

**MEOLE BRACE  
C OF E PRIMARY SCHOOL  
AND NURSERY  
RE SCHEME OF WORK**

**KEY STAGE 2**

## **AIMS AND PURPOSES OF RELIGIOUS EDUCATION AT KEY STAGE 2**

Religious Education provides opportunities for children to:

- Develop their knowledge and understanding of and their ability to respond sensitively to Christianity and the other principal religions represented in Great Britain
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures
- Consider questions of meaning and purpose in life
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- Develop enquiry and response skills through the use of distinctive language, listening and empathy
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Neither is it to be considered the same as collective worship, which has a separate though related place within school life.

## **CONTENT**

During Religious Education in Key Stage 2, children acquire and apply knowledge and understanding of:

- Christianity, Hinduism, Islam, Judaism (with aspects of Sikhism and Buddhism covered in the Additional Study Units)
- How these religions influence individuals, communities, society and the world

As well as learning about religions, children also develop their ability to respond to what they have learned.

## **LANGUAGE AND COMMUNICATION**

Children develop language skills through:

- Talking about their ideas and presenting them using sustained and systematic writing of different kinds
- Studying sacred texts and stories
- Extracting information from sources such as reference books, videos, CD-ROMs, e-mails and the internet

## **VALUES AND ATTITUDES**

Children:

- Work with others, listen to each other's ideas, and treat others with respect
- Have opportunities to consider their own experiences, attitudes and values, and those of other people
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available
- Identify puzzling questions and suggest answers
- Develop their understanding of why certain things are held to be right or wrong
- Relate to moral and religious issues

## **EXPECTATIONS – END OF KEY STAGE STATEMENTS**

Progression in Religious Education is shown through the different expectations at each key stage. Levels 1 to 5 of the national expectations in Religious Education can be found on page 11 of the Introductory section of this document. The following expectations are based on Level 4, which are the expectations for the majority of children at the end of Key Stage 2.

By the end of Key Stage 2, most children will be able to describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions. They understand what belonging to a religion involves. They show how religious beliefs, ideas and feelings can be expressed in a variety of forms. They give meanings for some symbols, stories and language, using technical terminology. They ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious issues and suggest answers from their own and others' experience, making reference to the teaching of religions and showing understanding of why certain things are held to be right and wrong (Level 4).

## **FEATURES OF PROGRESSION**

Progress in Religious Education can be characterised by:

- Acquiring wider and more detailed knowledge of religious beliefs and practices
- Deepening understanding of the meaning of stories, symbols, events and practices
- More fluent and competent use of religious language and terminology
- Increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment

As they move through Key Stages 1 and 2, children progress:

<b>from:</b>	<b>towards:</b>
using everyday language	precise use of religious vocabulary
personal knowledge of a few areas of Religious Education	understanding a wider range of areas and the links between them
unstructured exploration	systematic investigation of questions
identifying what is of value and concern to themselves or others	asking questions and suggesting answers to moral and religious questions

## KEY STAGE 2 OVERVIEW

The overview has been re-structured to give schools more flexibility over their choice of units studied across the Key Stage:

- The Christianity Christmas and Easter units and the Islam, Judaism and Hinduism units remain compulsory in order to create an appropriate balance of faiths studied.
- Schools may now choose 9 out of the remaining 12 Christianity units (approx. 66 hours across the key stage) and from the bank of Additional Study Units up to an approximate time allocation of 48 hours across the key stage.
- Schools may also choose to study the remaining Christianity units as ASUs. Some suggested time allocations have been given in order to help schools decide on the balance between compulsory and optional units.
- It should be remembered that the recommended time allocation for R.E. over the whole of Key Stage 2 is **180 hours in total (approximately 1¼ hours per week)**. There is a degree of flexibility within the suggested time allocations for each unit, so schools should use this to help make the hours add up!

<b>Compulsory Christianity Units</b> <i>(total suggested time allocation: 24 hours)</i>	<b>Recommended time</b>	<b>Compulsory Judaism Units</b> <i>(total suggested time allocation: 14 hours)</i>	<b>Recommended time</b>
Christmas I: Why are presents given at Christmas?	2-3 hours	Who are the Jews?	6-8 hours
Christmas II: How can artists help us understand Christmas?	2-3 hours	What does it mean to be a Jew?	6-8 hours
Christmas III: Why is light used as a symbol at Christmas?	2-3 hours	<b>Compulsory Islam Units</b> <i>(total suggested time allocation: 14 hours)</i>	
Christmas IV: Where can we find out about the birth of Jesus?	2-3 hours	What do Muslims believe?	6-8 hours
Easter I: What happened during Jesus' last week on earth?	2-3 hours	What does it mean to be a Muslim?	6-8 hours
Easter II: How do Christians around the world celebrate Easter?	2-3 hours	<b>Compulsory Hinduism Units</b> <i>(total suggested time allocation: 14 hours)</i>	
Easter III: Why is Easter important to Christians?	2-3 hours	What can we learn from the Hindu use of images?	6-8 hours
Easter IV: How do we know what happened at Easter?	2-3 hours	What does it mean to be a Hindu?	6-8 hours

<b>Optional Christianity units – choose 9</b> <i>(total suggested time allocation: 66 hours)</i>	<b>Recommended time</b>	<b>Additional Study Units</b> <i>(total suggested time allocation: 48 hours)</i>	<b>Recommended time</b>
Who is Jesus?	6-8 hours	* Did God create the universe?	6-8 hours
Why do Christians pray?	6-8 hours	How do religions celebrate milestones in life?	6-8 hours
Why is the Bible a best-seller today?	6-8 hours	* What does it mean to be a Sikh?	6-8 hours
How is the Christian faith expressed through worship?	6-8 hours	* What is the golden rule?	6-8 hours
How do Christians celebrate milestones in life? (Birth & belonging)	6-8 hours	* What is the 'Buddhist way of life'?	6-8 hours
How do Christians celebrate milestones in life? (Marriage)	6-8 hours	How do people express their faith through the Arts?	4 hours
Why did Jesus tell parables and perform miracles?	6-8 hours	What is faith and what difference does it make?	4 hours
Is God present and active today?	6-8 hours	* What do your clothes say about you?	4 hours
How do the actions of the Church affect your local community? <i>(NEW TITLE: Formerly 'What is the Christian Church and what is it for?')</i>	6-8 hours	What religious and other traditions are represented in the school, the neighbourhood and the county of Surrey?	4 hours
What do Christians believe God is like? <i>(NEW TITLE: Formerly 'Who is God?')</i>	6-8 hours	Harvest: Does everyone have enough? <i>(NEW TITLE: Formerly 'Is giving better than receiving?')</i>	4 hours
* Who brought Christianity to Britain?	6 hours	* What do we do when someone dies?	As needed
* What is Maundy Thursday about?	3-4 hours	Religion and global citizenship <i>(e.g. 'Live Thoughtfully' – Christian Aid pack)</i>	Not written yet!

**\* these units are new within the Agreed Syllabus**

N.B. Schools may also develop Additional Study Units of their own

Some suggested frameworks are included within the Non-Statutory Guidance material accompanying this syllabus.

## COMPULSORY CHRISTIANITY UNITS (SUGGESTED TIME ALLOCATION – 24 HOURS)

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>CHRISTMAS : WHY ARE PRESENTS GIVEN AT CHRISTMAS? Unit 33</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>Why do people give gifts at Christmas?</li> <li>Do gifts need to cost money to be valuable?</li> <li>Were the gifts of the Magi appropriate for a baby?</li> <li>What would you have brought?</li> <li>What would Jesus think about Christmas today?</li> <li>What would you change about the way Christmas is celebrated?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the symbolism of the gifts given by the Magi in light of what they know about Jesus' life (L4)</li> </ul>	<ul style="list-style-type: none"> <li>Share aspects of their own experiences of the giving and receiving of gifts (L3)</li> <li>Evaluate ways in which Christmas has lost its real meaning in society today (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>The meaning and significance of Epiphany (Matthew 2 v7-12). Christians believe that Jesus Christ is a gift from God for the whole world</li> <li>The significance of the gifts and what they say about Christian belief about Jesus                             <ul style="list-style-type: none"> <li>- Gold – a gift for a king</li> <li>- Frankincense – for a priest</li> <li>- Myrrh – for burial</li> </ul> </li> <li>Christmas has become commercialised in society today</li> </ul>	<ul style="list-style-type: none"> <li>Research customs associated with Epiphany in the UK and throughout the world</li> <li>Read the narrative of the gifts of the Magi and draw out the meaning of the three gifts</li> <li>Consider the lyrics from the hymn “In the bleak mid Winter” and the gifts given to Jesus</li> <li>Write an invitation for Jesus’ ‘birth-day’ party, including all details important to the occasion</li> </ul>	<ul style="list-style-type: none"> <li>Write about a gift which was given to them which was special and why it was special</li> <li>Reflect on gifts which money cannot buy</li> <li>Refer to the lyrics of “In the bleak mid-winter” and consider what gifts they would give to the child born today</li> <li>Investigate ways in which Christmas has become commercialised e.g. Father Christmas as the giver of gifts</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• Video of the visit of the Magi</li> <li>• Christmas cards of the Magi's three gifts</li> <li>• Models of the three gifts as visual aids</li> <li>• <a href="http://www.topmarks.co.uk/christmas/">www.topmarks.co.uk/christmas/</a></li> <li>• <a href="http://www.refuel.org.uk/curric/festivals/christmas/index.html">www.refuel.org.uk/curric/festivals/christmas/index.html</a> explores many Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>• commercialisation</li> <li>• value</li> <li>• Epiphany</li> <li>• gold</li> <li>• Frankincense</li> <li>• magi</li> <li>• myrrh</li> <li>• reveal</li> </ul>	<ul style="list-style-type: none"> <li>• Through discussion – whether gifts need to be valuable</li> <li>• Through literacy – invitation to Jesus' 'birthday'; poems based on 'In the bleak mid-winter'</li> <li>• Through art – creating of a symbol connected with the gifts of the magi</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – 'Why do we have celebrations?'</li> <li>• KS1 units – 'Why is Christmas important to Christians?'; 'What are the Christian symbols of Christmas?'</li> <li>• KS2 units – 'How can artists help us understand Christmas?'; 'Why is light used as a symbol at Christmas?'; 'Where can we find out about the birth of Jesus?'</li> <li>• KS3 units – 'Who is Jesus?'</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy - invitation to Jesus' 'birthday'; poems based on 'In the bleak mid-winter'</li> <li>• Art – creating of symbols linked with the meaning of the magis' gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Tapes/CDs of appropriate carols mentioning the Magi could be played whilst the pupils are working</li> <li>• Epiphany means manifested, to reveal</li> <li>• The Gospel accounts do not say how many Magi there were nor do they say they were Kings</li> <li>• Pupils can explore why these traditions arose</li> <li>• This unit is intended for use in Year 3</li> </ul>

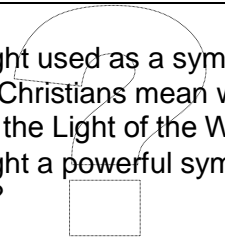


<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>CHRISTMAS II: HOW CAN ARTISTS HELP US UNDERSTAND CHRISTMAS? Unit 40</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Can a picture really speak a thousand words?</li> <li>• Why do artists use symbols to express Christmas beliefs?</li> <li>• Can we ever talk about mysterious events in a way that other people can understand?</li> <li>• Why have artists throughout history and throughout the world been attracted to the Christmas story?</li> <li>• What is the Christmas story really about?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise Christmas symbols used in the Christmas story and what they tell us about Christian belief (L3)</li> <li>• Use key words such as symbols, halo, angel, annunciation, nativity in their correct context and explain what they mean using religious language (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Design their own symbols to express things which are difficult to convey in words (L3)</li> <li>• Respond in their own way to some of the puzzling questions raised through Christian art and compare with the ideas of others (L3)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Artists, throughout history and throughout the world have attempted to depict events surrounding the birth of Jesus</li> <li>• Artists use symbols to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus</li> <li>• Subjects to explore could be: <ul style="list-style-type: none"> <li>- The Annunciation</li> <li>- The Nativity</li> <li>- The Visit of the Magi</li> <li>- The massacre of the innocents</li> <li>- The flight to Egypt</li> <li>- The childhood of Jesus</li> </ul> </li> <li>• That the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the ways in which Christian artists throughout history and from different cultures have depicted events involving the birth and childhood of Jesus</li> <li>• Explore a range of Christian symbols used by artists in illustrating the Christmas story</li> <li>• Link artwork on the Nativity with the relevant biblical passages drawing out metaphor and symbol within the text</li> </ul>	<ul style="list-style-type: none"> <li>• Design their own Christmas cards using variations of the Christian symbols studied</li> <li>• Share their own perspectives about the artwork studied</li> <li>• Respond and reflect upon Christian art with their own artistic expression</li> <li>• Discuss the advantages and limitations of using symbolism in the arts</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• 'Jesus Through Art'-Margaret Cooling RMEP</li> <li>• National Gallery website <a href="http://www.nationalgalleryimages.co.uk">www.nationalgalleryimages.co.uk</a></li> <li>• Christmas cards of the Christmas story</li> <li>• Wood carving from Oberammergau</li> <li>• Video: 'The Miracle Maker'</li> <li>• Online Bible <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• annunciation</li> <li>• innocents</li> <li>• massacre</li> <li>• nativity</li> <li>• symbol</li> <li>• icons</li> </ul>	<ul style="list-style-type: none"> <li>• Through art – talking about the symbolism within works of art; creating their own piece which reflects the significance of that first Christmas</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – 'Why do we have celebrations?'</li> <li>• KS1 units – 'Why is Christmas important to Christians?'; 'What are the Christian symbols of Christmas?'</li> <li>• KS2 units – 'Why are presents given at Christmas?'; 'Why is light used as a symbol at Christmas?'; 'Where can we find out about the birth of Jesus?'</li> <li>• KS3 units – 'Who is Jesus?'</li> </ul>	<ul style="list-style-type: none"> <li>• Art – looking at other artists' work; creating own expression of that first Christmas night</li> <li>• ICT – using National Gallery website &amp; online Bible</li> <li>• Literacy – finding &amp; reading passages from the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is intended for use in Year 4</li> <li>• It is not intended that you look at all the different parts of the Christmas story – choose from the list in the learning objectives section</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>CHRISTMAS : WHY IS LIGHT USED AS A SYMBOL AT CHRISTMAS? Unit 47</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Why is light used as a symbol at Christmas?</li> <li>• What do Christians mean when they say, “Jesus is the Light of the World”?</li> <li>• Why is light a powerful symbol for many religions?</li> </ul> 	<ul style="list-style-type: none"> <li>• Describe what Christians mean when they say that “Jesus is the Light of the World” (L3)</li> <li>• Analyse the symbols used in a Christingle and what they represent (L3)</li> <li>• Evaluate the different ways in which light is used as a symbol across religions (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings in respect of experiences of light and darkness (L3)</li> <li>• Ask questions about the hidden meanings behind imagery used in connection with lights and darkness (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• The different ways in which light is used as a symbol at Christmas: <ul style="list-style-type: none"> <li>- Candles</li> <li>- The star</li> <li>- Tree lights</li> <li>- Christingles</li> </ul> </li> <li>• The significance of “Jesus as Light of the World” (John 8 v 12)</li> <li>• Light is used as a symbol across religions but is used in specific ways to convey diverse meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the different ways light is used as a symbol at Christmas</li> <li>• Look at Christmas art where light is used dramatically to portray Jesus as the “Light of the World” (e.g. Holman Hunt, Rembrandt)</li> <li>• Explore the various symbols linked to the Christingle orange</li> <li>• Research ways in which light is used across religions, especially in Winter festivals. Draw out similarities and significant differences and what they tell us about the beliefs of those religions</li> <li>• Find out about other cultural expressions associated with Christmas such as St. Lucia in Sweden</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their own responses to the light of a simple candle flame</li> <li>• Through artwork, music, dance or poetry</li> <li>• Research different ways in which the word “light” is used in daily life e.g. “I can see the light at the end of the tunnel”</li> <li>• Consider what Christians might be like without the light as a central symbol</li> <li>• Discuss what life (if any) would be like without light</li> <li>• What does the symbol ‘Light of the World’ add to our understanding of Jesus?</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• <a href="http://www.msgr.ca/msgr-2/christingle.htm">www.msgr.ca/msgr-2/christingle.htm</a> how to make a christingle</li> <li>• The REQuest site also has information about christingles: <a href="http://www.request.org.uk/main/festivals/christmas/christingle/christingle01.htm">www.request.org.uk/main/festivals/christmas/christingle/christingle01.htm</a></li> <li>• <a href="http://www.everythingsl.net/lessons/light_festivals.php">www.everythingsl.net/lessons/light_festivals.php</a> contains simple information about many other festivals of light</li> <li>• Also try <a href="http://lls.westport.k12.ct.us/longlots/festivals_of_light.htm">http://lls.westport.k12.ct.us/longlots/festivals_of_light.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Christingle</li> <li>• Symbol</li> <li>• Festival of light</li> </ul>	<ul style="list-style-type: none"> <li>• Through art – exploring themes of light and dark / light of the world; making a group poster</li> <li>• Through DT – making a christingle &amp; finding out about the symbolism connected with it</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 units – ‘Why is Christmas important to Christians?’; ‘What are the Christian symbols of Christmas?’</li> <li>• KS2 units – ‘Why are presents given at Christmas?’; ‘How can artists help us understand Christmas?’; ‘Where can we find out about the birth of Jesus?’</li> <li>• KS3 units – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• Art – exploring themes of light &amp; dark; creating own Christmas art reflecting the theme of ‘light of the world’</li> <li>• DT – making a christingle</li> <li>• ICT – using weblinks as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Useful references linking Jesus’ coming and light are: <ul style="list-style-type: none"> <li>– Matthew 4:12-16</li> <li>– Luke 2:25-32</li> </ul> </li> <li>• This unit is intended for use in Year 5</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>CHRISTMAS : WHERE CAN WE FIND OUT ABOUT THE BIRTH OF JESUS? Unit 56</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Where can we find out about the birth of Jesus?</li> <li>• Why is there more than one account of the birth of Jesus?</li> <li>• Why are they different?</li> <li>• Are the similarities and differences within Matthew and Luke's account important?</li> <li>• Who were the accounts written for?</li> <li>• How does the language use reflect this?</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence the key headings within at least one birth narrative (L2)</li> <li>• Identify at least two differences between Matthew and Luke's account of the birth narratives (L3)</li> <li>• Compare the language used in the two Gospel accounts of the story (L4)</li> <li>• Talk about the different audiences Matthew and Luke wrote for (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about puzzling aspects of the birth of Jesus, making reference to both accounts (L4)</li> <li>• Explain why different writers have their own perspective on the same event (L4)</li> <li>• Reflect the nature of the audience that the gospel was written for when designing a Christmas card (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<p><b>There are four Gospels: Matthew, Mark, Luke and John</b></p> <ul style="list-style-type: none"> <li>• Matthew and Luke are the only Gospels to have a record of the birth of Jesus</li> <li>• There are similarities and differences between the two birth narratives</li> <li>• Matthew wrote his Gospel for a mainly Jewish audience. He wanted to show Jesus as King and the fulfilment of Jewish prophecies</li> <li>• Luke was mainly concerned with helping Gentiles (non-Jews) to understand about Jesus as the Saviour of all people and not just the Jews. This included the poor and outcasts</li> </ul>	<ul style="list-style-type: none"> <li>• Use an electronic Bible to cut and paste the birth narratives from Matthew and Luke and compare similarities and differences</li> <li>• Find out when and where Matthew and Luke wrote their Gospels and for which audiences</li> <li>• Look at Christmas cards and Christmas carols and identify which Gospels they are inspired by</li> <li>• See extracts from films about the life of Jesus and identify which Gospel they refer to</li> <li>• Link the visits of the Magi and the Shepherds to the aims of Matthew and Luke in their Gospel accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Act out a scenario where a dramatic event happens in the classroom. Pupils are invited to suggest different perspectives on why that event happened. Then consider the implications of this for similarities and differences in the Gospel narratives on the birth of Jesus</li> <li>• Consider how difficult it is to describe mysterious events in words</li> <li>• Attempt to express their own "mysteries" through the arts</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• Christmas carol recordings from a variety of cultures, e.g. Putamayo World Music: “Christmas” (see <a href="http://www.putamayo.com">www.putamayo.com</a>)</li> <li>• CD-ROM’s/Video showing Bethlehem – other key places</li> <li>• <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> <li>• Jesus Through Art, Margaret Cooling, RMEP</li> <li>• Investigate websites link to art galleries <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>; <a href="http://www.tate.org.uk">www.tate.org.uk</a> ; also links at <a href="http://www.refuel.org.uk/curric/festivals/christmas/index.html">www.refuel.org.uk/curric/festivals/christmas/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Advent</li> <li>• angel</li> <li>• Bethlehem</li> <li>• Egypt</li> <li>• Epiphany</li> <li>• halo</li> <li>• Judah</li> <li>• Magi</li> <li>• nativity</li> <li>• Nazareth</li> </ul>	<ul style="list-style-type: none"> <li>• Through literacy – analysis &amp; comparison of gospel accounts; storyboards</li> <li>• Through art – sorting Christmas art according to the gospel it comes from; creating own</li> <li>• Through music – choosing Christmas carol to accompany their chosen card design</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 units – ‘Why is Christmas important to Christians?’; ‘What are the Christian symbols of Christmas?’</li> <li>• KS2 units – ‘Why are presents given at Christmas?’; ‘How can artists help us understand Christmas?’; ‘Why is light used as a symbol at Christmas?’</li> <li>• KS3 units – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• Through literacy – analysis &amp; comparison of gospel accounts; storyboards</li> <li>• Through art – looking at other artists’ work; creating their own Christmas card design based on one gospel account</li> <li>• Music – listening to Christmas carols that go with the different accounts</li> <li>• History – find out how the date was chosen for Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus for this unit is not just the story of Christmas. It needs to contain a detailed analysis of Matthew &amp; Luke’s gospels</li> <li>• This unit is designed for use in Year 6</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>EASTER I: WHAT HAPPENED DURING JESUS' LAST WEEK ON EARTH? Unit 35</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> By the end of the Unit pupils should be able to:	<b>LEARNING OUTCOMES AT2</b> By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> <li>• What happened in the last week of Jesus' life?</li> <li>• Why are symbols used for death and new life?</li> <li>• Why is 'Good Friday' called 'Good'?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key symbols used by Christians at Easter and their meaning (L3)</li> <li>• Order the events of Easter week and describe their importance for Christians (L3)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own response to the Easter story (L3)</li> <li>• Ask questions about aspects of life and death and to suggest answers, making reference to Christianity (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> Pupils should learn:	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> Opportunities to:	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> Opportunities to:
<ul style="list-style-type: none"> <li>• The events and significance of Holy Week <ul style="list-style-type: none"> <li>- Palm Sunday – triumphal entry, money changers</li> <li>- Maundy Thursday – Passover meal</li> <li>- Good Friday – trial crucifixion</li> <li>- Easter Sunday – resurrection</li> </ul> </li> <li>• Symbols associated with Easter: <ul style="list-style-type: none"> <li>- Cross/crucifix</li> <li>- A purple robe</li> <li>- Palm crosses</li> <li>- Bread and wine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore works of art which show the last weeks of Jesus' life</li> <li>• Discuss what events are portrayed through the pictures</li> <li>• Identify symbols used in art and what they represent</li> <li>• Investigate the meanings of Easter by designing a stained glass window</li> <li>• Read extracts from C. S. Lewis "The Lion, the Witch and the Wardrobe" and consider whether the sacrifice of Aslan is an allegory of the Easter Story</li> <li>• Look at a range of crosses and crucifixes and identify what they represent</li> <li>• Explore links between the Jewish Passover and the Last Supper</li> </ul>	<ul style="list-style-type: none"> <li>• Explore whether art can ever depict a mysterious event</li> <li>• Design symbols to go on their own Easter cards</li> <li>• Explore their own personal responses to the Easter story</li> <li>• Explore some of the emotions surrounding the Easter story</li> <li>• Imagine they are a witness to the events of Easter and describe their own responses</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• A cassette or video of “The Lion, The Witch and The Wardrobe”</li> <li>• Royal Shakespeare Company CD of the music from “The Lion, The Witch and The Wardrobe”</li> <li>• Video: “The Miracle Maker”</li> <li>• <a href="http://www.refuel.org.uk/curric/festivals/easter/index.html">www.refuel.org.uk/curric/festivals/easter/index.html</a> has links to works of art</li> <li>• Also try <a href="http://www.artcyclopedia.com/featuredarticle-2001-04.html">www.artcyclopedia.com/featuredarticle-2001-04.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• crucifix</li> <li>• crucifixion</li> <li>• Good Friday</li> <li>• Maundy Thursday</li> <li>• resurrection</li> <li>• triumphal</li> <li>• sacrifice</li> <li>• allegory</li> </ul>	<ul style="list-style-type: none"> <li>• Through children talking about events depicted in religious art</li> <li>• Through art – designing a stained glass window; creating their own art to reflect Easter themes</li> <li>• Through responses to discussions following reading of The Lion, the Witch and the Wardrobe</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 units – ‘What do eggs have to do with Easter?’; ‘Why is Easter important to Christians?’</li> <li>• KS2 units – ‘How do Christians around the world celebrate Easter?’; ‘Why is Easter important to Christians?’; ‘How do we know what happened at Easter?’</li> <li>• KS3 unit – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• Art – looking at other artists’ work; creating own Easter art / stained glass window</li> <li>• Literacy – The Lion, the Witch &amp; the Wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is designed for use in Year 3</li> </ul>



