



R.E Long term overview

Key Subject Skills

- Ask and answer questions
- Discuss stories, people, beliefs and practices
- Describe and give reasons for concepts, events, practices, beliefs
- Interpret meaning from stories, symbols etc
- Recognise and explain what is important
- Compare and contrast
- Develop confidence in using religious terms and language
- Find cause and consequence
- Analyse and report in various ways
- Reflect on feelings and relationships
- Emphasis
- Communicate respectfully

Link to Academy Values : Empathy, curiosity, tenacity, happiness

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding (adding to 4-7 lists)	9-11s Understanding and connecting
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co- operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.
Christianity	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, agape, advent, disciple,
Judaism	Moses Passover Torah Synagogue Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph.	Jewish, Judaism, Abraham and Sarah, Moses, Exodus, Law-giver, Ten Commandments, Passover / Pesach, Day of Atonement.	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim, Prophet, Isaiah, Daniel.
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Sunnah, Mosque, Hajj, al-fatihah, adhan,
Hindu Dharma	Hindu, mandir, divali, Aum	Murtis, gods and goddesses, puja, home shrine, devotion. Ganesha	Hindu dharma, Sanatan Dharma, Rama, Sita, Hanuman, holi, Raksha bandhan	Ahimsa, karma, dharma, Brahman, mandir, trimurti, gods such as Brahma, Shiva, Vishnu, goddesses such as Durga, Ambaji, Shakti reincarnation, aarti, devotee,
Sikhi	Sikh, Guru Nanak, Gurdwara, Guru Granth Sahib	Sikhi, Langa, 10 Gurus, Vaisakhi,	The 5 Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Panj Piara	Waheguru, Harimandir Sahib, Amrit, Panj Kakke, Kirpan, Kacchera, Kanga, Kara, Kesh Khanda, Sangat, Karah Prasad.
Buddhism	Buddha, shrine, temple (vihara)	Buddha, Dharma, Sangha, Wesak, Siddhartha Gautama,	Meditation, Buddha, Dharma, Sangha, the Four Sights, Enlightenment	Meditation, Kathina, The Four Noble Truths, Bodddhisatva
Non- religious worldviews	Non-religious	Humanist, Golden Rule, non-religious, worldview.	Humanist, Golden Rule, non- religious, spiritual but not religious, atheist, ethics	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist.



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Religions studied

KS1 Christianity and Islam	LKS2 Cycle 1 Hinduism and Christianity	UKS2 Cycle 1 Christianity and Islam
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Progression				
	EYFS	KS1 Cycle 1	LKS2 Cycle 1	UKS2 Cycle 1
Autumn Term	Theme Myself To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	(14 weeks) Unit 1.1 Theme Myself Religion: Christianity Knowledge Pupils will learn about several different religious festivals and acquire new religious vocabulary. They will develop understanding Christian religions as identities held dear by some people, and learn about related symbols, including welcoming a new baby. Lesson 1 to 3 Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from Mum/Dad/carers/friend) and special events (a birthday). • Talk with the children about ‘who we are’ in terms of the things we get from our families. Boy or girl? First child or later in the family? Talk about our different skin colours, hair colours and eye colours, and our ethnicities. Talk about the different religions children have heard of. Does anyone know who celebrate Diwali? Eid? Christmas? Explain that some people have a religious identity, but others are non-religious. We can all share one school – and one world! • Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God’s hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). Who do we know who makes children feel special? Lesson 4 to 6 Consider signs and symbols used in the welcoming of children into the faith community, e.g. water (pure and clean) and a baptismal candle. Look at photos; handle artefacts (robes, cards, etc.); use role play. • Additional diversity work: You could also talk about how children are welcomed into another faith or belief community, e.g. the Islamic Aqiqah ceremony, whispering of adhan and cutting of hair; compare how non-religious families welcome new babies, e.g. some atheists (people who believe there is	(14 weeks) Unit 4.1 Theme Religion, worldviews, family and community Religion: Christianity and Hinduism Knowledge Pupils will: Learn about examples of Hindu and Christian belief to do with God, the purposes of our lives and what happens when we die, using some original scripture sayings and texts Be taught about at least two examples of the ways these beliefs make an impact in practice for Hindus and Christians Skills: They will think reasonably about questions of belief, community and sources of wisdom Key concepts and words Belief, faith, devotion, symbol, God, Trinity Trimurti, murtis, atheist, agnostic, diversity Lessons 1 Talk about ways in which we exercise trust and faith in our everyday lives. • Find some examples of how we know about something we have not seen or experienced for ourselves Lesson 2 and 3 (one Christianity and one Hinduism) • What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). • Study art (Christians), and murtis (Hindus) used to represent ideas about God to find out what they say about God. Lesson 4 – 6 (explore one story in depth) • Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God’s relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul’s conversion (Acts 9.1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15.11–32).	(14 weeks) Unit 5.1 Theme Religion, beliefs and sources of wisdom and authority Unit 5.1 Religion: Christianity Knowledge Pupils will learn about different ways in which the Bible has an impact on Christian living, considering stories, wisdom, advice and rules from the Bible in detail They be taught about at least two examples of how the Bible has had an impact on people’s lives individually and in community or society Skills: They will think reasonably about questions of sources of wisdom and authority and weigh up big ideas from the bible for themselves Key concepts and words Bible, Gospel, New Testament, authority, wisdom, creation, fall, redemption. Lessons 1 Talk about sources of guidance and wisdom in their own and others’ lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the ‘Old Testament’ is Jewish scripture too). Lesson 2 • Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the ‘organised worldview’ of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a ‘big story’ of God’s dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way (‘the Fall’); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. Lesson 3 • Creation: Read Genesis 1 (use a lively children’s version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. Lesson 4 and 5 (could be extended to include extended writing opportunity) • Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called ‘the Fall’).
	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated. To know that people around the world have different religions			



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	<p>no God) might hold a Humanist naming ceremony.</p> <ul style="list-style-type: none">Consider ways of showing that people are special from other religions, e.g. stories about Hindus celebrating Raksha Bandhan, which celebrates the special bond between brothers and sisters. A sister ties a band (called a rakhi) sometimes of gold and red threads around the right hand of her brother.Celebrate the fact that we are all special. No fingerprints are the same, and neither are our identities, but we all share one classroom – and one world. Can you do a song and dance about this? <p>Unit 1.2 Theme Worship</p> <p>How do Christians celebrate Christmas/Easter (incarnation)?</p> <p>Religion: Christianity</p> <p>Knowledge Pupils will learn detailed factual information about the stories of Christmas and the celebrations today, gaining new vocabulary. They will discover and remember what symbols of Christmas point towards. They will find out how the bible tells the stories of Jesus and connect these stories to celebrations and songs, music and carols.</p> <p>Lesson 1 to 3 Tell some familiar stories about a character who appears to be someone he/she is not (e.g. in Beauty and the Beast). Look at a picture of baby Jesus from the Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby, but God on Earth! Note that the word ‘incarnation’ means ‘God in the flesh’. Christmas celebrates the incarnation.</p> <ul style="list-style-type: none">Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is ‘God come to Earth’ – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary, the journey to Bethlehem, Jesus is born and placed in a manger, angels appear to shepherds, shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell it. <p>Lesson 4 Talk about Jesus’ birth in the outhouse/stable – what were conditions like, and who visited? Luke’s story talks about Jesus’ birth being ‘good news’. Talk about who it might be good news for and why, and why Christmas is important for Christians.</p> <p>Lesson 5<ul style="list-style-type: none">Look at a selection of Christmas cards: which ones have a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring in photos. Find out about the colours the vicar/priest might wear.What other signs will there be about Jesus’ birthday and that this is important to Christians? Introduce the word ‘advent’, which is when Christians prepare for Jesus’ arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene; etc.).</p> <p>Lesson 6 Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus’ birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?</p>	<p>Lesson 6 – 8 (explore one in depth)</p> <ul style="list-style-type: none">Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem ‘Who?’ by Sri Aurobindo). <p>Lesson 9<ul style="list-style-type: none">Examine similarities and differences between these views of God.</p> <p>Lesson 10</p> <ul style="list-style-type: none">Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews. <p>Lesson 11<ul style="list-style-type: none">Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone’s personal worldview.</p> <p>Lesson 12 and 13<ul style="list-style-type: none">Reflect on pupils’ own questions and ideas about God in light of their learning.Express their own ideas about God (whether or not they believe God is real) through art, music, poetry or drama.</p>	<p>Lesson 6 Recap story of Adam and Eve from previous lesson. Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God’s commands. Think about why Christians say people need to ask God to forgive them.</p> <p>Lesson 7 and 8 (possible extended writing opportunity)<ul style="list-style-type: none">Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants ‘sinners’ to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.</p> <p>Lesson 9<ul style="list-style-type: none">Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?</p>
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		<p>Are there themes, such as light, which can be found in different celebrations?</p> <p>Lesson 7</p> <ul style="list-style-type: none">• People give gifts and say ‘thank you’ at Christmas. Ask pupils to create the ‘thank you’ prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own ‘thank you’ statements and give them out. <p>Note: This unit focuses on Luke’s Gospel, so that if your school does Christmas in each year group, the other class(es) could use Matthew’s account (chapters 1 and 2), including the wise men and gifts, Christmas carols linking to giving and incarnation and ways in which people help and support others at Christmas.</p>		
Spring Term	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p><u>12 weeks</u> Unit 1.6 Theme Stories of Jesus</p> <p>Religion: Christianity</p> <p>Knowledge Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p> <p>Skills: Literacy skills including the ability to engage with stories, remember characters, infer meaning and</p>	<p><u>12 weeks</u> Unit 3.3 Theme Worship</p> <p>Religion: Christianity</p> <p>Knowledge Pupils will know that Christians offer many different reasons for taking part in worship and the life of a Christian community, including theological reasons.</p> <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p><u>12 weeks</u> Unit 5.2 Theme Religion, family, community, worship, celebration, ways of living</p> <p>Religion: Islam</p> <p>Knowledge Pupils will gain knowledge about Muslim worship and celebration, including detailed information about each of the 5 Pillars They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life.</p>



