making use of it regularly. What might it be like to pray five times a day and how might that be helpful for a Muslim? If possible invite a member of the faith community to talk about their feelings and how they pray at home. Activity – children to draw the outline of a house with columns inside of different faiths. In the columns write down the different activities that take place in different faiths at their homes. 'Through the keyhole' activity – children use artefacts or pictures to introduce what might be seen if pupils looked through the keyhole into a Hindu family home. Resources: Visitor from a faith community. BBC Learning Zone video clips portraying praying at home.</p> <p>What makes a home distinctive for you? Share personal ideas about customs and practices which you think are good to carry on at home. For example: Which do you think you would miss most if they all stopped? What do you think you would like to carry on doing when you have a home of your own? What might be a good custom for the classroom, home to your class? Put it into practice. Create a display called 'Home is where the heart is'. Using a heart shape children to draw and write about what makes their house a home. Resources: Heart shapes.</p>
<p>ENGAGE Learners should be able to identify important beliefs evident in a believers' home and explain why it might be important to carry on these traditions</p>		
<p>REFLECT Learners should be able to identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home.</p>		

Year 4

Religious Education	Title: 2.6d ENVIRONMENT: Harvest	Year: 4 Term:AU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> religious stories and teachings about the environment and <i>identify</i> their impact on behaviour		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities</p>	<p><i>WTS: All learners should be able to identify stories and teachings from faith communities relating to the environment/natural world</i> <i>EXS: Most learners should be able to link stories and teachings to beliefs and practices</i> <i>These learners should be able to identify similarities and differences between the teachings of different faith communities</i> <i>GDS: A few learners should be able to explain the impact of beliefs about the environment/natural world on believers and faith communities</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>Being thankful for the fruits of the Earth How is the word Harvest used? What does 'harvesting' mean to a farmer and to ourselves? Create a class definition. What do human beings need to survive? Show pupils a bowl of fruit and vegetables, packets of cereal, bags of flour, cartons of juice and milk, bottle of water, eggs, bread, pictures of supermarkets. Invite pupils to use their knowledge of nutrition and choose three items that a human being needs to survive, and explain why they need them. Divide pupils into two groups: group one could make an inquiry about where food is sourced for a family in the UK e.g. shop, supermarket, allotment. Invite them to think about how many different food products they might use in a day, or a week. Group two could do a comparison with a community overseas e.g. Mozambique. Why do different religions and different countries celebrate harvest? What might inspire them to celebrate in the UK and overseas?</p> <p>Discuss the idea of celebrating harvest in times of plenty and in times when there is less than enough. In what situations might people have more than they need, or not enough? How might this affect their belief in God as provider?</p> <p>God as creator and provider: Christian beliefs in one God as creator of the world and provider for human needs originate in the Book of Genesis. Here God is described as creating man in his own image, and putting him in charge of animals and seed bearing plants for human beings to care for and use for food. See Bible Text: Genesis 1 v 27-31. What attitude to Creation and food does this text suggest to Christians and to Jews? What attitudes do we have towards animals and plants (looking after them, and relying on them for food and drink).</p> <p>Explore the Jewish festival of Sukkoth and task pupils with creating a model of a sukkah from recycled materials, imagine that they have stayed out overnight in the Sukkah, and write a diary entry from the viewpoint of a Jewish believer about how it helped them feel close to God as Creator and provider.</p> <p>Explore the Christian Harvest and a Lamas (loaf mass). Task pupils with making bread in small groups to reflect on what it might mean to a Christian believer to celebrate Loaf Mass at the beginning of Harvest in a rural area. In what ways might it be different for someone living in a city celebrating harvest? What might</p>
<p>ENGAGE Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/natural world</p>		
<p>REFLECT Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>		

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		<p>Harvest mean to someone living in a country where there are environmental problems, such as drought or flooding, e.g Mozambique? What might influence their attitude? In what ways could faith in God help in this?</p> <p>Harvest Festival To reflect their understanding of Christian Harvest pupils could engage in practical activities. Ideas include:</p> <ul style="list-style-type: none"> • Making a difference – e.g designing and implementing a charity campaign across the school, linked to the local church eg Foodbank – poster design to raise awareness, leading an assembly, organising collecting for a charity • Pupils could plan a harvest festival/collection for the class/school. This could involve publicising it, presenting their plan in a school assembly, choosing a suitable recipient for the goods collected, packing and distribution. • organising a fundraiser for a charity • Writing an explanation: 'Six reasons why our act of gratitude can make a difference to our local or overseas neighbour (less than 100 words).
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Religious Education	Title: 2.4d Landmarks in life	Year: 4 Term: AU2 Hours:5
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Programme of Learning Focus