<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>EASTER : HOW DO CHRISTIANS AROUND THE WORLD CELEBRATE EASTER? Unit 43</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Is Christianity only found in Great Britain?</li> <li>• Why do different people have different ways of celebrating the same thing?</li> <li>• Why do people fast during Lent?</li> <li>• What special celebrations are held at Easter?</li> <li>• How do Christians throughout the world prepare for Easter?</li> <li>• What stays the same with each of the celebrations?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two different ways Christians celebrate an aspect of the Easter Story (L3)</li> <li>• Identify symbols used in Easter celebrations throughout the world and the beliefs that they are linked with (L4)</li> <li>• Make links between the Last Supper and the Jewish Passover celebrations (L4)</li> <li>• Understand that Christianity is a worldwide religion and that different cultures celebrate in different ways (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between special celebrations in their own lives and Christian celebrations (L3)</li> <li>• Raise their own questions about some of the mysterious events of Easter week (L3)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Christianity is a world wide religion</li> <li>• Christians prepare for Easter in different ways: <ul style="list-style-type: none"> <li>- Lent – different liturgical colours and traditions</li> <li>- Shrove Tuesday – Mardi Gras</li> <li>- Ash Wednesday</li> </ul> </li> <li>• Easter week throughout the world: <ul style="list-style-type: none"> <li>- Maundy Thursday (links with Jewish Passover)</li> <li>- Good Friday</li> <li>- Easter Sunday</li> </ul> </li> <li>• The significance of the symbols and rituals used in Easter celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Look at video clips of Easter Celebrations in different parts of the world drawing out the main symbols used and what they represent</li> <li>• Explore contemporary Christian art work on the Easter Story, from different parts of the world</li> <li>• Consider the different names of the key days in Easter throughout the world and what they imply for those cultures. For example: Shrove Tuesday – Mardi Gras, Good Friday – Venerdì Santo</li> <li>• Find out how Easter is celebrated all over the world. What is the same in each of the celebrations? i.e. the remembering of Jesus' death and resurrection, the centrality of the cross</li> </ul>	<ul style="list-style-type: none"> <li>• Consider reasons why people might fast in religious and secular contexts</li> <li>• Reflect on ways in which they make careful preparations for a mystical event or celebration in their own lives</li> <li>• Talk about ways in which they can show they are sorry for something</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• <a href="http://www.topmarks.co.uk/easter/">www.topmarks.co.uk/easter/</a></li> <li>• <a href="http://www.howstuffworks.com/easter.htm">www.howstuffworks.com/easter.htm</a></li> <li>• <a href="http://www.request.org.uk/main/festivals/festivals.htm">www.request.org.uk/main/festivals/festivals.htm</a> look at 'Easter'</li> <li>• <a href="http://www.aerostamps.com/chetski/holidays/Easter/traditions.shtml">www.aerostamps.com/chetski/holidays/Easter/traditions.shtml</a></li> <li>• Also try <a href="http://www.artcyclopedia.com/featuredarticle-2001-04.html">www.artcyclopedia.com/featuredarticle-2001-04.html</a> - art depicting the events of Easter week</li> <li>• 'The Christ we share' pack from the Methodist Association <a href="http://books.unc2.org.uk/">http://books.unc2.org.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Ash Wednesday</li> <li>• Lent</li> <li>• Mardi Gras</li> <li>• Shrove Tuesday</li> <li>• Venerdi Santo</li> </ul>	<ul style="list-style-type: none"> <li>• Through researching how Easter is celebrated in different parts of the world</li> <li>• Through looking at different ways the events are depicted in art from across the world</li> <li>• Through listing the elements they would include in a picture about a specific part of the story</li> <li>• Through the use of ICT – PowerPoint presentation about Easter in a different country</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – 'Why do we have celebrations?'</li> <li>• KS1 units – 'What do eggs have to do with Easter?'; 'Why is Easter important to Christians?'</li> <li>• KS2 units – 'What happened during Jesus' last week on earth?'; 'Why is Easter important to Christians?'; 'How do we know what happened at Easter?'; 'What does it mean to be a Jew?' (link with Passover)</li> <li>• KS3 unit – 'Who is Jesus?'</li> </ul>	<ul style="list-style-type: none"> <li>• Art – looking at other artists' work, especially from other cultures</li> <li>• Literacy – listing elements to include in a picture of a specific part of the story; comparing lists with others</li> <li>• ICT – research skills; PowerPoint presentation about Easter in a different country</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is designed for use in Year 4</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>EASTER : WHY IS EASTER IMPORTANT TO CHRISTIANS?</b> Unit 51	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> By the end of the Unit pupils should be able to:	<b>LEARNING OUTCOMES AT2</b> By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> <li>• What human emotions are associated with Easter?</li> <li>• Why does Easter music contain such contrasting emotions?</li> <li>• Who saw Jesus die?</li> <li>• How did people react to Jesus' death and resurrection?</li> <li>• Have we lost the real meaning of Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why Easter is so important to Christians (L3)</li> <li>• Sequence the main events within Easter week and talk about their significance, relating them to Christian belief about Jesus (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify times of sorrow and how people cope with difficult moments in their lives (L3)</li> <li>• Raise their own questions about the mysterious events surrounding Easter week and suggest a range of possible answers (L4)</li> <li>• Design an image of Easter which retains the Christian meaning and explain the symbolism involved (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> Pupils should learn:	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> Opportunities to:	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> Opportunities to:
<ul style="list-style-type: none"> <li>• That for Christians, human emotions are associated with Easter</li> <li>• The response of key figures in the Easter Story to the key events: <ul style="list-style-type: none"> <li>- Jesus</li> <li>- Peter</li> <li>- Mary</li> <li>- Disciples</li> <li>- Pilate</li> <li>- Herod</li> <li>- Romans</li> <li>- Religious Leaders</li> </ul> </li> <li>• Popular customs at Easter (e.g. Easter eggs) can detract from the real message of Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Take on the role of one of the characters from the Easter story and be put in the "hot seat". Answer questions regarding their reaction to Jesus' death and resurrection</li> <li>• Look at a range of Easter cards and identify those which show a Christian understanding of Easter</li> <li>• Listen to Easter hymns and choruses and discuss the range of emotions e.g. 'Low in the Grave', 'When I survey the Wondrous Cross', 'There is a green hill', 'Christ the Lord is Risen today'</li> <li>• Explore the Stations of the Cross &amp; the significance of each</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss when they might have experienced emotions such as joy, sorrow, confusion, bewilderment</li> <li>• Discuss their feelings on the commercialism of Easter</li> <li>• Design an Easter card which reflects the Christian message of Easter</li> <li>• Write their own Easter song or poem expressing the contrasting emotions</li> <li>• Create artwork which conveys the meaning of Easter, like the Stations of the Cross</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• <a href="http://members.aol.com/jocatholic/stations.htm">http://members.aol.com/jocatholic/stations.htm</a></li> <li>• <a href="http://www.cptryon.org/prayer/child/stations/index.html">www.cptryon.org/prayer/child/stations/index.html</a></li> <li>• Use Google to search for song words</li> </ul>	<ul style="list-style-type: none"> <li>• disciples</li> <li>• Herod</li> <li>• Pontius Pilate</li> <li>• Caiaphas</li> <li>• Stations of the Cross</li> <li>• Resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Through drama – when hot-seating the characters involved in the story, explore the emotions as well as the responses of the characters to the death of Jesus</li> <li>• Through art – looking at Stations of the Cross; making own images which reflect the true meaning of Easter</li> <li>• Through writing – explanation of their piece of artwork; writing questions to ask people who met Jesus; writing own lyrics / poems expressing contrasting emotions</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 units – ‘What do eggs have to do with Easter?’; ‘Why is Easter important to Christians?’</li> <li>• KS2 units – ‘What happened during Jesus’ last week on earth?’; ‘How do Christians around the world celebrate Easter?’; ‘How do we know what happened at Easter?’</li> <li>• KS3 unit – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• Art – looking at depictions of the Stations of the Cross; creating own images</li> <li>• Drama – hot-seating characters who met Jesus between Friday &amp; Sunday</li> <li>• Music – listening &amp; responding to words from Christian hymns and songs about Easter;</li> <li>• Literacy – writing questions to ask a character from the Easter story; writing own lyrics / poems expressing the contrasting emotions surrounding Easter; adding an explanation to accompany their artwork</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is designed for use in Year 5</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>EASTER : HOW DO WE KNOW WHAT HAPPENED AT EASTER? Unit 58</b>	<b>CHRISTIANITY</b>	<b>2-3 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Does our memory of an event change the facts of what actually happened?</li> <li>• What do the Gospels say about the death and resurrection of Jesus?</li> <li>• Did Jesus <i>really</i> die?</li> <li>• How do we know that?</li> <li>• Why is Easter the most important Christian festival?</li> <li>• Why are there differences in the four Gospel accounts?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and analyse the similarities and differences within two Gospel accounts of Easter (L4)</li> <li>• Talk about the different audiences and purposes of the Gospel accounts (L4)</li> <li>• Sequence the key events within the Easter narrative, relating them to Christian belief about Jesus (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Make their own response to the mysterious events surrounding Easter (L3)</li> <li>• Raise questions about puzzling aspects of the death &amp; resurrection of Jesus, suggesting answers a Christian might give (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That the Gospel accounts of events from Jesus life are backed up by other historical accounts</li> <li>• The similarities and differences of at least two Gospel accounts of the last week of Jesus' life</li> <li>• The different audiences and purposes of these two Gospel accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Make a time link for when each of the Gospels was thought to have been written. Include within this their geographical context and most likely audience</li> <li>• Look at other historical sources for the death of Jesus (e.g. Josephus, Pliny, Tacitus) &amp; the birth of Christianity</li> <li>• Compare at least two Gospel accounts of the Easter narrative and draw out similarities and differences</li> <li>• Watch a video extract of the crucifixion (e.g. Jesus of Nazareth, Miracle Maker, The Robe) and write an account as if they were any eye witness</li> </ul>	<ul style="list-style-type: none"> <li>• In groups read different accounts of a recent event and report back to class. Compare similarities and differences and talk about why this occurs</li> <li>• Write their own questions / ideas about life after death. Suggest answers that a Christian might give</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• “Celebrating Christian Festivals” Jan Thompson, Heinemann</li> <li>• E-mail links with schools outside the UK</li> <li>• “The Christian faith and its symbols” John Thompson. Hodder and Stoughton</li> <li>• Video: “Pathways of Belief – Easter”</li> <li>• <a href="http://members.aol.com/jocatholic/stations.htm">http://members.aol.com/jocatholic/stations.htm</a></li> <li>• <a href="http://www.request.org.uk/main/history/jesus/Jesus00.htm">www.request.org.uk/main/history/jesus/Jesus00.htm</a> links with historical evidence</li> </ul>	<ul style="list-style-type: none"> <li>• differences</li> <li>• gospel</li> <li>• narrative</li> <li>• similarities</li> <li>• Josephus</li> <li>• Tacitus</li> <li>• Pliny</li> </ul>	<ul style="list-style-type: none"> <li>• Through making a time-line of the gospel accounts</li> <li>• Through literacy – ‘eye-witness’ accounts after watching an excerpt from a film showing the events of Holy Week; diaries based on one of the four gospels</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 units – ‘What do eggs have to do with Easter?’; ‘Why is Easter important to Christians?’</li> <li>• KS2 units – ‘What happened during Jesus’ last week on earth?’; ‘How do Christians around the world celebrate Easter?’; ‘Why is Easter important to Christians?’</li> <li>• KS3 unit – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• History – links with the Romans; looking at other historical accounts that Jesus existed</li> <li>• Literacy - ‘eye-witness’ accounts after watching an excerpt from a film showing the events of Holy Week; diaries based on one of the four gospels</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is designed for use in Year 6</li> </ul>

**OPTIONAL CHRISTIANITY UNITS – CHOOSE 9 (SUGGESTED TIME ALLOCATION – 66 HOURS)**

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHY IS THE BIBLE A BEST-SELLER TODAY?</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is the Bible?</li> <li>• Why does it have an Old and New Testament?</li> <li>• Why is the Bible important?</li> <li>• What genres of writing are found within the Bible?</li> <li>• How do people use the Bible?</li> <li>• When do people use the Bible?</li> <li>• Is the Bible only one book?</li> <li>• Where do you turn for guidance?</li> <li>• Would you be prepared to risk your life for anything?</li> </ul>	<ul style="list-style-type: none"> <li>• Name some books within the Bible and different writing genres (L1)</li> <li>• Recount some stories from the Bible and recognise whether they belong to the Old or New Testament (L2)</li> <li>• Explain why Christians look in the Bible for help in understanding about God (L3)</li> <li>• Explain the meaning Christians give to descriptions of God’s word (L4)</li> <li>• Show understanding of how the Bible is used and why it is sold all over the world (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the content of books can be influential in peoples lives (L2)</li> <li>• Reflect simply, upon their own responses to writings in the Bible, and explain why they find a section interesting/challenging (L3)</li> <li>• Suggest answers to questions about why the Bible is still a best seller (L4)</li> <li>• Discuss why Christians have been prepared to suffer and die to own a Bible and what is really important to their lives (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• The Bible is an important book for Christians and many other people across the world</li> <li>• that some Christians have been prepared to die for the sake of the Bible</li> <li>• It has an Old and New Testament of which the Old Testament content is shared with the Jewish Tenakh</li> <li>• It includes many forms of literature:             <ul style="list-style-type: none"> <li>- History; Law; Songs, poetry and stories; Gospels; Letters</li> </ul> </li> <li>• It helps Christians know and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the difference between the Jewish Tenakh and the Christian Bible and the reasons for the “Old” and the “New” Testament</li> <li>• Learn how to find a reference in the Bible</li> <li>• Encounter a variety of stories, verses and poetry from the Old Testament e.g. Joseph Daniel, Ruth</li> <li>• Look at a story written about Jesus within the Gospels and a letter which Paul or others wrote to help the Early Christians</li> <li>• Look at passages written in Hebrew and Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Share experiences of books, which the children feel, have influenced them. Invite a Christian to share Bible passages which have helped them</li> <li>• Share any other books which have been translated into different languages</li> <li>• Discuss ideas of inspiration in relation to art, books, films and their own writing</li> <li>• Explore where they might go for guidance</li> <li>• Compare their own experiences of letters with those found in the New Testament</li> <li>• Discuss which versions of Bible stories the children most enjoy reading and why</li> </ul>

<p>more about their faith and is of value to the nation</p> <ul style="list-style-type: none"> <li>• It has a long history of translation and can be read in different versions</li> <li>• It is read in many languages and still being translated today</li> <li>• It was originally written in Hebrew and Greek and recorded events 2000-5000 years ago</li> <li>• It is used in public worship &amp; personal devotion</li> <li>• Christians believe the Bible to be inspired by God and is the main reference for teaching, guidance and worship</li> </ul>	<ul style="list-style-type: none"> <li>• Handle modern versions of the Bible and Children's Bibles including some in other languages</li> <li>• Use stories about e.g. William Tyndale, Mary Jones and Brother Andrew in drama</li> <li>• Attempt to rewrite a passage from the Authorised Version in Modern English to understand the difficulties of translation work</li> <li>• Invite Christian visitors or a child to talk about the importance of the Bible in their own life</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss whether anything is worth dying for</li> <li>• Discuss whether there is anything in their lives that they would value in the way that Christians value the Bible</li> <li>• Recount something that happened during a playtime. Compare what children have written. Do different accounts mean someone else is wrong? How can this be related to the Bible having different accounts of the same event</li> </ul>
<p><b>RESOURCES/LINKS WITH ICT</b></p>	<p><b>KEY VOCABULARY</b></p>	<p><b>POSSIBLE METHODS OF ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Different versions of the Bible e.g. NIV, Good News, The Street Bible, King James; in different languages</li> <li>• Story of Mary Jones and her Bible</li> <li>• Bible on CD / online <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> <li>• Video re: Bible and its importance (e.g. BBC Pathways of Belief)</li> <li>• <a href="http://www.biblesociety.org.uk">www.biblesociety.org.uk</a></li> <li>• <a href="http://www.hyperhistory.net/apwh/bios/b2brotherandrew.htm">www.hyperhistory.net/apwh/bios/b2brotherandrew.htm</a> - Brother Andrew story</li> <li>• The Gideons <a href="http://www.gideons.org.uk">www.gideons.org.uk</a></li> <li>• <a href="http://www.theresite.org.uk">www.theresite.org.uk</a>; <a href="http://www.request.org.uk">www.request.org.uk</a></li> <li>• <a href="http://www.wycliffe.org.uk">www.wycliffe.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• Bible</li> <li>• Gospel; history; law; letters; poetry</li> <li>• Old Testament; New Testament</li> <li>• parable</li> <li>• translation</li> <li>• psalms</li> <li>• chapter and verse</li> <li>• versions</li> <li>• reference</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting - pupils to place a variety of different book titles into the appropriate boxes – OT, NT, other</li> <li>• Written - pupils to create an advert to sell the Bible (TV, Radio or poster). To include how the Bible can be used, why it is used and knowledge of content.</li> <li>• Drama - Hot-seating activity. Pupils to take on the role of a Christian they have studied who died or risked their life to own a Bible.</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS1 unit – ‘Why is the Bible a special book for Christians?’</li> <li>• KS3 unit – ‘How is the Bible used?’</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy – comparing different types of letters; finding a Bible reference, using contents page etc.</li> <li>• Drama – hot-seating</li> <li>• DT /Art – making 3D Bible &amp; publicity material</li> <li>• ICT – internet research</li> </ul>	



<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHO IS JESUS?</b> Unit 31	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> By the end of the unit pupils should be able to:	<b>LEARNING OUTCOMES AT2</b> By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> <li>Why do Christians believe it is important that God came to earth in human form and shared in human life?</li> <li>What would it mean to be one of Jesus' disciples?</li> <li>What sort of person was Jesus of Nazareth?</li> <li>How can people find out about Jesus?</li> <li>What influenced the way people thought of Jesus?</li> <li>Does anyone you know have some of the characteristics of Jesus?</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of who Christians believe Jesus to be and why (L2)</li> <li>Identify key moments in Jesus' life which demonstrate what sort of person he was (L2)</li> <li>Explain the sacrifice the followers made when they were chosen to be disciples (L3)</li> <li>Describe people's personal beliefs about Jesus found in images and writings giving meaning for symbolism used (L4)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about Jesus' response to temptations and their own experience of temptation (L2)</li> <li>Make links between values and commitments in their own lives and those made by the followers of Jesus – then and now (L3)</li> <li>Ask questions and suggest answers about what Jesus would say about the world if he lived on earth today (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> Pupils should learn:	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> Opportunities to:	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> Opportunities to:
<p>Who Jesus is through:</p> <ul style="list-style-type: none"> <li>The meaning of his birth</li> <li>His baptism</li> <li>His temptations</li> <li>What Jesus said about Himself</li> </ul> <p>What others thought about Jesus:</p> <ul style="list-style-type: none"> <li>Disciples, friends and followers</li> <li>Enemies</li> <li>He lived at the time of the Roman Empire</li> <li>Jesus and his disciples were Jewish</li> </ul>	<ul style="list-style-type: none"> <li>Explore titles given to Jesus such as Saviour and Lord</li> <li>Investigate symbols used in famous paintings of Jesus' baptism and what they represent</li> <li>Look at pictures to show how historical and cultural images of Jesus have developed</li> <li>Read Matthew Ch. 3 v 13-16 and Ch 4 v1-11 and think about what questions they would like to ask Jesus about how these events affected him</li> <li>Find out about the calling of the disciples e.g. Mark Ch 1 v 14-20</li> <li>Look at examples of symbolic language used by Jesus to describe himself e.g. Bread of Life, Light of the World, Shepherd</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own experience of temptation and how they feel when they do something they know is wrong</li> <li>Think about whether or not it is important to know about the background to Jesus' life</li> <li>Discuss what makes a good friend</li> <li>Identify different characteristics of people who you know e.g. friends, famous people. Compare these characteristics to those of Jesus</li> <li>Talk about what qualities of Jesus they would like to have</li> <li>Dramatise some of these events and discuss the feelings of some of the main characters</li> <li>Create a picture of themselves in symbols</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• Visit art gallery websites (portrait details) e.g. <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></li> <li>• Digital camera portraits of children and friends</li> <li>• Extensive collections of paintings/portraits of Jesus</li> <li>• BBC Pathways of Belief</li> <li>• 'Jesus Through Art' – Margaret Cooling (RMEP)</li> <li>• Miracle Maker video and teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• baptism</li> <li>• believer</li> <li>• Christ</li> <li>• disciple</li> <li>• follower</li> <li>• Messiah</li> <li>• Roman</li> <li>• Son of God</li> <li>• Son of Man</li> <li>• temptation</li> <li>• teacher/rabbi</li> <li>• resurrection</li> <li>• crucifixion</li> <li>• ascension</li> </ul>	<ul style="list-style-type: none"> <li>• Through interpretation of images – give 3 representations of Jesus (images/writings) pupils to identify and give meanings to symbolism used and relate these to Christians beliefs about Jesus</li> <li>• Through writing - write 3 questions about what Jesus would think about the world if he lived on earth today. Teacher to redistribute questions and pupils to answer them in the role of Jesus</li> <li>• Through art / ICT – symbolic representation of Jesus 'I am....'</li> <li>• Through diagrams – showing facts about the disciples</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• KS1 units – 'Who were Jesus' friends?'; 'Why did Jesus tell stories?'</li> <li>• KS3 Unit – 'Who is Jesus?'</li> </ul>	<ul style="list-style-type: none"> <li>• Art – use of images / Christian art; create own symbolic representation of an 'I am....' statement</li> <li>• Literacy – questions / statements;</li> <li>• PSHE – exploring feelings of temptation / discussing who influences them etc.</li> <li>• History – Jesus as a part of recorded history</li> <li>• ICT - use Photoshop Pro4 to manipulate images of Jesus to challenge perceptions of Jesus or portray an aspect of His character</li> </ul>	<ul style="list-style-type: none"> <li>• It is important not to attempt a detailed overview of Jesus' life and teaching (which will be tackled at KS3) but to select material that will help answer the key questions.</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHY DID JESUS USE PARABLES AND PERFORM MIRACLES? Unit 44</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Why do people tell stories?</li> <li>• What is a parable?</li> <li>• Is it a good way of teaching people something?</li> <li>• Who did Jesus reach through parables?</li> <li>• Are Jesus' parables still relevant today?</li> <li>• What is a miracle?</li> <li>• Do miracles happen today?</li> <li>• What do we learn from Jesus' teachings about the nature of God?</li> <li>• Why <b>did</b> Jesus perform miracles?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the messages being taught through some of Jesus' parables and describe how they help people understand the kingdom of God, prayer and a new way of living (L3)</li> <li>• Explain why Jesus performed miracles, giving examples (L3)</li> <li>• Draw upon a teaching from The Sermon on the Mount explaining why Christians still see it as relevant for life today (L3)</li> <li>• Explain how ideas and beliefs from parables have made a difference to individuals and groups of people (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about aspects of Jesus' teaching giving their own considered response (L3)</li> <li>• Discuss whether stories/parables are an effective way to teach and why (L4)</li> <li>• Ask and respond to questions about puzzling aspects of miraculous events and discuss whether miracles occur today (L5)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That Jesus was a teacher</li> <li>• About some of Jesus' most important teachings</li> <li>• Jesus taught through parables: -What a parable is (see points to note)</li> <li>• Parables are concerned with: <ul style="list-style-type: none"> <li>- The nature of God</li> <li>- The kingdom of God</li> <li>- Prayer</li> <li>- A new way of living</li> </ul> </li> <li>• Parables demand a response from the listener</li> <li>• Parables such as: <ul style="list-style-type: none"> <li>- The good Samaritan; the prodigal son/loving father; the lost sheep; the sheep and the goats; the mustard seed; the sower</li> </ul> </li> <li>• Jesus' parables still have an effect on the</li> </ul>	<ul style="list-style-type: none"> <li>• Read some parables from the Gospel accounts and discuss their meanings. Explore how characters would feel at different stages of the story</li> <li>• Identify parables concerned with the nature of God, prayer or a new way of living</li> <li>• Write a modern version of a parable e.g. Good Samaritan or Lost Son without changing key teaching points</li> <li>• Read an account of a healing miracle and a nature miracle and explore the feelings of those helped by it</li> <li>• Explore Jesus' teaching in The Sermon on the Mount within the context of "true happiness is....." and how Christians should treat others</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatise some of Jesus' stories and discuss the feelings of some of the main characters. This could be done through hot seating</li> <li>• Write their own parables to teach a message for contemporary life</li> <li>• Share their views and experiences of events which they might call miraculous</li> <li>• If you could perform one miracle, write about what it would be and why you chose that one</li> <li>• Share things which make them happy</li> <li>• Discuss the world of famous people, looking for things that are supposed to bring happiness. Compare with Jesus' life and what he taught about happiness</li> </ul>