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	<p>To know that Christians celebrate Easter.</p>	<p>enjoy retelling the stories.</p> <p>Key concepts and words Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p> <p>Lesson 1</p> <p>Introduce the idea of a parable and explain what it means. Children to learn the parable of the Lost Coin. Explain to children how Christians use parables.</p> <p>Parable of The Lost Coin - Luke 15 Bible Story For Kids (Sharefaith Kids) - YouTube</p> <p>Children to role play the above parable and discuss what they have learnt from it.</p> <p>Lesson 2 Children to create a story board of the parable ‘The Lost Coin’ and recap what happened within this parable and recap the meaning of the parable. Focus on (C3) - respond to stories about Jesus, talking about thankfulness as a result of miracles.</p> <p>Lesson 3 Children to write up the parable of the lost coin. Children to recognise Christianity as the religion from which the stories come (A2);</p> <p>Lesson 4 Introduce the next parable ‘Jesus and the Ten Lepers.’ Children to create a story board for this story. Pull out the meaning behind the parable.</p> <p>10 Lepers Bible Story for Kids - Luke 17 Thanksgiving Sunday School Lesson ShareFaithkids.com - YouTube</p> <p>Lesson 5 Children to write up the parable of the ‘Jesus and the Ten Lepers.’</p> <p>Lesson 6 Children to compare the stories and think about what Christians today learn from the stories (A2); Son, considering and talking about what they mean.</p> <p>Lesson 7 – 12 (Easter story)</p> <ul style="list-style-type: none">ask and answer ‘who’, ‘where’, ‘how’, ‘what’ ‘why’ questions about religious stories (A2);linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using, for example, a story from the New Testament: should Jesus have gone to the house of the tax collector Zacchaeus? Why did he? Why do Christians feel sad on ‘Good Friday’? What happened after Jesus died, at Easter? (C1).	<p>Key concepts and words Religion, spiritual, commitment, values, prayer, worship, devotion, belief, inspiration. Christian, Church, fellowship, community, ‘the body of Christ’, liturgy, Gospel, Jesus, Holy Spirit, God the Creator.</p> <p>Teach pupils about Christian family life</p> <p>Lesson 1</p> <p>Find out about how Christians show their faith within their families. What objects might you find in a Christian’s home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, Christian music, some Bible verses on the fridge.</p> <p>Lesson 2 What kind of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity.</p> <p>Lesson 3 Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? BBC ‘My Life My Religion’ has 9 useful clips about British Christian children’s lives and beliefs: click the link ~ https://www.bbc.co.uk/programmes/b05p6sp4</p> <p>Teach pupils about Christian community life in Church</p> <p>Lesson 4</p> <p>Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, ‘Messy Church’, Girls Brigade, Boys’ Brigade, Sunday services, different types of worship music, home groups.</p> <p>Lesson 5 <i>Could invite someone in from a local church to talk about this.</i></p> <p>Christians life in the wider community</p> <p>Lesson 6</p> <p>Find out what Christians do to show their faith in how they help their local community.</p> <p>Lesson 7</p> <p>Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running ‘Christians Against Poverty’ money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities.</p> <p>Lesson 8</p> <p>What kinds of things do pupils at your school do to help others, and why?</p>	<p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model, Muslim, Islam, Allah, Prophet, mosque, Qur’an, moon and star, paradise.</p> <p>Lesson 1</p> <p>Is life like a journey? Do we need a guide? Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need? What happens afterwards? How do we know which way to go? Who travels with us?</p> <p>Lesson 2</p> <p>Introduce the five pillars of Islam as essentials in the life of a Muslim. The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of living a good life and sharing with others.</p> <p>Belief: First Pillar of Islam. Teach children about the ‘Shahadah’ which is fundamental to the Islamic religion and is their declaration of faith:- “There is no God except Allah, Muhammad is the prophet of Allah” (The 1st pillar of the 5 pillars of Islam). It’s a belief to shout and whisper: teach the children that this belief is whispered to newborn babies by their fathers, and is shouted from minarets to call Muslims to prayer 5 times daily. Play the pupils the call to the prayer from a Mosque, e.g. at http://www.islamcan.com/audio/adhan/index.shtml</p> <p>Lesson 3, 4 and 5</p> <p>‘Peace be upon him’ is said after every mention of Muhammad (pbuh). Teach children about the Islamic greeting ‘As-Salamu-Alaykum’ (Peace be upon you). Muslims say this to whoever they pray next to, at the end of every prayer. Share the story of Bilal, the first Muezzin, who proclaimed his belief in God even when his slave-master threatened his life! Belief in God and His Prophet matters very much in Islam.</p> <p>Prayer: Second Pillar of Islam Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. The Muslim website www.jannah.com/learn/flashprayer1.html contains a useful downloadable presentation called ‘Prophet Muhammad’s manner of doing prayers’. Can pupils write a commentary to the video, explaining what the soundtrack would say?</p> <p>Ask pupils to consider in groups: Why do people pray? How do you think it might make them feel? Does God hear and answer people’s prayers? Is it good to pray alone? In a group? Use clips from BBC ‘My Life My Religion: Islam’ http://www.bbc.co.uk/programmes/p02mwkxn</p> <p>Lesson 6, 7 and 8</p> <p>Charity: ‘Zakah’ the Third Pillar of Islam. Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Consider the importance of generosity in pupils’ own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference?</p>
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			<p>Lesson 9 and 10</p> <p>Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g.s from Christian leaders might include [Mother] Saint Teresa, Pope Francis, Archbishop Justin Welby. See if there are local Christians who are involved in working for justice etc.</p> <p>Lesson 11 and 12</p> <p>Read a part of a chapter from the Bible and consider how and how far the Christians you found out about have put their scriptures into action. I Corinthians 13:4-7 or Romans 12: 9-21 would be suitable.</p>	<p>Find out about an Islamic charity like Islamic Relief, which has section on its website for pupils: http://www.islamic-relief.com/hilal/index.htm Tell a story of the prophet and money and use this saying from the Qur'an to explore attitudes. "They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'" - The Holy Quran, 2:215 Why is charity important? How can people do more to help others?</p> <p>Lesson 9</p> <p>Fasting: ‘Sawm’ the Fourth Pillar of Islam Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. How does the class think fasting helps Muslims understand other people? Share information on the festival of Eid-ul-Fitr which happens at the end of Ramadan. It is a day of celebration, happiness and forgiveness.</p> <p>Lesson 10</p> <p>Pilgrimage to Makkah: ‘Hajj’- Fifth Pillar of Islam. Discuss the places in the world that pupils would most like to visit. Are some for inspiration? Use websites, videos or illustrations from books to show the different parts of the pilgrimage to Makkah – get pupils to think about how, who, where, when, why and what if questions to do with the Hajj, perhaps writing them around the edges of some riveting photos.. Give information so that pupils can answer some of their own questions.</p> <p>Lesson 11 and 12</p> <p>Summarise pupils learning, reviewing what each of the Pillars contributes to Muslim belief, faith and devotion. Which Pillar is most important? Hardest to keep? Valuable for children? Comforting? Challenging?</p>
Summer Term	To know that people in other countries may speak different languages	<p>(13 weeks) Unit 2.6 Theme Inspirational People A special story from the life of the prophet</p> <p>Religion: Islam</p> <p>Knowledge Pupils will learn from stories of the Prophet Muhammad and from visiting and/or studying a mosque about the use of a Muslim place of worship. They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there. Consider what happens at the mosque on the festival of Eid Al Fitr.</p> <p>Pupils will learn that the Prophet Muhammad matters to Muslims. They will learn that Muslims usually say ‘Peace Be Upon Him’ (PBUH) when they mention the Prophet. They will think about what makes us make up our minds about other people, and why it is good to change our minds. They will learn that appearances are not everything. They may think about times when they have been negative about a person they found out was good.</p> <p>To identify that Prophet Muhammad is a special or holy leader for Muslim people.</p> <p>Lesson 1 Who is a leader?</p>	<p>(13 weeks) Unit 3.1 Theme Inspirational People</p> <p>Religion: Christianity and Hinduism</p> <p>Knowledge Pupils will learn that Jesus, the key figure of Christianity, is known from 4 Gospels, and they will be able to recall and describe details of numerous stories from his life, including miracles, parables, the stories of Holy Week and Easter. They will know that Christians offer many different reasons for finding him inspirational, including theological reasons.</p> <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, spiritual, commitment, values, prayer, worship, devotion, belief, inspiration. Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven</p>	<p>(13 weeks) Unit 5.3 Theme Religion, family, community, worship, celebration, ways of living.</p> <p>Religion: Islam</p> <p>Knowledge Pupils will gain knowledge about Muslim worship and community life including detailed information about the life and practice of a mosque They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life.</p> <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, spiritual, commitment, Mosque, migration, prayer, ritual, symbol, community, worship, devotion, belief, Muslim, Islam, Allah, Prophet, Qur'an, moon and star, paradise.</p>



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	<p>To know that simple symbols are used to identify features on a map</p> <p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>	<p>Ask the children who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God – ask them how God leads the world, and if everyone says that – teach them: ‘not all people believe in God’). Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example.</p> <p>Lesson 2</p> <p>The Prophet is a leader for Muslims. How and why?</p> <p>Tell the children that Prophet Muhammad is such a special leader that he has nearly 2 billion followers of Allah who respect him. If the world was 100 people, about 20 of them would be followers of the Prophet Muhammad</p> <ul style="list-style-type: none">• Nearly 1500 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say ‘Peace be upon him’. And when they write his name they put the letters ‘PBUH’ after his name.• Children can write the letters downwards and the words across if this is useful to remind them.• Ask children if they know any other religious leaders.• Set up a story time using the story of Muhammad and the Cat (see the last page of this unit for a usable version and some simple activities. Remember that Muslims make no pictures of the Prophet.) Tell the story, and ask the children to think about the difference this story could make to how a Muslim person lives their life. <p>To understand that Muslims who want to follow the example of their Prophet will want to be kind to animals, small or large</p> <p>Lesson 3 and 4</p> <p>Show pupils the BBC clip of ‘Religions of the World: Islam’ which tells the story of the Tiny Ants. How can we be kind to animals?</p> <p>Ask the class to notice that the Prophet was kind to animals. Can they make a list of different animals, and different ways to be kind to them?</p> <p>Lesson 5 and 6</p> <p>Teach them that Muslims believe Allah made the whole world and all the creatures in the world, so caring for animals pleases God.</p> <p>Ask children to draw their favourite animal and colour it beautifully. Can they choose 3 words to say how we can care for this animal? Can they write the words onto their picture? E.g. ‘food, water, stroking, safety, gentleness, kindness, taking for a walk, cleaning out their house, never being cruel...’</p> <p>Arrange the class’s pictures in a wall display, called: ‘Animals we love: how we show we care.’ Following the Prophet’s example of kindness. Discuss some examples of unkind treatments of animals. Is it unkind to make animals do performances? To make animals chase or fight with each other? Are children sometimes unkind to animals by mistake? The class will have some stories!</p> <p>Lesson 7</p> <p>You could show a clip from ‘101 Dalmations’: Cruella DeVille is very scary. Ask the children how the film clip is connected to the two stories of the Prophet. List their answers – can they think of 5? 6?</p> <p>Teach the children that, for Muslims, copying the Prophet’s behaviour is very important, because a Prophet is a special kind of religious leader. Give them a black and white outline drawing of an ant, and ask them to choose six words: Two that say what kind of person the Prophet seems to be; Two that say what made him a good leader; Two words that name other leaders who it is good to copy or follow. The list might include: caring / noticing / active / clear / kind / thoughtful/ other leaders – head teacher, football manager, older pupils. Add the little ant pictures to the display of animals they made in activity one above. You can return to this display for further work on animals, care, kindness and Islam.</p> <p>Lesson 8 – 12 (tell the story, role play, story map, story write up, I wonder questions)</p> <p>What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?</p> <p>Tell children this story. Make it engaging in many ways – Props? Voices? Joining in? The woman at the gates of Makkah</p> <p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness. One day he</p>	<p>Lesson 1</p> <p>Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model.</p> <p>Lesson 2 and 3 (explore two different stories)</p> <p>Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1–45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils’ questions, then find out how Christians interpret these by asking some.</p> <p>Lesson 4</p> <p>Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day.</p> <p>Lesson 5</p> <p>Explore the question: why do Christians call Good Friday ‘good’? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus’ death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms).</p> <p>Lesson 6 and 7</p> <p>Find out about the impact that believing in Jesus can have on a Christian’s life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.</p> <p>Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the ‘fruit of the Spirit, Galatians 5:22–23).</p> <p>Lesson 8</p> <p>Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus’ teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.</p> <p>Lesson 9 – 12</p> <p>Explore inspirational people in Hinduism. Final lessons to compare them with Jesus and explore similarities.</p> <p><i>Queen Kunti.</i></p>	<p>Lesson 1</p> <p>Pupils will learn about the mosque: a place of submission and community.</p> <p>Teach pupils that the first mosque in Britain opened in Worthing over 130 years ago in 1889. Ask them to guess how many Mosques there are in the UK today. There are over 2100, serving a Muslim population of over 2 million - less than one mosque per thousand Muslim people. Over 200 of these Mosques are in Yorkshire (NB: there are about 50 000 Christian congregations in the UK, for comparison)</p> <p>Lesson 2 and 3</p> <p>Origins of mosques: Tell the story of the freed slave, Bilal, who was the first Muezzin (prayer caller) of Islam.</p> <p>Visit – or take a virtual tour of - a Mosque, explaining that this is a special place for Muslims.</p> <p>Lesson 4, 5 and 6 (gather, perform, write)</p> <p>The community and the mosque: consider why mosques function as community centres, e.g. for older people, for education, for a food bank, as a place of peace.</p> <p>Case study: a mosque in Britain has submitted an application to the town council to sound the call to prayer five times a day. Debate in the class how such an application should be handled.</p> <p>Lesson 7</p> <p>Teach pupils about how Muslims pray 5 times each day, facing Makkah, and bowing to God, then wishing peace and blessings to those with whom they pray. The prayer mat is a clean place from which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims. Ask pupils: what is the body language saying, as the Muslim person prays?</p> <p>Lesson 8 and Lesson 9</p> <p>Give pupils varied explanations of why the number of mosques has grown a lot in the last 50 years – religious, spiritual sociological, demographic or geographical explanations could be used. Note that this seems hard, but pupil can make a choice between different ideas!</p> <p>Here are 8 possible answers, or part answers to the question:</p> <p>A. Every religion has a holy building of its own, and Muslims like to build their own buildings.</p> <p>B. Muslim people have moved to Yorkshire from all over the world in the last 50 years.</p> <p>C. The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same, wherever they go. It is about following the Prophet’s example.</p> <p>D. There are thousands of British Muslims in Yorkshire- born and bred in this country.</p> <p>E. Any community likes to have a place to meet and share their life.</p> <p>F. Praying together is easier than praying on your own. G. If you are a small or minority community, religion is a way of ‘sticking together’</p> <p>H. The mosque is a symbol of Muslim identity and belonging.</p> <p>Lesson 10 – Lesson 12/13</p> <p>Comparison with churches. Similarities and differences.</p>
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R.E Long term overview

		<p>saw a woman bustling crossly out of the city gates. She was heavily laden with many bags. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn't want to help her because she was going a long way to the next city. The man said he would still carry her bags for her. "Why are you leaving Makkah?" he asked the woman. The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and throwing out all the idols they had worshipped before. She didn't like the idea at all. She was getting out.</p> <p>"People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him!" explained the woman in an angry voice. The man agreed that some terrible things were happening in Makkah, and he picked up all her heaviest bags. As they walked the woman explained that this why she was leaving Makkah before she fell under the spell of this man. At last the woman turned to the man and said, "Here we are. You have been so kind. Thank you. If only there were more kind people like you in Makkah then I wouldn't have to leave. I'd take your advice. What is your name?"</p> <p>"My name is Muhammad and I pray to Allah", replied the man. He was amused.</p> <p>"Well", exclaimed the woman, "I'm amazed! There was a long pause. (Guess what she asked for next?) The woman said: 'There is only one thing left to do'.</p> <p>"What is that?" asked Muhammad</p> <p>"Would you kindly pick up my bags and carry them back to Makkah with me?"</p> <p>ASK "I wonder..." questions</p> <p>You might want to use some from this list.</p> <p>☐ I wonder if you have worked out why she changed her mind?</p> <p>☐ I wonder who you would like to walk into your street?</p> <p>☐ I wonder what kind of person Muhammad was? What does the story show?</p> <p>☐ I wonder who you try to listen to? Who gives you good advice?</p> <p>☐ I wonder: Does kindness always win arguments? Sometimes?</p> <p>☐ How can we change what people think, so that people get better, fairer ideas?</p> <p>Can our behaviour do most to change things, or our words?</p> <p>☐ Why do Muslims say 'Peace be upon him' when they say the Prophet's name?</p>		
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R.E Long term overview

	To know that Christians celebrate Easter.			
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Progression Cycle 2				
	EYFS	KS1 Cycle 2	LKS2 Cycle 2	UKS2 Cycle 2
Autumn Term	Theme Myself To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	Unit 2.1 Theme Belonging Religion: Christianity Knowledge Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. Following The Golden Rule (‘do to others what you would like them to do to you’) (which is much older than Christianity) and belonging to humanity. Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways. Key concepts and words Religion, Christian, church, symbol, Bible, Golden Rule (‘do to others as you would like them to do to you’), belonging, worship, holiness, sacred.	Unit 3.2 Theme What it is like to be a Hindu Religion: Hinduism Knowledge Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and in the UK, They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.	Unit 5.1 Theme Beliefs and actions in the world Religion: Christianity and Islam Knowledge Pupils will learn about different ways in which the Bible has an impact on Christian living, considering stories, wisdom, advice and rules from the Bible in detail. They be taught about at least two examples of how the Bible has had an impact on people’s lives individually and in community or society. Skills: They will think reasonably about questions of sources of wisdom and authority and weigh up big ideas from the bible for themselves. Key concepts and words Bible, Gospel, New Testament, authority, wisdom, creation, fall, redemption.