To support the learners to become religiously literate, this unit will provide opportunities to:
Investigate the importance for believers of ceremonies in which special moment in the lifecycle are marked

Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life</p>	<p><i>WTS: All learners should be able to identify a range of ceremonies linked to special moments in life that are important to members of faith communities</i> <i>EXS: Most learners should be able to describe the important features of ceremonies</i> <i>These learners should be able to compare and contrast ceremonies from different traditions</i></p>	<p>Rites of passage are special rituals that mark the different stages in life. These include birth ceremonies, ceremonies marking joining a faith, marriage and death.</p> <p>Why is it important to people to celebrate special times in life? For example: Think about coming of age, birthdays, marriage, funerals. Collect examples of the way in which people celebrate or mark these events, such as greetings cards, photographs, invitations etc... Create a display. Look at pictures of special events and identify what landmarks are being acknowledged. Construct a list of pupils' priorities - which are the most important landmarks. Pupils draw a road representing their life so far.</p>

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<p>ENGAGE Learners should be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part</p>	<p><i>GDS: A few learners should be able to explain why believers would see these celebrations as an important part of their faith</i></p>	<p>Label the road (write/draw/describe) with three high points they have experienced in life so far e.g. starting school, baptism. Label the road with two low points. Can pupils continue the road with what they hope to come? Resources: examples from appropriate celebrations e.g. invitations etc...</p> <p>Why is it important to believers to celebrate special times in life? In small groups or pairs pupils research & produce a presentation about the way joining a faith is celebrated by Christians (confirmation) and Hindus (Sacred Thread <i>upanayana</i> ceremony) Pupils will need to be organised and able to discuss: what they need to find out, how they gather information, share out tasks and what format to present in. This should take more than one lesson and time could then be spent sharing their work with others.</p>
<p>REFLECT Learners should be able to share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>Pupils should find out: about what happens what symbolism is important Why is the symbolism important? What actions are important? Are there any special vows or promises made? Are special prayers or words spoken? What people wear? What they eat? How the person might feel before and during this key point in their lives?</p> <p>What does what you celebrate say about you? For example: Discuss their own experiences. Refer to their list of priorities identified in the first lesson. Take the first on the list and ask pupils individually or in small groups to create a ceremony to mark the occasion in an appropriate way. If possible, act out the best ideas as a class, keeping a photographic record of the occasion, and encouraging pupils to express how it felt to take part. What would help them to keep the promises they have just made? What symbol would they choose to remind them of their new promises?</p>

Year 5

Religious Education	Title: 2.1b Sacred Writings - Hinduism	Year: 5 Term:AU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> a variety of forms of literature found in sacred books and <i>investigate</i> a range of religious teachings		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to distinguish different types of religious literature and say why different sacred writings are important to faith communities</p>	<p><i>WTS: All learners should be able to distinguish different types of literature contained within sacred writings</i> <i>EXS: Most learners should be able to identify some important teachings and sources from sacred writings making links with belief and practice</i> <i>These learners should be able to show how believers use a range of sources to support their beliefs and practices</i> <i>GDS: A few learners should be able to explain why it is important to believers to refer to scriptures for guidance</i></p> <p>Assessment opportunities (what will be assessed and when)</p>	<p>Notes: 'all Gods lead to God as all rivers lead to the sea' is the best way to sum up what Hindu's believe about god. There are many different Gods worshipped in Hinduism but they are all different aspects of the one supreme God. Hindus can choose the way they want to think of and worship God, the important thing is to love God. In this unit of work the focus is on Krishna – God as a child.</p> <p>Recap prior learning about Hinduism with pupils. Place the faith in the world by tasking pupils to collect facts about the religion e.g. where in the world it originated, number of followers, where they worship, key beliefs, sacred writings etc.</p>
<p>ENGAGE Learners should be able to identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities</p>		<p>Begin to explore Hindu sacred writings. Explain Hindu beliefs about God (see note) and focus on Krishna. Show images of Krishna, why might it be helpful to look at Krishna? Share the story of Krishna eating soil. Support pupils understanding of the story by sharing a selection of images of the story (available online). In groups pupils can annotate their image with what they can see, who the characters are, what is happening. Pupils can come up with questions about the story and take turns to share these. What does the story tell them about Krishna? Why are stories about Krishna the favourite of many Hindu children?</p> <p>It is traditional to tell the story of Krishna through mime and dance. In groups pupils can complete this task and then present.</p>
<p>Learners should be able to identify literature relevant to them and to explain the impact this might have on their lives</p>		<p>Move on to share the story of Rama and Sita (many versions available online in video form if preferred). Share images of scenes from the story. In groups pupils can annotate their images with what they can see, who the characters are, what is happening. Pupils can come up with questions about the story and take turns to share these. What does the story teach about overcoming temptation? How could the main characters inspire Hindu's to overcome temptation?</p> <p>Explore the festival of and celebrations for Divali which link to the story of Rama and Sita. Pupils could compare and contrast the different ways of celebrating in the UK and in India. In groups pupils could explore different ways of celebrating Divali and present back. What matters most to Hindu's at Divali? What would happen if Hindu's weren't allowed to celebrate Divali?</p>