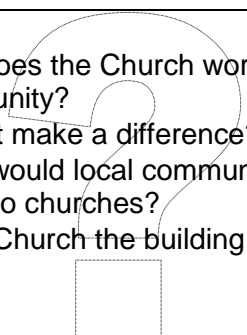
<p>lives of Christians today</p> <ul style="list-style-type: none"> <li>• To consider what a miracle is</li> <li>• Jesus performed miracles: <ul style="list-style-type: none"> <li>-Miracles over nature - such as Feeding of 5000, Calming of Storm</li> <li>-Healing Miracles – Healing of the paralysed man, blind Bartimaeus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examine whether Jesus linked happiness with ambition, fame and money</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• ‘The Miracle Maker’ video</li> <li>• <a href="http://www.themiraclemaker.com">www.themiraclemaker.com</a></li> <li>• Parables from the Bible</li> <li>• Miracles from the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• beatitudes</li> <li>• miracles</li> <li>• parables</li> <li>• Sermon on the Mount</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – newspaper report; report explaining whether stories/parables are an effective way to teach and why; writing their own contemporary parable</li> <li>• Through matching stories Jesus told to the type of parable they are</li> <li>• Through hot-seating in drama</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 unit – ‘Why did Jesus tell stories?’</li> <li>• KS3 unit – ‘Who is Jesus?’</li> </ul>	<ul style="list-style-type: none"> <li>• Science – changing materials</li> <li>• Literacy – recount and newspaper report writing; writing a contemporary parable</li> <li>• Drama – dramatising one of Jesus’ miracles &amp; hot-seating characters</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus used parables in response to questions – therefore it is important to keep the question in mind</li> <li>• Parables have only <u>one</u> point to make – (apart from the parable of the Sower which is an allegory. This is the only parable which Jesus explains to his disciples)</li> <li>• It is not intended that you study all the stories suggested – they are suggestions, and leave you free to choose your own if you prefer! It is important, however that pupils learn about a variety of Jesus’ miracles and teachings</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHY DO CHRISTIANS PRAY?</b> Unit 38	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> By the end of the unit pupils should be able to:	<b>LEARNING OUTCOMES AT2</b> By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> <li>• What is the difference between a prayer and a wish?</li> <li>• Why do people pray?</li> <li>• Why do Christians pray?</li> <li>• What is the role of prayer in building or mending broken relationships <ul style="list-style-type: none"> <li>- with God?</li> <li>- with other people?</li> </ul> </li> <li>• Can you pray anywhere and anytime?</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct terminology to define prayer and describe the main types of prayer (L2)</li> <li>• Express reasons why Christians pray (L2)</li> <li>• Show knowledge of a famous Christian prayer and understanding of how Christians might use it (L3)</li> <li>• Make a connection between prayer and a persons relationship with God (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the value of talking/communication in building good relationships and mending broken ones (L2)</li> <li>• Suggest reasons why people often pray when in trouble (L2)</li> <li>• Talk about their own experiences of prayer (L3)</li> <li>• Give an opinion on the difference between a prayer and a wish (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> Pupils should learn:	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> Opportunities to:	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> Opportunities to:
<ul style="list-style-type: none"> <li>• <b>The main types of prayer e.g.</b> <ul style="list-style-type: none"> <li>- Praise &amp; adoration</li> <li>- Confession</li> <li>- Thank you prayers</li> <li>- Asking prayers</li> </ul> </li> <li>• <b>Reasons why people pray</b> <ul style="list-style-type: none"> <li>- To express their love for God</li> <li>- To seek forgiveness and reconciliation</li> <li>- To express gratitude</li> <li>- To ask for help for others or oneself</li> </ul> </li> <li>• <b>Ways in which people pray</b> <ul style="list-style-type: none"> <li>e.g. Reading written prayers</li> <li>Extempore prayers</li> <li>Public &amp; private prayers</li> <li>Stillness and waiting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interview Christians about how and why they pray</li> <li>• Conduct a survey to find out who has prayed, when and why. Analyse the results</li> <li>• Match cards with simple prayers on, to their right type, e.g. prayers of praise</li> <li>• Watch video clips of people praying in both public and private situations</li> <li>• Discuss actions or positions associated with prayer</li> <li>• Handle aids to prayer (e.g. rosary, candle and discuss how they might help people pray.)</li> <li>• Look at famous prayers e.g. The Lord's Prayer, Prayers of Sir Francis Drake, St Francis of Assisi, Ignatius of Loyola, Mother Teresa, and Coventry Cathedral</li> <li>• Discuss what is being expressed through the words e.g. concerns, praise, confession</li> <li>• Explore different occasions when Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a guided fantasy of going on a walk with a friend – thinking about what they share and say to each other</li> <li>• Discuss what sort of feelings they might want to share with a friend, e.g. thanks, apology, requests, excitement etc</li> <li>• Discuss how prayer would be like going on a walk with a friend</li> <li>• Share their experiences of arguments in the playground and how they have dealt with them</li> <li>• Debate the difference between a prayer and a wish</li> <li>• Find out why people who are not religious often pray when in trouble</li> <li>• Talk about how they try to understand people who are different from themselves. Does talking help?</li> <li>• Write their own prayer to express a particular feeling</li> </ul>

	<p>pray – individually, in groups, within worship services. Ask how they might consider that God has answered their prayers</p>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Look up prayers on website – <a href="http://www.request.org.uk">www.request.org.uk</a> (good explanation of The Lord’s Prayer)</li> <li>• Video re Worship</li> <li>• Video “Hallowed be thy Name” of meditation ideas, e.g. reading of Lords’ Prayer with images</li> <li>• Range of prayerful music of monasteries Prinknash Abbey</li> <li>• Music from Taize</li> <li>• Christian Aid website prayer link <a href="http://www.christian-aid.org.uk/worship/prayer/index.htm">www.christian-aid.org.uk/worship/prayer/index.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• adoration</li> <li>• communication</li> <li>• confession</li> <li>• extemporary</li> <li>• forgiveness</li> <li>• praise</li> <li>• prayer</li> <li>• reconciliation</li> <li>• thanksgiving</li> <li>• worship</li> <li>• rosary</li> <li>• candles</li> </ul>	<ul style="list-style-type: none"> <li>• Through written work – prayers; responses to questions on questionnaires (see Points to note)</li> <li>• Through responses to music</li> <li>• Through analysis of meaning when looking at Christian prayers</li> <li>• Through responses during discussion times</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 unit – ‘How should Christians live their lives?’</li> <li>• KS3 unit – ‘What is the place of ritual and worship?’</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy – debating, speaking and listening, writing prayers</li> <li>• Music – listening to music as an aid to mediation / prayer; prayers within music</li> </ul>	<ul style="list-style-type: none"> <li>• As with all units, there should not be a presumption about a child’s personal belief. Writing a prayer can be a sharing of feelings without a recipient. Some pupils may prefer to write a reflection rather than a prayer to God.</li> <li>• This unit may raise puzzling questions, especially about what happens if prayer doesn’t seem to be answered. Time should be given to explore the issues raised with children</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>HOW DO THE ACTIONS OF THE CHURCH AFFECT YOUR LOCAL COMMUNITY?</b> <b>Unit 59</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• How does the Church work within the community?</li> <li>• Does it make a difference?</li> <li>• What would local communities be like if there were no churches?</li> <li>• Is the Church the building or the people?</li> </ul> 	<ul style="list-style-type: none"> <li>• Identify some key features of what it means to belong to a Christian community (L2)</li> <li>• Describe similarities and differences between two Christian places of worship, talking about the significance of key features (L3)</li> <li>• Identify some of the work done by the Church worldwide and how church communities vary across the globe (L3)</li> <li>• Identify and discuss the roles that the church, as a building and a group of people, plays in their community (L4)</li> <li>• Explain how the actions of the church affect them and their community (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different organisations they belong to and how community and our dependence on each other are important (L3)</li> <li>• Sensitively give their own views on how the actions of the church affect their community (L4)</li> <li>• Make informed responses to questions about how the actions of the church affect their lives and those of others (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<b>The Church, its worship and practices</b> <ul style="list-style-type: none"> <li>• The Church is a community of believers from all races and nationalities expressed in different denominations</li> <li>• The Church originated in first century Judea &amp; Galilee</li> <li>• The church building is a focal point for a community</li> <li>• Christians aim to reflect the love of God through social responsibility: <ul style="list-style-type: none"> <li>- as a community</li> <li>- as individuals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Visit a church if possible. Discuss how that community works</li> <li>• Visit (could do this via the internet) two different Christian places of worship and compare the key features</li> <li>• Find out where The Holy Land is and how its proximity to three continents helped the Gospel spread throughout the world.</li> <li>• Find out from Church magazines what groups meet each week in the local area, what they do and why they meet</li> <li>• Invite local Christians to talk about their work in the community</li> <li>• Consider ways in which beliefs can be expressed in actions</li> </ul>	<ul style="list-style-type: none"> <li>• Think of people we rely on within the communities in which we operate, e.g. Schools</li> <li>• Look at one or two New Testament uses of the word “Church” and discuss the two uses of the word in English today (building &amp; people). Which is the most important one? Which is the New Testament use? (See points to note below)</li> <li>• Share own opinions and views on the affects that the church has on its community</li> <li>• Consider how their lives and the lives of others would be affected if there wasn’t a church in the community</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore Christian teaching that the believers worldwide are part of one family</li> <li>• Look at Jesus' "Great Commission" (Matthew 28 v19-20) and why Christians travel to spread the Gospel</li> <li>• Plan a debate for and against closing the local church down and amalgamating two parishes, considering the impact that this would have on different groups of people</li> <li>• Explore links between local churches and communities world wide.</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Virtual church visit</li> <li>• National Gallery site – image</li> <li>• Jesus through Salvation resources</li> <li>• Royal Academy material – Jesus around world</li> <li>• Website of charities and missions e.g. Viva network</li> <li>• E-mail to churches or missions overseas</li> <li>• <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• Church of England</li> <li>• Community</li> <li>• building</li> <li>• denomination</li> <li>• non-conformist</li> <li>• orthodox</li> <li>• protestant</li> <li>• Roman Catholic</li> <li>• Anglican</li> <li>• Holy Land</li> </ul>	<ul style="list-style-type: none"> <li>• Writing articles - produce a page for a Parish magazine informing the reader of events taking place in the Church that month</li> <li>• Through debate - write a newspaper article about the local church closing down, to show arguments both for and against this happening</li> <li>• Through discussion - pupils to explain how a group they belong to is important to both them and the community</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 units – 'How is a church different from other buildings?'; 'What happens in a church?'; 'How should Christians live their lives?'</li> <li>• KS3 units – 'How did the church develop?'; 'Why are there different Christian denominations?'</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE / Citizenship</li> <li>• Geography – map work, locating the Holy land and different continents.</li> <li>• Literacy – debating skills, speaking and listening</li> <li>• History – links to topics such as the Romans</li> </ul>	<ul style="list-style-type: none"> <li>• It is important for teachers to draw out that the word 'church' is used in different ways. It can mean a church building or the Christian community. With a capital 'C' the 'Church' refers to the worldwide Christian family.</li> </ul>

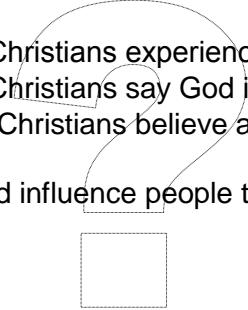


<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>HOW IS THE CHRISTIAN FAITH EXPRESSED THROUGH WORSHIP? Unit 46</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is worship?</li> <li>• How do we express our emotions through creativity?</li> <li>• How is Christian faith expressed through worship?</li> <li>• Do symbols help Christians to worship?</li> <li>• What can we learn from Christian religious buildings about the people who worship there?</li> <li>• What is a Christian? (See points to note)</li> <li>• Do you have to go to Church to be a Christian?</li> <li>• Why is Holy Communion important?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how worship can be individual or communal and is an expression of faith (L3)</li> <li>• Show understanding of meanings of symbols found within a church (L4)</li> <li>• Give an opinion on whether going to church is an essential part of being Christian (L5)</li> <li>• Compare how Holy Communion is celebrated across different denominations (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Share their personal responses to visits to different Christian churches (L3)</li> <li>• Discuss why people need to explore their faith in different ways (L4)</li> <li>• Make informed responses to people's values and commitments in the light of their learning (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That people often express their deepest emotions through creativity</li> <li>• Places of worship <ul style="list-style-type: none"> <li>- the variety of buildings</li> <li>- their uses, artefacts and symbols</li> <li>- the importance of the cross as a symbol for Christians</li> </ul> </li> <li>• Worship; the proclaiming of God's greatness, the expression of thanksgiving and God's forgiveness</li> <li>• The role of the Bible, prayer, Holy Communion (Mass, Eucharist, Lord's Supper) and music in worship</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different places of Christian worship e.g. a parish church, chapel, cathedral and compare and contrast the designs, furniture and symbols. Ask a minister to explain what Christian worship entails and what it signifies e.g. Holy Communion,</li> <li>• Find out why is Holy Communion central to Christian worship and how it is celebrated across different denominations</li> <li>• Explore how symbols, artefacts and buildings play a part in worship, rituals, and ceremonies of the local Church</li> <li>• Explore the use of artefacts linked to prayer e.g. icon, rosary beads, and candles</li> <li>• Listen to a variety of Christian music e.g. plainsong, oratorio, a Victorian hymn, modern choruses, organ, guitar. Talk about what the words mean</li> <li>• Visit or watch a video of Christian worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit quietly in one of these places of worship and afterwards reflect upon their feelings</li> <li>• Design a shield showing what is important to them. Discuss. Look at ways in which symbols represent what is important to believers</li> <li>• Use the creative arts (e.g. writing, art, music, drama, dance) to express the idea of worship</li> <li>• Discuss their own responses to why people pray</li> <li>• Discuss whether they ever worship and if so what is worshipped</li> <li>• Respond to Christian music from around the world</li> </ul>

	<p>What elements are there?</p> <ul style="list-style-type: none"> <li>• Find out how Christian worship is expressed in a variety of ways across the world.</li> <li>• Select some favourite songs used in school worship. Look at the words. Would any be used in Christian Church worship?</li> <li>• Discuss how the Bible can contribute to worship. Look at passages which focus the mind on God</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Virtual church visit (Surrey website)</li> <li>• Video on worship e.g. BBC 'Pathways of belief', 'The Church: Worship'</li> <li>• <a href="http://www.riponcathedral.org.uk">www.riponcathedral.org.uk</a></li> <li>• <a href="http://re-xs.ucsm.ac.uk/re/places/">http://re-xs.ucsm.ac.uk/re/places/</a></li> <li>• <a href="http://www.jesusfortoday.com">www.jesusfortoday.com</a></li> <li>• <a href="http://www.request.org.uk/main/dowhat/worship/worship01.htm">www.request.org.uk/main/dowhat/worship/worship01.htm</a></li> <li>• <a href="http://www.request.org.uk/main/dowhat/music/music01.htm">www.request.org.uk/main/dowhat/music/music01.htm</a></li> <li>• <a href="http://www.educhurch.org.uk/pupils/themes/events.html">www.educhurch.org.uk/pupils/themes/events.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• baptistery; chancel; chapel; font; lectern; pulpit</li> <li>• congregation</li> <li>• Holy Communion/Mass/Eucharist/Lord's Supper</li> <li>• hymn</li> <li>• lectern</li> <li>• prayer</li> <li>• reflection</li> <li>• meditation</li> <li>• silence</li> <li>• priest; vicar; minister; pastor</li> </ul>	<ul style="list-style-type: none"> <li>• Through written work - list of things that you would have to do to change the classroom into a church; writing riddles; poetry</li> <li>• Through art – banner interpreting Psalm 139; using art to express emotions</li> <li>• Through responses to music</li> <li>• Through discussion</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 unit – 'What happens in a church?'; 'How should Christians live their lives?'</li> <li>• KS2 units – 'Why do Christians pray?'; 'How do Christians celebrate milestones in life? – Birth &amp; Belonging / Marriage'</li> <li>• KS3 units – 'Do you have to go church to be a Christian?' 'Is it good to be different? (Unity &amp; Diversity)'</li> </ul>	<ul style="list-style-type: none"> <li>• PE/Dance – expressing emotions</li> <li>• Art – creating banner / using art to express emotions</li> <li>• Music – listening &amp; responding to different types of music used in worship; using music to express emotion</li> <li>• ICT - Design a place of worship using ICT; use digital camera to record a visit and symbols seen</li> <li>• Literacy – riddles about worship artefacts; lists of what would be needed to make classroom into a church</li> </ul>	<ul style="list-style-type: none"> <li>• With older pupils it might be interesting to compare slightly different definitions of what makes someone a Christian</li> <li>• This unit is designed to include visits to a Christian place of worship. If a real-life visit is not possible, try using virtual reality! There are links within many of the websites listed</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>IS GOD PRESENT AND ACTIVE TODAY? Unit 61</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• How do Christians experience 'God at work'?</li> <li>• Why do Christians say God is one yet three?</li> <li>• What do Christians believe about The Holy Spirit?</li> <li>• Does God influence people today?</li> </ul> 	<ul style="list-style-type: none"> <li>• Describe that Christians understand God as being known in three ways which combine to make one whole (L3)</li> <li>• Describe Christian teaching about Jesus' ascension and the coming of The Holy Spirit (L4)</li> <li>• Describe the key Christian beliefs about the work of the Holy Spirit</li> <li>• Show understanding of how faith influences the actions of a Christian (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which they can see one object in several different forms (L3)</li> <li>• Offer suggestions as to how the Christian teaching of God being present and active in the world today can offer support in different situations (L4)</li> <li>• Suggest ways in which a belief in God might affect the decisions of Christians (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>• Christians regard God as Father, Son and Holy Spirit</li> <li>• Ascension – Jesus Christ is still alive and with God the Father</li> <li>• Pentecost – the coming of the Holy Spirit to the disciples</li> <li>• The Holy Spirit is the presence of God active in the world today</li> <li>• About the characteristics of the Holy Spirit</li> </ul>	<p><b>Pupils could:</b></p> <ul style="list-style-type: none"> <li>• Look at hymns and prayers which refer to the Trinity &amp; consider the Christian need to explain the Trinity</li> <li>• Research symbols linked with Father, Son and Holy Spirit</li> <li>• Read Acts Ch1 v6-11 and explore the ways in which artists throughout the years have portrayed the meaning of the Ascension</li> <li>• Read the story of the birth of the Church in Acts Ch2 and explore the symbols mentioned.</li> <li>• Read other stories of the Holy Spirit working in the early Church in Acts</li> <li>• Find out about the life of a contemporary Christian whose life has been changed or influenced by God,</li> <li>• Invite Christian visitors from different denominations and interview them about how God is real in their life today</li> </ul>	<p><b>Pupils could:</b></p> <ul style="list-style-type: none"> <li>• Discuss how a person could be described in three different ways, e.g. father, worker, friend</li> <li>• Create their own symbols of God as three parts but one whole and explain</li> <li>• Give an explanation of self as "Three in one" e.g. sister, daughter, brownie</li> <li>• Discuss feelings about loneliness, separation, partings</li> <li>• Talk about ways people can be transformed by experiences</li> <li>• Discuss times when they have felt the influence of someone even when not present in person. How can this be helpful?</li> <li>• Be presented with scenarios involving choice of action</li> <li>• Discuss what motivated these people to do what they did</li> <li>• Create a drama in which people make</li> </ul>

	<ul style="list-style-type: none"> <li>Find an example of a contemporary Christian who has been able to endure hardship because of their faith</li> </ul>	choices in the light of teaching about God
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>Websites re Christians active in world today e.g. <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a></li> <li>Encyclopaedias and sites for research for biography</li> </ul>	<ul style="list-style-type: none"> <li>Ascension</li> <li>Father; Son; Holy Spirit</li> <li>guidance</li> <li>Holy Spirit as Sustainer; Encourager; Comforter; Counsellor; Friend; Source of new life; Guide</li> <li>Pentecost</li> <li>Trinity</li> <li>Whitsun/Whit Sunday</li> </ul>	<ul style="list-style-type: none"> <li>Through art - create 3D models to represent the idea of the Trinity.</li> <li>Through use of calligraphy to surround their model with descriptions of the Holy Spirit</li> <li>Through questions prepared for interviewing Christian visitors</li> <li>Through their own trinity symbol</li> <li>Through their descriptions of themselves</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>KS2 units - 'Who is Jesus?'; 'What do Christians believe God is like?'</li> <li>KS3 units - 'How can God be known?'; 'Do you need to go to Church to be a Christian?';</li> <li>This unit should allow for progression in the KS3 unit 'Is there a right way to live?' on Christian Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Art – clay dough symbol; paper collages; artwork representing the ascension</li> <li>Literacy – description of themselves; interview questions;</li> <li>Drama – hot-seating as the disciples</li> </ul>	<ul style="list-style-type: none"> <li>A visit to Guildford Cathedral (dedicated to the Holy Spirit) would fit in well with this unit.</li> <li>If you are unable to invite Christian visitors, a video clip could be used instead – e.g. Desmond Tutu, Martin Luther King</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT DO CHRISTIANS BELIEVE GOD IS LIKE?</b> Unit 52	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> By the end of the unit pupils should be able to:	<b>LEARNING OUTCOMES AT2</b> By the end of the unit pupils should be able to:
<ul style="list-style-type: none"> <li>• What are you like?</li> <li>• How would you 'define' yourself?</li> <li>• What do Christians believe God is like?</li> <li>• How is God like a friend...a Saviour...a shepherd....a father?</li> <li>• What do Christians believe God does?</li> <li>• How do Christians discover God?</li> <li>• What is God's character?</li> </ul>	<ul style="list-style-type: none"> <li>• Use and explain some of the key words Christians use to describe God (L2)</li> <li>• Explain how belief in God can influence the way in which believers live their lives (L4)</li> <li>• Ask questions which help them to understand how God may be discovered (L4)</li> <li>• Explain how Christians 'discover' God through the Bible / person of Jesus / other people / experiences (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Respond sensitively to people's ideas about the characteristics of God (L2)</li> <li>• Compare their own ideas about the characteristics of God with those of others (L3)</li> <li>• Explain possible reasons why some choose to believe in God and others do not (L5)</li> <li>• Create an image which represents aspect(s) of God's character (L4/5)</li> <li>• Explain the symbols / imagery that they have used (L4/5)</li> </ul>
<b>LEARNING OBJECTIVES</b> Pupils should learn:	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> Opportunities to:	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> Opportunities to:
<ul style="list-style-type: none"> <li>• The many names of God reflect aspects of His character</li> </ul> <p>Christians believe God is:</p> <ul style="list-style-type: none"> <li>• Father, Son and Holy Spirit</li> <li>• Saviour</li> <li>• Friend</li> </ul> <p>Christians believe God's nature is:</p> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Just</li> <li>• Forgiving</li> </ul> <p>God is discovered in different ways e.g. through:</p> <ul style="list-style-type: none"> <li>• The Bible</li> <li>• Jesus Christ</li> </ul>	<ul style="list-style-type: none"> <li>• Explore experiences of God recorded in the Bible (e.g. Psalm 23) and through other literature, poetry and music and identify the characteristics they portray</li> <li>• Listen to Joan Osborne song –'What if God was one of us' &amp; talk about lyrics. Look at passages where God is called by different names / described in different ways or words of Christian songs. Discuss the aspects of His character that these names reflect.</li> <li>• Look at Jesus' statement 'If you really knew me, you would know my Father as well' (John 14:7) Revisit stories about Jesus showing friendship to people &amp; further define the characteristics of God as friend.</li> <li>• Look at God's character as depicted in the parable of the Prodigal Son. How can God (the father) be seen as <i>loving, just</i> and</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ideas about people being created in God's image</li> <li>• Play a piece of calm, reflective music to give children space to think about themselves. Ask them to think about their character – what they are like. Emphasise the difference between physical appearance and character.</li> <li>• Find out what your own name means – are you anything like the definition of your name? What definition would you give to yourself?</li> <li>• Make hand shapes and write qualities of friendship in them.</li> <li>• Quick-draw exercise – draw an image that comes to your mind with the word 'saviour'.</li> <li>• Use art materials to create a visual image to show what God is like for them – they could choose one particular aspect, or try to combine several. Display as an art gallery &amp;</li> </ul>

