

Spring Term RE Plans KS1-2  
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# Spring Term RE Plans KS1-2

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### Guidance for schools

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

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

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

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

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

## Year 1

Religious Education	Title: 1.2b celebrations	Year: 1 Term:Sp 1 Hours:6
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Explore</i> the preparations for and <i>find out about</i> the celebration of festivals		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b>  Learners should be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate</p>	<p><i>WTS: All learners should be able to identify a religious celebration or celebrations and link these with particular preparations</i>  <i>EXS: Most learners should be able to use some religious words and phrases to describe how members of faith communities might prepare for a celebration</i>  <i>GDS: Some learners should be able to link faith communities with celebrations and suggest why these are important to believers</i></p>	<p>How do people celebrate?</p> <p>For example: Show some pictures of celebrations and explore what is going on. Share experiences of things that make us happy and sad, of special moments, special achievements as we grow up. Use photographs to show how special moments from the past can be 're-lived'. Children ask family members about special celebrations in the past and share memories. Collect memorabilia (photos, cards, videos, artefacts, etc.) which represent different celebrations.</p> <p>How do faith communities celebrate?</p>
<p><b>ENGAGE</b>  Learners should be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>For example: Produce a calendar of celebrations throughout the year. Identify one or more Christian celebrations (Harvest, Christmas, Good Friday, Easter, Whitsun) and talk about the reasons for these (e.g. saying Thank-you, keeping important memories from the past alive, making promises to God...). Identify common elements in all celebrations: food, clothes, cards, presents, family gatherings. Discuss the messages these convey. Consider ways people celebrate important points in their own lives, e.g. birthdays, weddings, baptism, confirmation. Look again at pictures of celebrations and talk about the places they are held in. Explore differences between celebrating at home and in a larger, special building.</p> <p>How do people express their beliefs through their celebrations?</p>

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### REFLECT

Learners should be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them

For example: Observe and act out a Christian wedding ceremony, having participated in its planning and preparation. Children select features or symbols to focus on, representing them in their own way and talking about meanings.

Pupils could begin to investigate celebrations in another faith community (e.g. Muslim Eid, Jewish Passover).

How do you express yourself through celebrations?

For example: Reflect on children's understanding of celebration in their own lives. Draw or paint an especially happy moment. Talk or write about the picture.

Religious Education	Title: 1.5b Families	Year:1 Term:Sp2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Listen to and ask questions</i> about stories of individuals and their relationship with God		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b>  Learners should be able to identify faith stories about believers and their relationship with God, making the link between faith and action</p>	<p><i>WTS: All learners should be able to outline why the church is like a family</i>  <i>EXS: Most learners should be able to say why believers might turn to God for support</i>  <i>GDS: Some learners should be able to make links between the support God gave and the action taken by the believer</i></p>	<p>Who can you turn to?  For example: Look at pictures of families of all kinds. (Include some with grandparents and wider families, one-parent families, children in care homes etc.) Talk about the sort of things families do together, how they show they love and care for each other and sometimes for other people. Emphasise the fact that everyone in the family is important to all the others. Encourage children to share experiences of their own families if they are willing to do so. Collect and make pictures for a display about families and how they care for each other.  Activity – ‘Getting on together in the Family’. P14 ‘Home and Family’ Developing Primary RE, 2003</p>
<p><b>ENGAGE</b>  Learners should be able to make connections between the behaviour and action of believers</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>Who turned to God?  For example: Look at and discuss a variety of pictures of Christian communities. Explain that the church is like big family: because people belong to God they are like brothers and sisters to each other. Encourage the children to share ideas about what this might mean. Talk about what Jesus might have meant when he told his followers that they should all love each other. Explore ways in which Christians are like a family. Emphasise the importance of each person being valued and needed. Activity – P18/19 ‘Home and Family’</p> <p>What did they learn from God?</p>

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<p><b>REFLECT</b></p> <p>Learners should be able to explore examples from their own experience and to consider the consequences of action</p>	<p>For example: Invite a visitor from a local church to talk about ways in which their church is like a family, including some of the ways in which they care for each other and for others <i>OR</i> share information about someone in the church community who is ill and how they and their family are supported e.g. by gifts of food, visits to the sick person, help with looking after children etc.</p> <p>Collect and make pictures to show how the church is like a family. (These, the general family pictures and the pictures of the children's own families could be made into a class book or a wall frieze.) Make sure this includes examples from other cultures. Include pictures which illustrate care for each other and for others. Talk about the pictures. With older children you could give an example of a church sending money and/or helpers to another country where the people needed help</p> <p>What can you learn?</p> <p>For example: Give the children an opportunity to share and reflect on their own experience. Encourage them to think about the ways in which they and their families/carers are important to each other. They could make pictures of their own family and/or any groups they belong to, showing things they do together and how they show care for each other.</p> <p><small>Resources: <i>Developing Primary RE: Home and Family</i>, 2003 available from <a href="http://www.retoday.org.uk/">www.retoday.org.uk/</a></small></p>
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Year 2