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	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that people around the world have different religions</p>	<p><i>Lessons</i></p> <p>What really matters?</p> <ul style="list-style-type: none">• Teacher to show / discuss someone or something that is important to them and why. Opportunity to link to story (e.g. Dogger by Shirley Hughes, a story in which what matters is belonging to a family even more than having toys).• Children to share who / what they feel are most important in their lives and some children asked why. Teacher to steer discussion away from objects and towards significant people. Remind children we have ‘belongings’, but also we ‘belong’ ourselves, to families and people who care for us.• Children to have a picture of a heart and to draw and label who are the most important to them. They choose one drawing on the heart and explain why it matters to their talking partner. <p>G-D: what does this word mean?</p> <ul style="list-style-type: none">• Show a balloon to the children and blow it up. Talk about what is inside and that the air cannot be seen. Can the children think of other of things existing that can’t be seen? (e.g. wind, electricity, love, magnetic force).• Recapping who was important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Link to previous ideas; e.g. Christian people believe that the world would not function without God just as a balloon would not function without air. Christians would agree that we belong to God because we were made by God. Not everyone agrees with this idea.• Discuss in response partners the question, ‘Where is God?’ There are lots of examples of infants art on this theme here: <p>https://www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-arts-gallery/2019/?ThemeID=66</p> <p>You could shoe 5 of these to pupils and ask which one they think is the winner.</p> <ul style="list-style-type: none">• Children to produce artwork showing where they think people can find God. <p><i>Three Circles: beginnings</i></p> <p>If you can, use the hall or playground space for this. Draw three chalk circles on the ground and label them ‘A / B / C’. Ask children to listen carefully and make a choice between three alternatives. Tell them to your ABCs, then they run to the circle that is for them. Begin with some fun examples: • I want a Mars Bar, a Banana, a glass of milk. • I like Football, watching movies, Friends. • I prefer excitement / peace / jokes. • I would rather be a teacher / nurse / fire officer • I would hate it if I was lost / sick / lonely. Get children to say why they chose the answer in a big voice.</p> <p><i>Three circles: belongings</i></p> <p>Ask children which one matters most, A, B or C. Be sensitive with this:</p> <ul style="list-style-type: none">• Being with my dad / being with my friend / being on my own.• A day with mum / a new toy / a trip to the beach.• Belonging to my family / belonging to my school / belonging to myself• Belonging to God / to humanity / to nobody. <p>Again, ask children to say why they chose the circle they did, and to notice that not everyone feels the same way about belonging.</p> <p>A Story of a Baptism</p> <p>Tell a story about a Christian baptism. You could do an enactment with a persona doll, visiting a church. As well as the excitement of a new baby and a family party, new member to the family and lots of changes, Christians thank God for the baby, and dedicate the baby to God. This is a way of showing that they believe we all belong to God. Ask the children if they did an ABC circle about this would they run to ‘all people belong to God’ or ‘Some people belong to God’ or ‘no-one</p>	<p>Lessons</p> <p>What do Hindus believe about God?</p> <p>Talk to the class about the ways in which objects can tell stories. Ask them to think of examples: What can we learn from a conker? How does the oak tree get inside the acorn? What does a person’s dress tell you about what they like? If you meet someone holding a gun, and someone holding a bunch of flowers, what might these objects say about them?</p> <ul style="list-style-type: none">• This person is connected to... Ask the children in pairs to come up with three things to hold, or to name if you prefer a speak and listen game, that are clues to the character they are thinking of, and see if others can guess the person. For example: wand / schoolbook / glasses (Harry Potter); red shirt /silver cup / shin guard (Wayne Rooney); nappy, crown, newspaper (Prince George). Ask them to devise some more examples – your head teacher and the children themselves are good examples.• Give children a sheet of paper divided into quarters, with an object in the middle (see these outlines on the final pages of this unit). <p>o One quarter has ‘What’ questions: (What is it? What is it for? What do you notice? What is it made from? What is it like? What does it stand for? What might it cost? etc)</p> <p>o One quarter has ‘How’ questions (How was it made? How is it used? How could you get one? How can we find out more about it? How do religious people feel about it? etc)</p> <p>o One quarter has ‘When’ questions (When was it made? When was it bought? When is it used? When people use it, how do they feel? When do I use something like it? etc)</p> <p>o One quarter has ‘Why’ questions (Why is it like this? Why do people make these? Why do some people value it and think it precious? Why do some people find it strange or scary? Why are we studying it in RE? etc)</p> <p>Use an image of Durga e.g. http://tinyurl.com/896psjl Tell pupils that they are going to try and ask good questions about an image of a Hindu goddess. Even if they don’t know much yet, the questions will be the tools for finding out all about the image.</p> <ul style="list-style-type: none">• Give pairs of children a copy of the quartered question sheet, with just What, How, When and Why in each corner. Put the image of Durga in the centre. Ask children to put at least four good questions into each of the boxes. Get the pairs to join up into fours and add each other’s best questions to their own sheets.• Talk about the image. A Durga murti (statue) often shows the goddess in red or purple clothes. These colours are a sign of action. There are many stories of Durga in which she rides on her tiger to fight evil. She is always busy defending what is good against evil enemies. (Ask children what they believe is a weapon for goodness in a world of evil.) In one of her hands, Durga carries a conch shell. When blown, it makes the sound of creation: Aum. A thunderbolt in one hand, a snake in another can make her look fearsome, but one of her hands is held up open in a greeting that means: ‘Don’t be afraid.’ She is herself fearless, patient, always good humoured.• Tell children the story of Durga. e.g. http://www.balagokulam.org/kids/stories/durga.php or available in Opening Up Hinduism, RE Today Services 2010. Ask children to choose four key words from the story and to make a picture or symbol for each of those words . Ask them to group up and share the words they chose and the images they made. Does this story answer any more of their questions? <p>What do Hindus say God is like?</p> <p>What do Hindus say that God is like?</p> <ul style="list-style-type: none">• Show children images of Brahma, Vishnu and Shiva (e.g. Trimurti: Trinity in Hinduism (mesosyn.com)) <p>Get children to ask questions – who are these gods? What do they do? What is surprising about how they are shown? Tell them that these are the Trimurti – the three principal forms of Brahman, the Supreme Spirit or God. They represent Brahman as Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva). What clues are there in the images that they have these roles? What</p>	<p>Lessons</p> <p><i>What do we know about charities already?</i></p> <p>Start where the pupils are:</p> <ul style="list-style-type: none">▪ Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more.▪ Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world.▪ Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world.▪ Use these two quotations to provoke the children to think about what’s wrong with the world. What do they mean? What if everyone followed these ideas? Jesus said ‘I have come that people might have life, and have it in all its fullness.’ (John’s Gospel, 10:10) The Qur’an teaches ‘You who believe: those who spend their wealth in Allah’s way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing’ (Surah II: 261) Do you want to change the world?▪ Ask the pupils how they would like to change the world. They might draw ‘before and after’ cartoons about their ideas. You could give out world card circles, and ask the pupils to show the changes they would like to see.▪ Ask if they have heard this saying: ‘Be the change you want to see in the world’ What might it mean? Often attributed to Gandhi, a Hindu. Guess lists – made in threes▪ Tell pupils they will be finding out about Christian Aid, Khalsa Aid and Islamic Relief, all charities that help the poor all over the world in the name of faith. In 3s, ask them to make a ‘guess list’ – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned. Common misconceptions: charities are only for fundraising / TV and media charities are the only ones / religion and charity are not connected. Correct these ideas! <p>How and why does Islamic Relief try to change the world?</p> <p>Learning about Islamic Relief Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations: ‘Whoever saved a life, it would be as if he saved all humanity’ Qur’an 5.32 ‘It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur’an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings’ (Muslim Aid website)</p> <ul style="list-style-type: none">• Ask students what it means to ‘be charitable’. What sorts of things can people give? Why should they? Why should we? Explore with pupils what the Qur’an teaches e.g.• ‘And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.’ (Qur'an 2:110)• ‘So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.’ (Qur'an 24:56)• ‘For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.’ (Qur'an 57:18)• Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate.
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	<p>belongs to God’? Give children a simple picture of a bay being dedicated or baptised. How many sentences can they say to their partner about the picture that include the words ‘belong’ or ‘belonging’?</p> <p>Learning more about belonging in Christianity</p> <p>Remind the class about the ideas of belonging to God they thought about earlier.</p> <p>Ask: What does it mean to belong to Christianity? How do children belong in Christianity? Today they will find out about Baptism or Dedication, ways Christians join and become part of the Church family or community. What happens in a Christian Baptism and why is it special?</p> <ul style="list-style-type: none">▪ Look at a video of an infant baptism. If possible use the excellent resources, including a video, from www.REquest.org.uk in their section called “Milestones in Family Life: The Baby”.▪ Re-enact a simple Infant Baptism service. This can be combined with a visit to a local church where possible. Request the involvement of the priest or minister if appropriate. Enlist the support of other adults to encourage talk within “family” size groups. Provide each adult with a clipboard and enlarged speech or thought bubble sheets to record/ scribe pupil’s observations, thoughts and questions.▪ Symbols of Infant baptism: water, sign of the cross, candle. Introduce children to the symbolism of the water rather than the font; the font is an important religious artefact, but water carries the symbolism of baptism: washing clean – making a new beginning with God. (More appropriate for younger children than focusing on Christian belief in baptism as washing away sins/evil) Why do Christians Baptise?▪ Tell the story of John the Baptist, e.g. from the Lion Storyteller Bible. Explain that this is how the ritual of baptism began. Teach children that Jesus was baptised, and Christians want to follow him.▪ Act out parts of the story in groups. Use freeze frame as a focus to talk together about key moments in the story. Capture these using a digital camera, for later use or display. Did Jesus belong to God? Is that why he was baptised?	<p>would children choose to create, preserve or destroy in this world? Why? One God, many faces? Many images?</p> <ul style="list-style-type: none">• Having looked at the goddess Durga, as well as the Trimurti, the murtis might well give the impression that Hindus worship lots of gods. Remind the children of the story of the blind men and the elephant (or tell them the story if you didn’t teach this in an earlier unit) to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at The Blind Men and the Elephant (wordinfo.info) <p>What do the pupils think the story might mean? Hindus say that there are lots of different ways to come to God, lots of ways to understand God. No one should criticise others if their way is different; no one understands God fully.</p> <ul style="list-style-type: none">• To help children understand the idea of belief in one God with many faces or forms, ask children to draw pictures or create models of each of the aspect of the Trimurti at work in the world today Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva). Relate this to the idea that Brahman is shown in the forms of many gods and goddesses, to reveal different aspects of the ‘ultimate reality.’• The image of a prism is useful: if Brahman is the bright white light, then the gods and goddesses are different forms of the light. <p>How do Hindus worship?</p> <p>Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children about them e.g. family photo, heirloom, letter from someone special, music, poem, religious symbol. Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects. After the visualisation, ask children to draw a picture of their special object in the centre of a piece of paper. Around this write words to show what the object means to them and why it is special.</p> <ul style="list-style-type: none">• Explain that the shrine is a collection of objects that show what matters most to a Hindu and that many Hindus will have a shrine in their own home. Look at pictures and videos of a shrine (see the resourcing links above). Explain that Hindus treat the images of gods and goddesses like very special guests who are respected, cared for, talked to, offered food and kept clean. Ask the children why this might be. Children could try a picture extending activity. Give them a sheet with a murti pictured in the centre. Ask them to finish the shrine.• Working in pairs, ask children to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts, saying thank you. Ask the children to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes?• Look at a Puja tray and explain how it is used (ringing of bell, making offering, touching, bowing to the image, using incense, receiving Prasad, caring for the image). Which senses are involved in Puja? Record how each sense is used in Puja and something wonderful that the child relates to each sense. e.g. ‘In Puja Hindus listen to the bell ringing. I like to listen to...’• Watch a clip of puja in a Mandir. Ask children to note the similarities and differences with home worship. Talk about why Hindus might like to worship together in the mandir as well as at home. <p>How and why do Hindus celebrate Divali?</p> <p>Introduce Divali by telling the story of Prince Rama and Princess Sita. Chop the story up into six sections and get children to prepare a retelling of the story. They could cut out shadow puppets to tell their section, or act it out. How do the characters feel at each point in the story? Talk about the themes of good overcoming evil and the symbolism of light and dark. Who is the hero? What is the significance of the Diva lamp? What is the main message of the story? • How can the story of Divali help Hindus? Think of ways in which Prince Ram, Princess Sita, Lakshman and Hanuman might inspire people to be good. Ask children to think about their own struggle to be good. Produce an outline of themselves (eg by projecting a shadow of their head on the wall and getting a</p>	<p>Make a link between actions and beliefs.</p> <ul style="list-style-type: none">• Ask children to suggest some things people believe about the way we should live (encourage them to be realistic – what do they think really matters most today in people’s lives?) Make a list of these suggestions. In pairs give pupils some dilemma situations and ask children to decide what is the right and wrong thing to do in each situation.• Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur’an – how might these beliefs affect what a Muslim does? If possible talk to/email a Muslim about this• Hear a story of the Prophet about wealth and poverty, and identify attitudes that help the poor and attitudes that don’t• Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: o Who supports Islamic Relief? Why? o What does Islamic Relief do to make a difference? Does it work? o Does Islamic Relief follow the teachings of Islam? In what ways? o What do you think is good about the charity? • If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? • Pupils might create their ‘online ad’ for this kind of campaign. What makes Dr Hany El Banna an inspiring British Muslim? The charity was started over 30 years ago by Dr Hany El Banna of Birmingham. Study his life and the impact he has had through his charitable work. His first donation was by a small boy who gave his 20p chocolate money to help those less fortunate. For a full treatment, see Inspiring RE: Edited by Fiona Moss, RE Today, 2018, which has a chapter about how to teach the life of Dr Hany El Banna. See also a range of links and resources at natre.org.uk <p>Why is Hany El Banna an inspiration to Muslims? (natre.org.uk)</p> <p>How and why does Christian Aid try to change the world?</p> <p>Learning about Christian Aid</p> <ul style="list-style-type: none">• Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - ‘The Rich Young Ruler’• Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. The Good Samaritan, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? • Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as: o Does Christian Aid make a difference? o Who supports Christian Aid? Why? Does Christian Aid put Jesus’ teaching into action? What do you think is good about the charity?• Either: Use the Christian Aid ‘Transformers’ resource (available at www.christianaid.org.uk/learn) to explore the work of the charity. Watch the online ‘Transformers video’ clip and use the ‘real life stories’ to discover the work of two Christian Aid partner projects. Children write a report on a project, stating what they think it has achieved and whether it is a good use of donors’ money• Or: Review the Christian Aid project ‘Swords into Ploughshares’ with the Christian Council of Mozambique (see web resources at www.christian-aid.org). Children write a report on the project, stating what they think it has achieved and whether it is a good use of donor’s money. Enquiry in action:• 10 minutes: Ask pupils to produce a newsprint or flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why?• They should work in groups of four to come up with all the questions they can about Christian Aid.• 40 minutes: Then pass / swap each sheet to another group, and give them some information pages about Christian Aid, or access to the website. The new group must try and find and communicate answers to as many of the questions as they can. Run
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			<p>friend to draw around it on a piece of paper). Write inside the outline some of the bad things and good things they might do in a day. Write around the outside some examples of good deeds they have actually done. Talk about who helps them to be good. • Watch a video showing Indian dance. Talk about what the hand, arm and eye movements might mean. Explain that Indian dance usually relates to tales of gods and heroes in Hinduism. Children work in groups to devise dance movements to express key moments in the story of Prince Rama and Princess Sita. • Show the class a diva lamp and discuss the symbolism of light. Link to other religions where light is used symbolically. Create a graduated painting moving from dark to light and use as a background for poetry on the theme of light. Alternatively create a class collage continuum on dark and light using magazine pictures, words and colours to express their ideas and feelings.</p>	<p>this as a writing task if you wish (literacy links), but it may be better as a ‘speak and listen’ performance at the end of the lesson, where group A ask their questions and children from Group B offer their answers.</p> <p>Will I make a positive difference to the world in my lifetime?</p> <p>Viewpoints and attitudes: what do I think?</p> <ul style="list-style-type: none">• Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of Ummah (Islam) or fellowship (Christianity). Yes / No / Why do you think...• To get children to think about some big questions, try a run round activity. All stand in the centre, Go to ‘YES’ or ‘NO’ (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people ‘make poverty history’? Will there be a day when no one is starving? Is it God’s fault that people starve? Is it greedy people’s fault that some children are starving?• Add some more questions, but instead of ‘YES / NO’ give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language here – ‘the poor’ is only a simplistic starting point, and may of course include many children in the class – tread sensitively! Make the learning more sophisticated as soon as it is appropriate) Ask the children to propose some similar questions as well. A game to role play and learn• Play the Paper Bag Game (click the link for the free download – it takes an afternoon to play and learn from it) Pupils will discover a bit of what it is like to be a member of a poor family in Kolkata, West Bengal. Their team learning will amaze you too!• Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils that come from natural disaster and poverty.• Examples of children’s work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. See sections of the gallery on justice and fairness themes from 2006 – 2010. <p>How do global religious charities use the web? Could they do better?</p> <p>Weighing up 2 Websites:</p> <ul style="list-style-type: none">• The websites for both charities have sections for children: Islamic Relief Kidzone and Christian Aid’s Global Gang http://www.islamicrelief.com/hilal/index.htm http://www.christianaid.org.uk/resources/games/index.aspx• Ask pupils to use and weigh up the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each: o Is it interesting? (What makes it work?) o Is it educational? (What did you learn?) o Will it increase support for the charity? (How?) o How could it be improved? (three + ideas?)• Ask pupils to make a list of things that are good about each site, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it.• Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Will they use quotes from the scriptures? Examples of real-life projects? Stories retold from the website? What will give their work big emotional impact? How do they want people to feel?• Can they act it out, in front of a camera phone for example? This can be excellent media awareness work as well as good
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				RE. Can they write an account of the aims of the adverts and whether they would be effective?
Spring Term	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>Unit 2.3 Theme Puzzling question about God</p> <p>Religion: Christianity</p> <p>Knowledge</p> <p>Pupils will learn about the idea that different religions try to answer life’s biggest questions. They will think about what questions count as ‘life’s biggest’. They will explore simple ways of asking big questions, and they will hear some answers from different religions. They will gain knowledge about what different scriptures teach about life’s biggest questions.</p> <p>Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual</p>	<p>Unit 4.3 Theme Worship, pilgrimage and community</p> <p>Religion: Christianity and Hinduism</p> <p>Knowledge</p> <p>Pupils will learn facts about Hindu and Christian examples of pilgrimages. They will be taught about at least two examples of the ways Hindus and Christians worship in Mandir and Church.</p> <p>Skills: They will think reasonably about questions of beliefs, worship, pilgrimage and community.</p> <p>Key concepts and words Pilgrim, spiritual journey, Varanasi, Kumbh Mela, Jerusalem, the ‘Holy Land’, worship, Aarti ceremony, the Lord’s Prayer.</p>	<p>Unit 6.2 Theme Who is inspiring?</p> <p>Religion: Islam and Christianity</p> <p>Knowledge</p> <p>Pupils will learn about examples of Muslims and Christians who might be inspirational followers of their faith and consider how and why they are inspiring.</p> <p>They will be taught about at least two examples from each religion and consider connections to the origins and scriptures of the faith.</p> <p>Skills: They will think reasonably about questions of inspiration, living the human life for others and virtues in different religions.</p>