<ul style="list-style-type: none"> <li>• Other people's example</li> <li>• Natural beauty</li> <li>• Experiences</li> <li>• Artists use symbols to express deep Christian beliefs about the nature of God</li> </ul>	<p><i>forgiving</i> within the story ?</p> <ul style="list-style-type: none"> <li>• Invite Christian visitors to share beliefs about God and how He can be known</li> <li>• Suggest ways in which the Christian belief in God might alter the behaviour of followers</li> </ul>	<p>invite pupils from other classes to visit.</p>
RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• Paintings showing images of God <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></li> <li>• 'Jesus Through Art' – Margaret Cooling</li> <li>• Christian songs showing names for God <a href="http://www.onlylyrics.com/read.php?id=25592">www.onlylyrics.com/read.php?id=25592</a> or <a href="http://www.christianstudy.com/data/hymns/text/e0007.html">www.christianstudy.com/data/hymns/text/e0007.html</a></li> <li>• Photos of shepherds in Israel e.g. <a href="http://www.preciousoil.com/photo_images/Israel/02_Palestinian_shepherds_in_the_West_Bank_near_Bethlehem_c.jpg">www.preciousoil.com/photo_images/Israel/02_Palestinian_shepherds_in_the_West_Bank_near_Bethlehem_c.jpg</a> links to a suitable photo. There are others on the Precious Oil website</li> <li>• 'The Message' or NIV versions of the Bible</li> <li>• Online Bible <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• creator</li> <li>• father</li> <li>• God</li> <li>• justice</li> <li>• love</li> <li>• Saviour</li> <li>• friend</li> <li>• shepherd</li> <li>• characteristics</li> <li>• forgiving</li> <li>• prodigal son</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – lists from research; descriptions of God; interview questions</li> <li>• Through analysis – of Christian song words; passages from the Bible</li> <li>• Through artwork – representations of God</li> <li>• Through discussion</li> </ul>
LINKS WITH OTHER UNITS ACROSS KEY STAGES	POTENTIAL CROSS CURRICULAR LINKS	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• KS1 unit – 'Who were Jesus' friends?'</li> <li>• KS2 unit – 'Why did Jesus use parables &amp; perform miracles?'</li> <li>• KS3 unit – 'How can God be known?'</li> </ul>	<ul style="list-style-type: none"> <li>• Geography – photos of Israel</li> <li>• Art – looking at images of God in religious paintings; creating their own representations</li> <li>• Literacy - lists from research; descriptions of God; interview questions</li> <li>• Music – listening to Christian songs</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout this unit, there should be the underlying teaching about how Christians 'discover' God</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>HOW DO CHRISTIANS CELEBRATE MILESTONES IN LIFE? (BIRTH &amp; BELONGING) Unit 32</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is a 'milestone'?</li> <li>• What are the milestones in your life?</li> <li>• Is it important to celebrate milestones in life?</li> <li>• How does a Christian's belief affect the way a family celebrates the birth of a baby and the welcoming of a person into the Christian faith?</li> <li>• Why is baptism important to Christians?</li> <li>• Why is water used at baptism?</li> <li>• What does it mean to belong to the church?</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding that Christians mark the initiation and commitment of someone into the Christian faith in different ways (L3)</li> <li>• Give meanings for some symbols and rites used in these ceremonies, using technical terminology (L3)</li> <li>• Make links between the story of Jesus' baptism and Christian baptism (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways their own family would welcome a new baby (L2)</li> <li>• Recognise the different communities they belong to and how they demonstrate their belonging (L3)</li> <li>• Consider how belonging to a Christian community affects daily life (L4)</li> <li>• Give their own view on the importance of new starts (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Christians welcome a baby through infant baptism or dedication ceremonies</li> <li>• Christians mark the initiation of a person into the Christian faith through baptism, confirmation or believers' baptism</li> <li>• The main ceremonies and symbolism of <ul style="list-style-type: none"> <li>-infant baptism</li> <li>-infant dedication</li> <li>-confirmation</li> <li>-believer's baptism</li> </ul> </li> <li>• These ceremonies highlight themes such as: <ul style="list-style-type: none"> <li>-welcoming/belonging</li> <li>-the value of human life</li> <li>-commitment</li> <li>-cleansing from sin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Look at the differences and similarities between Christian baptisms in the different denominations</li> <li>• Invite ministers to talk about an infant baptism and a believer's baptism</li> <li>• Visit churches to see a font and a baptistery, and watch a video of them being used</li> <li>• Look at examples of baptismal cards or service sheets from both infant and believer's baptism and discuss the promises being made or beliefs expressed</li> <li>• Interview some parents as to why they had their baby dedicated/baptised</li> <li>• Design a simple flow-chart linking infant baptism to confirmation and infant dedication</li> <li>• Design a baptismal candle, explaining each of the symbols used and how they relate to baptism</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own experiences of infant ceremonies</li> <li>• Discuss the necessity of water for life and explore the symbolism in terms of cleansing</li> <li>• Consider a variety of ways in which they are welcomed into different communities</li> <li>• Discuss reasons for making decisions, and the importance of commitment</li> <li>• Write a 'testimony' about their own life or an event that changed their life in some way</li> <li>• Discuss ways in which we make new starts in life</li> <li>• Look at examples of 'cleansing' from their own lives e.g. saying sorry to 'clear the air'</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a></li> <li>• <a href="http://www.jesustoday.com">www.jesustoday.com</a></li> <li>• Video of infant and believers' baptism (Believe it or not series)</li> <li>• Pupils' own photographs or video footage of baptism ceremonies</li> <li>• Christianity Photo Pack (Folens)</li> <li>• <a href="http://www.request.org.uk/main/dowhat/baptism/baptism.htm">www.request.org.uk/main/dowhat/baptism/baptism.htm</a></li> <li>• <a href="http://www.request.org.uk/main/dowhat/dedication/dedication01.htm">www.request.org.uk/main/dowhat/dedication/dedication01.htm</a></li> <li>• <a href="http://www.request.org.uk/main/dowhat/heads/buchi.htm">www.request.org.uk/main/dowhat/heads/buchi.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• rites of passage</li> <li>• initiation</li> <li>• baptism; baptistry; font; christening; candle</li> <li>• dedication</li> <li>• confirmation</li> <li>• testimony</li> <li>• commitment</li> <li>• sin</li> <li>• water</li> <li>• cross</li> <li>• promise</li> <li>• symbol</li> <li>• godparent</li> </ul>	<ul style="list-style-type: none"> <li>• Through diagrams - pupils create a mind map containing the different symbols connected to baptism, stating the meaning of each one</li> <li>• Personal timeline – giving pupils opportunity to reflect on the milestones in their own lives</li> <li>• Interview - Pupils to respond to questions where they are asked to express their own viewpoint on the importance of new starts</li> <li>• Through use of symbols created on candles and the explanations of their choices</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 – the unit 'What happens in a church?' makes reference to christening</li> <li>• KS3 – all units on rites of passage</li> </ul>	<ul style="list-style-type: none"> <li>• Art – designing cards and candles for baptism</li> <li>• Literacy – interviews / written explanations</li> <li>• History – personal timelines</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to help pupils identify the connections between infant baptism and confirmation, and between infant dedication and believer's baptism, within different Christian denominations</li> </ul>



<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>HOW DO CHRISTIANS CELEBRATE MILESTONES IN LIFE? (MARRIAGE) Unit 36</b>	<b>CHRISTIANITY</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Why do people get married?</li> <li>• What do Christians teach about relationships and the importance of marriage?</li> <li>• What symbols are used in the marriage ceremony and what do they mean?</li> <li>• Who makes promises and to whom?</li> <li>• Do you think marriage is important?</li> <li>• How do you show your commitment to others e.g. friends?</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple reasons why people get married in church (L2)</li> <li>• Show understanding of the key rites and symbols within a Christian wedding ceremony (L2)</li> <li>• Describe the key teachings of Christianity on relationships and marriage (L3)</li> <li>• Show why the different parts of a wedding service are important (L3)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk sensitively about happy and sad relationships (L2)</li> <li>• Explain why some people choose to get married within a church and others do not (L3)</li> <li>• Compare different ways of showing love (L3)</li> <li>• Ask and respond to questions about whether it matters who hears promises (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Marriage plays an important role within most religions and societies</li> <li>• Marriage serves many purposes for example: <ul style="list-style-type: none"> <li>- joining of families</li> <li>- love and companionship</li> <li>- creation and nurturing of children</li> <li>- service to the community</li> </ul> </li> <li>• The significance of key Christian marriage rites and symbols: <ul style="list-style-type: none"> <li>- wearing of white</li> <li>- exchange of rings</li> <li>- making of vows/commitment</li> </ul> </li> <li>• Examples of Christian teaching on: <ul style="list-style-type: none"> <li>- love</li> <li>- commitments</li> <li>- forgiveness</li> <li>- reconciliation</li> <li>- marriage</li> </ul> </li> <li>• Churches recognise that some marriages fail or go wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video of a Christian wedding and list in two columns Christian elements and non-Christian elements</li> <li>• Read a copy of the marriage vows and discuss their meaning</li> <li>• Explain the different symbols associated with weddings and explore their meaning</li> <li>• Read and discuss some of the teachings of Jesus about love and marriage</li> <li>• Talk to a Christian minister about their understanding of Christian marriage</li> <li>• Interview a newly married couple about how they felt on their wedding day and what their marriage means to them</li> <li>• Dramatise a wedding ceremony, using key props and basic costumes. Discuss the meaning of each part of the ceremony e.g. the making of vows/promises, signing the register, exchanging of rings)</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own list of promises to close friends</li> <li>• Write what promises they feel should be made in a wedding service</li> <li>• Discuss how easy or difficult it would be to keep the promises they have written down</li> <li>• Draw a diagram/picture to show the important relationships in their own lives (e.g. parents, siblings, friends, grandparents, teacher)</li> <li>• Consider different models of the 'family' in contemporary Britain</li> <li>• Discuss the impact of the breakdown of relationships in peoples' lives e.g. friendships and explore ideas on how to sustain good relationships</li> <li>• Read children's fiction about different models of the family today</li> <li>• Explore emotions and feelings about forming and sustaining relationships</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>

<ul style="list-style-type: none"> <li>• Video of a Christian marriage ceremony eg 'Believe it or not' series</li> <li>• Photographs of Christian and civil wedding ceremonies</li> <li>• <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a></li> </ul>	<ul style="list-style-type: none"> <li>• marriage</li> <li>• wedding</li> <li>• service</li> <li>• ceremony</li> <li>• ring</li> <li>• promise</li> <li>• vow</li> <li>• divorce/separation</li> <li>• commitment</li> <li>• family</li> <li>• bride; groom; best man; bridesmaid; mother/father in law</li> <li>• relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Through written work – produce a leaflet giving guidance to a couple planning a wedding. Include the different parts of the ceremony, and some of the Christian teachings on marriage</li> <li>• Through debate - write a balanced argument for and against getting married in a church</li> <li>• Write their own wedding vows showing what is important to them</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS1 unit – 'What happens in a church?'</li> <li>• KS3 units on rites of passage (marriage)</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE – making promises</li> <li>• Literacy – newspaper reports, adverts, invitations, instructions, lists</li> <li>• ICT – producing leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will need to be sensitive to different models/experiences of the family represented within the class. Many pupils will have experienced family break-up</li> <li>• This unit focuses on the occasion, its meaning and symbolism more than the long term relationship</li> <li>• Throughout the teaching of this unit, it should be remembered that Christians recognise that no-one is infallible and that sometimes marriages go wrong. Divorce is as forgivable as any other sin</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHO BROUGHT CHRISTIANITY TO BRITAIN?</b>	<b>CHRISTIANITY</b>	<b>6 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What was it like in Britain before the coming of Christianity?</li> <li>• What were the main Celtic festivals? Does the influence of them survive today?</li> <li>• Why did Christianity come to Britain?</li> <li>• Who brought Christianity to Britain?</li> <li>• How did it spread?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some aspects of the Celtic beliefs and teachings and their importance (L3)</li> <li>• Describe the impact of festivals on the Celtic way of life (L4)</li> <li>• To understand who the key people were who brought Christianity to Britain (L4)</li> <li>• Explain how the introduction of Christianity into Britain made a difference to the lives of individuals and communities (L5)</li> <li>• Express their own ideas about the challenges of belonging to a new religion (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare aspects of their experiences of self-sacrifice with those of the Saints (L3)</li> <li>• Ask questions about the significant experiences of key figures at this time and suggest answers from their own experience (L4)</li> <li>• To empathise with the feelings of early Christian saints (L5)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• The key elements of the Celtic religion and their festivals</li> <li>• The background history to the coming of Christianity to Britain.</li> <li>• How Christianity came and was spread throughout Britain using the work of saints such as St Columba, St Ninian, St Augustine, St Patrick,</li> <li>• About the lives of early Christian saints such as St David and St Alban</li> <li>• To understand the idea of self-sacrifice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify initially through discussion, methods and types of worship including festivals the religious beliefs of the Celts. Write about taking part in a Celtic ritual.</li> <li>• Read and discuss the coming of Christianity and the work of St Augustine. Discuss why it took so long to establish.</li> <li>• Find out about St Ninian's Christian Academy and how it changed Celtic community life.</li> <li>• Read and discuss the story of St Patrick including his use of the shamrock for the Trinity. Look at other Celtic symbols and works of art. Children design their own Celtic patterns</li> <li>• Discuss the story of St Alban. Find St Albans on the map. Role-play the story. Find other places named after saints</li> <li>• Discuss the story of St David, his commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what life would have been like before Christianity came to Britain. How would they have felt to be one of the key figures who felt responsible for spreading the Christian message, e.g. St Columba, St Ninian.</li> <li>• Pretend they are one of St Augustine's helpers and describe their work.</li> <li>• Discuss their own special places and how they would feel if they had to leave suddenly. Compare this to how St Patrick felt when captured by slave traders.</li> <li>• Discuss the meaning of self-sacrifice and identify what they would consider giving up and for what reason/purpose. Make up a drama about St. Alban's life identifying how he felt.</li> <li>• Discuss the kinds of commitment they could</li> </ul>

	<p>to God and the beginnings of monastic life. Write the story of St David as a newspaper article – or an advert for monastic life</p> <ul style="list-style-type: none"> <li>Children make PowerPoint presentations in group about British Saints e.g. St. Brigid, St. Andrew, St. Cuthbert, St. Margaret</li> </ul>	<p>be asked to give e.g. when joining a club, learning an instrument etc. Link this to St David's commitment to God and the beginnings of monastic life.</p>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>Visit Farnborough and Buckfast Abbey websites - <a href="http://www.farnboroughabbey.org/home.php">www.farnboroughabbey.org/home.php</a>; <a href="http://www.buckfast.org.uk/site.php?use=home">www.buckfast.org.uk/site.php?use=home</a></li> <li><a href="http://www.request.org.uk/main/dowhat/saints/saints01.htm">www.request.org.uk/main/dowhat/saints/saints01.htm</a> story of saints' lives with links to specific information</li> <li><a href="http://www.canterbury-cathedral.org/history/history.htm">www.canterbury-cathedral.org/history/history.htm</a> also links to stories of St. Augustine</li> <li><a href="http://www.catholic.org/saints/saint.php?saint_id=25">www.catholic.org/saints/saint.php?saint_id=25</a> is the Catholic website for info. on saints</li> <li><a href="http://www.canterbury-cathedral.org/history/history.htm">www.canterbury-cathedral.org/history/history.htm</a> also links to stories of St. Augustine</li> <li><a href="http://www.earlybritishkingdoms.com/bios/alban.htm">www.earlybritishkingdoms.com/bios/alban.htm</a>   useful information about St. Alban's life</li> <li>Gregorian chants music</li> <li>The Celts video</li> </ul>	<p>Celts Gods Druids Beltane Romans St Patrick St Augustine The Pope St Alban St Columba St Ninian St David St Elid Commitment Self-sacrifice Patron saint</p>	<ul style="list-style-type: none"> <li>Through writing – experience of Celtic ritual; newspaper articles; adverts; research</li> <li>Through drama – role-playing the story of St. Alban</li> <li>Through art – explanations of the Celtic knot &amp; why Christianity adopted it</li> <li>Through ICT – researching the life of a British saint &amp; developing a PowerPoint presentation</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>KS3 unit – 'How did the Church develop?'</li> </ul>	<ul style="list-style-type: none"> <li>History – links to history topics Roman Britain / Celts</li> <li>Art – Celtic art; making their own knot</li> <li>Literacy – newspaper articles / adverts/ research</li> <li>ICT – PowerPoint presentation; use of internet</li> <li>Drama – role play of story of St. Alban</li> </ul>	<ul style="list-style-type: none"> <li>This unit is designed to link with history topics</li> <li>Throughout this unit, try to get across to children the idea of the challenges of belonging to a new religion</li> </ul>

## COMPULSORY HINDUISM UNITS (SUGGESTED TIME ALLOCATION – 14 HOURS)

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT CAN WE LEARN FROM THE HINDU USE OF IMAGES? Unit 45</b>	<b>HINDUISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Why do Hindus think of God as being one yet many?</li> <li>• Why is symbolism so important?</li> <li>• Can God be found in nature and in the things around us?</li> <li>• What do the different deities tell us about what Hindus believe?</li> <li>• Why are Hindus' sacred writings in the form of stories?</li> <li>• Why is the cow a sacred animal for Hindus?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the Hindu beliefs and begin to explain their importance (L2)</li> <li>• Identify some images of the Hindu deities and explain the significance of the symbols associated with them (L2/3)</li> <li>• Show, using the correct terms, how some Hindu beliefs are expressed through symbols and stories (L3)</li> <li>• Explain how the many Hindu deities all express different symbolic representations of Brahman (L4)</li> <li>• Retell a story from the Hindu sacred books drawing out and explaining key beliefs (L4)</li> <li>• Describe the circumstances in which a Hindu might pray to specific Hindu deities and what difference it might make (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on concepts such as right and wrong, good conquering evil as illustrated in Hindu stories and relate them to their own lives (L3)</li> <li>• Compare their own views about the existence and nature of God with those of Hinduism (L3)</li> <li>• Identify qualities needed for heroes and leaders in both Hindu stories and their own lives (L4)</li> <li>• Consider how being a Hindu makes a difference to the lives of individuals and communities (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Hindus believe God is one (Brahman) but represented in different forms, such as:                             <ul style="list-style-type: none"> <li>- Vishnu, Krishna, Rama, Brahma, Hanuman, Lakshmi, Shiva and Ganesha</li> <li>- The ten "avatars" of Vishnu, especially Krishna and Rama</li> </ul> </li> <li>• Hindus have their own Sacred Writings:                             <ul style="list-style-type: none"> <li>- Vedas</li> <li>- Bhagavad Gita</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Look at and draw some of the images of these deities, with annotated labelling explaining symbolism</li> <li>• Explore some of the symbols associated with these images of God e.g. male and female forms</li> <li>• Read an abridged version of the adventures of Rama and Sita in the Ramayana</li> <li>• Look at artefacts linked with the ten avatars of Vishnu</li> <li>• Read stories linked with some of these avatars</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the ways in which one thing can be expressed in many different ways</li> <li>• Discuss their own responses to the use of images in worship</li> <li>• Consider links with other festivals about light and darkness. Explore differences as well as similarities</li> <li>• Explore some of the themes within a Hindu story: faithfulness, victory over evil, friendship, light and darkness etc</li> <li>• Create a piece of art which reflects these</li> </ul>