Religious Education	Title: 1.3b worship and ceremonies	Year: 2 Term:sp1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Identify</i> symbolic actions, gestures and rituals and <i>talk about</i> how they are used as part of worship and ceremonies		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b>  Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers</p>	<p><i>WTS: All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies</i>  <i>EXS: Most learners should be able to say how these actions, gestures and rituals might be used</i>  <i>GDS: Some learners should be able to suggest why these actions might be important to believers</i></p>	<p><b>How do people use actions, gestures and rituals in their daily lives?</b>  If possible, begin this unit following a school assembly. Talk about why everyone meets together and what they do. Encourage pupils to think about different rituals during assembly e.g. lighting a candle, singing hymns, praying, listening to stories and music, thinking about other people's ideas, looking at beautiful things, taking part, watching and appreciating the contribution of others.  Play extracts of a variety of music used in school worship and encourage the children to talk about how each one makes them feel. Discuss whether we all respond in the same way and why/why not. A popular piece of music could be played again and children could draw pictures of what it makes them think about. Talk about the different responses. If you have a visual focus in school worship, talk about whether and why they find this helpful. <b>Resources:</b> <i>Selection of music.</i></p>
<p><b>ENGAGE</b>  Learners should be able to link actions, gestures and rituals to faith stories and beliefs</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>As a class, look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship.</p> <p>Christians:  Hands – raised in prayer, clapping in rhythm, hands together, palms up, making the sign of the cross, sharing peace by shaking hands, holding a bible, breaking bread, elevating a host.</p>

<p><b>REFLECT</b>  Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them</p>		<p>Bodies – standing or kneeling, head bowed, swaying or dancing to music songs, processing in church with a cross, lighting a candle for prayer.</p> <p>Muslims:  Hands – using prayer beads (subha)  Bodies – removing shoes for prayer, washing before prayer (wudu), standing in rows for prayer, moving through prayer positions (rak’ahs)</p> <p>Give pairs or small groups of children a picture to look at in more detail or an action to focus on. Ask them to discuss and share ideas about what the people in the picture are doing, how they are expressing themselves and what they might be looking at, listening to, saying or singing. They could also talk about how they think the people are feeling. Ask each group to share their observations and ideas. As a class, talk about the similarities and differences in the way people worship and why this might be.</p> <p><b>What do these actions, gestures and rituals mean and why are they important to believers?</b></p> <p>If possible, visit a local place of worship (or two contrasting ones) and look at some of the imagery (stained glass windows, cross, altar, prayer cushions etc.) which helps people to worship God. Talk about which building (if two visited) and which images would help them to think about God, and why. Did they all choose the same? Why/why not? Encourage children to share their own experiences of worshipping with others if they have any experience or wish do so. What do they enjoy/find helpful about their place of worship/type of service? <b>Resources:</b> <i>Visit to contrasting places of worship, images of different places of worship, BBC Learning Zone video clips of different religious rituals when praying.</i></p> <p><b>How can you show what or who is important to you through actions, gestures and rituals?</b>  Talk about why people sometimes like to pray or think about God on their own. Explore some of the things which might help them to concentrate and feel close to God? e.g. closed eyes, music, a picture or icon, prayer beads, some words from a hymn or special book. Encourage the children to share anything they want to about when they like to be on their own to think and what they use to help them. <b>Resources:</b> <i>Selection of items to help people pray- prayer beads, Bible/Prayer books, pictures etc.</i></p>
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Religious Education	Title: 1.2c Belonging to a group	Year: 2 Term:Sp2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Identify</i> the importance for some people of belonging to a religion and <i>recognise</i> the difference this makes to their lives.		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<b>EXPLORE</b> Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers	WTS: All learners should be able to identify faith communities to which people belong EXS: Most learners should be able to give examples of what it might mean to belong to a faith group or community GDS: Some learners should be able to suggest why people might belong to faith groups and what difference it might make to their lives  <b>Assessment opportunities (what will be assessed and when)</b>	<b>What difference does it make to belong?</b> Make a list of groups that children belong to. This could include family, class, school, Brownies, Cubs, a faith group, an interest e.g. ballet or karate. Using hoops for each type of group ask two children to stand in any circle which they belong, showing that they belong to more than one. Ask pupils to bring to school something that shows they belong to a group such as a badge or certificate. Use a camera to take photos of any groups children belong to in school for example their class, friendship group or sports team. Children choose one photograph or group and write a paragraph to say how 'belonging' to that group makes them feel. <b>Resources:</b> Hoops or ropes to make circles.
<b>ENGAGE</b> Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer		<b>What difference does it make to belong to a faith community?</b> Discuss with children that religious parents feel it is a great privilege and responsibility that their family belongs to a faith community. For them the concept that a child is a gift from God is central and it is important to welcome babies into the faith community. You may recap Baptism (from Year 1 Belonging unit) but the focus here is on the Muslim Aqiqah ceremony. (pupils working at greater depth may be able to compare both ceremonies). Basic Aqiqah facts: As soon as a baby is born into it is welcomed into the Ummah. (Muslim community). The father whispers the Adhan (call to prayer) into the baby's right ear and the Iqamat (shorter version) into the baby's left ear. A small amount of honey or sugar is placed onto the baby's tongue to symbolise the characteristics hoped for. On the seventh day after birth the Aqiqah ceremony is held – the baby's head is shaven, the hair is weighed and equivalent amount of silver is given to the poor to symbolise the family sharing their good fortune and happiness with others. The baby is also given its name which is usually chosen from the Qur'an or from a list of great Muslims of the past. The baby is then given some dates, salt, sugar and water to taste which is symbolic for how they are going to experience the reality of life.
<b>REFLECT</b> Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives		Use a multi-sensory approach to exploring the ceremony. <ul style="list-style-type: none"> <li>• Watch, hear, talk and act out what happens when a Muslim baby is born.</li> <li>• Listening – to the call to prayer, talk about why the words are spoken, whisper some good advice into another pupils ear</li> </ul>