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		<p>'All gods lead to God as all rivers lead to the sea.' What aspects of God have pupils uncovered through their studies of Hindu stories. What does this tell them about what Hindu's believe God is like and how he is helpful to them?</p>
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Religious Education	Title: 2.3a Peace	Year:5 Term: AU2 Hours:5
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Programme of Learning Focus

To support the learners to become religiously literate, this unit will provide opportunities to:
Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and *make suggestions* as to the intended meaning they might have for believers

Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to identify, compare and contrast a range of symbolism used in faith communities</p>	<p><i>WTS: All pupils should be able to suggest ways in which people show that peace is important to them and identify examples of symbolism used by faith communities</i></p>	<p>What is peace? Show pupils some works of art and symbols that show peace. Can pupils rank them in order of which expresses peace the most to them. What links can be made between the pictures? What do they all have to say about peace? Discuss a peaceful place, a peaceful time, people who bring peace. Where do you go to be at peace, or your parent/s? Write a poem called My Peaceful Place.</p>
<p>ENGAGE Learners should be able to identify beliefs expressed through the use of symbolism and explain why it might be important to believers</p>	<p><i>EXS: Most pupils should be able to give examples of ways in which people actively seek peace making links between beliefs, sources and the use of symbolism in faith communities</i></p> <p><i>GDS: Some pupils should be able to demonstrate how seeking peace may involve moral choices and compare and contrast the use of symbolism within and between faiths</i></p>	<p>Blessed are the peacemakers - Mt 5⁹. Begin with this phrase as a caption, showing it above a picture of soldiers. Who is a peacemaker? Discuss that peace is a key character trait for Christians and explain Jesus demonstrated this in his life and Christians try to follow his example. Explore the Christian idea of the gift of peace, and extend the idea to the Jewish <i>shalom</i>. Ask a member of a local church to describe the passing / sharing of the peace or to explain the meaning to them of the phrase <i>The peace of the Lord be with you</i>. Explore the work of 'Christian peacemakers today'. Is the way to peace always peaceful? Pupils can sum up the learning by explaining why peace is important to a Christian, how peace is demonstrated in church and how peace is demonstrated by Christians in everyday life.</p> <p>Explore the National Memorial Arboretum, the work that they do and some of their memorials. How is it a place of peace and remembrance. Explore what three religions say about Peace: Hinduism: Ahimsa – non-violence,</p>