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	<p>To know that Christians celebrate Easter.</p>	<p>knowledge to suggest what the impact of beliefs about God, life, the universe and everything.</p> <p>Key concepts and words Religion, big questions, diversity.</p> <p>Lessons</p> <p>Using a mystery work of art to think about big questions.</p> <ul style="list-style-type: none">• Begin this session with a mystery box. Teach pupils the word ‘mystery’: a puzzle that is important, but we can’t be sure of the answer. In your box, you might have any of many mystery object. Here’s one example. A picture postcard by Salvador Dali like this one. Put it on the whiteboard and ask children to think of all the questions they would like to ask the painter. Consider together which are the ‘biggest’ questions – tricky to answer and really make us wonder? When we don’t know the answers, what can we do? How can we find out? One way would be to ask the artist, the maker. It is meant to be hard / mysterious! Children do often like this art. EG from WikiArt, Dali, ‘Memory 1931’• Teach the children that Christians believe God is the maker, so God knows the answers to mysteries and puzzles. Introduce the idea – to be elaborated upon later in the unit - of asking God a question. Do some children have a great one already? Travelling to find an answer: fantastic facts• One memorable and graphic way to help children think about puzzling out a mystery is to walk a ‘clue trail’ round school. This is quite easy to set up. Ask teachers and other adults what for a ‘fantastic fact’.• Use 6 clues of ‘secrets’ about a member of staff – the Head was once on TV with Simon Cowell, or the premises officer has been swimming with dolphins in Florida. Tell the class we are going to walk round school looking for clues, which will all be hanging up on red cards, to find the answer to the mystery: what is Mr Jones’ fantastic fact? Put the cards where sharp eyed children won’t miss them, and take the walk together, collecting 6 or so pieces of information, and working out the secrets.• Tell the children that there are some questions we have to live with for a long time before we are sure of the answers. <p>Plenary</p> <ul style="list-style-type: none">• Give learners the opportunity to use key vocabulary: Beliefs / Puzzles / Mysteries / Questions / Big ideas / Religions / Wisdom• In the plenary, tell the children again what a mystery is. Discuss how bigger questions may take a longer time to answer. Ask the children to think of what they would put in the ‘mystery box’ – things which are interesting, but where the answer is uncertain. 	<p>Lessons</p> <p><i>What does it mean to belong? How does it show that we belong to our school?</i></p> <p>Belonging to your school</p> <ul style="list-style-type: none">▪ Show the pupils one by one some objects that belong to the school – badge? Items of clothing? Letterhead notepaper? A pencil, with the school name on it? A photo of the school from the air? As many as you can find. All these things belong to the school, but what really matters in schools is the people. Do the people belong to the school, or does the school belong to the people? Talk about it. The answer is ‘both’, in different ways▪ Too much RE is ‘sitting and listening’ so you might link to younger pupils, and encourage play based sessions of integrated learning here: would the pupils like to play at being the headteacher, welcoming new pupils to the school, or giving pupils certificates for special achievements that have helped the school? Can they chalk the school badge onto the playground? Can they share the idea of belonging with pupils in the Reception class? Make, do!▪ You might ask pupils to build a lego or duplo school, and show all the people in it who belong there.▪ Can they make a school song, writing lyrics to a popular tune?▪ Can they make a new idea for a school logo or badge and design some goods – tea towels and bumper stickers, mugs and stationary - to go with it. Keep this part of the learning swift – it is a conceptual introduction to the religious learning that follows. Think, Ask! Do we belong together? How does it show?▪ Ask pupils if they think it is true that we all belong together a) in families, b) at our school, c) in the human family of the whole world.▪ What questions do they have about belonging? Ask talking partners to come up with three good ones, and note them. What kinds of belonging matter most?▪ Tell the class that in RE they are going to learn about some ways people in different religions belong together, and how they show it. Ask pupils to name some religions and see what facts they remember about them.▪ Give pupils a strip of paper, and tell them we will make a paper chain to show we all belong. Each child adds their name, and five things about them, to their strip and they are all connected up. Who else, apart from those in the class is part of our ‘chain of belonging’? <p><i>Do we fit together like a jigsaw puzzle? Does our identity tell us about belonging and our communities?</i></p> <p>Who am I? Jigsaw: Being myself</p> <ul style="list-style-type: none">▪ Talk about whether a person is like a jigsaw. Tell pupils if you could make 6 pieces of a jigsaw with pictures in to show who you are, what six things would you show? Home? Family? Pets? People? Activities? We are all made up of different parts to our lives or to who we are. In this work, we will make jigsaws about ourselves, to show who we are and who we belong to. We will learn about the different ‘jigsaw pieces’ pupils from different religions might choose.▪ Ask every child to make some drawings to go into the jigsaw puzzle pieces: a picture of your favourite place, your favourite book, your favourite day of the year, your self and a symbol or badge that says who you are. Everyone can do a five piece jigsaw. Older or faster working pupils can add pieces 6, 7, 8 and 9. Think of some of the pieces that make up you! Put simple labels around the pieces. Draw leaves and growing branches around the jigsaw: we are all growing and changing. The jigsaw isn’t finished yet. Compare.▪ Good RE teaching is never content with a factual approach to religion: the subject is for every child, and must seek to connect with every child, helping them to reflect on their own experiences and values. <p><i>How does belonging to the Christian religion show at Easter time? What do Christians remember at Easter?</i></p> <p>What do Christians remember at Easter?</p> <ul style="list-style-type: none">• Tell some Easter stories really well to your class. Emphasise that Christians belong together, and it shows at festivals like Easter: they share a story, they are a community, they may go on pilgrimages.• Ask pupils to reflect on what we know already about the symbolic meaning of key events in the Christian	<p>Key concepts and words Religion, inspiration, submission to Allah, following Jesus, respect, moral values, spirituality, changing the world for the better.</p> <p>Lessons</p> <p>What makes a hero?</p> <p>What makes a hero?</p> <ul style="list-style-type: none">• Draw examples from pupils’ own experience e.g. family, friends, sports and media personalities; local celebrities. Conclude with a rank ordering activity of characteristics identified – what makes a hero? What makes a leader? What’s the difference between a celebrity and a hero?• Draw out key events, qualities, ideas and actions which made the people studied an inspiration. Is it true that sport, media and celebrity are instant, but spiritual inspiration lasts longer?• Independent Enquiry into religious leaders and other inspirational leaders including Martin Luther King etc in groups. Possible presentation as to what makes these leaders inspirational? Are these leaders still inspirational today? <p>What do we think about leaders and followers?</p> <p>Leaders and followers in our own lives</p> <ul style="list-style-type: none">• What is a leader? Pupils think about leading and following: play a game like ‘Simon says...’ to illustrate the ways we follow. Give pupils opportunities to do blindfold walking with each other as guide / follower to make them think about how leaders can help us.• Who follows leaders? Ask pupils to consider leaders. In what ways do parents, head teachers, celebrities or national leaders lead us? What is it like to be a follower?• Why do we need leaders? Some leaders guide us and help us, make us strong or give us comfort. Can pupils think of examples? What else do leaders do? Are there times when it is wrong to follow?• What kinds of leaders do we know about and admire? Ask pairs of pupils to picture their perfect leader: what would s/he be like? Why? Ask pupils who they ‘follow’ in class, on TV, in sport or in other ways. Consider the challenges of being a follower and of being a leader. <p>What do stories of the Prophet Muhammad teach us?</p> <p>Stories of the Prophet</p> <ul style="list-style-type: none">• Work on three or more stories from the life of the Prophet that show what kind of person he was. Tell the stories and consider what kind of person the Prophet was. A basic starting point for teachers: http://www.islamawareness.net/Muhammed/ibn_kathir.html• Show pupils the TrueTube video about How Islam Began. Ask them to watch it and collect what they think are the ten most important facts about it with a partner, then group up into fours to share their ideas. https://www.truetube.co.uk/resource/how-islam-began-in-ten-minutes/• Discuss with pupils the qualities of a good leader – do they include trustworthiness? Insight? Thoughtfulness? Care for people others leave out? Hearing the voice of God?• Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, courage and wisdom) make a good leader.• When is it hard to lead? Why is it hard to lead? Is it hard to follow? Ask children who in their own class they think might become, one day, a prime minister, a football manager, a quiz show host. Are these people leaders? What do they do? What is hard about this leadership role?• Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and listing their qualities. Feedback ideas.• Pupils are to explain some of the ways in which the Prophet was a good leader. They might include: he was a
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God. Get them written into the question marks, or onto the whiteboard. Choose together which ones are the biggest of all.

