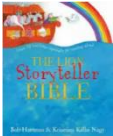
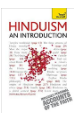


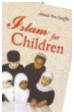
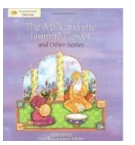
Year 3 Religious Education					
Big question 1: Do beliefs make any difference to someone's life?			Big question 2: What beliefs drive people to make a difference in the world?		
Term 1		Term 2		Term 3	
Christianity: stewardship Why are good stewardship and generous giving important for every Christian? Children will learn that Christians believe: - God owns the world and everything in it, - Humans are like stewards who look after the world on God's behalf. - Christians give to God because they love him. The Bible says: God loves a cheerful giver. - The money they give helps the church tell others about Jesus and help them feel God's love. - Stewardship is about more than money; it involves the giving of time and talent too. Children will use and understand the definitions of: Steward, offering, tithe.	Hinduism (First time learning about this faith) Karma Why does a Hindu want to collect good Karma? Children will learn: - That Karma means actions. Whatever we do produces a result. - Hindus believe we all have a soul. - The soul is reincarnated when we die, it lives on and moves into a new body. - We collect good and bad karma through our actions which always have consequences. - Hindus are encouraged in their holy books to perform acts of selfless kindness. Children will use and understand the definitions of: Hinduism, Hindu, Karma Moksha, Samsara, reincarnation, soul.	Islam: Submission/obedience. Religion and the Individual How does a Muslim show Submission and Obedience to Allah? Children will learn: - That submission is about recognising that Allah is to be obeyed at all times. That Muslims believe: - That Allah is the one true God; the most important being in the universe. - That Allah should be obeyed in every way and Muslims trust him to tell them the right thing to do. - That praying five times a day helps them to remember to submit to Allah in all they do. Children will use and understand the definitions of: Submission, Bismillah, Salat, Adhan, Muslim, Muezzin	Christianity: Emmanuel/Holy Spirit, Symbols and Religious Expression Is the cross a symbol of love, sacrifice or commitment for Christians? *LINK TO Y6 RESURREGCTON UNIT – SET UP EXPERIENCE EASTER STATIONS WITH LOCAL CHURCH TOO – Hope Workshop. Children will know that: - The Christian cross looks different across the world. Christians believe: - Jesus was to put to death on a cross. This was a sacrifice for the whole world so everyone has the chance to live in heaven after they die. - God loves us so much we are worth the sacrifice Jesus made. - Wearing a cross is a symbol of commitment to following Jesus. - The stories of Jesus death are told in church during holy week. Children will use and understand the definition of: sacrifice, Holy Week, crucifix, Jerusalem, The Last Supper, arrest, Crucifixion, burial, resurrection	Humanism: Morals or reasoning. Why do Humanists use the golden rule as a basis for morals? Children will learn: That Morality is about doing the right thing. That Humanists believe: - Humans can be good without having a religious belief. - We can think for ourselves about what is right or wrong. - The Golden Rule and empathy make the world a better place for everyone. - We should be guided by thinking about the consequences of our actions - Stories are helpful for learning about the right thing to do. Children will use and understand the definitions of: Golden rule, conscience, Theist, Agnostic, empathy, morality, Atheist, world view.	Sikhism: Gurus (inspiring people) Gurus How does the teaching of the Gurus move Sikhs from the dark to the light? Children will know that A Guru is a teacher who gives guidance from God. Children will know that Sikhs believe: - In one God 'Waheguru,' the most wonderful teacher. - That no one religion is the only true way to Waheguru. We are all children of God. - Guidance from God came to humans through ten Gurus. - Guru Nanak was the first Guru. He wanted to teach people how they should live their lives and try to bring them into the light. - The Guru Granth Sahib continues to lead those who choose to follow its teachings from Darkness to light. Sikhs are encouraged to listen and meditate on its words. - Repeating 'Waheguru' focuses the mind and helps you know God better. Children will use and understand the definition of: Sikhism, Sikh, Guru, Guru Nanak, Guru Granth Sahib, Waheguru,
Learning questions Why are good stewardship and generous giving important for every Christian? Where might Christians send their money? Who do people of faith think owns the world? And everything in it? What would change if everyone acted like stewards to take care of the world? What happens in Jesus' Parable of the Talents'? How does it feel to give,... and to receive? How do Christians give money to God at church? What does the Bible say about giving money to God? Do all Christians give money to God the same way? How can a Christian be a good steward of all they have? What influences us in the way we use our time, money and talents? Could we help others with what we have?	Learning questions Why does a Hindu want to collect good Karma? Do Hindus use Snakes and Ladders to teach about good and bad Karma? Who is responsible for our actions? What are some important Hindu beliefs about life and death? How do Hindu parents help their children learn about Karma? How are Hindus involved in act of selfless kindness? What happens at a Upanayana ceremony? How does a Hindu child fulfil their duties?	