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<p>REFLECT</p> <p>Learners should be able to identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>comes from strength, and strength is from God, not man. Ahimsa always comes from within. Islam: do not take life – which Allah has made sacred – except for a just cause. Christians: Blessed are the peacemakers. Complete a venn diagram to show similarities and differences between the three faiths. Design a new memorial for the national memorial arboretum to commemorate and celebrate the work of soldiers from one of the three faiths. Present to the class explaining the symbolism they have used, its link to the religion and where this memorial should be placed.</p> <p>Tell the story of Sadako Sasaki and her cranes for peace. http://www.cnduk.org/images/stories/peaceed/Sadako's%20Cranes%20for%20Peace_new.pdf</p> <p>There is now a memorial to Sadako at Hiroshima. Written on Sadako's statue are the words: This is our cry, This is our prayer: To create peace in the world. Many, many people visit the statue to think about this message. Pupils can make their own cranes using origami techniques and either hang them up in school or send them to Hiroshima to be put at the Children's Peace Monument:</p> <p>Peace Promotion Division The City of Hiroshima 1-5 Nakajima-cho Naka-ku, Hiroshima 730-0811 Japan (Please make sure your teacher fills out a registration form on the Hiroshima Peace Museum Website.)</p> <p>Pupils could use persuasive writing to encourage other classes to also make a crane for peace. They could write out instructions about how to make a crane and then teach someone from another class.</p>
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Year 6

Religious Education	Title: 2.6b COMMITMENT	Year:6 Term:AU1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> ceremonies associated with joining or belonging to a faith community and <i>talk about</i> the meaning of commitment		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE Learners should be able to describe what happens at a ceremony associated with joining or belonging to a faith community and explain why people might choose to join</p>	<p><i>WTS: All learners should be able to identify ideas, values or groups to which they and people of faith are committed</i> <i>EXS: Most learners should be able to explain what this means about the choices they and people of faith make in their everyday lives</i> <i>These learners should be able to explain the impact this has on their life and on the lives of the people who are committed to a faith</i> <i>GDS: A few learners should be able to identify the consequences for themselves and people of faith, of making a commitment to particular values, groups or causes</i></p>	<p>What does it mean to make a commitment?</p> <p>Explore the word commitment. What does it mean and what does it mean and how are commitments demonstrated? Take 5 characters from fiction or media (e.g. Harry Potter, Bart Simpson) and decide what their top five commitments would be. Ask pupils to come up with 5 things they are committed to and 5 things they aren't committed too. Discuss their ideas. Discuss why for some people religious commitments might be important. Select the commitments that they think they will have to make and the responsibilities they will bring and make an individual chart. How do they hope to be responsible adults? Why is it important for adults to be serious about their responsibilities? What are the benefits of commitments and responsibilities? What are they looking forward to?</p>
<p>ENGAGE Learners should be able to explain the meaning of a joining ceremony for believers and explain the impact of commitment on their future lives</p>		<p>Talk about the responsibilities which people have when they become adults. For example: Brainstorm some of the things which you cannot do as a 10/11 year but which you will be able to do when you are an adult. Talk about the things they are looking forward to doing when they are grown up. List the responsibilities that go with the good things and the privileges. What makes the difference between someone who is growing up and someone who is an adult? What are the good things about being an adult and what are the disadvantages?</p>

