

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



RELIGIOUS EDUCATION POLICY

2016 - 2017

Introduction:

Our academy community is made up of staff and learners who originate from an increasing number of different nationalities, cultures and faith groups. As an academy we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our learners, including new arrivals and those with EAL.

We believe that religious education provides an opportunity to celebrate and foster awareness of these differences in our academy and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Leeds Agreed Syllabus for Religious Education. Particularly relevant to our academy is the aim which states:

'The Leeds Agreed Syllabus for Religious Education aims to promote religious understanding, discernment and respect, and challenge prejudice and stereotyping. Religious Education is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it. A central concern is the promotion of each learner's sense of self-worth. A sense of self-worth helps learners to reflect on their uniqueness as human beings, share their feelings and emotions with others, and appreciate the importance of forming and maintaining positive relationships.'

Legal Requirements:

Temple Learning Academy, in accordance with the Education Act of 1996, provides Religious Education for all learners in full-time education. Parents have the right to withdraw their children from Religious Education lessons. Those who choose to do so are should state this in writing for the Principal. We believe that is the responsibility of the parents who have chosen to withdraw their children from religious education lessons to provide acceptable alternative religious education work for their children to do during RE lessons.

We teach in accordance with the aims of the Leeds Agreed Syllabus 2015. We take into account that religious traditions in our country are in the main Christian however we also take account of the teaching practices of the other principle religions represented in Great Britain.

The Scheme of Work:

The Scheme of work for Religious Education at Temple Learning Academy covers all the requirements of the Leeds Agreed Syllabus.

We have developed our own learning programme based on the attainment targets within the Syllabus which refer to;

- Learning about Religions.
- Learning from Religions.

. Our planning and schemes of work aim to;

- Help learners to acquire and develop knowledge about Christianity and other principal religions.

- Encourage learners towards an understanding of people's beliefs, values and practices.
- Develop within learners respect and sensitivity towards other people and their beliefs and philosophies.
- Give opportunities for learners to reflect on and respond to the values, beliefs and practices of religions and philosophies.
- Enable learners to develop their own insights.
- Enrich opportunities for learners' spiritual, moral, social and cultural development

RE is taught in termly units which also reflect the individual practices of Temple Learning Academy (see Appendix 1)

In these plans Christianity is predominantly studied. The other principal religions represented in Great Britain (regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) are studied across the key stages and by the end of Key Stage 2 our learners will have encountered all of these five principal religions.

Foundation Stage	Reception	Christianity	
Key Stage 1	Year 1	Christianity	Sikhism
	Year 2	Christianity	Sikhism
Lower Key Stage 2	Year 3	Christianity	Islam
	Year 4	Christianity	Hinduism
Upper Key Stage 2	Year 5	Christianity	Judaism
	Year 6	Christianity	Buddhism

In Key Stage 1 the recommended time allowance to deliver RE is 36 hours per year and in Key Stage 2 the recommended time is 45 hours per year.

In Key Stages 3 and 4 RE and Ethics will continue to reflect the Leeds Agreed Syllabus for Religious Education and be explored in the following manner:

Para	SMSC Aspect	Year Group/ Course	Units/Modules of Work
1.	Spiritual Development	7	Reflections on world events and issues/all other faiths in the news. Festivals, faith through stories, pilgrimage, special places.
2.		8	Reflections on world events and issues/all other faiths in the news. Beliefs about an afterlife. Meditation and stilling. Spirituality. Awe and wonder of the world.
3.		9	Reflections on world events and issues/all other faiths in the news. Philosophical questions on belief in God,
4.		10	Reflections on world events and issues/all other faiths in the news. Marriage and family life, prejudice, minority rights, social injustice,

Para	SMSC Aspect	Year Group/ Course	Units/Modules of Work
5.		11	homosexuality. Reflections on world events and issues/all other faiths in the news. Issues such as abortion, Euthanasia and Life after death.
6.	Moral Development	7	Reflections on world events and issues/all other faiths in the news. Respect shown to Judaism, Christianity, Islam, Morals in stories.
7.		8	Reflections on world events and issues/all other faiths in the news. Respect shown to the Indian religions, empathy, Environment and stewardship,
8.		9	Reflections on world events and issues/all other faiths in the news. Ethical theories and morality, listen to the views of others on issues about God, Human sexuality and sexual relationships and Jewish and Christian views, married and family life.
9.		10	Reflections on world events and issues/all other faiths in the news. Human sexuality and sexual relationships and Jewish and Christian views, married and family life, prejudice and discrimination, human rights, minority rights.
10.		11	Reflections on world events and issues/all other faiths in the news. Consider personal response to issues surrounding life and death.
11.	Social Development	7	Reflections on world events and issues/all other faiths in the news. Festivals from different faiths, use of stories, the church/mosque/synagogue community.
12.		8	Reflections on world events and issues/all other faiths in the news. Knowledge of country and worldwide religions, Charity in the community.
13.		9	Reflections on world events and issues/all other faiths in the news. Changing social views on issues of belief, relationships, prejudice and medical ethics.
14.		10	Reflections on world events and issues/all other faiths in the news. Changing social views on issues of belief, relationships,

Para	SMSC Aspect	Year Group/ Course	Units/Modules of Work
15.		11	prejudice and medical ethics. Reflections on world events and issues/all other faiths in the news. Changing social views on issues of belief, relationships, prejudice and medical ethics.
16.	Cultural Development	7	Reflections on world events and issues/all other faiths in the news. Study of Judaism, Islam, Christianity, religious festivals, expressing belief and understanding behaviour.
17.		8	Reflections on world events and issues/all other faiths in the news. Study of Hinduism, Buddhism, Sikhism, expressing belief and understanding behaviour. Spirituality and creativity, Creation ideas.
18.		9	Reflections on world events and issues/all other faiths in the news. Changing religious and social views on issues of belief, relationships, prejudice and medical ethics.
19.		10	Reflections on world events and issues/all other faiths in the news. Changing religious and social views on issues of belief, relationships, prejudice and medical ethics.
20.		11	Reflections on world events and issues/all other faiths in the news. Changing religious and social views on issues of belief, relationships, prejudice and medical ethics.

Methods

Teaching methods are stimulating and engaging, providing all learners with access to religious education. Consideration is paid to different learning styles and the differing abilities of learners so that all learners make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- The use of art and craft to enable students to express their ideas
- The use of drama, role play, gesture or dance

- The use of music to create an atmosphere or for expression of ideas and emotions
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

Collective Worship

The daily act of collective worship at Temple Learning Academy follows the requirements of the 1988 Education Reform Act.