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		<ul style="list-style-type: none"><li>• Touching – handle a small doll as you would handle a baby, weigh different items and see the equivalent in silver coins</li><li>• Tasting – honey or dates, how might the taste look if drawn/was a colour? Think about all the baby tastes, why might they be given these to taste?</li><li>• Giving and receiving – act out how it feels to give and receive</li><li>• Make and do – make a card to welcome a new Muslim baby using ideas to reflect their learning. Create a 'photo album' using drawings or pictures to illustrate a welcoming ceremony. Add to the photo album a description of the special actions, or a picture of the special item with the caption 'This is very special because...'</li></ul> <p>How would the pupils welcome a new baby and why? Discuss what would be the important parts of their ceremony.</p>
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## Year 3

Religious Education	Title: 2.3c symbols of worship	Year: 3 Term: SP1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Compare and contrast</i> the use of symbols, actions and gestures used in worship by different communities		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<b>EXPLORE</b> Learners should be able to identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging	<i>WTS: All learners should be able to identify symbols, actions and gestures which are used in worship</i> <i>EXS: Most learners should be able to make the links between sources, beliefs and the use of symbolism in worship</i> <i>These learners should be able to describe similarities and differences between and within faiths</i> <i>GDS: A few learners should be able to explain how the use of symbols, actions and gestures helps believers to feel a sense of identity and belonging</i>	Have a range of items for a birthday party, for example, a birthday cake, balloons, presents, pass the parcel, cards, badges etc. Ask children to identify what the items are and when they are used. Discuss with them that many occasions have certain symbols, gestures and rituals. Introduce some artefacts associated with worship in particular faiths (bible, rosary beads, prayer mat, headscarf etc.. Pupils should research what the items are, how they are used and why they are important to believers. These could be presented to the class. Pupils could complete a venn diagram contrasting two particular artefacts showing what is similar about them and how they are used, and what is different.
<b>ENGAGE</b> Learners should be able to explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities	<b>Assessment opportunities (what will be assessed and when)</b>	Explore one, two or three key symbolic ideas in more detail: Love, Peace, Justice. What are the words about, what do they mean, why are they important, what would the world be like without them? Can these ideas be seen, touched, heard? Explore what Christianity teaches about Love, Peace, Justice. How might a Christian express them in everyday life?  Create a list of metaphors for the words Love, Peace, and/or Justice. For example If Love was a flower/colour/animal/toy/food it would be....because...  Pupils could spend time designing a stain glass window or a poster which symbolises Love, Peace, and/or Justice and write a sentence to explain where in the window/poster that idea has been represented.