<ul style="list-style-type: none"> <li>- Ramayana</li> <li>• Hinduism has its origins in the Indus valley and contains some of the oldest documented religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a copy of one of these books and hear a passage being read</li> <li>• Watch a Hindu story told through dance</li> <li>• Explore where Hindus live throughout the world today</li> <li>• Interpret the story of Rama &amp; Sita through dance</li> </ul>	<p>themes</p> <ul style="list-style-type: none"> <li>• Talk about heroes and heroines in their own favourite stories and the qualities needed to make a person heroic</li> <li>• Tell stories they know by heart and compare with the Hindu traditions of story telling</li> <li>• Read other examples of stories where good wins over evil, or write their own</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Neasden mandir - <a href="http://www.mandir.org/index.htm">www.mandir.org/index.htm</a></li> <li>• BBC Pathways of Belief: Hinduism</li> <li>• Shree Ganapathy Temple at Wimbledon <a href="http://www.ghanapathytemple.org.uk/">www.ghanapathytemple.org.uk/</a></li> <li>• Websites: <a href="http://atschool.eduweb.co.uk/manorlh/hinduism/hindu.html">http://atschool.eduweb.co.uk/manorlh/hinduism/hindu.html</a> good site for children to use</li> <li>• <a href="http://www.reonline.org.uk/shells/strath_hindudeities.html">www.reonline.org.uk/shells/strath_hindudeities.html</a> pictures of deities</li> <li>• <a href="http://www.hindukids.org/stories/">www.hindukids.org/stories/</a> Hindu stories</li> <li>• <a href="http://www.bbc.co.uk/religion/religions/hinduism/beliefs/index.shtml">www.bbc.co.uk/religion/religions/hinduism/beliefs/index.shtml</a> - Hindu belief / deities</li> <li>• <a href="http://en.wikipedia.org/wiki/Avatar">http://en.wikipedia.org/wiki/Avatar</a> info on avatars</li> <li>• <a href="http://www.iskcon.com/culture/visual_arts/qita_gal.html">www.iskcon.com/culture/visual_arts/qita_gal.html</a> audio clips from the Bhagavad Gita</li> <li>• <a href="http://www.blewa.co.uk/project4/children/C4_0.htm">www.blewa.co.uk/project4/children/C4_0.htm</a> has video &amp; other information on sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Murti</li> <li>• Arti</li> <li>• Puja</li> <li>• Aum</li> <li>• Krishna; Lakshmi; Vishnu; Rama; Brahma; Hanuman; Lakshmi; Shiva; Ganesha</li> <li>• Vedas</li> <li>• Bhagavad Gita</li> <li>• Ramayana</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing - use a story-board to explain the key beliefs in a story from the Hindu sacred texts; from various Hindu stories identify qualities needed for the different heroes and leaders. Then compare these to people in their own lives.</li> <li>• Through dance – interpretations of the Ramayana</li> <li>• Through ICT – annotated drawings explaining symbolism associated with deities</li> <li>• Through discussion</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS2 unit – ‘What does it mean to be a Hindu?’</li> <li>• KS3 unit – ‘Do our actions influence our future?’</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy – Hindu stories</li> <li>• Geography – location of birth of Hinduism</li> <li>• Dance – interpretations of the story of Rama &amp; Sita; poses of Hindu deities</li> <li>• Art – creating images which reflect themes in Hindu stories</li> <li>• ICT – use of internet; labelling an image</li> </ul>	<ul style="list-style-type: none"> <li>• God is referred to as Brahman</li> <li>• All forms should be referred to as deities (or murtis/images) <u>not</u> Hindu Gods or statues</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT DOES IT MEAN TO BE A HINDU?</b> <b>Unit 54</b>	<b>HINDUISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is 'worship' for a Hindu?</li> <li>• Is it important to involve all the senses in worship and why?</li> <li>• Why are light and darkness associated with good and evil?</li> <li>• Why are birth, initiation and marriage important "stepping stones" in life?</li> <li>• How do Hindus mark these "stepping stones"?</li> <li>• How do you keep in touch with your family?</li> <li>• How do you show commitment to your family?</li> <li>• Why is the home important to Hindu children for learning about their religion?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how puja is performed in the home and mandir, using appropriate terminology (L2)</li> <li>• Identify some customs of Hindu festivals with the story(ies) being celebrated (L3)</li> <li>• Describe some of the customs associated with the "stepping stones" of a Hindu's life (L3)</li> <li>• Explain, using technical terms, how practices associated with family life and worship express ideas beliefs and feelings (L4)</li> <li>• Suggest reasons for the similarities and differences between rites of passage in different religions (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Connect the themes of light and darkness to the concepts of right and wrong, good and evil (L3)</li> <li>• Express an opinion on the value of the home and rites of passage for Hindus (L3)</li> <li>• Ask questions about the puzzling aspects of Hindu worship and suggest answers (L4)</li> <li>• Evaluate the experiences that give Hindus their identity (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Hindus worship in the home and in the mandir (temple)</li> <li>• Puja and Arti</li> <li>• Hindus celebrate: <ul style="list-style-type: none"> <li>– Holi</li> <li>– Divali</li> <li>– Raksha Bandhan</li> </ul> </li> <li>• Hindus mark stages in life through special ceremonies such as: <ul style="list-style-type: none"> <li>– birth, marriage and initiation ceremonies</li> </ul> </li> <li>• Values important to Hindus: <ul style="list-style-type: none"> <li>– the importance of the extended family</li> <li>– community</li> <li>– upholding religious values and rituals in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video of Hindu puja in the home or mandir</li> <li>• Look at a puja tray and explore the ways in which all the senses are involved in Hindu worship. Create their own puja trays to include all the senses</li> <li>• Discover the meaning of the Om symbol</li> <li>• Make rangoli patterns and Divali lamps out of clay or plasticine. Then light the divas and discuss the symbolism of light</li> <li>• Use different senses to experience foods, music and dances linked to Divali or Holi</li> <li>• Look at a rakhi (bracelet) or see a video about what happens during Raksha Bandhan</li> <li>• Invite a Hindu to talk about the important ceremonies for milestones in their lives (samskaras) such as: welcoming new babies into the world; the initiation sacred thread</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the different ways people worship and why they worship</li> <li>• Read other examples of stories where good wins over evil</li> <li>• Talk about what they would include in a shrine and show why they would use those objects</li> <li>• Describe two images or pictures that are important in the life of a child and explain why they are important</li> <li>• Discuss birth ceremonies which they are familiar with and note similarities and differences with Hindu ceremonies</li> <li>• Explore some of the advantages and disadvantages of living in an extended family. Discuss ways in which they show love and affection towards their own family members</li> <li>• Imagine they are not allowed to eat certain food. Suggest how it may feel and how difficult</li> </ul>

<p>the home (including diet, worship at home, music and dance)</p>	<p>ceremony (Upanayana); Marriage (Vivaha); and cremation (Antyeshti)</p> <ul style="list-style-type: none"> <li>• Read the Shikshapatri ‘No one is to eat meat, even in an emergency, nor drink wine’ (verse 15). Discuss the implications for the Hindu diet and lifestyle</li> </ul>	<p>it might be to keep the rule</p>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Visit Temple websites e.g. Neasden mandir - <a href="http://www.mandir.org/index.htm">www.mandir.org/index.htm</a>;</li> <li>• Watch video, e.g. “Animated Faiths”, Pathways of Belief” – Hinduism</li> <li>• Websites – <a href="http://www.bbc.co.uk/schools/religion/hinduism/holi.shtml">www.bbc.co.uk/schools/religion/hinduism/holi.shtml</a> information about Holi <a href="http://www.hindukids.org/stories/">www.hindukids.org/stories/</a> Hindu stories <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a> links to information about rites of passage <a href="http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/baby.shtml">www.bbc.co.uk/religion/religions/hinduism/ritesrituals/baby.shtml</a> also has useful info about birth <a href="http://www.bbc.co.uk/schools/religion/hinduism/">www.bbc.co.uk/schools/religion/hinduism/</a> general information <a href="http://www.holihangama.com/about/index.html">www.holihangama.com/about/index.html</a> Holi <a href="http://www.raksha-bandhan.com/">www.raksha-bandhan.com/</a> <a href="http://www.hinduism.fsnet.co.uk/gita.htm">www.hinduism.fsnet.co.uk/gita.htm</a> useful for many areas of Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Murti</li> <li>• Rakhi</li> <li>• Puja</li> <li>• Rangoli</li> <li>• Prashad</li> <li>• Divali (Diwali)</li> <li>• Om</li> <li>• Holi</li> <li>• Raksha Bandhan</li> <li>• Arti</li> </ul>	<ul style="list-style-type: none"> <li>• Through making their own version of a puja tray with explanations</li> <li>• Through writing - making menus; writing explanations, prayers, promises</li> <li>• Through observation of research skills</li> <li>• Through discussion</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS2 unit – ‘What can we learn from the Hindu use of images?’; ‘How do religions celebrate milestones in life?’</li> <li>• KS3 unit – ‘Do our actions influence our future?’</li> </ul>	<ul style="list-style-type: none"> <li>• DT – food technology</li> <li>• PSHE – links to other cultures</li> <li>• Literacy – research skills; making menus; writing explanations, prayers, promises</li> <li>• Art – rangoli patterns; making rakhi</li> <li>• ICT – virtual visits / website research</li> </ul>	<ul style="list-style-type: none"> <li>• Visit, if possible, a Hindu mandir or invite Hindu visitors to school.</li> <li>• It is suggested that this unit follows the unit ‘What can we learn from the Hindu use of images?’</li> </ul>
<b>COMPULSORY ISLAM UNITS (SUGGESTED TIME ALLOCATION – 14 HOURS)</b>		



<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT DO MUSLIMS BELIEVE?</b> <b>Unit 48</b>	<b>ISLAM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>Why do Muslims forbid images of Allah, angels, Muhammad (pbuh) and living creatures?</li> <li>What makes Muhammad special to Muslims?</li> <li>Why do Muslims visit the Mosque?</li> <li>How does the Qur'an influence the lives of Muslims?</li> <li>Who is Allah?</li> </ul>	<ul style="list-style-type: none"> <li>Describe why Muslims forbid images (L3)</li> <li>Describe some key Muslim beliefs about Allah, the prophets Muhammad (pbuh) and the Qur'an (L4)</li> <li>Identify key moments from the life of the prophet Muhammad and explain their significance in Muslim belief (L4)</li> <li>Explain why the Qur'an is in Arabic (L5)</li> </ul>	<ul style="list-style-type: none"> <li>Identify people in their own lives whose example they try to follow (L3)</li> <li>Describe what inspires themselves and others (L4)</li> <li>Reflect on the use of images in worship in religions other than Islam and whether they help or hinder the believer (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<p><b>Allah is the Arabic name for God</b></p> <ul style="list-style-type: none"> <li>Allah has no partner (is one); is the Creator; is Provider and Sustainer; cannot be compared; is everywhere</li> <li>There are ninety-nine beautiful names of Allah. These describe what Allah is like</li> <li>That images of Allah, angels or any living creatures are not permitted in Islam</li> </ul> <p><b>Angels</b></p> <ul style="list-style-type: none"> <li>Muslims believe in angels who have specific tasks and duties to perform</li> </ul> <p><b>Muhammad** and the Prophets</b></p> <ul style="list-style-type: none"> <li>Muslims believe Muhammad is the last of the prophets. They believe in the prophets who came before Muhammad such as: <ul style="list-style-type: none"> <li>Adam (Adam); Ibrahim (Abraham); Musa (Moses); Isa (Jesus)</li> </ul> </li> <li>Stories from the life of Muhammad <ul style="list-style-type: none"> <li>his childhood; revelation of the Qur'an</li> </ul> </li> </ul> <p><b>The significance of the Qur'an</b></p> <ul style="list-style-type: none"> <li>Muslims believe the Qur'an is Allah's final revelation to humanity. They believe the words</li> </ul>	<ul style="list-style-type: none"> <li>Look at the Arabic script for the name of Allah</li> <li>Listen and respond to Surah 16: 1-21, 66-70, 77-83 on the wonders of the creation</li> <li>Explore the Shahadah "There is no god but Allah and Muhammad is his prophet"</li> <li>Look at the ninety-nine names of Allah and illuminate some of them as 'Word Art'</li> <li>Listen to stories about the life of Muhammad. Discuss the use of 'peace be upon him' as a term of respect for Muhammad</li> <li>Look at maps of Middle East showing Makkah, Madinah and Jerusalem.</li> <li>Find out how the Qur'an is treated with respect</li> <li>Read the story of how the Qur'an was revealed to Muhammad</li> <li>Listen to some short readings from the Qur'an</li> <li>Look at examples of Arabic calligraphy and how it is used as an art form</li> <li>Find out about mosques around the world</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own ideas of God</li> <li>Talk about heroes and consider why Muhammad (pbuh) is held to be an example for people to follow</li> <li>Think about other terms of respect shown to important people</li> <li>Talk about special things in their homes and how they are treated</li> <li>Compare their experience of where they seek and receive guidance and talk about when it is important to listen to and follow guidance</li> <li>Discuss respect for teachers and leaders</li> <li>Sit quietly in a mosque and later share their responses with the class</li> <li>Look at examples of Islamic patterns and talk about the significance of Islamic art</li> <li>Explore artwork using patterns and symmetry</li> <li>Extend their ideas of the symbolic use of water in religion</li> <li>Discuss times and places when people might pray</li> </ul>

\* as a sign of respect, Muslims say 'peace be upon him' (pbuh) whenever they mention Muhammad

<p>now are the same as those revealed to Muhammad</p> <ul style="list-style-type: none"> <li>• Its revelation and the respect with which it is treated</li> </ul> <p><b>Prayer and the Mosque</b></p> <ul style="list-style-type: none"> <li>• The role of the Imam within the local community.</li> <li>• The Mosque as a place of worship and learning.</li> <li>• Muslim practices such as prayer (salah and wudu)</li> </ul> <p><b>Life after death</b></p> <ul style="list-style-type: none"> <li>• Muslims believe in a day of judgement and in heaven and hell</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a local mosque if possible or invite the Imam to come to school</li> <li>• Explore the place of the mosque within the Muslim community</li> <li>• Listen to a recording of the call to prayer</li> <li>• Look at artefacts associated with prayer, such as prayer mat, head-covering, beads, compass</li> <li>• Learn about Friday as a special day and compare special days of the week in other faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss meaning of community and communities to which children belong</li> <li>• Design a special place where people could go to be quiet and think. Explore what could help focus thought</li> <li>• Explore what else could be considered as worship – e.g. service to people in need</li> <li>• Read excerpts from ‘Hello. Is anyone there?’ by Jostein Gaarder. Imagine you have to explain Muslim belief to someone from another universe. What would you say?</li> </ul>
<p><b>RESOURCES/LINKS WITH ICT</b></p>	<p><b>KEY VOCABULARY</b></p>	<p><b>POSSIBLE METHODS OF ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Virtual Mosque tour (<a href="http://surreycmc.gov.uk/re">surreycmc.gov.uk/re</a>)</li> <li>• Video - Pathways of Belief – Islam 1</li> <li>• <a href="http://www.hitchams_suffolk.sch.uk/mosque">www.hitchams_suffolk.sch.uk/mosque</a></li> <li>• <a href="http://www.hti.umich.edu/k/koran/browse.html">www.hti.umich.edu/k/koran/browse.html</a> has an online search facility for the Qur’an</li> <li>• <a href="http://www.jamaat.org/islam/Muhammad.html">www.jamaat.org/islam/Muhammad.html</a> contains stories for children about key figures in Islam</li> <li>• <a href="http://www.islam4schools.com/Children.htm">www.islam4schools.com/Children.htm</a> children’s questions answered</li> </ul>	<ul style="list-style-type: none"> <li>• Qur’an</li> <li>• Allah</li> <li>• Shahadah</li> <li>• Salah &amp; wudu</li> <li>• Surah</li> <li>• Makkah</li> <li>• Islam</li> <li>• Kabah</li> <li>• Muhammad (pbuh)</li> <li>• Prophets – Adam (Adam); Ibrahim (Abraham); Musa (Moses); Isa (Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – write a letter to someone from another universe explaining all you have learned about what Muslims believe; lists &amp; research</li> <li>• Through art – use of calligraphy &amp; Islamic designs</li> <li>• Through discussion, especially clarifying understanding in plenaries</li> <li>• Through visit to a mosque</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS1 units – ‘In what ways is the mosque special to Muslims?’; ‘How do Muslims worship God?’</li> <li>• KS2 unit – ‘What does it mean to be a Muslim?’</li> <li>• KS3 unit – ‘How is self-discipline reflected in the everyday life of a Muslim?’</li> </ul>	<ul style="list-style-type: none"> <li>• ICT – use of virtual visits &amp; other websites; decorating one of Allah’s names in WordArt</li> <li>• Literacy – lists; use of ‘Hello. Is anyone there?’ &amp; writing of a letter to Mika;</li> <li>• Art – use of calligraphy / Islamic designs</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Hello. Is anyone there?’ by Jostein Gaarder is required for this unit.</li> <li>• The Qur’an points to the importance of science. Islam has made many important contributions to our understanding of science</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT DOES IT MEAN TO BE A MUSLIM?</b> Unit 57	<b>ISLAM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What rules do you live by?</li> <li>• What are the Five Pillars of Islam?</li> <li>• How do the five pillars (or duties) of Islam affect the daily lives of Muslims?</li> <li>• How do Muslims try to follow the example of Muhammad (pbuh)?</li> <li>• What are Muslim practices concerning birth, marriage and death?</li> <li>• Why is it important to welcome a new baby to the world?</li> <li>• How important are kindness to others and respect in Islam?</li> <li>• What is a pilgrimage? How is it different from a journey?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how belonging to Islam affects family life and social behaviour (L3)</li> <li>• Use appropriate terms to explain the 5 pillars of Islam (L3)</li> <li>• Describe some key Muslim beliefs about Allah, worship practices and the Five Pillars (L4)</li> <li>• Explain how pilgrimage differs from other journeys (L4)</li> <li>• Contrast celebrating and fasting and what they mean in Islam (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of respect for others from their own and a Muslim point of view (L3)</li> <li>• Offer an opinion on the value of structured practice for expressing faith (L3)</li> <li>• Reflect on ways in which they can be involved in helping others through giving (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<p><b>Aspects of Muslim family life</b></p> <ul style="list-style-type: none"> <li>• Birth and naming of children</li> <li>• Marriage</li> <li>• Home Life</li> <li>• Respect for elders, teachers and guests</li> <li>• Importance of visiting and entertaining</li> </ul> <p><b>The five pillars (or duties) of Islam</b></p> <ul style="list-style-type: none"> <li>• Shahadah 'There is no God but Allah and Muhammad is his messenger'</li> <li>• Prayer (Salah and wudu)</li> <li>• Fasting (Sawm) – Ramadan</li> <li>• Almsgiving (Zakah)</li> <li>• Pilgrimage (Hajj)</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the tradition associated with the birth and naming of children in Islam</li> <li>• Discover the meanings of some Islamic names</li> <li>• Find out what happens at a Muslim wedding and how it may vary in different parts of the world</li> <li>• Talk with a Muslim about the importance of family life in Islam</li> <li>• Invite Muslims to talk about when and why they fast and give alms/charity</li> <li>• Find out some Islamic greetings and discuss their meanings</li> <li>• Find out what special foods are eaten at Id</li> <li>• Explore why Id is an important festival for Muslims all over the world</li> <li>• Find out about Muslim charities (e.g. Red</li> </ul>	<ul style="list-style-type: none"> <li>• Find out how the children's names were chosen. Compare notes on the meaning and choice of names</li> <li>• What would they whisper in a new-born baby's ear? Write a poem / prayer</li> <li>• Discuss why people get married and issues of commitment and keeping promises</li> <li>• Talk about their own experiences of visiting relatives and showing respect for elders</li> <li>• Talk about the value of doing something difficult because it is thought to be the right thing to do</li> <li>• Talk about their own favourite celebrations and what makes them enjoyable. Share favourite food and why enjoyed</li> <li>• Discuss the feelings associated with giving and receiving</li> </ul>

<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>• Id-ul-Fitr – this marks the end of Ramadan</li> <li>• Id-ul-Adha – celebrates the end of Hajj</li> </ul>	<p>Crescent Islamic Relief)</p> <ul style="list-style-type: none"> <li>• Watch a film or video, or use pictures about the Hajj</li> </ul>	<ul style="list-style-type: none"> <li>• Consider and share their ideas of special places. Do a survey on the reasons why people travel and methods of transport (including journeys for religious purposes)</li> </ul>
<p><b>RESOURCES/LINKS WITH ICT</b></p>	<p><b>KEY VOCABULARY</b></p>	<p><b>POSSIBLE METHODS OF ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Video - "Pathways of Belief" Islam 2</li> <li>• CD ROM World Religions</li> <li>• <a href="http://www.holidays.net/ramadan">www.holidays.net/ramadan</a></li> <li>• <a href="http://www.jamaat.org/islam/Muhammad.html">www.jamaat.org/islam/Muhammad.html</a> contains stories for children about Muhammad</li> <li>• <a href="http://www.gowilder.org.uk/re/fivepillars/index.html">www.gowilder.org.uk/re/fivepillars/index.html</a></li> <li>• <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a> links to information about rites of passage</li> <li>• <a href="http://re-xs.ucsm.ac.uk/re/pilgrimage/">http://re-xs.ucsm.ac.uk/re/pilgrimage/</a> connects with Hajj information &amp; <a href="http://www.channel4.com/culture/microsites/H/hajj/">http://www.channel4.com/culture/microsites/H/hajj/</a> to a virtual Hajj</li> <li>• <a href="http://website.lineone.net/~jlanacs/Islam.htm">http://website.lineone.net/~jlanacs/Islam.htm</a> &amp; <a href="http://atschool.eduweb.co.uk/carolrb/islam/islamintro.html">http://atschool.eduweb.co.uk/carolrb/islam/islamintro.html</a> are useful school websites</li> <li>• <a href="http://www.islam4schools.com/Children.htm">www.islam4schools.com/Children.htm</a> children's questions answered</li> </ul>	<ul style="list-style-type: none"> <li>• Pilgrimage</li> <li>• Aqueqah</li> <li>• Islam</li> <li>• Muhammad (pbuh)</li> <li>• Shahadah</li> <li>• Ramadan</li> <li>• Id-ul-Fitr</li> <li>• Hajj</li> <li>• Wudu</li> <li>• Salah</li> <li>• Zakah</li> <li>• Id-ul-Adha</li> <li>• Sawm</li> <li>• Qur'an</li> </ul>	<ul style="list-style-type: none"> <li>• Through creating a 3D model of the 5 Pillars of Islam with explanations or ICT presentation</li> <li>• Through discussion</li> <li>• Through art – making of an appropriate Id-ul-Fitr or Id-ul-Adha card</li> <li>• Through literacy – research skills; writing poems / prayers; explanations for Five Pillars</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS1 units – 'What happens during Ramadan and Id-ul-fitr?'; 'How do Muslims worship God?'</li> <li>• KS2 unit – 'What do Muslims believe?'</li> <li>• KS3 unit – 'How is self-discipline reflected in the everyday life of a Muslim?'</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE – promoting an awareness of other cultures</li> <li>• DT – Food technology; constructing the 'Five Pillars'</li> <li>• Geography – journeys (pilgrimage)</li> <li>• ICT – using internet; contributing to class PowerPoint presentation on Five Pillars</li> <li>• Literacy – writing poems / prayers for a new baby; explanations; research skills</li> <li>• Art – making Id cards</li> </ul>	<ul style="list-style-type: none"> <li>• Pbih – after name of Muhammad is said Muslims say 'peace be upon him'</li> <li>• There should be no pictorial representation of Allah, Muhammad, any of the other prophets of Islam or any living creature</li> </ul>