Aims

- To consider spiritual and moral issues which are of a wholly or mainly of a Christian character.
- To celebrate or reflect on things that are of worth.
- To facilitate the development of a sense of community, of belonging and of sharing.
- To encourage learners to learn how to be part of large and small gatherings.
- To celebrate achievements of others within the school community.
- To develop understanding of, and reflect upon the value of, our environment and its importance in our lives.

Pattern and location of the daily act of worship

Collective worship takes place daily between 8.45 am and 9.10 am

Monday	8.45 am	Religious Themed	Hall	Principal
Tuesday	8.45 am	SEAL/PSHE	Hall	Teaching Staff
Wednesday	8.45 am	Religious or theme	Hall	Teaching staff
Thursday	8.45 am	Singing	Hall	Principal
Friday	8.45 am	Whole school celebration	Hall	Principal

Inclusion

Religious Education can make a significant contribution to inclusion particularly in its focus on promoting respect for all. The Leeds Syllabus contains many references to the role of Religious Education in challenging stereotypical views and positively appreciating differences in others. At Temple Learning Academy we promote respect for others by studying and discussing religious customs and practices. We make the most of opportunities to help the learners to develop their sensitivity to issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our learners and staff in order to make RE relevant and interesting to our learners. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that learners have at least one visit/visitor to aid with this each year. Appropriate times for this have been included in planning.

Spiritual, Moral, Social and Cultural Development.

Religious Education is a key opportunity for learners to develop morally, socially, spiritually and culturally. In RE lessons, as well as PSHE and our Collective Worship programme, learners are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people belief in a spiritual dimension is important.

We encourage learners to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious Education also strongly supports the academy's citizenship work by introducing learners to the significance of belonging to a community, the diversity of communities, faith rules and their application to moral and ethical issues.

Recording, Marking, Assessing and Reporting

Learner's work is marked in accordance to the learner's marking policy.

Religious Education is assessed at the end of Key Stage 1, end of Lower Key Stage 2 and the end of Upper Key Stage 2. It is based on the key attainment targets and compiled as a class record with detail of the 'ows' and 'wows'.

Further assessment guidance will be devised alongside LEA guidelines when they are produced.

Progress in Religious Education is reported to parents in their learner's annual report.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader in collaboration with the Principal Primary Phase.

The curriculum leader attends training and professional development and organises INSET and training for other members of staff when necessary.

Resources are bought with the annually allocated RE budget.

LONG TERM RELIGION PLANNING

Foundation AUTUMN (Based on Agreed Syllabus)

Key Idea/Theme	Learning Objective	Suggested teaching content/activity.	
<u>Special Thoughts</u>	1. Identify thoughts, feelings, ideas and questions that are important to me.	<ul style="list-style-type: none"> •Learners share their own experiences and feelings and those of others, and are supported on reflecting on them. •Learners think about issues of right and wrong and how humans help one another. •Learners ask and answer questions about religion and culture as they occur naturally within their everyday experiences. 	
<u>Harvest Festival</u>	See below.	See below.	<p>Dingle dangle scarecrow. Harvest display. How food is grown.</p>
<u>Special Times</u>	1. How and why some times and events are special to myself and others.	<ul style="list-style-type: none"> •Learners have opportunities to respond creatively, imaginatively and meaningfully to their own memorable experiences. •Through artefacts, stories and music learners learn about important religious celebrations. •Using a religious celebration as a stimulus, learners talk about special events associated with the celebration. 	<p>Divali – the story of Rama and Sita.</p> <p>Make mendi hand patterns.</p> <p>Christmas – Advent. The Christmas Story. Nativity Scene. Things a new baby might need.</p>

LONG TERM RELIGION PLANNING

Foundation SPRING (Based on Agreed Syllabus)

Key Idea/ Theme	Learning Objective	Suggested teaching content/ activity.	
<u>Special Things</u>	2. How and why some objects are special and important to myself and others.	<ul style="list-style-type: none"> •Learners think about and identify objects which are special to themselves. •Learners handle objects with curiosity and respect. •Using religious artefacts as a stimulus, learners think about and express meanings associated with the artefact. 	
<u>Special People</u>	2. How and why some people are special to myself and others.	<ul style="list-style-type: none"> • Learners think about and identify people who are special to them and why. •Using role play as a stimulus, learners talk about some of the ways people show love and concern for others and why this is important. •Learners listen to and respond to a wide range of religious and ethnic groups. 	<p>Old testament stories Noah and the Ark – matching animals. Jesus as a special person – his friends and stories compare to my friends.</p>
<u>Easter</u> <u>Special Times</u>			<p>Pancake Tuesday – make pancakes. Easter Eggs Easter Bunnies Jesus dies on the cross.</p>

LONG TERM RELIGION PLANNING

Foundation SUMMER (Based on agreed syllabus)

Key Idea/ Theme	Learning Objective	Suggested teaching content/ activity.	
<u>Special Books</u>	3. How and why some books and stories are special to myself and to others.	<ul style="list-style-type: none"> •Learners share their favourite books and explain why. •Using a story as a stimulus, Learners reflect upon the actions of characters and decide what they would have done in a similar situation. •Learn about a story and it's meaning through activity and play. •Learners use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in different ways. 	New Testament stories of Jesus' life and miracles.
<u>Special Places</u>	3. How and why some places are special to myself and to others.	<ul style="list-style-type: none"> •Learners observe and examine through their use of their senses, the wonders of the natural world in their immediate environment. •Learners think about and identify places that are special to them. •Learners visit places of worship. •Having visited a local place of worship, children learn new words associate with that place, showing respect. 	Homes and holiday