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### REFLECT

Learners should be able to identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value

To tie into valentine's day, explore the idea of love in more detail. This could provide the perfect opportunity to look at Christian weddings. Explore the vows and symbolism of a wedding and what this teaches about love. A mock wedding could be planned in conjunction with the church or simply in your school hall allowing pupils the opportunity to learn about weddings through experience. 1 Corinthians 13 could be shared and pupils could write their own 'love is' verses/poems.

As an alternative to the Christian wedding a wedding from a different faith could be explored and the symbolism behind it could be explained. For example, the seven steps in a Hindu wedding.

Religious Education	Title: <b>2.2c Sharing food in Religious Festivals</b>	Year: 3 Term: SP2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate</i> some features of key religious festivals and celebrations and <i>identify</i> similarities and differences		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b></p> <p>Learners should be able to describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices</p>	<p><i>WTS: All learners should be able to identify a range of religious traditions</i>  <i>EXS: Most learners should be able to describe the important features of some religious traditions and identify similarities and differences</i>  <i>These learners should be able to make links between stories and sources and the features of religious traditions, suggesting reasons for similarities and differences</i>  <i>GDS: A few learners should be able to explain why believers might be committed to carrying on certain traditions</i></p> <p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>Ask children to suggest what a tradition is and suggest types of traditions. Relate this to food and talk about the times when special foods are eaten and identify the foods e.g. occasions when special food might be eaten such as Bonfire Night, Birthdays, Christmas, Easter. Sample some of the foods which the pupils identified e.g. cake, turkey, Easter eggs, toffee. Discuss why those foods might be eaten on those occasions. Find out about things which are eaten in other cultures at special times and sample some of the foods e.g. barfi, samosas, matzos.</p> <p>Find out about occasions when special foods are eaten by members of a faith community. For example: Easter and Pesach. look at each in detail. Listen to the story of the Passover festival in any appropriate version. Look at a Seder plate. Find out what goes on the different sections and what each one stands for. Explore the story of Easter. Jesus also celebrated Passover with his disciples. Talk about the symbolic foods eaten and shared – lamb, hot cross buns, giving of eggs at Easter and why they help to celebrate new life.</p> <p>Pupils could create a Venn diagram showing similarities and differences between the two types of meals.</p> <p>Explore the reasons why it might be important for these faith communities to eat together. Suggest why a member of the faith community might think it is important to use those foods each year. Imagine what it would remind Jews/Christians of when they ate the foods. Why would it be important to share the meal with other Jewish/Christian people? Why would they make sure they did this every year? Ask a member of the faith community to visit and talk about the importance of the meal to them. Discuss the importance to believers of remembering events from former times in their tradition.</p> <p>In groups pupils could design/prepare a symbolic meal for another group to celebrate an event, selecting foods to share and explaining what those foods represent</p> <p><b>Resources:</b> Samples of food eaten at special times familiar to the children, and some which are unfamiliar to them. Versions of the story of Easter and Pesach appropriate for the age group. A seder plate. Foods to fill the spaces on the plate. Latkes, Easter eggs. Visitor to talk about the importance of the celebration for them.</p>
<p><b>ENGAGE</b></p> <p>Learners should be able to identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities</p>		
<p><b>REFLECT</b></p> <p>Learners should be able to identify traditions that are important to them and explain what this says about their identity and values</p>		

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Year 4

Religious Education	Title: <b>2.6c COMMITMENT: Lent</b>	Year: 4 Term: SP1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</i>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b>  Learners should be able to identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers</p>	<p><i>WTS: All learners should be able to identify important beliefs and values of faith communities</i>  <i>EXS: Most learners should be able to identify key beliefs and values from stories and sources and talk about the lessons believers can learn about the way to lead their lives</i></p>	<p>What sort of times and events do people prepare for in special ways?</p> <p>Discuss times of preparation and the different ways in which people prepare. Think about sports, holidays, school, even a trip to the shops. Invite children to share their own experiences of this. If you know someone who has been on a retreat e.g. to think about the next steps in their life, you could invite them to talk/answer questions.  Try giving the children extra preparation time for a particular task and allowing them to use it however they choose - explain that time used thinking is one of the possibilities. (This could be a homework task.) Discuss how the preparation affected their approach to the task.</p>
<p><b>ENGAGE</b>  Learners should be able to ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives</p>	<p><i>These learners should be able to link actions of individuals to beliefs and values</i>  <i>GDS: A few learners should be able to explain the impact of acting on beliefs and values for individuals and communities</i></p>	<p>What beliefs and values affect the way believers live?</p> <p>Explain that Jesus needed time to think about the special job that God had given him to do. Tell the story of his 40 days in the desert and explore how it made him feel strong enough to face the times ahead. (They may need reminding that these included times of hard work and great sadness as well as good times.) Talk about the word temptation. Jesus was tempted to use his special gifts from God in the wrong way. When do we feel tempted? How do we resist temptation? (Role play would be useful here.) Give pupils scenarios in which they might be tempted (eg, stealing). In pairs, try to</p>