- Then introduce the idea that sometimes life makes us ask questions we don't know the answers to: encourage pupils to think of some examples from their own experience e.g. How does the oak tree get into the acorn? How do flowers grow? Why did my hamster die? What makes the sun come up in the morning? Why is food nice?
- Use the book 'Why Do Stars Come Out at Night?' as an aid. Or a similar story. Children could suggest answers to the questions on each page before turning over to reveal the 'answer': whose answers do pupils like best? Can they think of some more questions? The 'Why Book'
- One way of collecting ideas from the children during this work is to make a 'Why Book' which collects their best questions together. Start now.
- You might use riddles and jokes which pose questions to encourage children to start to realise that sometimes we just have to say, "I don't know!" when faced with a difficult question. Sometimes we can guess at possible answers, but the questions are still puzzling. Plenary
- Give learners the opportunity to use key vocabulary: Beliefs / Puzzles / Mysteries / Questions / Big ideas / Religions / Wisdom
- In the plenary, ask and remind children about the biggest questions they have asked. Remind them of the 'Why Book' and show how far the class have got with this.

If you could ask God four questions, what would you ask?

- It is worth spending some time on this, and having TAs to write down what children say, and put it on the whiteboard.
- Remind children of the mystery box, from the start of this unit, and tell them that today we want to put into the box the biggest questions we can think of. One way of thinking up these huge questions is to imagine we can ask them to the person who knows everything: some people say that's God.
- Ask the children to think / pair / share and come up with the questions they would like to ask God. Celebrate them all, write them into question marks and talk about them. You might show the children Tom's poem. Do they think he is good at RE? Which is his biggest question?

Plenary

- In the plenary, remind children that Christians believe God knows all the answers. Ask them to keep thinking about their big questions. Add all the 'questions for God' to the 'Why Book.'



Asking someone who knows everything: big questions.

- Remind children of the questions they have been asking and the mysteries they have thought about. Put some questions in different coloured speech bubbles on the floor, in circle time, and read them simply together.

calendar (e.g. Easter, Harvest, Christmas) and how visual symbols can be seen at these times for example the cross on the Easter hot cross bun. Show them lots of Easter objects – they are symbols, reminders! The community is bound together by sharing the story, and this shows belonging.

- Give pupils some literacy lessons based on stories from the last week of Jesus' life: entering Jerusalem on Palm Sunday, Healing, the Last Supper, the death of Jesus and the Empty Tomb. Music, dance and drama are also good tools for this learning
- Teach the class – using symbols and objects – how these events are remembered today by Christian communities and the different meanings of the vents and symbols.
- Have a quiz about all the pupils know and have learned about Easter How does belonging to the Christian religion show at Easter time?
- Show the pupils a version of 'Kim's Game' with 8-10 objects on a cloth, all to do with Easter in some way – flower, toy rabbit, hen's egg, chocolate egg, bread, wine, toy donkey, hot crossed bun, crosses, photos of Easter gardens or bonnets. Get pupils to label the object with flash cards, and talk about how they connect to Easter. You can put in a couple of irrelevant objects too if you like. Ask them to look and remember, then cover the cloth and see if they can list all the objects to a talking partner.
- Ask: which ones matter most at Easter. Take away those that matter less one by one, and see what the last three, two, one are. These are signs of belonging to the Christian faith (probably!). Ask pupils to write an illustrated guide: 4 things that matter to Christians at Easter, and why

What is it like to belong to the Hindu community when it is Raksha Bandhan, the festival for brothers and sisters?

How can we tell what belongs to who? ▪ Begin with some further general work about belonging. You might show your own teacher's doll – "this is my doll". How do I know she belongs to me? She sits on my bed. She has my family name. I like her. We do things together. Talk about the idea 'she belongs to me' Do families say that? Do families belong together? How does it show? What family do each of the pupils belong to? Ask pupils how young you might be to say this: belonging matters to small pupils! ▪ Remind the pupils that we belong to our class, and to a group within the class. In our school we show we belong by e.g. wearing a uniform, carrying our school book bag. What makes us feel we belong? Discuss why the pupils are important members of this school/class. Others don't belong to our school – we are fine with that, but we like all those who do belong, because we share one school. ▪ There are others who wear things to show they belong to a religion. What examples can pupils remember? Look at some artefacts to work out answers to this question. How do Hindu people show they belong to family and religion? The festival of Raksha Bandhan ▪ Remind pupils that there are many religions. Hindus are the religion we are finding out about today. Show a Rakhi, or photos if you cannot get one. Ask before you tell: what might it be? Who do you think uses it? What do you like about it? Explain that at Raksha Bandhan sisters make a Rakhi, a wristlet, for their brothers, and tie it onto their wrist. Brothers give sisters a present, and a promise: to care for and protect them. Sisters give sweets to their brothers. It's a festival of family belonging. Show the BBC Video of this festival from 'My Life My Religion' Hindus (see resources section above). ▪ Ask pupils if they could weave four colours of thread together and decorate the wristlets with three symbols of belonging, what would they do? Design (and, if you can, make) wristlets like rakhis that show belonging to your school. ▪ Ask pupils to think about what kind of sister, or brother, or friend they want to be. Can they choose 5 words to do this (maybe from a word bank?) ▪ Give pupils opportunities to learn, remember and use key words: religions, pilgrims, worship, ritual, symbol, Christians, church, Hindus, mandir, Community Belonging, tolerance, respect, acceptance, spirituality.

What can we learn about Hindu pilgrimage and journeys? Varanasi, Hardwar and the River Ganges

Where would you go? If pupils loved big crowds, where would they go on earth? Where do we find big crowds? Sport, music festivals and –even bigger – religious events. Pilgrimage in Hindu religion ▪ Show pictures of places where

listener, he was easy to trust, he was thoughtful, he was wise, he treated men and women, old and young, relatives and strangers with respect, he knew when to speak and when to be silent, he was patient, he did not pick a fight, but when he had to fight, he was a winner. He heard the voice of an Angel. Which matter most?

What can we learn about forgiveness from a story of the Prophet Muhammad?

Tell the class this Story of the Prophet Muhammad [PBUH] (Simplified for young readers) The Prophet told this story: "Two men from my country made me smile. One of them says to Allah in prayer: 'O my Lord, let me get retaliation for the wrong which my brother did to me.' And God says to the one who wronged him: 'Give your brother something to make up for your wrong.' 'O Lord,' he says, 'I've nothing to give him.' Then God says to the man who made the demand: 'What shall you do with your brother, seeing that he cannot make it up to you?' And he replies: 'O my Lord! Let him bear some of my burdens for me!' And the Prophet wept, as he said: 'Truly, that will be a bad day when you need someone else to carry your load.' Then God says to the first man 'Look outside: what do you see beyond the Gardens?' Looking out, he's amazed. 'O my Lord! I see high cities of silver, and golden palaces covered in pearls. Who are they for? God told him: 'Whoever pays me for them gets them.' 'How much?' 'These precious cities only cost what it costs you to forgive your brother.' 'O my Lord!' he says, 'I have forgiven him!' Then God the Exalted says: 'Take your brother's hand and bring him into Heaven.' Prophet Muhammad then quoted the Qur'an (8:1) 'Fear God, and make reconciliation among yourselves.' Adapted from 'Forgiveness and Justice: meditations on some hadiths' (2015, online publication) by Abdal Hakim Murad, Dean of the Cambridge Muslim College Use these questions for discussion or written work

1. What are the messages of this story? 2. How is the quote from the Qur'an connected to the story? 3. What sort of person does this story suggest the Prophet was? 4. Does forgiveness help the person who has done wrong, or the one doing the forgiving most? 5. Paradise, or heaven, is seen here as a city of silver, gold, pearls and forgiveness. Do you have a 'vision of a perfect place'? What is yours like? The opening words of the Qur'an are: 'In the name of Allah, most gracious, most merciful'. These are two of the 99 Beautiful Names of Allah. Why might they come first?

How does following the example of the Prophet Muhammad make a difference to Muslims' lives?

The Impact of following a leader

- If you were writing a book about someone, what important details would include? Collect ideas. Ask the children to do this in little groups, with some fictional examples such as Buzz Lightyear, Shrek, Harry Potter, Bart Simpson or Simba the Lion King.
- Explain that the stories of the Prophet say a lot about what The Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims a lesson
- Give examples: Muhammad cared for all Allah's creatures (the tiny ants); Muhammad forbade cruelty to any animal (the camel); Muhammad believed in justice for all (Bilal the first Muezzin).
- Give examples of some wise sayings of the Prophet, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom?
- Ask pupils to make a list of the ways following the Prophet makes a difference, and say which ones are most important to them. The list might include: It makes a difference if you follow the Prophet to –
- How you pray
- What you do with your money (link to Zakat)
- Who your friends are
- What you celebrate (link to Ramadan and Eid)
- What you do on Friday
- Your self discipline (link to fasting)
- Ask pupils to make a 'similarities and differences' chart, showing what things are the same and contrasting between their own lives and



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- Possible Questions to include in this activity: Why can't we fly? Who is God? Why was I born? Where does love come from? Why do we get older every day? What does it feel like to say thank you? Why do we live? Add to these any good ones that the pupils have discussed in the preceding sessions. Allow the children to suggest some more as you go along.
 - You could tell a story in which someone asks a question of God: there are lots of these in different religious traditions.
 - Ask the children in twos to say to each other which 'big question' they would ask the 'person who knows everything' if they could. Listen to the replies – have a vote on the top 5 if you like.
 - Remind children that Christians (or Muslims, Jews, Sikhs) believe that God is the person who knows everything.
 - Give time and space for the children to share their ideas about answers to the big questions, but remind them too that these are mysteries, and answer mysteries like these with beliefs.
- Plenary
- Give learners the opportunity to use key vocabulary: Beliefs / Puzzles / Mysteries / Questions / Big ideas / Religions / Wisdom
 - In the plenary, recap some of the best questions. Point out that there are lots of different answers to these huge questions.
 - Do children have some ideas? Are there any ways we could check out the ideas? Who could we ask? Where could we go? What could we look at?