LONG TERM RELIGION PLANNING

YEAR 1 AUTUMN (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>MYSELF</u></p> <p>Myself the family.</p> <p>Myself the child.</p> <p>Myself the group.</p> <p>Belonging to Christianity.</p>	<p>AT2 Develop a sense of identity and belonging.</p> <p>AT2 Value and commitments.</p> <p>AT1 Practices and ways of life.</p>	<p>4. Learn about themselves and be aware of their own characteristics.</p> <p>5. Discover that each person is unique and special.</p> <p>6. Think about their ability to make choices.</p> <p>7. Identify special times of celebration.</p>	<p>Talk about things that are special including themselves (shoeboxes and Science link).</p> <p>Which people are special to us? Look at families and their diversity. Discuss reasons for getting married. Suggest some promises they could make to their parents – promise vouchers.</p> <p>Explore theme of homes and families. The marriage ceremony. Sikh and Christian weddings – role play</p>
<p><u>CELEBRATIONS</u></p> <p>Harvest Festival</p>	<p>AT1 Forms of expression</p>	<p>4. Observe and talk about patterns and sequences in nature e.g. seasons.</p> <p>5. Think about the importance of giving.</p>	<p>Discuss ways to help those people whose harvest has failed.</p> <p>Fair Trade symbol</p> <p>Christian Aid</p>
<p><u>CELEBRATIONS</u></p> <p>Judaism</p>	<p>AT1 Beliefs, teachings and sources.</p> <p>AT1 Practices and ways of life.</p>	<p>1. Discover that festivals are a time to remember particular events.</p> <p>2. Respond thoughtfully to aspects of social celebrations</p>	<p>Hanukah. The story behind the festival. Shabbat. Friday a special day. Welcoming Shabbat, blessing the children, blessing the wine, setting the Shabbat table. Sharing a meal and giving thanks. Listen to special Jewish prayers</p>
<p><u>CELEBRATIONS</u></p> <p>Christmas</p>	<p>AT1 Beliefs, teachings and stories.</p> <p>AT1 Forms of expression</p>	<p>1. Listen to relevant stories and ask questions about special people within Christianity.</p>	<p>Discuss ways that families prepare for Christmas during Advent.</p> <p>Mary and the Angel Journey to Bethlehem. Visit by the shepherds.</p>

LONG TERM RELIGION PLANNING

YEAR 1 SPRING (Based on Agreed Syllabus)

Key Idea	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>STORY</u></p> <p>The Bible as a special book.</p> <p>Selected stories from the Old Testament.</p>	<p>AT1 Belief, teaching and sources.</p> <p>AT2 Value and commitments</p>	<ol style="list-style-type: none"> 1. Demonstrate awareness that the Bible is a special book for Christians. 2. Respond thoughtfully to Old Testament Stories that show how God cares for others. 3. Respond imaginatively to Bible stories. 	<p>Bring in a special object and discuss why it is special. Relate to the Bible being a special object.</p> <p>Look at selection of different Bibles and talk about content of Old and New Testament.</p> <p>Listen to stories about key figures; Moses and the bulrushes. Moses in Egypt, David and Goliath, Daniel and the Lion, The story of Samson</p>
<p><u>SYMBOLS</u></p> <p>Sikhism</p>	<p>AT1 Practices and ways of life.</p> <p>At1 Forms of expression</p>	<ol style="list-style-type: none"> 1. Show some understanding of the Sikh sense of belonging. 2. Demonstrate familiarity with some signs/symbols of Sikhism 	<p>Talk about the Baisakhi festival. Look at the special clothes a Sikh might wear: special dress; keeping hair long; wearing a turban. Celebrate the birthday of Guru Gobind Singh</p>
<p><u>BELIEVING</u></p> <p>Christianity</p> <p>The Easter Story</p>	<p>AT1 Beliefs, teachings and sources.</p> <p>AT2 Meaning, purpose and truth</p>	<ol style="list-style-type: none"> 1. Retell some aspects of the Easter story. 2. Listen to relevant stories and ask questions about special people in Christianity. 3. Observe patterns and sequences of events in nature. 	<p>Palm Sunday - Jesus riding into Jerusalem on a donkey.</p> <p>Good Friday – When Jesus dies.</p> <p>Easter Day- When Jesus comes back to life.</p> <p>Make a collage of Palm Sunday. Identify why people were happy. Look for signs of new life in the world around us.</p>

LONG TERM RELIGION PLANNING

YEAR 1 SUMMER (Based on Agreed Syllabus)

Key Idea	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>LEADERS AND TEACHERS</u></p> <p>Religious Leaders</p>	AT 2 Identity and belonging.	<ol style="list-style-type: none"> 1. Identify special people at home, in school and in the wider community. 2. Identify what makes some people special. 3. Recognise religious leaders have special roles and names. 4. Identify titles of religious leaders from other faiths. 	<p>Encourage discuss about people who are special to us. Why?</p> <p>Talk about jobs in the wider community that are considered special.</p> <p>Investigate the job of the priest/vicar and the special jobs in the church.</p> <p>Invite a vicar or other faith leader in to talk about their work.</p> <p>Find out the names of different religious leaders eg. – minister, vicar, pastor, priest, bishop.</p> <p>Role of Granthi</p>
<p><u>SYMBOLS</u></p> <p>Religious Buildings</p> <p>Exploring a place of worship.</p>	AT1 Practices and ways of life.	<ol style="list-style-type: none"> 6. Find out about some buildings that are used for worship. 7. Identify special events which occur inside these buildings. 	<p>Visit the local church.</p> <p>Identify the parts - nave, alter, pews, font.</p> <p>Make a simple book about the local chapel/church.</p> <p>Make simple observational drawings of symbolic items in the chapel and take photographs.</p>
<p><u>STORY</u></p> <p>The Story of Creation</p> <p>God as Creator</p>	AT1 Beliefs, teaching and sources.	<ol style="list-style-type: none"> 3. Appreciate the beauty of the world around them (Photos in SEAL resources) 4. Begin to recognise that some questions are difficult to answer and that some may remain a mystery. 	<p>Read the story of Creation from the Old Testament.</p> <p>Produce creative work reflecting their feelings about this story.</p> <p>Listen to stories and work done by people who care for the planet.</p> <p>Take walk to observe of the natural things God has made for us.</p> <p>Life collage ('Circle of Days' or 'Trees')</p> <p>Prepare posters and/or leaflets for display.</p>

LONG TERM RELIGION PLANNING

YEAR 2

Autumn (Based on Agreed Syllabus)