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<p><b>REFLECT</b> Learners should be able to share ideas about right and wrong and talk about the challenge of their own commitments</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>tempt each other into eating something you shouldn't, owning something you shouldn't, taking over in a game you didn't start. How did it feel to be tempted? Identify the effects of your actions on others.</p> <p>Show pupils the painting Christ in the Wilderness by Ivan Kramskoy - talk about what Jesus might have been thinking and feeling. Pupils could annotate a copy of the painting with thoughts, ideas etc. How does that help us to be strong?</p> <p>Explain that Lent is a time of preparation for Easter, when Christians think especially about Jesus' death and how it brings them forgiveness for the wrong things they've done. Let them look at a calendar and work out how long Lent lasts. Why do they think it might be 40 days?</p> <p>How does commitment affect the lives of believers?</p> <p>Find out about some of the things Christians do during Lent. Some of this can be done as group work using books, pictures, church newsletters etc. Visitors could be invited to talk about local practices.</p> <p><b>Shrove Tuesday</b> explore the traditions of eating pancakes. Explain links with Jesus' life and fasting during his time in the wilderness. Share pancakes in class.</p> <p><b>Fasting</b> Discuss how this practice relates to the story of Jesus in the wilderness. Explain that it's still practised by some Christians, now often interpreted as going without things they like during Lent. Talk about how not concentrating on food can give time for other things such as prayer and reflection, how self-denial can help people and can be used to help others e.g. giving the money saved to a good cause.</p> <p><b>Ash Wednesday services</b> where people have the sign of the cross made on their foreheads with ash as a sign of repentance and forgiveness. Talk about the words repentance and forgiveness and the sign of the cross and how these relate to Christian teaching. Tell and act out the story of the Lost Son / Loving Father (Luke 15 11-32). Explore what it teaches about forgiveness. Discuss times when we're really sorry, who forgives us and how it helps us</p> <p>How do beliefs and values affect the way you live?</p> <p>Written task: Why do Christians like to remember the story of Jesus' temptations? Why do you think Christians say it is important to trust in God?, Why is it important for Christians to take part in Lent traditions? How might Christians choose to live their lives differently after Lent?</p> <p><i>Footnote:</i> the word Lent derives from the lengthening of days in spring.</p>
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Religious Education	Title: 2.4c Study of a chosen religion	Year: 4 Term:SP2 Hours:5
<p><b>Programme of Learning Focus</b></p> <p>To support the learners to become religiously literate, this unit will provide opportunities to:  <i>Research</i> some key events in the development of a religious tradition and <i>explain</i> the impact on believers today</p>		
<b>Broad Learning Objective</b>	<b>Assessment criteria and differentiation</b>	<b>Learning Activities</b>
<p><b>EXPLORE</b>  Learners should Be able to identify some of the main features of a chosen religious lifestyle.</p>	<p><i>WTS: All pupils should be able to identify characteristic features in the chosen religions lifestyle</i>  <i>EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religion</i>  <i>GDS: Some pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion</i></p> <p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p><b>Talk about the different lifestyles which people lead and why they might choose to select a particular way to live.</b>  This unit allows the opportunity to explore one religion in more detail. Choose from Christianity, Islam, Hinduism, Buddhism, Sikhism or Judaism to complement your programme of study. It would be useful to begin by using pictures to stimulate ideas about the different lifestyles which people have - e.g. give examples of different hobbies which people pursue, people who put work and money first, people who put family first. Think about the different ways and traditions you might have in your household, such as visiting grandparents every week, going swimming every Saturday. Why do people do these things? Make a list of the reasons people do things - such as habit, a hobby, because their parents tell them to, because it is part of their religion etc. Create a collage to show the diversity of the world we live in.</p> <p><b>Identify the main features in your chosen religion's lifestyle.</b></p> <p>For example: use the BBC Learning Zone film clips to show people in your chosen religion at home and at worship. Identify the important aspects of worship in the home. Set up an example of a shrine using appropriate artefacts if appropriate.</p> <p><b>Find out the meaning of some of the important features of the religion to a believer.</b></p> <p>For example: Visit a faith building. Talk through some of the importance aspects of the building for a believer and the meaning of selected symbols. Discuss what these mean to a believer with a guide from the faith community. Select symbols from the visit and create a display with illustrations of the symbols and their meaning for the believer.</p> <p>What do pupils consider to be the three key aspects of the faith they have studied and why.</p> <p><b>Explore aspects of their own lives which they feel are distinctive and worth passing on.</b></p>
<p><b>ENGAGE</b>  Be able to explain the meaning of key actions and symbols to a follower in the chosen religious</p>		
<p><b>REFLECT</b>  Be able to talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others</p>		