- Puzzling questions answered in a story: What do Christians think about Jesus?
- Introduce some questions which people ask and which religions offer answers to: Who cares for me and who do I care for? What makes each person special? What makes life happy?
 - Ask pupils to suggest their answers. Pick up on any answers the children suggest which could come from a faith perspective and explore these. Children may be able to say whether or not they believe in God, and why / why not.
 - Tell a story that shows some beliefs about Jesus or about God. The story of Jesus healing ten lepers is a good example, with themes of giving thanks and caring for others (Luke 17:11-18, in the Bible – usable version below, with 'questions of wonder').
 - Enable children to play at re-telling the story, using lego or playmobile people, or making some freeze frame photos (you could add speech bubbles and think bubbles to them). Ask them to imagine the thoughts of the people in the story at different times.
 - Point out that this story tells Christian people that God cares for everyone –including those who are foreigners or who are ill.
 - Point out that another message of the story is that saying thank you matters.
- Plenary
- In the plenary, ask and remind children about the biggest questions they have asked. Ask them to think about how Christians answer big questions. Ask them if they want to be thankful people. Talk to the class about what, from this lesson, should go in the 'Why Book'

- What do People who Believe in God do?
- Take Christianity as an example, unless there is a different faith to which most children in the class belong. Fill a bag with artefacts from Christianity: a Bible and hymn book, a cross, a candle, a chalice, grape juice in a container and any other examples you have easily to hand.
 - Let the children feel the shapes inside the bag, then pull out each object in turn. Invite a local vicar to show the children the different clerical vestments: children could try on the clothes and explore the contents of the bag: allow time for pupils to familiarise themselves with these things through play, and discuss any questions they raise so that they start to build up a picture of what Christians do and believe. Some of their questions could be posed to the vicar.
 - Use the 'Why Book' to remind pupils about the puzzling questions they have thought of, and talk about some of the answers Christians might give e.g. Christians believe God cares for everyone, and each person is special because God made them and God loves them, and life is happier when we love each

Hindus go on pilgrimage, e.g. the river Ganges, Hardwar, Varanasi, many others (BBC has some excellent web resources here) Compare the different reasons pilgrims have for setting out on their journeys.

- Study one Hindu place of pilgrimage in detail, e.g. look at the Kumbh Mela, which happens every twelfth year, and is the biggest human gathering on the planet (2010).
- Read some stories of Hindu pilgrimage and of the gods and goddesses.

Imagine you were going on a pilgrimage – how would you be ready? What would you ask? What would you take~? What would you pray?

- Ask pupils to consider which of the following are essential on a pilgrimage, which are desirable and which are not needed:

Water	Love for God	Special clothing
Prayer	Money	The right attitude
Company	A Hotel	Time
Faith	Food	A clean heart

- Consider the purposes of the pilgrimage, and do some 'spiritual geography' about the River Ganges.
- Tabulate places of pilgrimage, reasons for their importance, who goes there and why? Enable pupils, using a range of sources, to investigate for themselves.

Where Jesus was born: why visit Bethlehem?

Understanding the Journey: Remind pupils that this investigation is using different pilgrimages to explore values and meanings in religion, and get them to recap what they have learned in recent lessons. Enquiry questions: what, how, who, where, when, what if, why? Give pupils in pairs some sources of information about the pilgrimage (pictures, but also perhaps prayers or diary entries), and ask them to come up with questions about Bethlehem. Remind them of any prior learning and consider together if this is the most famous village in the world. Can they think of other famous villages? History: look at the stories that are found in the Bible about Jesus' birth and consider reasons why Bethlehem became such a famous village. Geography: find out about modern Bethlehem, and what a Christian might do there if they were able to visit at Christmas. Use photos, written accounts and tourism information if possible. Note that it is not easy to visit Bethlehem today – it is disputed land, and Israelis and Palestinians are in conflict there. Responses: creative, poetic and spiritual Show pupils the Bethlehem Carol (and play or sing it): O little town of Bethlehem, how still we see thee lie. Above thy deep and dreamless sleep, the silent stars go by. But in the dark streets shineth the everlasting light. The hopes and fears of all the years are met in thee tonight. Work on this poem as a literacy text to make sure the pupils understand it. Ask them to write a poem about Bethlehem themselves. Ask pupils to choose either to write a prayer or reflection, or a poem, or to create a picture. Bethlehem features in many songs, nativity plays and Christmas poems. Look at as many examples as you can! Give pupils opportunities to learn, remember and use key words: religions, pilgrims, worship, ritual, symbol, Christians, church, Hindus, mandir, Community Belonging, tolerance, respect, acceptance, spirituality.

Muslim lives. Handle this wisely with Muslim pupils in your classes, who may be willing to share their own experience of the impact of their religion.

Who is an inspiring person to Christians?

Set up teams of three pupils to pursue this enquiry

- What are the defining characteristics of an 'inspirational' person? Draw examples from pupils' own experience e.g. sports and media personalities; local celebrities. Encourage reasoned comment and illustration (e.g. TV/video clip, magazine article, fan club literature). Conclude with a rank ordering activity of characteristics identified – what makes a hero? What makes a leader? What's the difference between a celebrity and a hero?
- What are the defining characteristics of an inspiring person for Christians? Draw upon prior learning (e.g. Jesus, St Paul, Dr Barnardo, Dr Paul Brand, Jackie Pullinger, Desmond Tutu, Martin Luther King, Mother Teresa, Jaime Jaramillo, a local Christian minister or hero) Characteristics might include: being more interested in self than money; undergoing opposition for their beliefs; giving ideas that last to their followers. Similarities and differences between people on this this list, and the characteristics of their own chosen personalities can be fruitfully discussed.
- What were the key moments and turning points in the life of X and Y? From the life-stories of the inspirational leaders chosen, consider: what were the key influences, turning points, big ideas, early achievements, moments of danger and moments of recognition in each life. In what ways are these 'heroes' similar and different? What is spiritual about their stories?
- What made X and Y inspiring to others? Draw out key events, qualities, ideas and actions which made the people studied an inspiration. Is it true that sport, media and celebrity are instant, but spiritual inspiration lasts longer? Pupils prepare, in threes, to report their own example to the rest of the class.

Who is inspiring to me?

Learning about an inspiring leader: Ask pupils to identify anything they have learned from their investigations, and to compose three questions that they would like to ask the person studied. Speculate about what the answers might be. A writing frame or skeleton plan for a piece of extended writing will help pupils to be clear about the role of leaders and inspirational figures. Reflection: Who is inspiring to me? Ask pupils to express their reflections on their own choice of an inspiring person. Provide opportunity to discuss questions such as: What influences my choice? (e.g. parents, school, the law, religion)? How important is it to them to have inspiring role models? What difference might it make? What would be the effect if everyone in my family / school / community followed my example of an inspiring person? Are some people inspiring not because of being in films, sports, great inventors or TV stars, but because they are simply good at being HUMAN? What does that look like?



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		<p>other. Introduce the idea that people who believe in God may show this by meeting up with other believers at places of worship e.g. Christians go to church on Sundays. • Look at some pictures of Christians in church. Explore pupils’ questions about what they can see to build up an understanding of what is happening in each picture. Some children may go to church regularly, or be a member of a different faith community, others may have been to weddings or baptisms: encourage children to talk about these times, and the feelings that go with them. Many children will have no experience of community worship. • Focus on feelings and experience here, leading to questions. Good teaching will keep drawing attention to spiritual and religious questions, noting that the answers religions give to these are beliefs. • Give learners the opportunity to use key vocabulary: Beliefs / Puzzles / Mysteries / Questions / Big ideas / Religions / Wisdom</p> <p>Walk and chalk: A puzzling questions conversation</p> <ul style="list-style-type: none">• This lesson can be fun if you take the class outside. Walking time is thinking time, so tell them what you plan to do, then go and do it. In advance, chalk a huge question mark onto the school playground, big enough for the whole class to stand around the edge. A masking tape question mark in the school hall is a less exciting, but still useful alternative.• Take the ‘Why Book’ that the class have been working on. Ask the class to stand round the question mark with their toes just on the line. Remind children of all the big questions they have been thinking about.• Choose one question you know they have enjoyed first, and ask anyone who has got an answer –or even a bit of an answer – to step inside the question mark. Hear some of the answers, and praise the children who give them. Repeat the process with several questions, encouraging everyone to take some part.• Can the children talk about some of the things they believe and some things which Christians believe?• Reinforce Christian beliefs: God cares for everyone, and each person is special because God made them and God loves them, and life is happier when we love each other. Plenary After the activity, you might remind children of some good questions and good answers. You could do this around the chalk question mark: ask them ‘who can say what they enjoyed about our RE this time?’ and ‘What did we learn in our RE lessons?’ Who can say their favourite big question?		
Summer Term	To know that people in other countries may speak different languages	<p>Unit 2.4 Theme Being Fair</p> <p>Religion: Christianity and Islam</p> <p>Knowledge</p> <p>Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus’ story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Key concepts and words Religion, Christian, Islam, church, symbol, God</p> <p>Lessons</p> <p>Caring and being cared for: how does it feel?</p>	<p>Unit 4.2 Theme What matters most?</p> <p>Religion: Christianity</p> <p>Knowledge</p> <p>Pupils will learn 5 simple facts about Humanists and about Christians. They will be taught about at least two examples of the values that these two groups share, and two distinctive values from each group.</p> <p>Skills: They will think reasonably about questions of beliefs, ethics, values in action and community.</p> <p>Key concepts and words Atheist, Humanist, Agnostic, values, ethics, moral choices, commandments, religious rules, being rational, kindness, fairness, the Golden Rule</p> <p>Lessons</p> <p>Do rules matter? Why? What is code for living?</p> <p>Who breaks the rules?</p>	<p>Unit 6.3 Theme What will make our town a more respectful place?</p> <p>Religion: Islam, Hinduism, Christianity</p> <p>Knowledge</p> <p>Pupils will learn statistics of world religions in the local area, the county, region, nation and world. They will be taught about at least two examples of inter faith co-operation.</p> <p>Skills: They will think reasonably about questions of community harmony and inter faith work.</p> <p>Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p> <p>Lessons</p> <p>What are the religions of our region?</p>