Key Idea	Attainment Targets	Learning Objective	Suggested teaching content/ activity.
<p><u>MYSELF</u></p> <p>Myself and the family.</p> <p>Myself the child.</p> <p>Myself the group.</p>	<p>AT2 Identity and belonging.</p> <p>Value and Commitments</p> <p>AT1 Practices and ways of life.</p>	<p>4. Explore what we mean by family.</p> <p>5. Identify special times of celebration when families come together.</p> <p>6. Think about sharing and respect for each other.</p> <p>7. Identify the family as a group and other groups they belong to.</p>	<p>Talk about themselves as individual and listen to others talk about things that are special including- Talents.</p> <p>Birthdays.</p> <p>Baptism ceremony.</p> <p>Founding of Christians values – caring, sharing, co-operating, loving, forgiving, telling the truth, being honest, and loving the unpopular.</p> <p>Share talents with class.</p>
<p><u>CELEBRATIONS</u></p> <p>Harvest Festival</p>	<p>AT2 Meaning, purpose and truth.</p>	<p>3. Why do we celebrate Harvest?</p> <p>4. What does Harvest festival mean?</p> <p>5. Explore ways to show thankfulness.</p>	<p>Talk about how different foods are grown. Look at some of the countries our foods come from.</p> <p>Look at harvest prayers and write own.</p> <p>Sing traditional and/or contemporary Harvest songs.</p>
<p><u>LEADERS AND TEACHERS</u></p> <p>Guru Nanak's Birthday</p> <p>Sikhism</p>	<p>AT1 Forms of expression.</p>	<p>4. Recognise some features of Sikhism.</p>	<p>Look at pictures of Guru Nanak.</p> <p>Identify his importance in Sikh faith.</p> <p>Sikh appearance.</p>
<p><u>Teaching & Authority.</u></p> <p><u>Religion, family and community</u></p> <p>Sikhism</p>	<p>AT1 Beliefs, teaching and sources; Practices and ways of life; Forms of expression</p>	<p>6. Important events in the lives of key figures</p> <p>7. Show links between appearance and beliefs.</p>	<p>Guru Nanak</p> <p>Guru Gobind Singh</p> <p>The Ten Gurus</p> <p>The 5 Ks and signs of adherence</p> <p>The Mool Mantar.</p>
<p><u>CELEBRATIONS</u></p> <p>Christmas</p>	<p>AT1 Beliefs, teaching and sources</p>	<p>1. Jesus as God's gift to the world.</p>	<p>Why do we give presents at Christmas?</p> <p>The journey to Bethlehem.</p> <p>An invitation to Bethlehem.</p> <p>The visit of the wise men.</p>

LONG TERM RELIGION PLANNING

YEAR 2 Spring (Based on Agreed Syllabus)

Key Idea	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>STORY</u></p> <p>The Bible as a special book.</p>	<p>AT 1 Beliefs, teachings and sources.</p> <p>AT2 Meaning, purpose and truth.</p>	<p>8. Explore and handle books and other written material, including their own, with care and respect.</p> <p>9. To learn the meaning of the stories Jesus told.</p> <p>10. Relate stories to their own feelings</p>	<p>Why is the Bible important to Christians?</p> <p>Why did Jesus tell stories?</p> <p>Read and respond to stories about Jesus helping people, welcoming people – sad, lonely and sick.</p> <p>Jesus in the Temple.</p> <p>The feeding of the 5,000.</p> <p>The good Samaritan.</p> <p>The prodigal son.</p> <p>Blind Bartimaeus</p> <p>Zacchaeus.</p>
<p><u>CELEBRATIONS & BELONGING</u></p> <p>Sikhism</p> <p>Belonging to the Gurdwara</p>	<p>AT1 Forms of expression.</p> <p>AT1 Practices and ways of life.</p>	<p>8. Find out that some buildings are used for worship.</p> <p>9. Identify some special events which are recognised or celebrated in these buildings.</p>	<p>Draw different ways that Sikhs use their Gurdwara.</p> <p>Make karah parshad and discuss the significance of sharing food at the Gurdwara.</p> <p>Plan a special gathering for the class.</p> <p>Organise refreshments and decorations.</p> <p>VISIT GURDWARA.</p>
<p><u>SYMBOLS & BELIEVING</u></p> <p>Christianity</p> <p>The Easter Story.</p>	<p>AT1 Beliefs, teachings and sources.</p> <p>AT1 Forms of expression.</p>	<p>5. Listen to and respond to stories about Jesus.</p> <p>6. Talk about why Easter is a happy time for Christians.</p> <p>7. Develop an appreciation of beauty in the world around them.</p>	<p>Maundy Thursday – The Last Supper.</p> <p>Good Friday.</p> <p>Easter Sunday.</p> <p>Storyboard sequence of events.</p> <p>New life in Spring.</p> <p>Talk a walk to observe the signs of new life in spring.</p>

LONG TERM RELIGION PLANNING

YEAR 2

Summer (Based on Agreed Syllabus)

Key Idea	Attainment Targets	Learning Objective	Suggested teaching content/ activity.
<p><u>SYMBOLS</u></p> <p>Symbolism and Worship.</p>	<p>AT 1 Forms of expression.</p>	<p>11. Collect examples of signs and symbols used everyday.</p> <p>12. Explore messages gained from colours, sounds, shapes and smells.</p>	<p>Look at signs in everyday use – class signs, road signs etc...</p> <p>Think about religious signs; cross, fish, star. Think about religious colours and sounds.</p> <p>Listen to religious music – How does it make you feel?</p> <p>Visit Church in Crossgates. Look for symbols in a place of worship. How does it feel to be in church? What does it smell/sound like?</p>
<p><u>STORY & LEADERS and TEACHERS</u></p> <p>Special People</p>	<p>AT1 Beliefs, teaching and sources.</p>	<p>10. Listen to relevant stories and ask questions about special people within the Christian faith.</p> <p>11. Demonstrate familiarity with some aspects of the life of Jesus.</p>	<p>Recap on the story of Florence Nightingale. Relate to Mother Theresa. How did her Christian values help her in her work?</p> <p>Think about the life of Jesus. Where was he born? Write about Jesus as a boy. How did Jesus help people? Talk about why Jesus is special. What can we learn from Jesus?</p>
<p><u>BELONGING & BELIEVING</u></p> <p>Prayers</p>	<p>AT1 Practices and ways of life.</p> <p>Forms of expression.</p>	<p>8. Recognise some key Christian prayers and begin to know when they are used.</p> <p>9. Be still and reflect on their own thoughts.</p>	<p>Think about when and where they hear prayers.</p> <p>When do they talk/listen to friends?</p> <p>When do they talk/listen to God?</p> <p>Listen to and learn some prayers – prayers to say sorry, prayers for others, graces, silent prayers.</p> <p>Compose a simple grace and/or thank you prayer.</p>