		<p>For example: Talk about what makes your life different and special. Which aspects of your life would you be very unhappy about giving up? Talk about why these things are important. Write a note to someone to explain why you like to do these things and encourage them to join you.</p>
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Year 5

Religious Education	Title: 2.4a religious diversity - happiness	Year: 5 Term:SP1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b> Pupils consider a fundamental question of life learning from other people's thoughts as well as their own experience.</p>	<p><i>WTS: All pupils should be able to identify different beliefs about happiness in religious/non-religious traditions</i>  <i>EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religious/non-religious traditions suggesting reasons for diverse views</i>  <i>GDS: These pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion and explain why</i></p>	<p>Is happiness the purpose of life? Discuss with the children - What makes you happy? See if you can find the happy dance that Snoopy does in the Peanuts. If Snoopy has a happy dance, what would your happy dance be? Ask children to make up their own happy dance.</p> <p>Pupils could use art / poetry / reflective writing to write about a time when they were very happy, or what they think would make them happy. Or pupils could look at a recipe and explore the features. What might a recipe for happiness look like? What would the ingredients be? In what proportions? Ask the class to write their own recipe for happiness.</p> <p>Can people be happier than they are? Can you teach people to be happy? Some schools are trying to improve children's happiness. If your school was going to start happiness lessons, what do you think they should be like? What form would the lessons take? What would the lesson content be? How could you assess whether the class were happier at the end of the lesson? This could take the form of a written exercise or a discussion.</p> <p><b>Happiness in Buddhism/Humanism</b></p>
<p><b>ENGAGE</b> They learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</p>		

## Spring Term RE Plans KS1-2

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<p><b>REFLECT</b></p> <p>They explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>The Humanist logo is called the happy human. Ask selected pupils to the front to draw someone happy in 30 seconds. What different views of happiness are there? Do you have to be smiling to be happy? Explore what Humanists believe about happiness and responsibility. Ask a visitor from the humanist society to talk to the children about beliefs about happiness and responsibility. What do they believe about God, human life and the world? If this is not possible, find out about the Humanist society online. Pupils could design a new symbol for the humanist society reflecting what they have learnt.</p> <p>Tell the story of the early life of Sidhartha Gotama – the Buddha. He had everything he could desire as a young prince yet he wasn't happy. When he left the palace and saw the four sights he understood the truth about life and how to truly find happiness. Pupils could illustrate the story of the Buddha explaining how each sight made him think. Pupils could explore the idea of following the noble eightfold path as the way to achieve happiness.</p> <p>What similarities and differences are there between Humanist and Buddhist beliefs about God, the world, life and happiness. Pupils could complete a Venn diagram.</p> <p>Pupils could write a story or play to act out causing unhappiness / creating happiness. They could draw upon Buddhist and or humanist ideas.</p> <p>Pupils could also make a list that has responsibilities which balance the things they think will make them happy e.g. I want to play with my friends - I must not interfere with other people who are playing and upset them.</p>
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Religious Education	Title: <b>2.5b Easter: Suffering and Hardship</b>	Year: 5 Term: SP2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Investigate and reflect on a range of religious responses to suffering, hardship and death</i>		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<b>EXPLORE</b> Learners should be able to identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs	<i>WTS: All learners should be able to link aspects of stories from faith traditions to beliefs about suffering and hardship</i> <i>EXS: Most learners should be able to identify beliefs about suffering hardship and death</i> <i>These learners should be able to suggest how these might influence a believer's response to suffering, hardship and death</i> <i>GDS: A few learners should be able to explain how religious teachings about suffering, hardship and death may help to support believers and faith communities</i>	<b>Why isn't life fair?</b> Talk about rescue, for example using a TV programme, collecting newspaper reports and pictures of dramatic rescues and making a rescue collage. Talk about the dangers faced by the rescuers. Include a story of an incident where the rescuer risked or lost his/her life but the person in danger was saved. Talk about how people feel about their rescuers. Discuss/collect information about situations where people are rescued from less immediately dangerous situations e.g. homelessness, family conflict. Discuss the different sort of difficulties faced by rescuers in these situations, including loss of personal comfort, rejection.
<b>ENGAGE</b> Learners should be able to identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities	<b>Assessment opportunities (what will be assessed and when)</b>	<b>What do faith communities say about suffering, hardship and death?</b> Explain that Christians believe that people need to be rescued from sin (wrong-doing) and evil and that Jesus is the one who rescues them by being willing to give up his own life for them. Like a rescuer, or life-saver, it was something he chose to do although he knew he would have to suffer. This is why the name 'Saviour' (the one who saves/rescues) is one of the words they use to describe Jesus. Look at the picture Jesus gives of himself as a good shepherd who would even risk death for his sheep (John 10:14); share ideas about what the listeners might have thought he meant by this and what these words mean to Christians today.
<b>REFLECT</b> Learners should be able to share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death		<b>Holy Week</b> Pupils could watch The Miracle Maker for example. Recap knowledge of key events in the life of Jesus. For example: <ul style="list-style-type: none"> <li>place these events in correct order on a timeline, for example, birth, lost in temple (during Passover), baptism, temptation in the wilderness, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.</li> <li>Read about the events of Holy Week. In groups, using Bibles, research the key events of different days in Holy Week, present the information as a class blog. Or</li> <li>Produce a zig zag book to retell the story</li> </ul> <p>How did Jesus experience suffering and hardship during Holy Week. Examine the symbolism of the Eucharist/Communion and talk about what it means to Christians to say 'thank you' for their rescue in this special way.</p>