## COMPULSORY JUDAISM UNITS (SUGGESTED TIME ALLOCATION – 14 HOURS)

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHAT DOES IT MEAN TO BE A JEW?</b> Unit 41	<b>JUDAISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>What is a milestone?</li> <li>What are the milestones in your life?</li> <li>How do Jews mark the step to adulthood?</li> <li>Is the family important to the Jews?</li> <li>How would you know a home is Jewish?</li> <li>Is it important what we eat and do not eat?</li> <li>What's kosher?</li> <li>How do Jewish writings affect the way Jews live?</li> <li>What would happen to society if we didn't have rules?</li> </ul>	<ul style="list-style-type: none"> <li>Describe some Jewish beliefs and practices (L3)</li> <li>Identify how belonging to Judaism affects family life (L4)</li> <li>Show an understanding of the importance of the Commandments in every day Jewish life (L4)</li> <li>Explain how the writings and traditions of their religion affect Jewish believers (L5)</li> </ul>	<ul style="list-style-type: none"> <li>Respond sensitively to the fact that people can have different beliefs (L2)</li> <li>Compare and contrast the life of a Jewish child with that of non-Jews (L3)</li> <li>discuss the value of a day of rest in today's society (L3)</li> <li>Ask questions relating to Judaism and what it means to be Jew and suggest answers using knowledge that they have required (L4)</li> <li>Make informed responses about Jewish beliefs, values and practices in the light of their learning (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<p><b>Jews mark stages in life through special ceremonies:</b></p> <ul style="list-style-type: none"> <li>Bar/Bat Mitzvah</li> <li>Weddings</li> </ul> <p><b>The importance of the home in Judaism as shown through such aspects as:</b></p> <ul style="list-style-type: none"> <li>Prayer</li> <li>Learning</li> <li>Dietary Laws</li> <li>Festivals</li> </ul> <p><b>Commandments as a basis for living</b></p>	<ul style="list-style-type: none"> <li>Watch a video about Jewish initiation and/or marriage rites, noting the symbols used and their significance</li> <li>Talk to someone who has been through their Bar/Bat Mitzvah</li> <li>Find out which ceremonies/festivals are celebrated in the home</li> <li>Make lists of food which are kosher and foods which are forbidden</li> <li>Invite a Jewish mother to demonstrate the ceremony associated with the opening and close of Shabbat</li> <li>Explore some symbols linked with Shabbat e.g. candles, Challah bread, sweet spices</li> <li>Invite a Jewish visitor to share and lead a</li> </ul>	<ul style="list-style-type: none"> <li>Talk about significant points in their own lives and any ceremonies or rituals which mark these times</li> <li>Compare important family occasions in their own experience</li> <li>Talk about special events within their own homes</li> <li>Write down 10 examples of rules, customs and rituals about food and drink. Are the rules based on religion or personal experiences/preferences</li> <li>Talk about things that they have on the walls at home which act as reminders of people and/or events</li> <li>Discuss the relevance of the Torah and the</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Shabbat</b> begins on Friday evening and ends on Saturday night: <ul style="list-style-type: none"> <li>– Shared meal</li> <li>– Family roles</li> <li>– Rest from work</li> <li>– Opportunities for learning and prayer</li> </ul> </li> <li>• <b>Pesach</b> (Passover) recalls the events of the Exodus and is celebrated each year.</li> <li>• About the symbolic foods at the Seder meal</li> </ul>	<p>Shabbat or a Seder meal – or visit the synagogue &amp; ask for a demonstration there</p> <ul style="list-style-type: none"> <li>• Hear the story of the ten plagues and the first Passover night</li> </ul>	<p>last six of the Ten Commandments for the world today</p> <ul style="list-style-type: none"> <li>• Talk about why people get together for worship for social gatherings</li> <li>• Explore different kinds of leaders and models of leadership</li> <li>• Consider the importance of shared meals</li> <li>• Discuss what it must be like to be homeless and constantly on the move</li> <li>• Read the Shema and discuss the importance of the home in carrying out its instructions</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Video about Jewish initiation and/or marriage rites</li> <li>• CD-world religions – investigate family life within Judaism</li> <li>• “Pathways of Belief” Video – Judaism 3</li> <li>• Folens Photo pack - Judaism</li> <li>• <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a> has links to material about Bar / Bat Mitzvah</li> <li>• <a href="http://www.refuel.org.uk/curric/ks2_topics/judaism/s_habbat_meal_pres.php">www.refuel.org.uk/curric/ks2_topics/judaism/s_habbat_meal_pres.php</a> is an online presentation demonstrating the opening of Shabbat; <a href="http://www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_end_pres.php">www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_end_pres.php</a> shows the havdalah ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah</li> <li>• Havdalah</li> <li>• Pesach</li> <li>• Shabbat</li> <li>• Seder</li> <li>• Kosher</li> <li>• Commandments</li> <li>• Shema</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – make a leaflet explaining the rules about kosher food; designing menu for a symbolic shared meal for your family</li> <li>• Through art – making seder plate</li> <li>• Through discussion after video clips, during introductory activities etc.</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 units – ‘What is the Torah and why is it special?’; ‘Why do Jewish children celebrate Shabbat?’; ‘Why do Jewish children celebrate Hanukkah?’</li> <li>• KS3 units – ‘How important is community for Jews?’; ‘How important is the home and tradition for Jews?’</li> </ul>	<ul style="list-style-type: none"> <li>• History – links with World War II history units</li> <li>• Literacy – leaflets, lists, research skills, menu for shared meal</li> <li>• Art / DT – making replica Seder plate</li> <li>• ICT – enhancing / producing leaflet &amp; shared meal artefacts; using websites in research</li> </ul>	<ul style="list-style-type: none"> <li>• The Shema can be found in Deuteronomy Chapter 6 v4:9</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>UNIT TITLE:</b>	<b>WHO ARE THE JEWS?</b> <b>Unit 34</b>	<b>JUDAISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What do Jews believe about God?</li> <li>• How do Jews worship?</li> <li>• What are the important places for a Jew?</li> <li>• Who are the important people for a Jew?</li> <li>• Does God keep his promises?</li> <li>• What does the mezuzah tell us about Jewish belief?</li> <li>• Why is the Torah so important?</li> <li>• What is the 'Star of David'?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key features of the synagogue and what they represent (L3)</li> <li>• Explore the key features and symbols in a synagogue and describe the beliefs connected with them (L4)</li> <li>• Describe the key beliefs and teachings of Judaism, linking them to how they affect the lives of Jews (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of keeping promises as Jews believe God keeps his promises to them (L3)</li> <li>• Analyse the first four of the Ten Commandments and consider their relevance to daily life in modern society (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<p><b>Jewish beliefs about God</b></p> <ul style="list-style-type: none"> <li>• Jews believe that God is One, Creator and Carer.</li> <li>• The importance of the Shema (major Jewish study passage found in the Torah)</li> </ul> <p><b>The Written and Oral Tradition</b></p> <ul style="list-style-type: none"> <li>• The Jewish Bible or Tenakh has 24 books in three sections: <ul style="list-style-type: none"> <li>Torah - Teaching</li> <li>Nevi'im - The Prophets</li> <li>Ketuvim - Writings</li> </ul> </li> <li>• The Talmud, which contains oral traditions and explanations that have been handed down over the centuries</li> </ul> <p><b>Founders and Leaders:</b></p> <ul style="list-style-type: none"> <li>• Abraham – promise of a land and a people</li> <li>• Moses – Giving of the Law on Mount Sinai</li> <li>• David - King of the entire people of Israel</li> <li>• That Judaism has its origins in and around the</li> </ul>	<ul style="list-style-type: none"> <li>• Read a Psalm about creation e.g. Psalm 98 (Using a Jewish translation from the Tenakh).</li> <li>• Find out about the promises given by God to Abraham in Genesis</li> <li>• Find Israel on a map. Identify where Jews live today &amp; investigate evidence for Judaism as a worldwide religion</li> <li>• Make a model Mezuzah case. Make a copy of the Shema and place it within the case</li> <li>• Hear some of the stories of Moses with particular reference to the Exodus and the giving of the Torah on Mount Sinai</li> <li>• Visit a synagogue, if possible, as the focus of the unit. Find out what part the Synagogue plays in modern Jewish life &amp; explore the use of symbols</li> <li>• Look at Torah scrolls and explore how they are written. Sample some of the writings found within the Tenakh, and begin to explore the three main sections of Torah, prophets and writings</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own poems reflecting their ideas about creation</li> <li>• Compare these with the types of literature in the Tenakh</li> <li>• Think about why it is important to study texts in their original language</li> <li>• Explore some of the ideas in the stories through the arts</li> <li>• Discuss ideas of holy places, leadership, guidance, obedience, the holiness and power of God</li> </ul>

<p>land of Israel.</p> <ul style="list-style-type: none"> <li>• There are millions of Jews who live both in Israel &amp; all over the world</li> </ul> <p><b>The synagogue as a place of study and prayer for the Jewish Community:</b></p> <ul style="list-style-type: none"> <li>• The role of the Rabbi as teacher</li> <li>• The importance of learning and individual responsibility</li> <li>• The importance of prayer in Jewish worship</li> </ul>	<ul style="list-style-type: none"> <li>• Read an extract from the Talmud</li> <li>• Examine artefacts associated with prayer (e.g. tallit, tefillin, kippah) and talk about their use in worship</li> <li>• Explore the significance of Jewish symbols such as the Menorah and the Star of David</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Virtual Synagogue visit (Surrey website)</li> <li>• “Pathways of belief: Judaism I and II</li> <li>• <a href="http://www.sfjcf.org/israelandtheworld/JewsAroundtheWorld.asp">www.sfjcf.org/israelandtheworld/JewsAroundtheWorld.asp</a> Jewish communities around the world</li> <li>• <a href="http://www.jewfaq.org/judaism.htm">www.jewfaq.org/judaism.htm</a> has facts about Judaism</li> <li>• <a href="http://www.reonline.org.uk/allre/nframe.php?http://ble.ort.org/">www.reonline.org.uk/allre/nframe.php?http://ble.ort.org/</a> links with an online Torah</li> </ul>	<ul style="list-style-type: none"> <li>• Synagogue</li> <li>• Shabbat</li> <li>• Mezuzah</li> <li>• Sefer Torah</li> <li>• Kippah</li> <li>• Yad</li> <li>• Tenakh</li> <li>• Shema</li> <li>• rabbi</li> <li>• ark</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – explanations; labels; mezuzah ‘prayer’</li> <li>• Through making a synagogue model - label the key features and explain how they are used, making references to Jewish beliefs and teachings</li> <li>• Through discussion</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 unit – ‘What is the Torah and why is it special?’</li> <li>• KS2 unit – ‘What does it mean to be a Jew?’</li> <li>• KS3 units – ‘How important is community for Jews?’; ‘How important is the home and tradition for Jews?’</li> </ul>	<ul style="list-style-type: none"> <li>• History – nation of Israel</li> <li>• Geography – Location of Israel &amp; other countries where Jews live</li> <li>• Literacy – explanations for synagogue features; writing rules, &amp; own prayer for their ‘mezuzah’</li> <li>• DT – making synagogue model</li> <li>• ICT – internet research</li> </ul>	<ul style="list-style-type: none"> <li>• This unit would be greatly enhanced by a visit to a synagogue</li> <li>• The Shema can be found in Deuteronomy Chapter 6 v4:9</li> <li>• Notice that the Ten Commandments are divided between the two Judaism units to avoid repetition.</li> <li>• The importance of David is more fully covered in the unit – “What is faith and what difference does it make?”</li> </ul>

**OPTIONAL ADDITIONAL STUDY UNITS (SUGGESTED TIME ALLOCATION – 48 HOURS)**



<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>HOW DO PEOPLE EXPRESS THEIR FAITH THROUGH THE ARTS? Unit 49</b>	<b>COMPARATIVE</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Can you convey meaning without using words?</li> <li>• Why is it sometimes easier to express our inner feelings through the expressive arts?</li> <li>• Which is your favourite art form and why?</li> <li>• How do religions use the arts?</li> <li>• Why is religious belief sometimes difficult to convey to other people?</li> <li>• How are symbols used by religions?</li> <li>• Do religions use art in different ways from one another?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how people use different art forms to express religious beliefs (L3)</li> <li>• Compare and contrast ways in which different religions use the expressive arts to convey beliefs (L4)</li> <li>• Show that religious beliefs and feelings can be expressed in a variety of forms giving meanings for contrasting symbols and language (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that mysteries in life can be difficult to explain in words (L2)</li> <li>• Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values (L3)</li> <li>• Ask questions about the experiences of people in other cultures and relate to forms of a religious expression including language (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Art forms can be used to express deep feelings and emotions</li> <li>• People can express their religious faith through the arts: <ul style="list-style-type: none"> <li>– art and design</li> <li>– drama</li> <li>– music</li> <li>– dance</li> <li>– literature/poetry</li> </ul> </li> <li>• Some religious ideas/beliefs are easier to express through the arts</li> <li>• Not all religions express themselves through arts in the same way</li> </ul>	<ul style="list-style-type: none"> <li>• Look at how the life of Jesus is expressed in art</li> <li>• Explore the symbols used in Christian art and their meanings</li> <li>• Look at examples of Islamic design and talk about how this developed in line with Shirk</li> <li>• Compare how art is used in Christianity and in Islam</li> <li>• Listen to examples of religious music from around the world, both from the past and contemporary music scene</li> <li>• Watch a performance of scenes from the Ramayana and discuss what it teaches about Hindu beliefs</li> <li>• Look at illustrated Haggadah (Passover) and Meggilah (Purim)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how we express our innermost feelings through facial and bodily expression</li> <li>• Develop a drama to express inner feelings</li> <li>• Create music to explore different moods</li> <li>• Use colour in art to make a statement about ourselves</li> <li>• Consider our own beliefs and values and use an art form to express these</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>

<ul style="list-style-type: none"> <li>• Drama – e.g. mystery plays, version of Ramayana</li> <li>• Art Galleries and collections e.g. National Gallery <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></li> <li>• Musical recording from wide variety of styles and anthems</li> <li>• ‘The Christ we Share’ resource pack (available from Methodist Association <a href="http://books.urc2.org.uk">http://books.urc2.org.uk</a>)</li> <li>• ‘Images of Jesus’ picture pack</li> <li>• Reproduction of Icons</li> <li>• Coventry Cathedral website <a href="http://www.coventrycathedral.org.uk">www.coventrycathedral.org.uk</a></li> <li>• Norwich Cathedral website <a href="http://www.cathedral.org.uk">www.cathedral.org.uk</a></li> <li>• Chichester Cathedral website <a href="http://www.chichestercathedral.org.uk">www.chichestercathedral.org.uk</a></li> <li>• <a href="http://www.request.org.uk">www.request.org.uk</a></li> <li>• Also try the link to <a href="http://www.rejesus.co.uk/expressions/index.html">www.rejesus.co.uk/expressions/index.html</a> which explores images of Jesus using creative arts</li> </ul>	<ul style="list-style-type: none"> <li>• shirk</li> <li>• calligraphy</li> <li>• symbolic</li> <li>• geometric design</li> <li>• Ramayana</li> <li>• icon</li> <li>• iconography</li> </ul>	<ul style="list-style-type: none"> <li>• Through art – children analysing what the artist is trying to convey; forming own art</li> <li>• Through dance - children analysing what the dancer is trying to convey; forming own dance</li> <li>• Through music – children analysing what the artist is trying to convey</li> <li>• Through literacy – analysing text</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS1 ASU – ‘What are symbols and why do we use them?’</li> <li>• KS2 units – ‘How is the Christian faith expressed through worship?’; ‘What can we learn from the Hindu use of images?’</li> <li>• KS3 units – ‘Religion in Art’; ‘Religion in Literature’</li> </ul>	<ul style="list-style-type: none"> <li>• Music – experiencing music from different cultures &amp; religions</li> <li>• Drama – exploring conveying emotion</li> <li>• History – links with medieval history through looking at mystery plays</li> <li>• Art – looking at other artists’ work</li> <li>• PE/Dance – dance as an expression of worship / part of a story</li> </ul>	<ul style="list-style-type: none"> <li>• Shirk – regarding anything as equal to or partner to Allah which is forbidden in Islam. Muslim children may find this unit difficult as Islam does not permit pictorial representation of Allah, Muhammad or any living creature</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>DID GOD CREATE THE UNIVERSE? Unit 55</b>	<b>COMPARATIVE</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What do we know about the beginning of the universe?</li> <li>• Can God be found in Nature?</li> <li>• How do Christians care for the world they believe God created?</li> <li>• Did God create the universe?</li> <li>• What does science teach us about the origin of the universe?</li> <li>• What do other faiths have to say about creation?</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of the Jewish/Christian accounts of creation (L2)</li> <li>• compare different creation stories (L3)</li> <li>• express their own views about creation (L3)</li> <li>• make links between the beliefs of different religious groups and how they live their lives (L4)</li> <li>• express religious beliefs in a range of styles and words used by believers and suggest what they mean (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• Respond sensitively to people’s ideas about creation (L2)</li> <li>• Compare their own ideas about the creation of the world with those of others (L3)</li> <li>• Evaluate whether they are looking after the local environment as highlighted in Genesis (L3)</li> <li>• Ask and answer questions about moral decisions (L4)</li> <li>• Suggest what might happen as a result of different decisions (L4)</li> <li>• Explain possible reasons why some choose to believe in God and others do not (L5)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Christians share the same Creation story with Jews and Muslims (Genesis Chapters 1-2)</li> </ul> <p><b>Christians believe that:</b></p> <ul style="list-style-type: none"> <li>• God can be discovered through the experience of natural beauty</li> <li>• The world is created by a loving God</li> <li>• Humanity is created in the image of God</li> <li>• Humanity is given stewardship of the created world</li> <li>• that other faiths and cultures also have stories about creation</li> <li>• key teachings from other religions express how humans must recognise and appreciate the importance of the natural world and care</li> </ul>	<ul style="list-style-type: none"> <li>• Explore experiences of God as creator recorded in the Bible (e.g. Psalms) or through other Christian poetry</li> <li>• Read about the presentation of Creation in Genesis Ch 1-2, or Psalm 8 &amp; create art as a response to it</li> <li>• Explore the ways in which creation stories stress “why” rather than “how” things happen.</li> <li>• Compare a creation story from another faith / culture with the Biblical account</li> <li>• Suggest ways in which the Christian belief in God might alter the behaviour of followers</li> <li>• Look at the creation stories in the Bible, Torah and Qur’an. Why are they same?</li> <li>• Use Christian Aid resource sheets 1:2 from ‘Live Thoughtfully’ pack – consider what other faiths have to say about the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Identify one aspect of the natural world which impresses them / has caused them to wonder</li> <li>• Express their personal views, ideas and feelings about creation through discussion and creative arts</li> <li>• Explore why religions raise more questions about “why” rather than “how”</li> <li>• Discuss ideas about people being created in God’s image</li> <li>• Consider issues such as conservation and pollution in the light of what they have studied in the Genesis story</li> <li>• Suggests ways that ideas might alter their behaviour</li> <li>• Use Christian Aid resource sheets 1:4 from ‘Live Thoughtfully’ pack - considering the effect that our use or abuse of the world has</li> </ul>

<p>for it</p> <ul style="list-style-type: none"> <li>• that how we use or abuse our world can have an effect beyond our local environment</li> <li>• to apply values and commitments to issues of interdependence, stewardship and behaviour regarding the natural world</li> </ul>		
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Online Bible: <a href="http://www.biblegateway.com">www.biblegateway.com</a> has Bible translations &amp; a useful search facility</li> <li>• Testament Video “Creation and the Flood”</li> <li>• BBC Pathways of Belief “Creation”</li> <li>• “Wonderful Earth” – Mick Inkpen; “Creation” – Brian Wildsmith</li> <li>• Paintings e.g. Sistine Chapel; use <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> to find other e.g.s</li> <li>• Lion Book of Christian Poetry</li> <li>• ‘The Bible Through Art’ – Margaret Cooling</li> <li>• <a href="http://www.magictails.com/creationlinks.html">www.magictails.com/creationlinks.html</a> and <a href="http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironment/c-story.htm">www.painsley.org.uk/re/signposts/y8/1-1creationandenvironment/c-story.htm</a> have a wide range of creation myths, but some need adapting for classroom use!</li> <li>• Science &amp; Religion project – has lesson ideas for exploring the relationship between RE &amp; science <a href="http://www.srsp.net/primary/index.html">www.srsp.net/primary/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Creation</li> <li>• Father</li> <li>• God</li> <li>• Stewardship</li> <li>• Responsibility</li> <li>• Interdependence</li> <li>• Image</li> </ul>	<ul style="list-style-type: none"> <li>• Through art – responses to paintings of creation &amp; own representations</li> <li>• Through diagrams - comparison of creation stories</li> <li>• Through expressing their own beliefs about creation</li> <li>• Through writing – poems about creation; leaflets advocating care for the environment</li> <li>• Through debate &amp; persuasive arguments</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 unit – ‘Why should we look after our world?’</li> <li>• KS3 units – ‘How can God be known?’; ‘Religion &amp; science – enemies or allies?’</li> </ul>	<ul style="list-style-type: none"> <li>• Global citizenship – care for the environment (link to Christian Aid pack ‘Live Thoughtfully’)</li> <li>• Geography – conservation, looking after the world</li> <li>• Art – paintings depicting creation</li> <li>• Literacy – leaflets; persuasive arguments / debating</li> </ul>	<ul style="list-style-type: none"> <li>• Christians hold a variety of views about how Genesis 1-3 should be interpreted</li> <li>• This is a comparative unit, but children do not need to have studied faiths other than Christianity in any depth beforehand</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT IS THE 'BUDDHIST WAY OF LIFE'?</b> <b>Unit 53</b>	<b>BUDDHISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• <b>What might a perfect world look like?</b></li> <li>• Why is our world not perfect?</li> <li>• Who was Prince Siddattha?</li> <li>• What did he see?</li> <li>• Who was Buddha?</li> <li>• What did he teach about suffering?</li> <li>• What are the four Noble Truths?</li> <li>• What is the 'Eightfold Path'?</li> <li>• What is enlightenment?</li> <li>• Is meditation different from worship?</li> <li>• Why do Buddhists meditate, not worship?</li> <li>• What helps a Buddhist to meditate?</li> <li>• What is the 'Buddhist way of life?'</li> </ul>	<ul style="list-style-type: none"> <li>• compare the teaching of Buddha with moral teaching today (L3/4)</li> <li>• consider how the Four Noble truths might affect a Buddhist's way of life (L4)</li> <li>• make links between religious symbols and the beliefs that underlie them (L4)</li> <li>• consider whether worship and meditation are different things and why this might be (L4)</li> <li>• describe the key beliefs and teachings of Buddhism, connecting them accurately with other features of the religion (L4)</li> <li>• show understanding of the ways of belonging to Buddhism and what these involve (L4)</li> <li>• show using technical terminology how religious beliefs and ideas can be expressed in a variety of forms, giving meanings (L4)</li> </ul>	<ul style="list-style-type: none"> <li>• express their ideas about aspects of life that are puzzling (L3)</li> <li>• consider what a perfect world might look like (L3)</li> <li>• compare aspects of their own experiences and those of others, identifying what influences their lives (L3)</li> <li>• ask questions about puzzling aspects of life and experiences and suggest answers (L4)</li> <li>• ask questions about significant experiences of key figures and suggest answers from their own and others' experience (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• About the story of Buddha</li> <li>• That 'buddha' means 'awakened or enlightened one'</li> <li>• That there is no supreme deity in Buddhism</li> <li>• That Buddhists follow the teachings of Buddhism to gain enlightenment</li> <li>• That there are Four Noble Truths in Buddhism &amp; that they are connected with suffering</li> <li>• That Buddhists follow the teachings of the Eightfold Path</li> <li>• That enlightenment (Nirvana) is achieved by meditating</li> <li>• That there are artefacts which help Buddhists to meditate &amp; about the meaning of the</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story of how Prince Siddattha became Buddha, and how the four things he saw changed his life.</li> <li>• Find out about how Buddhists meditate and on what.</li> <li>• Look at statues of Buddha and talk about the significance of the positions of his hands, feet etc.</li> <li>• Look at artefacts associated with Buddhist meditation and find out what they are for, and how they differ from artefacts associated with worship.</li> <li>• Look at the symbolism of the five elements</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils write their own poetic response to the idea of a perfect world. Talk about issues that arise from this.</li> <li>• Talk about key moments in children's lives i.e. something that changed their lives forever.</li> <li>• Talk about times when children have felt 'enlightened'.</li> </ul>

<ul style="list-style-type: none"> <li>symbolism associated with the artefacts</li> <li>Why worship and meditation are different</li> <li>That Buddhists can meditate at home or at a temple</li> </ul>	<p>within a Buddhist temple, the artefacts that assist with meditation and find out how Buddhists meditate at home.</p> <ul style="list-style-type: none"> <li>Design a small Buddhist shrine</li> <li>Prepare a leaflet showing non-Buddhists the principles by which Buddhists live.</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>The story of Buddha can be found at: <a href="http://www.bbc.co.uk/religion/religions/buddhism/history/index.shtml">www.bbc.co.uk/religion/religions/buddhism/history/index.shtml</a></li> <li><a href="http://www.bbc.co.uk/schools/religion/buddhism/">www.bbc.co.uk/schools/religion/buddhism/</a> general information for pupils</li> <li><a href="http://www.dharmaforkids.com/Buddha/symbol/buddhasymbol.html#">www.dharmaforkids.com/Buddha/symbol/buddhasymbol.html#</a> has a clever interactive statue of Buddha which reveals secrets of Buddha's pose</li> <li><a href="http://www.buddhanet.net/wheel1.htm">www.buddhanet.net/wheel1.htm</a> is a useful teacher resource for the wheel of life</li> <li><a href="http://website.lineone.net/~jlanacs/buddhism.htm">http://website.lineone.net/~jlanacs/buddhism.htm</a></li> <li><a href="http://www.allre.org.uk/shells/strath_bafacts.html">www.allre.org.uk/shells/strath_bafacts.html</a></li> <li><a href="http://www.buddhanet.net/e-learning/history/observances.htm">www.buddhanet.net/e-learning/history/observances.htm</a> and <a href="http://www.bbc.co.uk/religion/religions/buddhism/customs/meditation_1.shtml">www.bbc.co.uk/religion/religions/buddhism/customs/meditation_1.shtml</a> for meditation information</li> </ul>	<ul style="list-style-type: none"> <li>Prince Siddattha</li> <li>Buddha</li> <li>Enlightenment</li> <li>Meditation</li> <li>Shrine</li> <li>Nirvana</li> <li>Four Noble Truths</li> <li>Eightfold Path</li> <li>Wheel of life</li> <li>Rebirth</li> </ul>	<ul style="list-style-type: none"> <li>Through literacy – poems, biographies &amp; making of a leaflet explaining Buddhist principles</li> <li>Through ICT – for research &amp; enhancing leaflet</li> <li>Through DT – Buddhist shrine</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>KS3 units – 'What did Siddattha teach about suffering?'; 'Religious communities'</li> </ul>	<ul style="list-style-type: none"> <li>Literacy – poems about a perfect world; biography of Buddha; responses to the Eightfold Path</li> <li>ICT – leaflet explaining the Buddhist way of life to non-Buddhists</li> <li>DT – design a small Buddhist shrine</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>This unit would be better for upper KS2 pupils rather than lower KS2</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT IS THE GOLDEN RULE? Unit 39</b>	<b>COMPARATIVE</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is a 'golden rule'?</li> <li>• What golden rules do we have in school? In society?</li> <li>• Are our daily lives affected by words of wisdom?</li> <li>• How might sacred texts affect a believer?</li> <li>• What is a proverb?</li> <li>• How did great teachers get their points across?</li> <li>• Is there a 'golden rule' that links all major religions?</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between words of wisdom and the sacred texts they come from (L3)</li> <li>• Show understanding of the importance of sacred texts in major faiths (L4)</li> <li>• Interpret the meaning of proverbs (L5)</li> <li>• Explain how religious texts provide answers to ultimate questions (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• make comparisons between different rules (L3)</li> <li>• identify which are the most important and why (L3)</li> <li>• Express why certain words or books are important to them (L3)</li> <li>• Make links between words of wisdom and their own behaviour (L4)</li> <li>• Apply their ideas to everyday situations (L4)</li> <li>• Make an informed response to the question 'What is my Golden rule?' - in the light of their own learning. (L5)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That there are accepted statements of wisdom in all cultures</li> <li>• that sacred texts have an effect on believers' lives.</li> <li>• How this effect is demonstrated in the everyday lives of believers</li> <li>• A deeper understanding of implicit rules that bind society's behaviour</li> <li>• What inspires and influences them</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism: Looking at Proverbs Chapter 15, talk about what each means. Decide which ones offer good advice. Role-play proverb.</li> <li>• Islam: Look at some sayings of Muhammad (pbuh). Read stories from his life and talk about how Muhammad's words are reflected in them. Explain sunnah (anything that is an example from the life of Muhammad) &amp; hadith (reports of anything he said or approved)</li> <li>• Hindusim: Look at words from the Bhagavad Gita. Discuss the meanings in the quotes.</li> <li>• Christian: Listen to the Sermon on the Mount from Matthew Chap 5 1-12. List the key sayings in their own words.</li> <li>• Using the Golden rule (see website link) discuss the similarities between all major faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Collect together favourite sayings – including whole school community e.g. 'Do unto others as they would do unto you'. Discuss whether you agree or disagree and reasons why.</li> <li>• Look at Hadith of Darimi 1. Consider the metaphor of the rope. How might this verse assist a Muslim?</li> <li>• Order a given set of sayings in the order of importance giving their reasons why they feel some are more important than others.</li> <li>• Reflect on how the teachings from the Sermon on the Mount could affect the way Christians live their lives.</li> <li>• Devise their own Golden rule for living emphasising their own values and commitments.</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>