LONG TERM RELIGION PLANNING

YEAR 3 Autumn (Based on Agreed Syllabus)

Key Idea/ Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Religion, family and community.</u></p> <p>Rules and Routines</p>	<p>AT1 Practices and ways of life; Forms of expression.</p> <p>AT2 Identity and belonging; Value and commitments.</p>	<p>13. Reflect on their ability to make choices and takes responsibility.</p> <p>14. Develop an awareness that an accepted code of behaviour can reflect what a group believes or values.</p> <p>15. Religious routines bring order and reflection to our lives.</p>	<p>Rules at home and at the academy. What are the routines at the academy? How do rules and routines differ?</p> <p>Religious routines – Assemblies Prayers Bible Study Festivals Attending a place of worship</p>
<p><u>Beliefs and actions in the world.</u></p> <p>Harvest Festival</p>	<p>AT1 Practices and ways of life.</p>	<p>12. Investigate and reflect upon the natural world and their environment.</p>	<p>Whole World Cake. Harvest Prayer. Where does our food come from? Why do some countries suffer famine?</p>
<p><u>Worship, pilgrimage and special places.</u></p> <p>Festivals of Light</p>	<p>AT1 Practices and ways of life; Forms of expression; Beliefs teachings and sources.</p>	<p>10. Through the use of story, develop an understanding of the important festivals in Christianity and other faiths.</p>	<p>Reflect on the importance of light in everyday life. Explore the theme of light as a feature of festivals and celebrations – birthdays, Divali, Hanukah and Christmas.</p>
<p><u>Inspirational People.</u></p> <p>Advent and Christmas</p>	<p>AT1 Beliefs, teachings and sources.</p>	<p>1. Demonstrate knowledge of the sequence of some key events in Jesus' life.</p>	<p>What does the church do to prepare during Advent? Advent Wreath and candles. Write creatively expressing the feelings of a shepherd, wise man or other character at Jesus' birth.</p>

LONG TERM RELIGION PLANNING

YEAR 3 Spring (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
New Year Resolutions	AT1 Practices and ways of Life At2 Identity and belonging; Value and commitments.	16. Reflect on the ability to make choices. 17. Develop an awareness that an accepted code of behaviour can reflect beliefs or values.	Things you are going to try to do this year. Targets and goals. Promise boxes. School targets and personal development targets. Academic, social, spiritual.
<u>Symbols and religious expression.</u> Islam Festivals and Celebrations Festivals of Light	AT 1 c, d, g AT 2 a, c	11. Discover how some festivals are celebrated.	Introduce and discuss the Islamic Festivals of Id Ramadan Milad al-Nabi (Bithday of the Prophet)
<u>Teaching and Authority.</u> The Bible – Old Testament Stories	AT1 Beliefs, teaching and sources. AT2 Meaning, purpose and truth.	12. What can we learn from Old Testament Stories and relate these to our own experience?	Abraham (obedience and trust) Jacob and Esau (telling lies and being deceived) Joseph and his brothers (jealousy, favouritism and forgiveness)
<u>Beliefs and Questions.</u> Easter	AT1 Beliefs, teaching and sources;	2. Outline the sequence of events leading to the death of Jesus. 3. Demonstrate understanding of some aspects of Jesus' teaching.	Palm Sunday – how did people greet Jesus? Why did he ride on a donkey? Was he a king or a servant? What lesson did Jesus what his followers to learn? Describe the journey of Jesus into Jerusalem.

LONG TERM RELIGION PLANNING

YEAR 3 Summer (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Symbols and religious expression.</u></p> <p>Symbolism</p>	AT2 Forms of expression.	18. Learn about different signs of office a leader might wear.	Identify the signs of office a faith leader might wear – uniform, collar, ring etc.. Visit from a vicar to talk about symbolism of uniform
<p><u>Teachings and Authority.</u></p> <p>The Bible as an important book for Christians</p>	<p>AT1 Beliefs, teachings and sources; Practices and ways of life.</p> <p>AT2 Identity and belonging.</p>	<p>13. Show respect for sacred writing in different faiths and learn their names.</p> <p>14. Demonstrate some understanding of the role of the Bible in Church and in the lives of Christians.</p>	<p>The Bible, Torah, Guru Granth Sahib – How can we show respect for these Holy Books? How is the Bible used in school and in church? (private reading, special times, assemblies as a guide to Christian belief and life) Meet local Christians and ask appropriate questions about the Bible and how they use it and why it is important to them.</p>
<p><u>Religion, family and community.</u></p> <p>Islam</p>	<p>AT 1a,b, c, d, g, h</p> <p>AT2 a, b, c</p>	<p>19. Recognise and reflect on the importance of the mosque in Islamic life.</p> <p>20. Recognise the place of the Qur'an in Islamic worship.</p> <p>21. Be familiar with some key events in Islamic history.</p>	<p>Allah and his many 'beautiful names' Learn about the Five Pillars. Visit a mosque. Watch video of 'Living as an Muslim' Explore the main features of the mosque. The Qur'an. Examine Muslim artefacts. Make a small project book on the Islamic faith.</p>

LONG TERM RELIGION PLANNING

YEAR 4 Autumn (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Beliefs and Actions in the world.</u></p> <p>Rules and Routines</p>	<p>AT2 Identity and belonging; Value and commitments.</p>	<p>22. Consider themselves as individuals.</p> <p>23. Discuss ways in which people might show concern for the wider community.</p> <p>24. Human qualities and giving, caring, sharing.</p>	<p>Look at organisations whose activities are a response to human need and have roots in faith e.g. Salvation Army, Children's Society.</p> <p>How do we help others through our academy?</p>
<p><u>Beliefs and Actions in the world.</u></p> <p>Harvest Festival</p>	<p>AT1 Beliefs, Teachings and sources; Practices and ways of life.</p> <p>AT2 Meaning, purpose and truth.</p>	<p>15. Be more involved in activities in school which encourage attitudes of care and consideration for others.</p>	<p>Fair Trade Christian Aid Be involved in giving for harvest in the local community.</p>
<p><u>Symbols and religious expression.</u></p> <p>Hinduism</p>	<p>AT1 a, b, c, h</p> <p>AT2 a</p>	<p>13. The different deities of the Hindu religion.</p> <p>14. Hindu Festivals – Holika; Janmashtami; Divali.</p>	<p>Investigate so find out about different deities.</p> <p>Drama - retell the story behind the Hindu festivals.</p> <p>History of Divali - the story of Rama and Sita– make Diva lamps, Divali cards, Rangoli Patterns outside with chalk, Mehndi patterns.</p>
<p><u>The journey of life and death.</u></p> <p>Christmas Journeys</p>	<p>AT1 Beliefs, teaching and sources.</p> <p>AT2 Meaning, purpose and truth.</p>	<p>1. Journey back through time and follow the different journeys of the key figures in the Christmas Story.</p>	<p>Why would a Christian want to visit Bethlehem?</p> <p>Write a postcard from Bethlehem telling a friend about the importance of the place.</p> <p>Plot on a world map the journeys of different characters.</p>