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	<p>To know that simple symbols are used to identify features on a map</p> <p>ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>	<p>• Ask children to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words? • What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask children in pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed? Expect this to be fun! Exploring the emotions and performance of music: are music and caring connected? • Talk about how music makes us feel. Singing, listening and playing music can make us excited, calm, happy. Why do these feelings go with music? What music makes us most happy? Different for different people of course. • Play the track ‘You are a Star’ from the Fischy Music CD ‘Build Up’. It includes these words: “Too young, too old, too weird, too slow, Everybody’s saying, everybody’s saying Too square, too small, too posh, too tall, Everybody’s saying, everybody’s saying But who do you listen to Cause after all I’m telling you You are a star, just the way you are” Talk about this song, and about the caring and unkind things that it makes the children think about. Discuss why music can sometimes cheer us up, especially if it shows us that people care for us. • A world without music would be a poor place. Why? Is music a gift, a talent, something everyone can do or enjoy? What music makes people feel good, and how does it happen? • A world without caring would be a very sad place; Why? Is caring for others a gift, or a talent, something everyone can enjoy or do? • Ask a wondering question: are music and caring alike? How? This strategy of using questions of wonder, with many possible deep answers rather than one correct answer, goes back to the project ‘A Gift to the Child’ (Articles of Faith). It is powerful if teachers use it carefully and patiently. Wait for replies, and probe to deepen them.</p> <p>Who cares in this story? How does it show?</p> <p>• Use secular / non – religious stories such as ‘Alfie gives a hand’ or ‘Badger’s parting gifts’ or an extract from a movie like ‘Monsters Inc’ or ‘Toy Story’ to show different ways of demonstrating care to others. Read the story or show the clip and ask: Who does the caring? Who receives the care? How does it make people feel? Who is a good friend in this story? Why? • Pupils talk about and make a list of different ways of demonstrating care. Think about people who might need care shown to them (e.g. new children in school, elderly people, people who live with a disability, people who are new to Rotherham or to the UK). Are there particular times when more care might be needed? (when people are ill, bereaved, especially busy) • Ask children if they can think of any songs in which people care for each other. There are hundreds! Listen to a song, and talk over the ways it expresses care. Pupils could draw a picture about a caring situation they have experienced (e.g. a grazed knee, looking after a pet, hugging Mum) Questions of wonder: singing + caring • Ask children to contribute some ideas through asking questions of wonder: ✓ I wonder if singing a caring song makes you feel kind? ✓ I wonder if we can use music to change the way we feel? ✓ I wonder if you were in one of our caring stories, what part you would like to play in the story? Give children time and appreciation as they come up with answers to these questions. A good link to the performance aspects of the music curriculum can be made: there are some great songs to sing in this work. See the NAME website (National Association of Music Educators) for some ideas and links: www.name.org.uk Connect this work to some key religious teachings, e.g. Jesus said ‘love one another as I have loved you.’ Islam teaches that we all have a duty to care for those less fortunate, e.g. by sharing £1 out of £40 through the third pillar of Islam called Zakat.</p> <p>Who cares? Who should care?</p>	<p>• Ask pupils to choose three ‘villains’ from stories, films or TV series that they love. What makes these people bad? What rules do they break? What does their breaking of a code for living lead to?</p> <p>▪ Example: In Disney’s ‘The Lion King’ Scar, the villain, is selfish, ambitious, and a liar. These things lead him to deceive his nephew, murder his brother and steal the kingdom. You might show some short clips from films, discussing the impact of bad behaviour in particular. Show a clip.</p> <p>▪ Ask pupils in pairs to make lists of 10 things they think are ‘naughty’. What are the effects or consequences of these naughty things? Talk about what makes an action naughty. Note that ‘naughty’ actions, or words often hurt other people or animals. Do people sometimes hurt themselves when they are naughty?</p> <p>▪ Ask pupils whether there are such things as naughty thoughts. You might talk about whether jealousy, hatred, being greedy and so on start in our minds, and sometimes lead to actions as well. Films again provide a reference point: the thought is often the beginning of the deed.</p> <p>▪ Talk about the ways that we make rules or principles to help us to be good. What rules or principles do the children think make most people happy? Ask pupils to suggest one rule for people to follow if they want a happier world, and make a beautifully lettered ‘rule card’ out if it. These can be hung on a mobile in the classroom or school entrance hall.</p> <p>▪ Talk about the idea that a person often has a ‘code for living’ inside their head or heart that helps them to choose good things and say no to bad things. Examine the concept of ‘conscience’. Make a collage of a large figure of a person, and each child writes a line of ‘code for living’ to stick onto their head or heart.</p> <p><i>What codes for living do non-religious people use?</i></p> <p>What is a Humanist? Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. Explore the idea that for religious people they try to be ‘good with God’, but others think you can be ‘good without god’. Introduce the work of the British Humanist Association to pupils. What do Humanists think is good? Ask pupils to think about these rules or principles:</p> <p>▪ Be Honest ▪ Use your mind ▪ Tell the truth ▪ Do to other people what you would like them to do to you.</p> <p>Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules – • more important to less important, from one to four?</p> <p>• hard to keep, easy to keep, rank from one to four? Are they actually all connected, and equally hard or important? Ask them: What would happen if everyone lived like this? What if everyone did the opposite of this? Refer back to the film clips: were any of the characters you looked at from Disney following Humanist values? How could you tell? Talk with the class about how values are often shared – Christians and Humanists have some values the same – and some different.</p> <p><i>What can we learn from discussion and drama about good and bad, right and wrong?</i></p> <p>Class discussion to clarify ideas</p> <p>▪ In a learning circle (10 is better than 30 if possible) each pupil gives their response to the words fairness, justice, forgiveness and freedom. (e.g. justice is..., freedom is...).</p> <p>▪ In groups consider a moral dilemma or issue which may have drawn from reports from the local press or from issues within school (e.g. a report on a court case involving burglary, a bullying incident in the playground, an example of vandalism or cruelty to animals).</p> <p>▪ Discuss what happened and what the consequences were. What are the pupils’ reactions to these? Why do they think people acted like they did? Do they act like that? Why do they or why don’t they act like that? What stops them? Was there justice involved? What choices (freedom) did those involved have? • Introduce the idea of freedom of action. Each individual is free to</p>	<p>What religions are big and strong in our area? Globally? Using maps, internet, a questionnaire for parents and phone directories to discover what religious buildings are found in the village, town, town and county. When were they built? Who uses them? Which religious groups are represented? What happens there each week? Census data is really helpful here: www.statistics.gov.uk</p> <p>• Consider the fact that the world’s population of over 7 billion is (very roughly) 33% Christian, 24% Muslim, 16% Hindu and 8% Buddhist: four religions make up 80%+ of the people. In the UK at least 25% are non-religious. RE learns about their ideas too!</p> <p>• Make a long list: What is good about a society where many religions exist side by side? Pupils make a list of some ways the community is enriched by religious diversity. Start by asking pairs of pupils to make lists responding to this prompt: ‘If we were all the same, then there would be no...’</p> <p>• Compare the lists in fours, then ‘snowball’ to collect all the class’s ideas on the whiteboard. Can a list get 20 or more items on it? Which are the most significant?</p> <p>• Draw attention to some ways that migration to and from the UK is enriching: what food, culture, movies, music, sport, medical work and religion would we miss if everyone was still an ‘Anglo Saxon’? These areas are all hugely enriched by diversity. Point out to pupils the many benefits of a mixed community, because these are not always highlighted in the media: our international cuisine, the wide range of religions, the way many ethnic groups support our NHS and key worker services, the harmony most often manifest in and between different communities, the ways our lives are enriched in music, sport and other ways by our multicultural.</p> <p>• Draw attention to the ways in which different faith co-operate for the good of the community, e.g. in foodbanks, helping the homeless, sharing care for those in need, or in RE itself (the biggest multi-faith dialogue in the world!)</p> <p>• Draw out deeper understanding of how and why religions need to live side by side and whether they can sometimes collaborate. Agreement in ethics is notable – the global poverty issue and the drop the debt campaign, or fair trade are good examples of agreement and action across religious divides. Charities from different religions can often co-operate. The work of the Rotherham Council of Faiths is a good example to study.</p> <p><i>Which religions are found in our local area?</i></p> <p>Lesson theme - investigate which religions are represented in the school’s local area • Ask the children with a partner to think of which religions there are in their area. Make a mind map together of what they know about the religions that are represented in the community. • Suggestion 1 If there are 2 or more places of worship within walking distance then visit these, even if it is not to go inside. Get children to take photos of the places of worship to be placed on a map when they return to school (see below). These photos could be of the whole building, a part which puzzles children or detail such as a notice board. Alternatively, if a walk is not possible, then a teacher could take the photos out of school time. • Suggestion 2 Use Google Maps to pinpoint where these places of worship are. Google now links to websites which may have relevant photos. These maps and any photos can be added to a PowerPoint presentation, as described in the points to note. Children could add their own captions or photos as part of ICT curriculum time. Link the immediate locality to a place in Rotherham or to the region where religious diversity is clearly seen. Things to think about using the photos taken include: • How is the building used? How long has it been here? Who built it and why? • What services are there and at what times? • How do people in the community know what’s happening? • What artefacts / symbols are used and why? If there are not two different places of worship within the local area then one religion can be</p>
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• Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours? When have their neighbours been good to them? • Tell Jesus’ story of the Good Samaritan, in an exciting way. (You can find it in Luke 10). You could use the BBC Teach animation: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz>

• Ask children if they were acting in a play of this story, who would they like to be? Each child to tell their talking partner. Whose role is most popular? Anyone want to be the donkey? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care – just because he was a human being? Who in the story only cared for themselves? Notice with the children that the robbers were ‘baddies’ but the people who passed by were almost as bad! Who do the children think is a neighbour in the story? What are the hidden messages in the story? • Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don’t know where cloth is). The third child is different – and is not expected to help (older / from another class / opposite sex / EAL?) helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently? Singing and building up other people: can anyone care like this? • Play pupils the song ‘Build Up’ from the ‘Fischy’ CD of the same name. Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. www.fischy.com The words include these: Every word you say, every game you play / Every silly face, every single place You can build up Or [1! 2! 3! 4! 5!] You can tear down Build up one another / Build up your sisters and brothers / Build up one another! Build Up! • Give every pupil three ‘5 ways’ challenges: can they think of five ways they like to be ‘built up’ and five people who show they care by building them up? Can the think of five things they could do to build up other people this week? Questions of Wonder: “I wonder what Jesus would think of our song?” • Can pupils suggest any links or connections between the story of the Good Samaritan and the song ‘Build Up’? Give them time and space to work out the connections and ask careful questions about their responses to deepen learning.

Choose and tell story of care from the Islamic tradition, such as this one:

• Umar Ibn Al Khattab inherited a piece of valuable land, the most expensive thing he had ever owned. He wondered what he should do with this good fortune, and how it would be best to use the inheritance. Umar asked the Prophet Muhammad (PBUH) what he should do with the land. The Prophet suggested he keep the land, but give all the benefits that came from it as charity, to help people less fortunate than himself. Umar was delighted with this idea. He gave the land to Allah forever, and he donated all the money that ever came from what grew on the land to set free slaves, to help travellers and to provide gifts to poor people. So he turned his crops, his wheat, his fruit, his trees and vegetables into kindness and goodness. • This is an early example of Waqf, the Muslim tradition of giving to Allah a piece of land or property that then benefits others in need forever. This is the inspiration behind the British Muslim charity ‘Islamic Relief’. Many contemporary stories of care come from this charity. www.islamic-relief.org.uk Choose and tell a ‘hadith’, a story of the Prophet, such as this one: • A man who could not decide how to be good came to the Prophet Muhammad [PBUH] and asked him: ‘Who should I care for the most? Who should I consider most?’ The Prophet replied: ‘your mother’. And after her, then who? He asked. The Prophet replied ‘Your mother!’ He asked for a third time. Again, the Prophet replied: ‘Your mother.’ • Play children the song ‘Your mother’ by Yusuf Islam, and talk about the story and song.

choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken. A group drama improvisation activity • Give pupils in groups of 6-8 the opening to a dramatic situation: e.g. there is a robbery, or someone is hurt, or animal cruelty is discovered. Ask the group to discuss the situation, and especially to think about good and bad reactions to it. • Get the group to carry on the story through a simple drama, making up two different endings. One ending should show what happens if ‘good rules’ are kept. The other ending shows what happens if ‘good rules’ are broken. • The whole class can enjoy the performances of different groups. They might be presented to other classes, perhaps younger KS2 pupils, in an assembly or through a drama lesson.

What codes for living do Christians try to follow?

• Read with children the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37).
• Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) Look at the two texts for similarities in Jesus’ values.
• Discuss what kinds of values Jesus wanted people to follow, and how he ‘showed a path’ (as Christians believe).
• Ask the class what the values of Jesus seem to be in the stories. Ask them for examples of thing Jesus did not value as well (this is often sharp and easy to answer) See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). Values trees: roots and fruits
• Talk first about actions and what leads up to actions – illustrate the idea that values or motives lead us to act with a story from school life.
• Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well.
• Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees. • In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. • This activity could be done as a class display – each pupil making fruits for the values tree, which is a whole class piece of work.

What can we learn from a values game?

A values sorting activity.
• Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists.
• Ask pupils in groups of three or four to sort out the cards into three groups of 7: a) things that really matter a lot, b) things that are quite valuable, c) and things that don’t matter to them.
• Ask pupils to say why they have selected the ones that they put in the first group: what makes these things most valuable?
• Talk as a class about which five values a humanist would put in first group, and why. And which five would the Christian put top of the list, and why. You could compile the answers to this on the whiteboard.
• Ask pupils to complete a writing class that identifies their own five ‘matters most to me’ valuable things. A fun extension activity: Values Auction
• Use the same class groups, and give each group a pretend budget of £100. They are to ‘buy their own personality’ at an auction. Teacher as auctioneer sells off the 21 valuable things to the groups for the highest prices possible. To prevent chaos, only allow one child from each group to bid out loud. Others in the group can whisper advice. Fine offenders £1!
• Afterwards, consider together why so many of these values ideas are worth more than money. How do we measure the value of something that isn’t measured with money?

chosen from the wider community, giving the opportunity for a study of contrasting localities. Explain to the children we will visit a place of worship they may not be familiar with (such as a mandir or a synagogue) in order to produce information on the computer about one of the religions in our community. This could help anyone who is new to the community. We will also look at another place of worship more familiar (such as a church) to us and then compare the two.

Golden Rule and Silver Rule: what are they and why are these rules found in so many religions?

The Golden Rule in different versions from many religions: why does this happen?

• Begin by asking pupils to think about when they have heard someone say ‘and how would you like it if they did that to you?’ This is a call to practice the ‘Golden Rule.’ Share the twelve quotations on the page below (if you feel this is over-complex for your learners, use just 6 of the quotes). The pupils might take all twelve on cut-up cards and organise them into ‘the four we like best, the four we think are hardest to understand, the four we are not sure about.’ Or some similar pattern. This encourages discussion of the meanings. • Teach the pupils that these versions of a rather similar rule come from different religions, from thousands of years ago, in places thousands of miles apart. Why are they so similar? Ask the class: why do you think this ‘Golden Rule’ of treating others as we would like to be treated is found in so many different religions? Which form of the Golden Rule do you like best? • Teach them that some people call the negative form (‘Don’t do to others what you don’t want done to you’) ‘The Silver Rule.’ Can they suggest why? Is it because doing no harm comes first, and is followed by doing good? • To help pupils to apply the Golden Rule, ask them what they think would change if everyone followed the rule in a] their friendship group, b] their class, c] their town, d] the whole world. Make lists of what would change and consider if there are any ways we could make this happen. • Ask the children if they can imagine a song based on the Golden Rule. Give them a chance to try out an idea or two. There are many musical versions of the Golden Rule: play this one by Billy Bragg to the class,

[Billy Bragg - Do Unto Others - YouTube](#)

[Rhonda Vincent & The Rage - You Don't Love God If You Don't Love Your Neighbor - YouTube](#)

Then consider whether they would like to write lyrics for a song about the Golden Rule to a popular tune they already know. Encourage some fun and some performance. These two are very simple versions (but the two above have a bit more complexity and value maybe):

[Golden Rule - Nature Jams - Lyrics Video - YouTube](#)

[the golden rule - YouTube](#)

• 2-Way cartoons: To give pupils the chance to think about applying the golden rule, ask them to draw a cartoon, in two panels. In one panel, someone applies the Golden Rule. In the other, someone spectacularly breaks the Golden Rule (that will probably be the funny one). Arrange a cartoon gallery for others to see from the pupils’ work. Examples: I find a lost purse with £200 in it. Either I find the owner and return it, or go on a mad spending spree. I see someone fall off their bike. Either I go to help them up and make sure they are OK or I steal their bike.