		<p><b>Reflecting on suffering, hardship, death</b></p> <p>Share some poetry about Easter. Choose examples that have been written by Christian poets for example The Nail Man- Steve Turner, I don't believe in Easter- Paul Cookson and Only at Easter- Stewart Henderson. Look at examples of personification and powerful imagery used in the poems. How is the use of this imagery and language effective? How does it help Christians understand the message of Easter? Which poem explains most effectively what Christians believe about Easter? Why? Give the pupils a series of different situations to consider for example a year 5 assembly, a TV programme about different ways of celebrating Easter or in a church service. Choose one of the poems to read in each different situation. Explain why the poem is suitable to be read. Create an el Salvador cross to express why Easter is important to Christians.</p>
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Year 6

Religious Education	Title: <b>2.4b Taking part</b>	Year: 6 Term:SP1 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Find out about</i> the activities of a local religious community and <i>make links</i> with key religious teachings		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b>            Find out about the activities of a local religious community and make links with key religious teachings</p>	<p><i>WTS: All learners should be able to identify ways in which believers express their faith through involvement in activities and link this with religious teachings</i>  <i>EXS: Most learners should be able to use religious teachings to explain why a believer might take part in a range of the faith community's activities</i></p>	<p><b>Religion in my locality</b>            Find out what places of worship and religious groups exist in your town/County. Locate on a map and/or make a chart with information about each faith and their presence. Do any of the places of worship have websites? Use them to gather further information to add to the chart. How are the different places of worship used, is it just for worship purposes or do the buildings support other events e.g. education, a café, a children's crèche. Why might these events happen there?</p>
<p><b>ENGAGE</b>            Learners should be able to identify ways in which religious teachings are reflected in the activities of a faith community and explain what this might mean for a believer</p>	<p><i>These learners should be able to explain how a member might demonstrate their beliefs by taking part in activities</i>  <i>GDS: A few learners should be able to explain how religious sources might help a believer make decisions about taking part in activities</i></p>	<p><b>Visit a place of worship – actually or virtually</b>            Pupils will need to research how to prepare for a visit e.g. what to wear, what to expect, how to behave and why. Whilst at the faith building take photographs, make notes, experience sitting quietly. Upon return decide on the best way to present what has been learnt e.g. using a computer, paper, verbally (One possible way to complete this work is in groups pupils could plan, storyboard and film a mini documentary in the style of true tube's Holy Cribs <a href="https://www.truetube.co.uk/holy-buildings">https://www.truetube.co.uk/holy-buildings</a>)</p> <p><b>Research the work of a charity</b> associated with the religion you have been exploring. Research could be based around a simple key statement such as: why should people who follow...(e.g.Jesus) care</p>