LONG TERM RELIGION PLANNING

YEAR 4 Spring (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Teaching and authority.</u></p> <p>Who did we give gifts at Christmas?</p>	<p>AT1 Beliefs, teachings and sources; Practices and ways of life.</p>	<p>25. Reflect on the importance of giving and receiving.</p> <p>26. Develop an understanding of the story of the Epiphany.</p>	<p>Consider and discuss giving gifts.</p> <p>Reflect on the idea that Jesus was a gift from God to the world.</p> <p>Listen to the story of the Three Wise Men.</p>
<p><u>Religion, faith and the community.</u></p> <p><u>Worship, pilgrimage & Special Places.</u></p> <p>Hinduism</p>	<p>AT1 a, b, c, e</p> <p>AT2 a, b, c</p>	<p>16. The sacred writings.</p> <p>17. Worship, ceremonies and Rituals</p> <p>18. Worship in the temple - Mandir</p>	<p>Symbols of Hinduism and what they mean.</p> <p>The Holy Books – Shruti and Smritis.</p> <p>Meditation/prayer ceremonies.</p> <p>The Puja Tray – the significance of the objects.</p> <p>Visit a Mandir</p>
<p><u>Teachings and authority.</u></p> <p>The Bible – New testament Stories.</p>	<p>AT1 Beliefs, sources and teachings.</p> <p>AT2 Meaning, purpose and truth.</p>	<p>15. Demonstrate knowledge of the sequence of some key events in Jesus life.</p>	<p>John the Baptist – the symbol of baptism – the Baptism of Jesus.</p> <p>Baptism ceremony for Christians.</p> <p>Jesus in the Wilderness.</p> <p>Jesus and his disciples.</p> <p>Retell a Bible story from the perspective of a key character.</p>
<p><u>The Journey of Life and Death.</u></p> <p>Easter</p>	<p>AT1 Beliefs, teaching and sources.</p> <p>AT2 Meaning, purpose and truth.</p>	<p>2. Develop an understanding of the importance of some festivals/special days in Christianity.</p>	<p>Ash Wednesday</p> <p>Good Friday</p> <p>Easter Sunday – the Resurrection of Christ.</p>

LONG TERM RELIGION PLANNING

YEAR 4 Summer (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Symbols and religious expression.</u></p> <p>Symbolism in different Faiths</p>	<p>AT1 Forms of expression.</p> <p>AT2 Value and commitments.</p>	<p>27. Discover examples of symbolism in the home and community worn by individuals.</p> <p>28. Identify Christian and other symbols.</p>	<p>How are signs and symbols used in everyday life?</p> <p>Identify Christian symbols – cross, fish, dove, Easter Eggs, hot cross buns etc...</p> <p>Identify universal symbols of water, light, food, feet and fire.</p>
<p><u>Religion, faith and the community.</u></p> <p>Worship in Christianity.</p>	<p>AT1 Practices and ways of life; Forms of expression.</p> <p>AT2 Identity and belonging; Meaning, purpose and truth; Value and commitments.</p>	<p>19. Find out about some special buildings locally and internationally.</p> <p>20. Identify buildings that are places of worship.</p> <p>21. Discover the different features to be found in a church.</p> <p>22. Explain why the Church is important to Christians (St. Peter)</p> <p>23. What links are there between the Church and the local community?</p>	<p>Visit local Church.</p> <p>Identify special features.</p> <p>Draw a special object found in the Church and explain its use.</p> <p>Find out why people go to Church, their roles and responsibilities.</p> <p>What do people do in Church? – sing, pray, celebrate, listen.</p> <p>Devise a set of questions to find out why people go to Church.</p>
<p><u>Inspirational People</u></p>	<p>AT1 Beliefs, sources and teaching</p>	<p>16. Reflect on ways in which Christian belief has made a difference to the lives of individuals.</p>	<p>Stories of Christians in the past – Elizabeth Fry, Florence Nightingale</p>

LONG TERM RELIGION PLANNING

YEAR 5 Autumn (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Teachings and authority.</u></p> <p>The Bible.</p>	<p>AT1 a, g, h</p> <p>AT 2c</p>	<p>29. Demonstrate and awareness of how the Bible has developed.</p> <p>30. Describe how sacred writings are used for worship and in everyday lives.</p> <p>31. Identify and recall some important stories</p>	<p>The Bible as a library of different books.</p> <p>Old and New Testaments.</p> <p>Original Manuscripts and translations.</p> <p>Outline of contents.</p> <p>Decorate own manuscript of a passage from the Bible.</p>
<p><u>Beliefs and actions.</u></p> <p>Harvest festival</p> <p>Christian.</p>	<p>AT1 b, e</p> <p>AT 2d</p>	<p>24. Express their feelings and ideas about important issues.</p> <p>25. Investigate relevant issues which may include justice, caring and sharing.</p>	<p>Fair Trade and current poverty issues.</p> <p>Things I like about the world/ things I don't like.</p>
<p><u>Worship, pilgrimage and special places.</u></p> <p>Judaism</p> <p><u>Worship, pilgrimage and special places.</u></p> <p>Judaism</p>	<p>AT1 Beliefs, teachings and sources; Practices and ways of life; Symbols of expression.</p> <p>AT1 Beliefs, teachings and sources; Practices and ways of life; Symbols of expression.</p>	<p>17. What do Jews believe?</p> <p>18. Why Jerusalem is a special place for Jews.</p> <p>19. Locate Israel on world map.</p>	<p>Brainstorm ideas about Judaism.</p> <p>Look at artefacts and explain their significance.</p> <p>Look at photographs of Jerusalem and identify key places including the Western Wall and The Old City.</p>
		<p>32. What do Jews believe?</p> <p>33. Why Jerusalem is a special place for Jews.</p> <p>Locate Israel on world map.</p>	<p>Brainstorm ideas about Judaism.</p> <p>Look at artefacts and explain their significance.</p> <p>Look at photographs of Jerusalem and identify key places including the Western Wall and The Old City.</p>
<p><u>Teachings and authority.</u></p> <p>Christmas</p>	<p>AT 1a</p> <p>AT 2e</p>	<p>1. Extend knowledge of the Christmas Story</p>	