<p>REFLECT Learners should be able to talk about personal values and commitments and the impact that these have on their own lives and the lives of people around them.</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>Group research tasks:</p> <ul style="list-style-type: none"> • Find out what happens at a Jewish Bar or Bat Mitzvah • Find out what happens at a Christian Confirmation ceremony <p>Pupils could use books and ICT to research each ceremony and prepare to present back. What happens, important beliefs, promises made, special items etc.</p> <p>Discuss the fact that the young person now has responsibility for their own faith and must do all the things that are required of them. How much of a challenge would this be?</p> <p>What about your commitments?</p> <p>Discuss what their own lives might be like, recap what commitments they might make and what responsibilities they might have</p> <p>Design your own coming-of-age ritual</p> <p>Apart from graduation after university the educational system rarely provides a significant passage ritual. Some schools/families are now creating their own. These could incorporate a number of elements:</p> <ul style="list-style-type: none"> • Contact with the natural environment: One or more days spent in nature, experiencing isolation, beauty and grandeur. • A test of strength, self-discipline, and endurance: a fast, a difficult task etc. • A complete physical withdrawal from the pressures of life. • Public recognition: An "...announcement, ceremony or gathering with family and friends..." to acknowledge the person's new status. • Symbolic representations: Some object that symbolizes the person's new status: a totem, ring, etc. <p>In groups pupils could plan a coming of age ceremony for the end of year 6...it could even be carried out!</p>
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Religious Education	Title: 2.3b Words of Wisdom	Year: 6 Term: AU2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the meaning of stories drawn from religious sources and <i>reflect on</i> the significance of key words, phrase or expressions		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p>EXPLORE</p> <p>Learners should be able to make links between words, phrases and stories of importance to faith communities and say how these reflect the ideas of believers</p>	<p><i>WTS: All learners should be able to identify significant words and stories and suggest what they tell a believer about their faith</i></p> <p><i>EXS: Some learners should be able to suggest how these words, phrases and stories might have a major impact on a believer's life</i></p> <p><i>GDS: A few learners should be able to explain how these stories might help believers to make moral choices</i></p>	<p>Stories with messages</p> <p>What do we mean by stories with a message? Read a story with a message e.g. an Aesop fable. Circle time - what was the message, are stories useful as guidance, why stories and not just a list of rules, are stories always understood, when a poster be more effective than a story? Pupils could make a dust jacket for one of the stories they have heard; design front cover and write a short blurb which describes the message.</p> <p>In this unit of work pupils will explore several stories. For each story the following process of exploration is useful:</p> <ul style="list-style-type: none"> • share the story and explore meaning • What place does the story have in the religion(s) we are studying/what is the key message? • How important is the story to believers/how might it encourage them to act? • A practical task to sum up understanding e.g. a text to self (a connection between the story and your experience), text to a believer (a connection between the story and how a believer should put the message into practice) text to world (a connection between the story and events in the real world) and text to media (a connection between the story and something you've seen on TV, in a computer or heard in a song)
<p>ENGAGE</p> <p>Learners should be able to link words, phrases and stories with important beliefs and say what impact these might have on the lives of believers</p>	<p>Assessment opportunities (what will be assessed and when)</p>	<p>Possible stories:</p> <p>The Lost Sheep; Jesus calms a storm, Bilal – the first muezzin, Prophet Muhammad and the thirsty camel Angulimala and the Buddha Abraham and Isaac The formation of the Khalsa</p>
<p>REFLECT</p> <p>Learners should be able to use words, phrases and stories to explore their personal values and explain what influences them</p>		<p>What do wise words mean to you?</p> <p>Ask pupils to imagine they were world leaders for a day. What message would they like to give the world? Is there one group of people they would like to give a message to? What about a message for the class? School? Country? Pupils could write their messages in a variety of ways e.g. scroll, a letter (which is really posted) banner, video, decorated stone, class wall of wisdom</p>

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Blank plan:

Religious Education	Title:	Year: Term: Hours:
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to:		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
EXPLORE (religious content-what beliefs, teachings, practices will you focus on)	What will pupils do and be able to do to confirm their learning? How will all pupils be stretched?	What activities are planned to develop a religiously literate pupil?
ENGAGE (What does the religious content mean to a believer, what important questions will be asked)		
REFLECT (What has been learnt from this topic and what might the wider impact for society be)		
	Assessment opportunities (what will be assessed and when)	

This is an example of a simple class record sheet for RE. It preserves the achievement profile across the three syllabus aims in each unit and can show progress over time. The mark sheet provides a space for a summary grade in each unit. It would be possible to allocate numbers and calculate averages to complete these summaries. However, this seems unnecessary and mechanistic. Summary grades should be assessed as a best fit judgement as the teacher takes everything into account. This is a better solution because the three assessment objectives may not be equally important/demanding. The teacher is best placed to assess and balance summary grades using their professional judgement of the pupil's achievement.

Names	Topic 1				Topic 2				Topic 3				Topic 4			
	Explore	Engage	Reflect	SUMMARY	Explore	Engage	Reflect	SUMMARY	Explore	Engage	Reflect	SUMMARY	Explore	Engage	Reflect	SUMMARY
Jenny Blogs	EDS	EDS	EXS	EDS	EDS	EXS	EXS	EXS								
Joe Blogs	EDS	EXS	WTS	EXS	EDS	EXS	WTS	EXS								
Jamie Blogs	WTS	EXS	WTS	WTS	EXS	WTS	WTS	WTS								

KEY

working at greater depth within the expected standard (EDS): pupils who are exceeding expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. (showing greater vocabulary, understanding, explanation, complexity, originality, judgement)

working at the expected standard (EXS): Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

working towards the expected standard (WTS): pupils who have yet to meet the expectations in full will typically be providing evidence which is consistently less resolved and confident than their peer group.

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