<ul style="list-style-type: none"> <li>• 'Words of Wisdom' edited by Joyce Mackley (an RE today publication ISBN 1-904024-45-9)</li> <li>• <a href="http://www.beliefnet.com/help/link_directory.asp">www.beliefnet.com/help/link_directory.asp</a></li> <li>• Searchable scriptures from world faiths e.g. <a href="http://www.biblegateway.com">www.biblegateway.com</a>; <a href="http://www.hti.umich.edu/k/koran/browse.html">www.hti.umich.edu/k/koran/browse.html</a> has an online search facility for the Qur'an; <a href="http://www.iskcon.com/culture/visual_arts/gita_gal.html">www.iskcon.com/culture/visual_arts/gita_gal.html</a> audio clips from the Bhagavad Gita; <a href="http://www.hindukids.org/stories/">www.hindukids.org/stories/</a> contains animation of some stories from the Bhagavad Gita; <a href="http://www.bhagavad-gita.us/">www.bhagavad-gita.us/</a> online version; <a href="http://www.reonline.org.uk/allre/nframe.php?http://ble.ort.org/">www.reonline.org.uk/allre/nframe.php?http://ble.ort.org/</a> links with an online Torah</li> <li>• <a href="http://www.blewa.co.uk/project4/children/C4_0.htm">www.blewa.co.uk/project4/children/C4_0.htm</a> has video &amp; other information on sacred texts</li> <li>• <a href="http://www.islam.org">www.islam.org</a> Links to Qur'anic recitations</li> <li>• <a href="http://www.teachingvalues.com/goldenrule.html">www.teachingvalues.com/goldenrule.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Bible</li> <li>• Sermon on the Mount</li> <li>• Torah</li> <li>• Proverb</li> <li>• Qur'an</li> <li>• Hadith</li> <li>• Sunnah</li> <li>• Bhagavad Gita</li> <li>• Sacred text</li> <li>• Golden rule</li> </ul>	<ul style="list-style-type: none"> <li>• Through literacy - Pupils devise their own Golden Rule that reflects their own values and commitments; written interpretations of 'golden rules'</li> <li>• Through role-play – understanding of a Proverb</li> <li>• Through design of group posters to illustrate a 'golden rule'</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• Foundation Stage unit – 'Why are stories special?'</li> <li>• KS1 units – 'Why is the Bible a special book for Christians?'; 'What is the Torah and why is it special?'; 'Why is the Qur'an special to Muslims?'</li> <li>• KS2 unit – 'Why is the Bible a best-seller today?'</li> <li>• KS3 unit – 'What are Christian values in a changing world?'; 'How is the Bible used?'</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE – links with 'right ways' to live</li> <li>• Drama – role-playing a proverb</li> <li>• Literacy – re-writing statements in their own words; expressing their own 'golden rules'; group posters</li> <li>• Art – graffiti style display of golden rules; groups posters</li> <li>• ICT – using web links</li> </ul>	<ul style="list-style-type: none"> <li>• This unit should be placed at some point after the KS2 unit 'Why is the Bible a best seller today?'</li> <li>• <u>Hadith of Darimi 1</u>: I am leaving you a trust. So long as you cling to it you can't go wrong. That is the rope God has extended from heaven to earth. That is the Qur'an.</li> <li>• <u>Sermon on the Mount</u>: In discussions of the content teachers need to be conscious of how the sayings were inclusive of ALL . Jesus is saying that everyone – especially those who thought they weren't good enough – are in fact welcome.</li> </ul>



<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT DOES IT MEAN TO BE A SIKH?</b> <b>Unit 37</b>	<b>SIKHISM</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>Who do you learn from?</li> <li>Who are the Gurus?</li> <li>What role does the Gurdwara play in the Sikh Community?</li> <li>What does it mean to be a Sikh?</li> <li>How do Sikhs show they belong to the Khalsa?</li> <li>What are the Five Ks?</li> <li>What do Sikhs believe about life after death?</li> </ul>	<ul style="list-style-type: none"> <li>retell the story of Guru Nanak and his call (L2)</li> <li>outline key teachings of Guru Nanak and what Sikhs might learn from them (L3)</li> <li>Make links between the symbols found at the Gurdwara &amp; the beliefs that underlie them (L3)</li> <li>show through the use of key Sikh terms the importance of the Guru Granth Sahib for Sikhs (L3)</li> <li>identify what happens during Sikh rites of passage ceremonies &amp; make links between religious symbols and the beliefs or ideas that underlie them (L3)</li> <li>Use religious vocabulary to explain the religious beliefs behind each of the Five Ks and give meaning for the symbolism (L4)</li> </ul>	<ul style="list-style-type: none"> <li>Respond sensitively to other pupils' beliefs and share their own views (L2)</li> <li>Comment on Sikh beliefs and make links with their own ideas (L3)</li> <li>Consider the value of equality in society (L4)</li> <li>Ask and respond to questions about how your identity can be known by what you wear and how these influence our 'first impressions' of people we meet (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>That Guru Nanak was the founder of Sikhism &amp; that he is not worshipped as a god</li> <li>That 'guru' means 'teacher' and that there are ten gurus of Sikhism</li> <li>That Sikhs have special symbols which reflect Sikh identity</li> <li>That the Five Ks are symbols of the Sikh community <ul style="list-style-type: none"> <li>Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers)</li> </ul> </li> <li>What each of the Five Ks represents &amp; why each is significant</li> <li>That the Sikh holy book is called 'Guru Granth Sahib' &amp; that Sikhs consider the <i>content</i> of the Guru Granth Sahib to be holy, not just the book</li> </ul>	<ul style="list-style-type: none"> <li>Find out who Guru Nanak was and how the Sikh faith was founded</li> <li>Find out about Guru Gobind Singh and the Guru Granth Sahib</li> <li>Read stories about the Sikh Faith</li> <li>Look at pictures of different Gurdwaras and find the flag of the Khanda</li> <li>Visit a Gurdwara if possible. Discuss how that community works</li> <li>Invite a Sikh child or adult to talk about what they believe and the Five Ks</li> <li>Look at and handle the Five Ks</li> <li>Find out why the Langar (shared meal at the Gurdwara) is important to Sikhs</li> <li>Find out about the Sikhs beliefs in Samsara (the cycle of rebirth or reincarnation)</li> </ul>	<ul style="list-style-type: none"> <li>Find out where the children's names came from</li> <li>Re-enact the Sikh naming ceremony – what would their new name be?</li> <li>Bring in and/or talk about an object/piece of clothing that shows they belong to a group or organisation</li> <li>Look at pictures of a range of people (including Sikhs) wearing clothing that identifies them as belonging to an organisation/culture/religion. How does what they are wearing influence our first impression of who they are?</li> <li>Get pupils to consider and draw a symbol they would choose to represent equality</li> </ul>

<ul style="list-style-type: none"> <li>Sikhs mark stages in life through special ceremonies such as: <ul style="list-style-type: none"> <li>- naming ceremonies</li> <li>- initiation ceremonies (Baisakhi)</li> </ul> </li> <li>That Sikhs worship at home and at the Gurdwara</li> <li>That the study of the Sikh scriptures is central to Sikh worship</li> <li>That equality is very important in Sikh society</li> <li>That the three main duties of a Sikh are to 'Pray, Work and Give'</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the naming ceremony and how names are chosen using the Guru Granth Sahib</li> <li>Find out about the Khalsa (The Sikh community)</li> <li>Make some karah parshad to share and ask children to think about any possible symbolism connected with it</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li><a href="http://www.sikhnet.com/s/sikhstories">www.sikhnet.com/s/sikhstories</a></li> <li><a href="http://www.bbc.co.uk/religion/religions/sikhism/history/index.shtml">www.bbc.co.uk/religion/religions/sikhism/history/index.shtml</a>,</li> <li><a href="http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html">http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html</a></li> <li><a href="http://www.ngfl.ac.uk/re/welcometothegurdwara.htm">www.ngfl.ac.uk/re/welcometothegurdwara.htm</a> &amp; <a href="http://re-xs.ucsm.ac.uk/re/places/">http://re-xs.ucsm.ac.uk/re/places/</a> link to virtual visits</li> <li><a href="http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/addoldai/guardwaraone.html">www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/addoldai/guardwaraone.html</a></li> <li><a href="http://www.primaryresources.co.uk/re">www.primaryresources.co.uk/re</a> (go to Sikhism section for lots of PowerPoints &amp; PDF files)</li> <li>Folens photo pack on Sikhism; pictures of Gurus;</li> <li>Replicas of the Five Ks</li> <li>BBC Video 'Pathways of Belief'- Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>Sikhism</li> <li>Guru</li> <li>Guru Nanak</li> <li>Guru Gobind Singh</li> <li>Guru Granth Sahib</li> <li>Gurdwara</li> <li>Khanda</li> <li>Langar (shared meal at the Gurdwara)</li> <li>Samsara (the cycle of rebirth or reincarnation)</li> <li>Khalsa (The Sikh community)</li> <li>Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers)</li> </ul>	<ul style="list-style-type: none"> <li>Through labelled pictures of Sikh clothing or plan of a gurdwara</li> <li>Through literacy – retelling the story of Guru Nanak; ask pupils to make an informative leaflet for a new Sikh to explain what the Five Ks are, how they are worn and the beliefs behind them</li> <li>Through discussion – about key Sikh beliefs</li> <li>Through research skills – finding out about naming &amp; initiation ceremonies</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>KS3 – 'How do Sikhs achieve equality within community Life?'</li> </ul>	<ul style="list-style-type: none"> <li>History – finding out about the origins of Sikhism</li> <li>Drama and role play</li> <li>PSHE – finding out about a Sikh community</li> <li>Food technology – making karah parshad</li> <li>ICT – using internet for virtual tours; producing leaflets</li> </ul>	<ul style="list-style-type: none"> <li>Care must be taken when handling a kirpan in the classroom</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>HOW DO RELIGIONS CELEBRATE MILESTONES IN LIFE? – BIRTH, INITIATION, MARRIAGE AND DEATH RITES Unit 42</b>	<b>COMPARATIVE</b>	<b>6-8 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What are the really important milestones in your life?</li> <li>• How do religions celebrate milestones in peoples' lives?</li> <li>• Why are these events important within religions?</li> <li>• What can we learn from these celebrations about the beliefs of that community?</li> <li>• What similarities and differences are there in these celebrations and what do they teach us about these religions and human life?</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious terminology associated with different milestones in life in correct context (L4)</li> <li>• Identify symbols used in these rituals and explain their significance (L4)</li> <li>• Explain how milestones celebrated in religions develop a sense of belonging among believers (L5)</li> <li>• Describe the similarities and differences in the ways two different religions celebrate milestones in life and suggest possible reasons for this. (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify important milestones within their own lives (L3)</li> <li>• Raise their own questions about puzzling aspects of life and death with reference to the religions studied (L4)</li> <li>• Explain how these celebrations affect the way the faithful should live their daily lives and their attitude to moral issues (L5)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• Religions celebrate important events in people's lives such as <ul style="list-style-type: none"> <li>-birth</li> <li>-initiation</li> <li>-marriage</li> <li>-death</li> </ul> </li> <li>• These celebrations are called rites of passage</li> <li>• Important themes are developed such as: <ul style="list-style-type: none"> <li>-belonging/identity</li> <li>-commitment/faithfulness</li> <li>-community/hope</li> </ul> </li> <li>• There are important similarities and differences in the ways in which religions celebrate rites of passage. These reflect the distinctive beliefs of each religion</li> </ul>	<ul style="list-style-type: none"> <li>• Research a rite of passage of their choice within the context of two religions</li> <li>• Devise a board game based on rites of passage within religions studied and their own experiences of life</li> <li>• Present their findings to the rest of the class using PowerPoint or similar software</li> <li>• Interview members of a faith about the importance of rites of passage within their religion</li> <li>• Watch a video of a milestone ceremony and research the different symbols identified and their significance</li> <li>• Use the internet to develop their understanding of how rites of passage are celebrated by different faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Explore important milestones within their own lives</li> <li>• Tease out and discuss puzzling questions which are provoked by the mysteries of birth, life and death</li> <li>• Share their own experiences of attending ceremonies marking important stages in life</li> <li>• Consider why people who do not consider themselves to be 'religious' sometimes turn to religions to celebrate important stages in life</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>

<ul style="list-style-type: none"> <li>• Use of internet especially <a href="http://re-xs.ucsm.ac.uk/re/passage/">http://re-xs.ucsm.ac.uk/re/passage/</a></li> <li>• PowerPoint/Illuminatus or similar software for pupil presentations towards end of unit.</li> <li>• Pathways of Belief – Bar Mitzvah etc</li> <li>• Websites for Christian rites of passage: <a href="http://www.request.org.uk/main/dowhat/rites/rites01.htm">www.request.org.uk/main/dowhat/rites/rites01.htm</a>; <a href="http://www.cofe.anglican.org/lifeevents/">www.cofe.anglican.org/lifeevents/</a>; <a href="http://www.theway2go.org/content/main_DB.html">www.theway2go.org/content/main_DB.html</a></li> <li>• Websites for Islam: <a href="http://www.islam4schools.com/Children.htm">www.islam4schools.com/Children.htm</a> children’s questions answered</li> <li>• Websites for Hinduism: <a href="http://hinduism.iskcon.com/practice/600.htm">http://hinduism.iskcon.com/practice/600.htm</a></li> <li>• Judaism: <a href="http://www.ohr.org.il/judaism/articles/wedding.htm">www.ohr.org.il/judaism/articles/wedding.htm</a> teacher info about Jewish weddings;</li> <li>• Also check out weblinks in units for other religions for information about key rites of passage or use the search facility in <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>• rites of passage</li> <li>• ritual</li> <li>• ceremony</li> <li>• birth</li> <li>• initiation</li> <li>• marriage</li> <li>• death</li> <li>• funeral</li> </ul> <p>.....and other key terminology used within religions chosen</p>	<ul style="list-style-type: none"> <li>• Research a rite of passage of their choice (within the context of two religions) identifying the similarities and differences and suggest possible reasons for this.</li> <li>• Through literacy – collaborative poems; research skills; planning a ‘rite of passage’ to mark leaving KS2</li> <li>• Through art – visual interpretations of key rites of passage, use of symbols etc.</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• Foundation stage – ‘Why do we have celebrations?’</li> <li>• KS1 unit – ‘What happens in a church?; ASU – ‘What does it mean to belong?’</li> <li>• KS2 units – ‘How do Christians celebrate milestones in life? – birth &amp; belonging / marriage; ‘What does it mean to be a Jew?’; ‘What does it mean to be a Muslim?’; ‘What does it mean to be a Hindu?’</li> <li>• KS3 – rites of passage units</li> </ul>	<ul style="list-style-type: none"> <li>• ICT – research using internet links</li> <li>• Literacy – presenting their findings; collaborative poems</li> <li>• Art – to enhance collaborative poems</li> <li>• Music – to enhance collaborative poems</li> <li>• History – history of their own lives: ‘their’ stories</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is designed for the summer term in Year 6, in order to draw together learning throughout Key Stage 2. Pupils should be encouraged to make their own choices as to which milestone they choose (birth, marriage, initiation or death rites) and within the context of two religions. Access to resources and to the internet will be essential to bring this unit to life and to encourage the development of pupils’ research skills</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT DO YOUR CLOTHES SAY ABOUT YOU?</b>	<b>COMPARATIVE</b>	<b>4 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• Why do we wear different clothes for different activities?</li> <li>• Should we all wear the same or should we wear what we want?</li> <li>• Do special clothes create a barrier?</li> <li>• How do you feel when you wear special clothes?</li> <li>• When does an item of clothing become a symbol?</li> <li>• Why should we be tolerant of other people?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how clothing is used to give a sense of belonging. (L3)</li> <li>• Identify the beliefs that are connected with items of religious clothing (L3)</li> <li>• Show understanding of how clothing can give religious identity, purpose and belonging (L4)</li> <li>• Understand the need for religious tolerance in society today (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare their choices of clothes for a special occasion with others (L3)</li> <li>• Compare items of clothing worn by members of faith communities (L3)</li> <li>• Ask questions about how clothing affects identity, purpose and belonging (L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That different clothes are worn at different times and for different reasons</li> <li>• Clothing can give a sense of belonging, meaning and purpose.</li> <li>• People can make judgements, positive or negative about character based on what you wear</li> <li>• People can demonstrate their values and commitments through what they wear</li> <li>• That clothing worn by believers is often symbolic and expresses deep beliefs</li> <li>• That there are now issues of religious tolerance raised by the wearing of symbolic clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw themselves with a collection of different types of clothing that they wear for different activity that give them a sense of belonging and purpose e.g. school uniform, Cubs &amp; Brownies etc.</li> <li>• Complete statements such as ‘I wear this because.....’ Emphasising belonging, meaning and purpose</li> <li>• Use a range of images showing people of different faiths and draw up a list of how each faith uses clothing differently and explain possible reasons</li> <li>• Focus on one item of clothing worn by a member of a faith community. Analyse how it shows aspects of identity &amp; belonging &amp; relate it to the beliefs of the wearer</li> </ul>	<ul style="list-style-type: none"> <li>• With a partner compare their collections of clothing and discuss the differences and similarities. Do the children feel it is important to retain differences or should we all be the same? ( e.g. school uniform)</li> <li>• Children bring in clothing that demonstrates their own sense of belonging to a group or faith.</li> <li>• Hot –seating activity . Children generate questions relating to identity, belonging , meaning and purpose. Highlight outcomes of truth, values and commitments through a range of questions such as... ‘Why do you....?’, ‘How does it make you feel.....?’ ‘as it ‘Has it ever made you feel....?’</li> <li>• Consider when clothing stops being merely clothing &amp; takes on the symbolic. Should people be allowed to wear religious symbols at work?</li> </ul>

		<ul style="list-style-type: none"> <li>• Ask them to write a letter to a critic of someone wearing a religious symbol explaining why they should be allowed to continue wearing it</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Range of images / PowerPoint / artefacts from different religions e.g. Folens photopacks</li> <li>• <a href="http://news.bbc.co.uk/cbbcnews/hi/specials/2005/islam/">http://news.bbc.co.uk/cbbcnews/hi/specials/2005/islam/</a> News item</li> <li>• Use <a href="http://www.news.bbc.co.uk">www.news.bbc.co.uk</a> to search for current news articles concerning religious clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Names of clothing-related artefacts chosen for this unit</li> <li>• Identity</li> <li>• Commitment</li> <li>• Truth</li> <li>• Values</li> <li>• Similarities</li> <li>• Differences</li> <li>• Belonging</li> <li>• Religious tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing – letter arguing for religious freedom; labelling of artefacts; descriptions of belief</li> <li>• Through discussion – religious tolerance etc.</li> <li>• Through drawing – their own clothing &amp; analysing what makes it special for them</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS1 – Visiting places of worship and experiencing clothing worn by followers and faith leaders; ASU ‘What are you wearing?’</li> <li>• KS3 – ‘How do Sikhs achieve equality through community life?’; ‘Religion in the media’</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE - respect for others</li> <li>• Geography – geographical differences in climate &amp; links to clothing worn</li> <li>• What’s in the news – religious tolerance</li> <li>• Literacy - debating-style piece arguing for religious freedom; labelling of artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity and respect should be given to artefacts from faiths and personal experience.</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>HARVEST: DOES EVERYONE HAVE ENOUGH? Unit 30</b>	<b>COMPARATIVE</b>	<b>4 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the Unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the Unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What opportunities are there for giving thanks in religion?</li> <li>• How do people across the world give thanks for a safe harvest?</li> <li>• What happens if the harvest fails?</li> <li>• What if you don't have access to supermarkets or freezers?</li> <li>• How can we share what we have?</li> <li>• Is giving better than receiving?</li> <li>• How do charities demonstrate 'sharing' of 'wealth'?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways in which Jews and Christians express gratitude for safe harvests (L3)</li> <li>• Show understanding of how harvest is still very important in the lives of much of the world's population (L4)</li> <li>• Compare and contrast teaching on sharing and giving within different belief systems (L4)</li> <li>• Describe how people are encouraged to spread resources more fairly (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways in which they can express gratitude for what they have(L3)</li> <li>• Describe opportunities for sharing which they have experienced (L3)</li> <li>• Discuss and explain what things they would find it easy to share and things that would be difficult. (L4)</li> <li>• Identify what inspires and influences them and how they could use that inspiration and influence to encourage change to help others (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• That giving thanks to God for a safe harvest is expressed in many ways throughout the world</li> <li>• That Jews and Christians celebrate Harvest through <ul style="list-style-type: none"> <li>– Sukkot</li> <li>– Christian Harvest Festival</li> </ul> </li> <li>• That sharing and giving to others is taught in many religions</li> <li>• That many charities help 'share' our 'wealth' with those who need it</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss types of harvest, e.g. crops, seafood, wine.</li> <li>• Explore why harvest is so important to societies without supermarkets and freezers, and the problems caused when harvests fail</li> <li>• Read the story Moses in the desert Exodus 16 (manna from heaven) Sukkot</li> <li>• Look at what happens during a Christian Harvest Festival</li> <li>• Explore ways harvest and wealth can be shared in the world today, e.g. aid programmes to developing world?</li> <li>• Look at the work of charities who help distribute our 'wealth'</li> </ul>	<ul style="list-style-type: none"> <li>• Collect labels from food they eat. How many countries are represented? Compile a menu for a meal in which all food could be grown locally. Discuss how easy this would be and how diet would change if we were self-sufficient</li> <li>• Examine how they would feel having to share with people who they don't like or are unkind to them.</li> <li>• Express thanks for harvest and autumn beauty through poetry and art</li> <li>• Suggest practical ways in which they can use their inspiration and influences e.g. nature, sport, family, health, children, pets etc to inspire and influence others.</li> <li>• Listen to 'Harvest for the world' and discuss pupils' responses to the words</li> </ul>