LONG TERM RELIGION PLANNING

YEAR 5 Spring (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Religion, faith and the community.</u></p> <p><u>Religion and the individual.</u></p> <p>Judaism.</p>	<p>AT 1 Practices and ways of life; Forms of expression.</p> <p>AT 2 Value and commitments.</p>	<p>26. Learn about the family life of a Jew.</p> <p>27. Recognise the routines people have in everyday life which might relate to belief.</p>	<p>Family life – Shabbat; Shabbat meal; blessing of children.</p> <p>Food laws – the kosher kitchen.</p>
<p><u>Religion and the individual.</u></p> <p><u>Inspirational People.</u></p> <p>Making Promises</p>	<p>AT 1 a, b, e</p> <p>AT 2a, c, e</p>	<p>28. Find out about what promises are made at special religious ceremonies.</p>	<p>What does it mean to make a promise? Baptism/Confirmation promises. Covenant/Amrit Ceremonies. Talk with a Vicar or faith leader about the importance of belonging.</p>
<p><u>Teaching and Authority.</u></p> <p>Faith and Trust</p>	<p>AT 1a</p> <p>AT 2c, e</p>	<p>20. Identify ways in which Jesus set Christians an example of how they should live.</p> <p>21. Explore ways in which people express their faith.</p>	<p>What does it mean to trust someone? What does it mean to have a faith? Look at stories from the Bible- What can we learn?</p> <ul style="list-style-type: none"> a. Jesus Calms the storm b. Sermon on the Mount c. The Ten Lepers.
<p><u>Beliefs and questions.</u></p> <p>Easter</p>	<p>AT 1 a, b, e</p> <p>AT 2b, e</p>	<p>22. Consider the importance of Lent for Christians.</p>	<p>Countdown through Lent. Count up the good things in our lives.</p>

LONG TERM RELIGION PLANNING

YEAR 5 Summer (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p style="text-align: center;"><u>Worship, pilgrimage and sacred sites.</u></p> <p>How and why people pray</p>	<p>AT1 b, c, e, g, h</p> <p>AT2 a, b, c</p>	<p>34. Identify different ways of praying and the reasons for praying.</p>	<p>Identify and discuss the different types of prayer – praise; thanks; forgiveness.</p> <p>Write prayers for different purposes.</p> <p>How to Christians pray? Kneeling, bowing head, hands together.</p> <p>Compare to Jewish prayers.</p> <p>Extend knowledge of prayers – Lord’s prayer (meaning behind each line)</p> <p>Aids to prayers – candles, incense, rosary etc. How and why are each used?</p>
<p style="text-align: center;"><u>Worship, pilgrimage and sacred sites.</u></p> <p>Worship in the Church.</p> <p>What do we value?</p>		<p>29. Discuss things we value giving reasons why we value them and the meanings behind them.</p> <p>30. Recognise that there are similarities and differences between Christian Churches.</p> <p>31. What do churches show us about Christian values?</p>	<p>Make a box of items which are precious and explain why each has meaning to you.</p> <p>Compare and contrast buildings internally and externally.</p> <p>Draw ground plan of church.</p> <p>Which a short compare and contrast of different churches you have looked at or visited.</p>
<p style="text-align: center;"><u>Inspirational People. & Beliefs and Actions.</u></p> <p>Describe the work of a religious leader (link to work in Spring Term)</p>	<p>AT 1 a, b, d</p> <p>AT 2 a, c, e</p>	<p>23. Find out about a faith leader in the community.</p>	<p>Plan an interview and question a vicar about their role in the community.</p>
<p>People who have been influenced by God.</p>	<p>AT 1 a, b, d, f, h</p> <p>AT 2 b, c, d, e</p>	<p>1. Collect information about people whose actions may be motivated by religious belief.</p>	<p>Look at the work of Mother Teresa Gladys Aylward</p>

LONG TERM RELIGION PLANNING

YEAR 6 Autumn (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Teachings and Authority.</u></p> <p><u>The Journey of life and death.</u></p> <p>The Old Testament.</p> <p>God as Creator.</p>	<p>AT 1 a, f, h</p> <p>AT 2 c</p>	<p>32. Collect and consider information about the universe.</p> <p>35. To read and discuss stories and ideas about creation.</p>	<p>The Creation Story as written in the Bible. Discuss the order & why this was so. In what order would learners create the heavens and Earth? Why would that order be important to them?</p> <p>Research and collect information about the Universe and stories of creation from other faiths.</p> <p>Ying and Yang – Chinese story. Illustrate to show understanding of symbol.</p> <p>Link to Geography – The Incas from the Andes mountains and their beliefs as to how they arrive in this world.</p>
<p><u>Teachings and Authority.</u></p> <p><u>Inspirational People.</u></p> <p>The New Testament</p>	<p>AT 1 a, e, g, h</p> <p>AT 2 b, c, e</p>	<p>1. Extend knowledge and understanding of the life of Jesus.</p> <p>2. Demonstrate understanding of some aspects of Jesus' teaching.</p>	<p>Explore the life of Jesus and his work; temple visit, baptism, healing people, caring for the unpopular, teaching through parables.</p> <p>Write a thank you letter from someone Jesus helped.</p> <p>Retell a parable and explain its meaning (possible link to Harvest service).</p>
<p><u>Teachings and Authority.</u></p> <p><u>Religion, family and the community.</u></p> <p>Buddhism</p>	<p>AT 1 a, b, c, e, g</p> <p>AT 2 b, c</p>	<p>24. To discover the origins and basic beliefs of Buddhism.</p> <p>25. Develop understanding of the practices of Buddhist worship and ceremony.</p>	<p>Beginnings of Buddhism and the Ten Rules of the Sangha (compare to Commandments)</p> <p>Make a wheel to demonstrate the 'Eightfold Path'.</p> <p>Display Buddah and discuss and draw.</p> <p>Discuss and practice Mudras and the meanings behind 4 most popular. Create a geometric Mandala (maths link)</p> <p>Buddhas birthday (Hana Matsuri – 8th April)</p>
<p><u>Symbols and religious expression.</u></p> <p><u>Teachings and Authority.</u></p> <p>Advent Christmas</p>	<p>AT 1 a, b, d</p> <p>AT 2 a, e</p>	<p>1. Demonstrate an understanding of the spirit of the Advent season.</p> <p>2. Extend knowledge of the Christmas Story.</p> <p>3. Explore the feelings of Key figures.</p>	<p>The Christingle and the Advent Wreath and the colours associated with them.</p> <p>Advent services (daily) in anticipation of the birth of Jesus.</p> <p>The Announcement of the Birth of Jesus.</p> <p>Zachariah and Elisabeth presentation of Jesus in the temple.</p>