## Spring Term RE Plans KS1-2

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<p><b>REFLECT</b> Learners should be able to identify community activities from their own experience and link these with their own values and attitudes</p>	<p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>about people who are poor, hungry and badly treated? Pupils could research the aims of the charity and the work that they actually do. They could also summarise a case study of an individual or community that has been helped. Pupils could present their research in the form of a newspaper article where they are interviewing both a member of the charity and also a person who has received support.</p> <p><b>Plan a charitable event</b> Pupils could work together to plan a fund raising activity for the charity they have researched. One simple way to do this is to put the pupils into teams, give them £5 and give them the challenge of (at least) doubling that amount. Pupils could be creative e.g. using the money to buy the ingredients to make cakes and then holding a cake sale...observe how pupils rise to the challenge.</p>
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Religious Education	Title: 2.5d Belief in action	Year: 6 Term:SP2 Hours:5
Programme of Learning Focus		
To support the learners to become religiously literate, this unit will provide opportunities to: <i>Make links</i> between beliefs and action and <i>reflect on</i> how this might have local, national and international impact		
Broad Learning Objective	Assessment criteria and differentiation	Learning Activities
<p><b>EXPLORE</b></p> <p>Learners should be able to give examples of believers who acted on their faith and explain the impact of those actions</p>	<p><i>WTS: All learners should be able to give examples explaining why a day of rest matters to believers</i></p> <p><i>EXS: Most learners should be able to identify make connections between beliefs about a day of rest and the actions of believers</i></p> <p><i>GDS: Some learners should be able to identify the impact of believer's actions on individuals and communities in a wider context</i></p> <p><b>Assessment opportunities (what will be assessed and when)</b></p>	<p>How can people's actions be prompted by beliefs?</p> <p>Set up a class debate: School will now open on Sundays. Pupils come up with arguments for and against and reach a verdict.</p> <p>Relate pupils arguments to ideas about the difference between ordinary and special days, and record key ideas on what makes a time 'special'. Introduce the idea of 'recreation' - things people do to withdraw from and prepare for ordinary life. Explore the idea of Sundays as days of rest and recreation. Pupils share experiences.</p> <p>Introduce the term 'Shabbat' (Hebrew, derived from the word for stopping and resting) as the Jews' day of rest and recreation. Jews regard the Shabbat as a precious gift given to them by God. Resource: Old Testament Exodus 20 8-11.</p> <p>How does what people believe affect what they do?</p> <p>Give pupils copies of Old Testament passages on the origins of Shabbat (Genesis 1: God rests from his creation; Exodus 20 <sup>8-11</sup>: ten commandments -"Remember the Sabbath Day to keep it holy"). Explore pupils' understanding of the term 'holy' (<i>set apart</i> or <i>separate</i>) and the sense of satisfaction which comes from resting after doing something good (cf. God's rest after creating the world). Pupils write imaginatively God's feelings and hopes after creating the world or an acrostic poem on SHABBAT representing their own ideas.</p> <p>Find out about, prepare and share a Shabbat meal with the class Pupils record their experiences on posters (explaining the meaning in 50 words) or in imaginary letters to members of their families or as reporter to a newspaper.</p> <p>Plan a 'restful' experience for pupils, gathered around a lit candle. This might be the plaited 'havdolah' (meaning <i>separation</i>) candle used at the end of the Jewish Sabbath, marking its separation from the rest of the week. A spice box could be used to convey the aroma of peace.</p>
<p><b>ENGAGE</b></p> <p>Learners should be able to make the connection between stories, beliefs and actions and explain the wider impact on believers and communities</p>		
<p><b>REFLECT</b></p> <p>Learners should be able to share ideas about their own values and commitments and show how their actions might have a wider impact</p>		

		<p>Pupils should sit quietly, eyes closed and reflect on what peace/rest/separation really means. Pupils could record their thoughts on candle templates.</p> <p><b>How can your values become actions that have impact?</b></p> <p>Review pupils' views on keeping one day different from the rest. Should shops and other services be closed, or do people have the right to choose when and if they take periods of rest and recreation? Discuss how we can use our free time most effectively for ourselves and others. Reference The Entertainer toy store which doesn't open on a Sunday.</p> <p>Use sporting examples to promote discussion of values and commitment – 'Chariots of Fire' film and dilemma facing Eric Liddell. Recent London Olympics and dilemma facing Muslim athletes with the observance of Ramadan. What are their thoughts about Mo Farah's decision to postpone fasting?</p> <p>Pupils can write reflections by completing statements such as:</p> <ul style="list-style-type: none"><li>• I think a day of rest is not/important because...</li><li>• Other ideas I have about this are...</li><li>• A believer would agree/disagree because...</li><li>• If I could change one thing about...</li></ul>
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## Spring Term RE Plans KS1-2

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### Blank plan:

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

## Spring Term RE Plans KS1-2

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

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

### KEY

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

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

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