• British values and the Golden Rule. Consider these five sentences with pupils: Which ones do they agree with?



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	<p>Why did the Prophet give the same answer three times? Talk about all the ways our families (mums, dads, carers, even brothers and sisters) care for us and show that they do. Does this make it easy to care for them in return? What could we learn from the story and song about the Prophet? Questions of wonder</p> <ul style="list-style-type: none">• Ask some big speculative questions: ✓ Why do mums care for their children? ✓ Why do children love their families? ✓ Where does the love in our lives come from? ✓ Who should help those who are poor and have no money? Why? Give time and space for children to come up with a range of answers. Remind them that our work in RE is often about trying to think really deeply together. <p>Stories of inspiring people who cared for others: encouraging each other to care.</p> <ul style="list-style-type: none">• Use a story of Mother Teresa or Doctor Barnardo (or a similar famous person) to illustrate how some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. They were great encouragers. Ask the children who has encouraged them today? Who have they encouraged?• Pupils could act out the story, make a picture or collect pictures to make a montage of people needing help (e.g. homeless, hungry, refugees etc).• Pupils could talk about what it might be like to do a ‘job’ like that. Would they like to help someone being sick or dying or smelly and dirty? Why do people who care choose jobs like these? Can music make us care more?• Listen to (or sing along with) the song ‘We all need encouragement’ from the CD ‘Build Up’ (Fischy Music). The song opens up the idea that with encouragement, we can do anything better, and those who care for us give us that encouragement. The chorus line is: ‘We all need encouragement, I do believe, We all need encouragement, like the air we breathe.’• Talk about who encourages us, and how we can help each other to be better at caring. Pupils might like to think about ways they can show they care at home. They might like to sing the song together. Questions of wonder:• Concentrate here on the question of who cares? Many of us care for our own families, and our friends, but some special people seem to be able to care for those no one else is bothered about.• Review the unit and the stories and music children have listened to, and think about what makes some people specially good at caring. You might ask pupils to listen to the song again quietly, and think about the ways they can be encouragers and carers.	<ul style="list-style-type: none">• How would – or should – a Christian or a Humanist play this game? Why? <p><i>Peace: is it more valuable than any many?</i></p> <p>Exploring one value that Christians and Humanists share</p> <ul style="list-style-type: none">• Think about someone you know who is a peacemaker - take turns to name the person and say why. Make a ‘peace tree’ Pupils write their ideas on leaves: “To make peace in the world I will... We all should... Nobody ought to...”• Invite a speaker from a charity to talk about how they bring ‘peace’ to others, the symbol of their organisation, the work they do and why (e.g. NSPCC, NCH Action for Children, The Salvation Army, OXFAM, Christian Aid). Ask the speaker about how religious and non-religious people can co-operate for peace.• Work with a collection of symbols from various organisations and discuss what they mean - make your own symbol for an organisation that works for peace.• Plan and present a school assembly / celebration on the theme of peace using symbols, songs, dance, music, art, readings studied / written in other lessons above.• Pupils write their own peace meditation / prayer / song using a famous prayer / song / poem as a model or frame (e.g. ‘Make me a Channel of Your Peace’ / ‘The Lord is My Shepherd’ / Give Peace a Chance / a Christmas carol, Ebony and Ivory). Use this literacy task to explore non-fiction writing skills and adjective vocabulary.• Collect the work together in a class book, celebrating the value of peace, and the pupils’ achievements in RE. Peace lovers, or peace makers?• One Christian leader (Rev Jim Wallis) says that it is “more important to be a peace maker than a peace lover”: “We all say we love peace, but the world needs more people who actually make peace.” What does he mean? What peace makers do the children know? How do they do it? Who can say who is the peacemaker in their family? In the school? How do they do it? Can anyone be a peace maker? <p><i>Can we create a code for living that would help the world?</i></p> <p>Making a code for living</p> <ul style="list-style-type: none">• Look at some ‘codes for living’ that Christians and Humanists try to follow together, such as the Ten Commandments or ideas from the humanist website• Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for ‘a happier town’. They may re-use ideas from Christian and humanist sources, but should also add their own ideas and expression.• You might set this task ‘on a desert island’ to enable children to see that their own community is the one that they should think about. If you do this, tell pupils they have all been marooned together on an island, and can make up the kind of rules for the kind of society they want. Then hide cards that say the pieces of moral code all around the drama space, and have them begin by finding them. Are they as useful as finding water and food? Maybe!• Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or less good rules or ideas they all agree with. Ask them to give reasons for their choices.• The ‘Ten Commandments’ were written on ‘tablets of stone’. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.• Ask about the impact of the rules or codes for living they would expect: what would help people to keep to these codes, and what would be the right thing to do to stop a person from breaking the codes for living?• It’s not a ‘rules’ game! Note that both Christians and Humanists are a bit hostile to just ‘keeping the rules’ for their own sake. Christians speak of God’s grace and guidance. Humanists of autonomy and individual rational judgement. Both prefer the idea that choices are made out of love and respect, rather than just ‘doing as they are told.’ Consider why this is important with your G&T pupils!• Excellent RE writing: you may like to give pupils the opportunity to do some extended RE writing. An A4 landscape page in this format might be suitable:	<ul style="list-style-type: none">o “Treating others as you want them to treat you is a democratic thing to do because it means each person counts for one in the community.”o “We are all free, and nobody wants to be trapped or imprisoned. So our own feeling of loving freedom should help us to see that everyone else also deserves to be free.”o “Do to others what you want done to you means that if you want your religion to be respected, you should respect other people’s religions just the same.”o The Silver Rule says ‘don’t hurt others, because you don’t like being hurt yourself.’ At the very least, we should accept people who are different and not harm them.”o If you make rules and laws that apply to everyone just the same, prince or beggar, then that puts the golden Rule to work in the whole country.” <p>The 5 sentences apply to Golden Rule to the 5 British Values of democracy, individual liberty, respect for diversity, tolerance and the rule of law (in that order).</p> <p><i>Is our town typical of the ways in which religious communities are spread out around the UK?</i></p> <p>What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common?</p> <ul style="list-style-type: none">• For example, pupils could compare life in a local village and compare it to a nearby major town or town (Rotherham of), in religious terms. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. Use the picture on the following page, and the activities that go with it.• There are relevant, useful activities based on visual learning here, one example is in ‘Religion Around Us’ (Mackley, RE Today). Selecting and identifying pictures and raising questions from them is an activity that builds understanding of different religions effectively.• Use photopacks of each of the religions: ask pupils to discuss and choose 4 pictures from ten that sum up each religion, and one from each religion that shows how it contributes to the whole community.• Ask pupils to choose in groups 10 photos that show ‘religion in Rotherham’ and ten others that show ‘religion in ’ or ‘Religion in the countryside’ What are the differences? What is good about each setting? Where do people learn the most?• Teach pupils about religious buildings. You could get them to guess first of all – in the UK, roughly how many Churches, Mosques, Mandirs, Gurdwaras, Synagogues, Buddhist viharas? Answers: about 50 000 Christian congregations. About 1800 mosques (all built in the last 150 years), about 400 Mandirs, about 450 synagogues, over 300 Gurdwaras.• Teach pupils about RE itself and other examples of inter-faith activity. In France or the USA there is no RE in schools. In many countries children only learn about their own family’s religion in school. But here in the UK we all learn about each other’s religions and worldviews. Why might this be a good thing? Can the class come up with ten reasons why our way of RE is good? How does RE itself make for a more respectful community? <p><i>What are the key features and artefacts in a Christian church?</i></p> <p>Lesson theme--explore the key features and artefacts of a more familiar place of worship: generate questions and suggest answers</p> <ul style="list-style-type: none">• The children should view the following website to remind them of the features of the church for example nave, lectern, altar, pew, candles, font and their use in worship. Modern and contemporary churches may use a band, screen, projector and light show for worship: be aware of the diversities. One website giving a local flavour to the work is http://www.wv11.co.uk/worship/• Use spotlight on Smart Board to
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			<table><tr><th>The main things I've learned about Humanists and their values are...</th><th>The main things I've learned about the Christians and their values are...</th><th>The main ideas I've been thinking about to do with my own values are...</th></tr><tr><td></td><td></td><td></td></tr></table>	The main things I've learned about Humanists and their values are...	The main things I've learned about the Christians and their values are...	The main ideas I've been thinking about to do with my own values are...				<p>focus on key images of one part of the inside of the building. Generate questions and suggest answers together. Model how use using ‘Image focus activity’ to help answer key question. • Ask children to suggest answers in pairs for each image using the activity sheet. Some children will need further help by additional open ended, thought provoking questions in order to guide them. The questions on the Activity Sheet could be simplified or the number of them reduced. • Look together at the images for each of these areas together using the spotlight. Record children’s deepest thoughts about how the features and artefacts make a difference to worship. Add any questions that are still puzzling and record possible answers to refer back to. Look at ‘the Events part of the website. How do ‘Events’ help people to worship? Sort all thoughts or unanswered questions into key areas [as with the Mandir]. • Building • Services • People • Questions of meaning • Links to the community • Artefacts/symbols used • New words and ideas The teacher records the best questions for each heading ready for the next lesson, and invites pupils to find out any answers they can in advance. Making RE a ‘find out’ subject is important in building interest and enthusiasm.</p> <p><i>What can we learn from religion about harmony where we live?</i></p> <p>Can our community be more harmonious?</p> <p>▪ Who is ‘us’ and who is ‘them’? Give pairs of pupils a long and diverse list of membership groups: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, males, females, comic book fans, married people, single people, divorced people, English, Irish, Welsh, Scottish, travellers, Europeans, Christians, Muslims, Atheists, Disney fans, gangs, Scouts + Guides, gay people and straight people, country people, townies, children, young people, older people and so on. Ask them to sort out who is ‘us’ and who is ‘them’. Don’t expect them to know what all these terms mean, but raise in the discussion that perhaps ‘us’ is everyone human. ▪ Remind the pupils of what they learned about the ‘Golden Rule’. Consider whether it has to apply to groups who we think are ‘them’ as well as to groups we think are ‘us’. Discuss why the Golden Rule is for everyone equally (otherwise it doesn’t make much sense!) Flagging up the human unity ▪ Consider together whether ‘us and them’ is a good way to look at the world. Apply this to the religious groups in the region. What does it mean to say ‘we’re all human’? Make a symbol or design a flag that is not just for one group, but for all humanity. Draw round hands, or use the ideas of stars in the sky, or reflect on the lovely saying of Cellist Pablo Casals: ‘we are leaves on a tree, and the tree is humanity’ (Watch him play: https://www.cellobello.org/cello-legacy/pablo-pau-casals/pablo-casals-song-of-the-birds-at-the-white-house-1961/) ▪ Are we all the same underneath? What does that mean? Through reflective discussion, aim to enable pupils to discern what unites humans, and what divides them, and to consider why unity is important. Are we perhaps all: vulnerable? Able to laugh and cry? In need of love and care? Able to love and care? Able to make others happy? ▪ You might read the speech of Shylock to pupils, from Shakespeare, and discuss its meanings: Here is a version from the RSC, which makes an excellent link to English learning. https://www.rsc.org.uk/shakespeare-learning-zone/the-merchant-of-venice/language/if-you-prick-us-do-we-not-bleed# ▪ If you were elected Mayor... Ask pupils to think about what they would do for their community if they were in charge, to promote good relations between different communities, they might plan a speech and you could even run a mock election. If you do, get pupils to work in a small team of 4-6 and prepare a speech for one of them to give. Run the speeches from different groups as an assembly, or for a class debate. If you want to, send the speeches to a local MP, Councillor or to the ‘Mayor’ (if there was one).</p>
The main things I've learned about Humanists and their values are...	The main things I've learned about the Christians and their values are...	The main ideas I've been thinking about to do with my own values are...								



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				<div><div>The speech might use sentence starters like these (encourage pupils to develop ideas of their own!):</div><table><tr><td>Rotherham is a great town, but some people don't get shown much respect, for example...</td><td>One thing we could all do to make Rotherham more harmonious is...</td><td>When people are disrespectful to others, then what needs to happen is...</td></tr><tr><td>Different religions say we should live in peace, but they don't always practice what they preach...</td><td>I think the Mayor needs to change a couple of things about Rotherham...</td><td>The truth is that we can all make a difference in Rotherham if we...</td></tr><tr><td>It's very important for Rotherham to be more respectful because...</td><td>Different religious groups could help make Rotherham harmonious by...</td><td>Rotherham is a great town, and we can make it even more harmonious if only we will...</td></tr></table><div>Give pupils the chance to read and develop the way they present their speeches – it might be good to take the best speeches to another class, and run a mock election.</div></div>	Rotherham is a great town, but some people don't get shown much respect, for example...	One thing we could all do to make Rotherham more harmonious is...	When people are disrespectful to others, then what needs to happen is...	Different religions say we should live in peace, but they don't always practice what they preach...	I think the Mayor needs to change a couple of things about Rotherham...	The truth is that we can all make a difference in Rotherham if we...	It's very important for Rotherham to be more respectful because...	Different religious groups could help make Rotherham harmonious by...	Rotherham is a great town, and we can make it even more harmonious if only we will...
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