LONG TERM RELIGION PLANNING

YEAR 6 Spring (Based on Agreed Syllabus)

Key Idea/Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<p><u>Worship, pilgrimage and sacred places.</u></p> <p><u>Religion and the individual.</u></p> <p>Promises</p>	<p>AT 1 b, d, e, g</p> <p>AT 2 a, b, c, d</p>	<p>36. To find out about the promises made at special ceremonies in Christianity and other faiths.</p>	<p>What is a promise? Brainstorm ideas. Research promises. New Year Resolutions. Discussion of what promises are. Their importance in religious and non-religious ceremonies. Categorise! What kinds of promises are made and what they mean; baptism, confirmation, marriage.</p>
<p><u>Symbols and religious expression.</u></p> <p>Symbolism</p>	<p>AT 1 c, e, h</p> <p>AT 2 d</p>	<p>26. Explore the meaning of a selection of symbols found in Christianity and other faiths.</p> <p>27. Identify foods which are often shared on special occasions.</p> <p>28. Investigate which foods symbolise specific faiths.</p>	<p>Intro use of symbols (individuals, nations, organisations and in everyday life)</p> <p>World religions and their symbols (Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism – what they represent).</p> <p>Colours as symbols – red in China = marriage as red in Shinto (the religion) means life.</p> <p>Special foods – feasting and fasting. Religions which forbid different foods. Design a menu for a religious festival.</p>
<p><u>Symbols and religious Expression.</u></p> <p><u>Inspirational People.</u></p> <p><u>The journey of life and death.</u></p> <p>Easter Holy Week</p>		<p>1. Extend knowledge and understanding of the life of Jesus.</p>	<p>The symbol of the cross – how it has evolved in Christianity (8 styles throughout history). Link cross to the Easter Story. Signs and symbols associated with the Easter.</p> <p>Make a diary of the sequence of events leading up to the death of Jesus and his resurrection.</p>

LONG TERM RELIGION PLANNING

YEAR 6 Summer (Based on Agreed Syllabus)

Key Idea Theme	Attainment Targets	Learning Objective	Suggested teaching content/activity.
<u>Beliefs and action in the world.</u>	AT 1 a, d, e, f AT 2 a, b, c, d, e	37. Develop an appreciation of the importance of different lifestyles to the individual. 38. Collect information about organisations whose actions may be motivated by religious belief.	- Our way of life and beliefs (How Afshin/Wilson's life and beliefs differ) Wilson talk and show "Chinese New Year2" - Organisations who are motivated by religious beliefs – Red Cross (relate to Y5 WWII work) - Red Cross – IT research. - Red Cross historical evidence (WWI & II, Cambodian refugee work, Persian Gulf War, Kurdish Refugees) - UNESCO – history and what it does. - Salvation Army – services and activities
<u>Religion, family and community.</u> Belonging to the Church community	AT 1 a, b, d, h AT 2 a, b, c	33. Explain why the church is important for Christians. 34. Learn what different people do in church.	Interview people who go to church. Invite families to a weekend service at local church. Make a poster to advertise a church activity. Find out why people go to church. Make a colour wheel to show the cycle of the church year.
<u>Worship, pilgrimage and sacred places.</u> Buddhism	AT 1 a, b, e, g, h AT 2 a, c	1. Identify Buddhism in practice. 2. Discuss Buddhist festivals.	Wesak – Buddhist Festival of Light celebrated in June. Other festivals include: Kathina (Robe giving in Oct/Nov); Poson Day (Buddhism in Sri Lanka June)
<u>Beliefs and questions.</u> <u>Beliefs and actions in the world.</u> <u>Inspirational People.</u> People who act as examples of faith for Christians today.	AT 1 a, d, h AT 2 a, b, c, d, e	1. Feelings in different situations (1 st day of school, losing something/ someone, bullying) 2. Martin Luther King Jnr; Why do people suffer? Life and main achievements. 3. Why Martin Luther made a stand against injustice. 4. Mahatma Gandhi – Life and achievements.	Martin Luther King Jnr (1929 – 1968) RE in practice... Why do people suffer (pgs. 5, 16, 17, 18 and 19) Reflect upon the things we consider important enough to risk our lives for. Compare the lives and achievements of Mahatma Gandhi and Martin Luther King for similarities and differences Other people which could be studied; Joan of Arc Dr. Barnardo Lord Shaftsbury

		<p>5. Brainstorm important things for living a good and happy life. Most and least valuable.</p> <p>6. Biblical References (Paul and St. Stephen)</p>	<p>Florence Nightingale Father Damien Elizabeth Fry</p> <p>Group research on the lives of people covered in lessons. Practice and present information in play form.</p>
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Appendix 2 – Assessment Levels from Leeds Agreed Syllabus 2007.

Level	Attainment Target 1	Attainment Target 2
1	Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall stories and recognise symbols, and other verbal and visual forms of religious expression.	Pupils talk about their own experiences and feelings, what they find interesting or puzzling, and what is of value and concern to themselves and to others.
2	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.
3	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.
4	Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.	Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
5	Pupils use increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Cont overleaf...

Level	Attainment Target 1	Attainment Target 2
6	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p>	<p>Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>
7	<p>Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values, and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.</p>	<p>Pupils articulate personal and critical responses to questions of meaning, purpose, and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</p>
8	<p>Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.</p>	<p>Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas, and providing a detailed evaluation of the perspective of others.</p>
Exceptional performance	<p>Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate, in depth, the importance of religious diversity in a pluralist society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.</p>	<p>Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.</p>