RESOURCES/LINKS WITH ICT	KEY VOCABULARY	POSSIBLE METHODS OF ASSESSMENT
<ul style="list-style-type: none"> <li>• Websites on celebrations e.g. <a href="http://library.thinkquest.org/10007/">http://library.thinkquest.org/10007/</a> ; <a href="http://www.harvestfestivals.net">www.harvestfestivals.net</a></li> <li>• Margaret Cooling – Christianity Topic</li> <li>• Traidcraft website: <a href="http://www.traidcraft.co.uk">www.traidcraft.co.uk</a></li> <li>• Oxfam website: <a href="http://www.oxfam.org.uk">www.oxfam.org.uk</a>; Tear Fund (<a href="http://www.tearfund.org">www.tearfund.org</a>); World Vision (<a href="http://www.worldvision.org.uk/">www.worldvision.org.uk/</a>); Red Cross (<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>)</li> <li>• “Harvest for the world” by The Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• Sukkot</li> <li>• sukkah</li> <li>• sharing</li> <li>• inspiration</li> <li>• influence</li> <li>• Oxfam</li> <li>• Tear Fund</li> <li>• World Vision</li> <li>• Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>• Through art/writing - design a poster that encourages people to share resources. more fairly: <ul style="list-style-type: none"> <li>– in own school (L3)</li> <li>– in your local community (L4)</li> <li>– throughout the world (L5)</li> </ul> </li> <li>• Through art – expressing harvest or giving as a theme</li> <li>• Through writing – menus / plans for Harvest meals</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• Foundation Stage unit – ‘Why do we have celebrations?’</li> <li>• KS1 ASUs – ‘Harvest I: Why is Harvest important?’; ‘Harvest II: How is Harvest celebrated around the world?’</li> <li>• KS3 units – ‘Is there a right way to live?’; ‘What are Christian values in a changing world?’; ‘Do you have to go to Church to be a Christian?’</li> </ul>	<ul style="list-style-type: none"> <li>• Geography – life in other countries; food and where it comes from</li> <li>• Current affairs - what’s in the news</li> <li>• Science - Food wheel/ food chains-webs; Healthy living</li> <li>• PSHE – awareness of other cultures / ways of doing things</li> <li>• Literacy / Art – poster design</li> <li>• Art – expressing harvest or giving as a theme</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the way you present the lives of children round the world is not stereotypical but presents them in a real way giving positive as well as negative images.</li> </ul>



<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT IS FAITH AND WHAT DIFFERENCE DOES IT MAKE?</b> <b>Unit 50</b>	<b>COMPARATIVE</b>	<b>4 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What does the word “faith” mean in a religious context and in an every day context?</li> <li>• How is faith shown in action?</li> <li>• Does faith help people to make decisions?</li> <li>• Does having faith make people perfect?</li> <li>• What makes it hard to live out one’s faith?</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of how religious beliefs and ideas can influence daily life (L3)</li> <li>• Explain and demonstrate an understanding of how faith makes a difference to the lives of those studied (L4)</li> <li>• Describe the nature and expression of faith found in the community in which they live (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain in what situations they might need to express faith in something or somebody (L3)</li> <li>• Consider how an understanding of faith can help people make moral choices (L4)</li> <li>• Ask questions about the significant experiences of people studied and suggest answers from their own experiences (L4)</li> <li>• suggest what might happen as a result of different moral decisions, including those made with reference to religious beliefs / values (L4)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• What it means to ‘have faith’ in something</li> <li>• What the word “faith” means when used in a <b>religious</b> sense</li> <li>• How faith is shown in action through: <ul style="list-style-type: none"> <li>- choices made</li> <li>- moral decisions</li> <li>- influence on others</li> </ul> </li> <li>• The story of the life of David.</li> <li>• Research the lives of people from different world faiths past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they already know about people of faith</li> <li>• Tell stories of David as an example of a man of faith e.g. “David &amp; Goliath”</li> <li>• Discuss whether people of faith are always good or wise. Consider how their faith might help them work towards “goodness”</li> <li>• Look at an example of a man or woman of faith from the 20th or 21st century and explore how their faith has helped them to make decisions in their life.</li> <li>• Talk to someone from their own community</li> <li>• Consider issues that make it hard to live out one’s faith e.g. football on Sunday, Sunday opening of shops, peer pressure, praying five times a day, fasting during Ramadan (Islam) Sabbath on Friday Night sun down to Saturday sun down (Judaism)</li> </ul>	<ul style="list-style-type: none"> <li>• When have they needed to show faithfulness what did it mean to them?</li> <li>• Compare their own ideas about faith with those of others</li> <li>• Explore why people still tell the story of David. What can we learn from it that is relevant for today?</li> <li>• Reflect on modern day “idols”. What makes people heroes? Is there anything distinctive about those with faith?</li> <li>• Reflect on issues of tension between faith and ‘image’ for young people today</li> <li>• Create an image that represents your ideas about faith</li> </ul>
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>

<ul style="list-style-type: none"> <li>• Use internet to research a person of faith / find song words</li> <li>• Video Roy Castle – David the shepherd king</li> <li>• Animated Faiths – David</li> <li>• “The Hiding Place” – Life of Corrie ten Boom – book and video</li> <li>• <a href="http://www.peopleoffaith.org.uk/christianity.php">www.peopleoffaith.org.uk/christianity.php</a></li> <li>• <a href="http://www.educhurch.org.uk/pupils/themes/people.html">www.educhurch.org.uk/pupils/themes/people.html</a></li> <li>• <a href="http://www.request.org.uk/main/bible/jesus/goodsam/goodsam01.htm">www.request.org.uk/main/bible/jesus/goodsam/goodsam01.htm</a></li> <li>• <a href="http://www.request.org.uk/main/basics/basics/htm">www.request.org.uk/main/basics/basics/htm</a></li> <li>• Try the online Bible <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> <li>• <a href="http://www.jewishaid.org.au">www.jewishaid.org.au</a></li> </ul>	<ul style="list-style-type: none"> <li>• faith</li> <li>• God</li> <li>• promise</li> <li>• covenant</li> <li>• beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Through writing - write a short biography on a person of their choice explaining how their faith made a difference to how they lived their life.</li> <li>• Through decision-making scenarios - pupils have a list of modern day moral choices and have to suggest how a person with a particular faith would act, e.g. your best friend invites you out to a birthday meal during Ramadan. How would a Muslim respond?</li> <li>• Through writing – their own poetic response to the idea of faith</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• KS2 units – ‘How do people express their faith through the arts?’;</li> <li>• KS3 units – ‘How is self-discipline reflected in the everyday life of a Muslim?’; ‘Is there a right way to live?’</li> </ul>	<ul style="list-style-type: none"> <li>• History – exploring people with strong faiths from the past</li> <li>• Literacy – writing biographies</li> <li>• Art – creating an image about faith</li> <li>• Music – listening to &amp; analysing words of songs about faith</li> </ul>	<ul style="list-style-type: none"> <li>• Remember there are excellent examples of people who have a strong faith from all the major World Faiths</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT IS MAUNDY THURSDAY ABOUT?</b>	<b>CHRISTIANITY</b>	<b>3-4 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What is Maundy Thursday?</li> <li>• What happened on the first 'Maundy Thursday'?</li> <li>• What is the 'new commandment'?</li> <li>• How does it relate to Maundy Thursday?</li> <li>• Do actions speak louder than words?</li> <li>• Who is Maundy money given to?</li> <li>• What is the significance of the Last Supper</li> </ul>	<ul style="list-style-type: none"> <li>• describe what Maundy money is and why it is given (L3)</li> <li>• make links between the events of the Easter story and the symbols and beliefs expressed in Christian worship (L3)</li> <li>• describe the key beliefs relating to Maundy Thursday, linking them with the events from the story (L4)</li> <li>• identify and explain in simple terms the meanings of the statements Jesus used about himself (L4)</li> <li>• show, using technical terminology, how Christian beliefs linked with Easter are expressed in the lives of Christians (L4)</li> <li>• relate the actions of Christians throughout the world to their religious beliefs (L4)</li> <li>• Explain how the 'new commandment' makes a difference to the lives of individuals and communities (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between their choice of recipient of Maundy money and the reason they have chosen them (L3)</li> <li>• Ask questions about the significance of Jesus' actions, relating to their own experiences (L4)</li> <li>• Explain what would make them able to metaphorically 'wash another's feet' (L5)</li> </ul>
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b>
<ul style="list-style-type: none"> <li>• About the key Christian traditions of Holy Week: <ul style="list-style-type: none"> <li>- Maundy Thursday</li> <li>- the foot-washing</li> <li>- the Last Supper / Holy Communion</li> </ul> </li> <li>• These events help Christians to believe that Jesus was the Son of God</li> <li>• How Christians demonstrate their belief in <ul style="list-style-type: none"> <li>- compassion</li> <li>- love</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Look at the Biblical account of Maundy Thursday e.g. Jesus washes the disciples' feet, the Last Supper, the betrayal in the Garden of Gethsemane etc.</li> <li>• Look at the Biblical account of the events of the Last Supper &amp; especially consider Jesus' words 'I give you a new commandment: Love one another. As I have loved you, so you must love one another.' How did Jesus demonstrate this 'new order', especially in the events of Maundy Thursday &amp; Holy Week ?</li> </ul>	<ul style="list-style-type: none"> <li>• Consider which people you think might qualify for Maundy money, if you were Queen. Write a letter to the Queen's secretary about your chosen recipient, outlining why you think they should receive Maundy money.</li> <li>• Look at any articles that are news reports of previous years' Maundy services. Imagine you're a reporter for your local newspaper and you've been asked to follow the events of the giving of Maundy money by the Queen.</li> <li>• Talk about Jesus washing the disciples' feet –</li> </ul>

<p>and relate them to their Biblical foundation.</p> <ul style="list-style-type: none"> <li>• Christians believe they can communicate their faith through actions towards others</li> <li>• Why Christians believe that Jesus is the Son of God</li> <li>• What Jesus said about himself and his relationship with God</li> <li>• Explain how the beliefs of individual Christians inspire them to act in a way that affects the lives of many more people</li> <li>• Form their own opinions about the reasons why people act in certain ways</li> <li>• Make informed responses about people's values and commitments in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Using the internet, find out about the historical traditions of Maundy Thursday &amp; their significance</li> <li>• Look at the practice of the giving of Maundy money – what gets given &amp; why.</li> <li>• Contact your local church &amp; talk to people who go there about who helps in the local community (e.g. visiting sick/elderly etc.)</li> <li>• Discuss why Jesus said 'Do this in remembrance of me.'</li> </ul>	<p>what was he meaning the disciples to understand by this action ? Talk about how foot-washing was a physical demonstration of a monarch's desire to serve others in the historical practices of Maundy Thursday. Consider ways in which we can metaphorically 'wash each others' feet' in daily life.</p> <ul style="list-style-type: none"> <li>• Write an article outlining what happens a Cathedral on Maundy Thursday each year</li> </ul>
<p><b>RESOURCES/LINKS WITH ICT</b></p>	<p><b>KEY VOCABULARY</b></p>	<p><b>POSSIBLE METHODS OF ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Images from 'Jesus through art'</li> <li>• Miracle Maker video</li> <li>• <a href="http://www.themiraclemaker.com">www.themiraclemaker.com</a></li> <li>• <a href="http://www.intouch.org/myintouch/mighty/portraits/index_77957.html">www.intouch.org/myintouch/mighty/portraits/index_77957.html</a> for articles about famous Christians</li> <li>• 'The Christ we Share' resource pack (available from Methodist Association <a href="http://books.urchurch.org.uk">http://books.urchurch.org.uk</a>)</li> <li>• Articles about Maundy Thursday: <a href="http://www.bbc.co.uk/religion/religions/christianity/holydays/holyweek_2.shtml">www.bbc.co.uk/religion/religions/christianity/holydays/holyweek_2.shtml</a></li> <li>• <a href="http://www.royal.gov.uk/output/page5175.asp">www.royal.gov.uk/output/page5175.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>• Maundy Thursday</li> <li>• Maundy money</li> <li>• Last Supper</li> <li>• New commandment</li> <li>• Metaphorically</li> <li>• remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• Through discussion - consider ways in which we can metaphorically 'wash each others' feet' in daily life &amp; commit to secretly perform one selfless act</li> <li>• Through literacy – writing letters to the Queen</li> <li>• Through ICT – internet research</li> <li>• Through Art – depiction of one event of Maundy Thursday</li> </ul>
<p><b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b></p>	<p><b>POTENTIAL CROSS CURRICULAR LINKS</b></p>	<p><b>POINTS TO NOTE</b></p>
<ul style="list-style-type: none"> <li>• Easter units from all Key Stages</li> <li>• More ideas for activities /resources can be found in Guildford Diocese syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy – letters to the Queen</li> <li>• Art – image of an event of Maundy Thursday</li> <li>• History – Maundy traditions</li> <li>• ICT – internet research</li> </ul>	<ul style="list-style-type: none"> <li>• If possible, briefly follow-up this unit by looking at news articles / TV clips of the actual Maundy Thursday events, talking about what happened</li> </ul>

<b>KEY STAGE</b>	<b>2</b>	<b>ASU TITLE:</b>	<b>WHAT RELIGIOUS AND OTHER TRADITIONS ARE REPRESENTED IN THE SCHOOL, THE NEIGHBOURHOOD AND THE COUNTY OF SURREY?</b>	<b>COMPARATIVE</b>	<b>4 HOURS</b>
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<b>KEY QUESTIONS</b>	<b>LEARNING OUTCOMES AT1 By the end of the unit pupils should be able to:</b>	<b>LEARNING OUTCOMES AT2 By the end of the unit pupils should be able to:</b>
<ul style="list-style-type: none"> <li>• What evidence of religion is there in our neighbourhood?</li> <li>• How do the religious communities in our area express their beliefs and identities?</li> <li>• What are the similarities and differences of the religious groups to be found in our area?</li> <li>• What contributions do the religious groups make to the wider local community?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the religious traditions in the neighbourhood and county (L3)</li> <li>• Explain why some are not represented (L5)</li> <li>• Describe findings showing a knowledge and understanding of the beliefs and practices of some of those religions studied (L4)</li> <li>• Explain what it means to belong to one of these religions (L5)</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise their feelings on what has particularly impressed or interested them within their study of local religious groups (L3)</li> <li>• Consider the role and contribution of religious groups within the wider community(L4)</li> </ul>
<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT1 Opportunities to:</b>	<b>POSSIBLE LEARNING EXPERIENCES AT2 Opportunities to:</b>
<ul style="list-style-type: none"> <li>• To develop skills of research, analysis and evaluation in order to explore the local area and discover the different religious traditions represented in the locality. This will entail an exploration of: <ul style="list-style-type: none"> <li>- Beliefs and practices</li> <li>- Places of worship</li> <li>- People and community</li> <li>- Religious leaders</li> <li>- Signs and symbols</li> <li>- Changing patterns in communities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in an urban/rural trail to find out what evidence there is of religious traditions in the neighbourhood. Record findings and share results.</li> <li>• Discuss how many religions are not represented locally and explore how far followers of these would have to travel to find a place of worship</li> <li>• Research the background of the denominations found locally. Within groups use information e.g.: <ul style="list-style-type: none"> <li>- Maps</li> <li>- Directions</li> <li>- Books</li> <li>- Websites</li> <li>- Noticeboards</li> <li>- Published materials</li> <li>- Interviews</li> <li>- Questionnaires</li> </ul> </li> <li>• Produce a presentation or leaflet informing someone moving into the area about religion</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise what they have learnt about the religions in their area during their study mentioning any aspects which have particularly impressed or interested them</li> <li>• Discuss less tangible aspects of the study <ul style="list-style-type: none"> <li>e.g. - Warmth of welcome</li> <li>- Feeling of friendliness</li> <li>- Fear of a new culture</li> </ul> </li> </ul> <p>Include in the study some research on what events and activities are available for their own age group and discuss which they might like to visit and why</p>

	<p>in the area. Discuss, share and evaluate at each stage of the work. Possibly include PowerPoint, video, graphs, recordings and photographs</p> <ul style="list-style-type: none"> <li>• Discuss similarities and differences found during the survey between different religions/denominations explored and different branches of same religions</li> </ul>	
<b>RESOURCES/LINKS WITH ICT</b>	<b>KEY VOCABULARY</b>	<b>POSSIBLE METHODS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• ICT <ul style="list-style-type: none"> <li>- Local and religious websites</li> <li>- PowerPoint and publishing programmes</li> <li>- Mapping programmes</li> <li>- Spreadsheets and databases for questionnaire results</li> <li>- Virtual visits to Surrey places of worship</li> </ul> </li> <li>• Video recording and digital cameras</li> <li>• Local directories</li> <li>• Visiting Places of Worship (Hodder &amp; Stoughton)</li> <li>• Establish internet link with school in another area and compare and contrast findings</li> </ul>	<ul style="list-style-type: none"> <li>• Church</li> <li>• chapel</li> <li>• fellowship</li> <li>• synagogue</li> <li>• mosque</li> <li>• denomination</li> <li>• citadel</li> <li>• cathedral</li> <li>• priory</li> <li>• meeting House</li> <li>• abbey</li> <li>• Temple</li> <li>• Mandir.....                      ...and many more!</li> </ul>	<ul style="list-style-type: none"> <li>• Through literacy - write both sides of an interview that describes a new club/activity/event available to members of the local community, ensuring that questions and responses cover aspects of identity, belonging, meaning, purpose, truth, values and commitments in the light of the beliefs of the organisers.</li> <li>• Through literacy – production of a leaflet about religions within the local area</li> <li>• Through ICT – research skills</li> </ul>
<b>LINKS WITH OTHER UNITS ACROSS KEY STAGES</b>	<b>POTENTIAL CROSS CURRICULAR LINKS</b>	<b>POINTS TO NOTE</b>
<ul style="list-style-type: none"> <li>• KS3 – ‘The nature of religion’</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent links with Geography, History and Citizenship could be established</li> <li>• Literacy – research skills; producing leaflets &amp; advertising material; interview questions &amp; responses</li> <li>• ICT – internet research; using links with a school in another area</li> </ul>	<ul style="list-style-type: none"> <li>• This unit needs to be based on an urban/rural trail, which fully engages pupils in their local and wider community.</li> <li>• It would work best as a unit with older KS2 pupils, who have had the chance to develop a range of cross-curricular skills</li> </ul>

<b>FOUNDATION STAGE &amp; PRIMARY</b>	<b>ASU TITLE:</b>	<b>WHAT DO WE DO WHEN SOMEONE DIES? Unit 62</b>	<b>COMPARATIVE</b>	<b>AS NEEDED</b>
<b>KEY QUESTIONS</b> <ul style="list-style-type: none"> <li>• How do you feel when you lose something?</li> <li>• What actually happens physically when a person dies?</li> <li>• How do you feel when you lose someone?</li> <li>• What do Christians believe happens when you die?</li> <li>• What do people of other faiths believe happen when you die?</li> <li>• How can we remember someone who has died?</li> </ul>	<b>LEARNING OUTCOMES AT1</b> <b>By the end of the unit pupils should be able to:</b> <ul style="list-style-type: none"> <li>• Recognise that faith communities have different ways of dealing with death</li> <li>• Explain what different faiths believe about life after death</li> </ul>	<b>LEARNING OUTCOMES AT2</b> <b>By the end of the unit pupils should be able to:</b> <ul style="list-style-type: none"> <li>• Recognise that all living creatures must die</li> <li>• Find ways of expressing emotion</li> <li>• Recognise that loss and grief are shared human experiences</li> <li>• Express their own views about loss and death</li> </ul>		
<b>LEARNING OBJECTIVES</b> <b>Pupils should learn:</b> <ul style="list-style-type: none"> <li>• To understand that death is a part of human experience; that there is a cycle of life.</li> <li>• To know that moments in the cycle of life are marked and commemorated in various ways.</li> <li>• To know that some people believe that there is life after death.</li> <li>• To understand that sadness is an emotion we all feel at some point in our lives</li> <li>• To understand that it is important to express the emotions they feel.</li> <li>• To think of practical ways to remember someone after they have died.</li> <li>• To show an understanding that some questions about death are difficult to answer.</li> </ul>	<b>POSSIBLE LEARNING EXPERIENCES AT1</b> <b>Opportunities to:</b> <ul style="list-style-type: none"> <li>• What do you do when you lose something? e.g. talk to someone, ask friends for help etc.</li> <li>• Use website link which discusses what happens after someone dies</li> <li>• Invite local Christian leader to talk to the children about Christian beliefs of what happens when someone dies</li> <li>• Explore the ways that faith communities cope with death and the traditions that accompany death. ( If relevant invite leaders of other faith communities from the local area to discuss what happens when someone dies)</li> <li>• How do religious groups remember those who have died?</li> <li>• Visit local churchyard and read messages and epitaphs on gravestones.</li> </ul>	<b>POSSIBLE LEARNING EXPERIENCES AT2</b> <b>Opportunities to:</b> <ul style="list-style-type: none"> <li>• Discuss how you feel when you lose something. Are there degrees of loss?</li> <li>• What does it mean to lose someone whether through divorce, moving away from loved ones, bereavement etc.?</li> <li>• Use appropriate stories that deal with loss (see resources list) to explore the feelings children encounter when losing someone close to them and use circle times for children to be able to express their feelings</li> <li>• Explore ways to support the child/children. Talk about prayer and talking as a means of support. What do they think will help?</li> <li>• Think of ways to remember the person who has died. – Memory boxes, memory trees, planting trees, memories book, setting up a special place, epitaphs.</li> </ul>		
<b>RESOURCES/LINKS WITH ICT</b>			<b>KEY VOCABULARY</b>	

The following web sites provide useful resources and suggestions for Fiction and Non Fiction books to support this unit:

- <http://www.request.org.uk/> rites of passage – funerals – interview with a funeral director (KS2);
- <http://re-xs.ucsm.ac.uk/re/passage/> compares death in various religious groups;
- [www.birmingham.gov.uk/](http://www.birmingham.gov.uk/);
- <http://www.childbereavement.org.uk/>
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- <http://www.childhoodbereavementnetwork.org.uk/>
- Booklet – “Childhood Bereavement: Developing the curriculum & pastoral support” from Childhood Bereavement Network
- <http://www.jigsaw4u.org.uk/> This charity gives supportive advice to schools and families.
- Teachers TV programme – “Coping with Bereavement
- Picture books: “Grandpa and Me” by Sally Grindley; “Goodbye Mog” by Judith Kerr; “Badgers Parting Gifts” by Susan Varley
  - ‘RE today’ supplements – Puzzling Questions; The Journey of Life and Death
  - Lifetimes – Bryan Mellonie

- Bereavement
- Death
- Heaven
- Loss
- Emotions
- Feelings
- Funeral
- Remembrance
- Rites of Passage
- Cycle of Life
- Comfort
- Memory

**POSSIBLE METHODS OF ASSESSMENT**

NOT CONSIDERED APPROPRIATE FOR THIS UNIT

**LINKS WITH OTHER UNITS ACROSS KEY STAGES**

**POINTS TO NOTE**

- Foundation Stage unit ‘What makes something special?’ - Memories
- KS2 ‘How do Religions celebrate milestones in life? – Birth, Initiation, Marriage’
- KS3 ASU “Death and Beyond”

- This unit is NOT designed to be used as a bereavement counselling tool. It gives teachers the chance to make R.E. speak meaningfully as a response to very difficult circumstances. You will need to choose carefully aspects within this unit to use and adapt as necessary.
  - ***Because of its design for use across the key stages, the learning outcomes outlined above are generic & will need adaptation to suit your particular age group.***
  - ***Any loss in a school should be handled sensitively and advice sought from appropriate agencies. Consultation with the families involved is essential.***
- For your information.....the statistics show that :
- every 30 minutes a child in the UK is bereaved of a parent. So...  
 390 each week )  
 20, 000 each year ) .....children have lost a parent  
 6% of 0 – 16 year olds )
- Many more will have lost brothers, sisters and close relatives
  - No school will be untouched by loss.