Learning questions How does a Muslim show Submission and Obedience to Allah? What does submission mean? When would you submit to e.g. police/ambulance? What words did Bilal choose when calling people to prayer? How do they respond to the Adhan? Who is the most important person for a Muslim to obey? Why was Bilal chosen as the first Muezzin? What words did Bilal choose when calling people to prayer? What would a Muslim learn from this story? Why do Muslims believe it makes sense to submit to God? Why do Muslims get ready for prayer so carefully? How do the rituals of Muslim prayer demonstrate understanding of submission? Does praying so often remind Muslims to submit to Allah? Why do Muslims what all that they do to show obedience? What do Muslims want their children to learn about submission?	Learning questions Is the cross a symbol of love, sacrifice or commitment for Christians? What is the word 'sacrifice' about? What is the most precious thing you have? Would you sacrifice it? Is a Christian cross about love or sacrifice? Or more? How do Christians feel when they see a cross and remember Jesus' sacrifice? What do we know about the stories Christians tell in Holy Week? How do these stories make Christians feel? What questions do we want to ask? How can crosses remind us that there are Christians all over the world? Why do many Christians make the sign of the cross on themselves? Does wearing a cross make someone a Christian? Is a cross a sign of love, sacrifice or commitment?	Learning questions Why do Humanists use the golden rule as a basis for morals? What does it mean when adults ask us to be good? What motivates people to make good decisions? What is your world view? Does everyone have to belong to a religion? What is the Golden Rule? Why do Humanists believe that having empathy helps us makes good decisions? How could you develop good empathy? How and why do Humanists use the Golden Rule? Why does a Humanist school think it is important for children to learn about right and wrong? BIG QUESTION: What beliefs drive people to make a difference in the world?	Learning questions Gurus How does the teaching of the Gurus move Sikhs from the dark to the light?# What does a good teacher do? Who would you go to if you needed help with an answer, if you felt in the dark? What is a GURU? Is it a good word for a teacher? What are the most important things to learn? What can you tell about Guru Nanak? What are you 'in the dark' about? What do you think is really worth learning? What did Guru Nanak have to say about religious 'labels'? How did Nanak become Guru Nanak? How did this experience change him? Who were the Gurus? What was their purpose? How is the GURU Granth Sahib treated like a Guru? How does it act as a guru today. Who is the true guru? What is chanting? Does remembering Waheguru help Sikhs? What is a Hukamnama and how does it help a Sikh?
Key skills Describe some things that Christians believe they should do as stewards of God's world. Describe what Christians might learn from the parable of the Three Servants about good stewardship. Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Key skills Explain how snakes and ladders links with the idea of karma. That good choices have good results. Begin to describe what Hindus might learn from one of their stories about living the right way. Know that Hindus are encouraged to perform acts of selfless kindness. Talk about how karma influenced Ghandi.	Key skills Explain how a Muslim responds when hearing the Adhan. Explain that Muslim means 'one who 'submits' or who willingly does what God wants them to do. Explain a Muslim learns from the story of Bilal and the first call to prayer to submit to Allah.	Key skills Explain the link between Remembrance and the Christian concept of sacrifice. Describe what a Christian might learn from one of the stories of Holy Week. Describe how Christians use crosses to show they are Christians and how the cross makes them feel.	Key skills Describe humanism as a non religious worldview Describe how humanists make decisions about what is right Recognise different forms of the Golden Rule in religions and cultures	Key skills Understand that Guru means teacher and the purpose of a Guru to share the light of God. Describe what a Sikh might learn from stories of Guru Nanak. Understand the significance of Ik Onkar as representing the Sikh belief in one god.

	Know that even Hindu children must learn to take responsibility for gathering good karma.	Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah. Understand that saying the Bismillah reminds Muslims that Allah is involved in everything.		Explain what empathy is and why Humanists consider it an important value Understand that not everyone believes in God.	Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Understand how a Sikh will listen to the true Guru through chanting and meditating.
Year 3 Religious Education					
Text/video/music http://www.lambsongs.co.nz/New%20Tales%20Books/Talents%20-%20Good%20%20Worker%20Col.pdf The Good Worker leaflet download.  	Text/video/music http://www.bbc.co.uk/education/clips/z9f4dmn http://www.bbc.co.uk/education/clips/ztapycw http://www.talesofpanchatantra.com/ http://panchatantra.org/ http://www.bbc.co.uk/education/topics/zh86n39/videos/1 Little Miss Naughty – Roger Hargreaves. What if Everyone Did That? Ellen Javernick.    OR   Hinduism – An Introduction: Teach Yourself (Owen Cole / VP Kanitkar) Opening up Hinduism – Fiona Moss	Text/video/music   The story of Bilal – Edoardo Albert I can say Bismillah Anywhere! – Yasmin Ibrahim Assalamu Alaykum – M S Kayani Islam for children – Ahmed Von Deffner https://www.youtube.com/watch?v=pKXBEmdmPI0&t=11s BBC Bitesize short on a Mosque. (Not in planning as such but could link to the idea of the tradition of visiting the mosque for the Adhan (call to prayer.) 	Text/video/music  Choose from this selection of Children's Bibles:      A Cross the World – Martyn Payne, Betty Pedley (Worldwide Christian Church) The Beginner's Bible: The Easter Story (YouTube video) https://www.youtube.com/watch?v=OP5SgoPdKQFQ 	Text and music https://humanism.org.uk/ The British Humanist Association. https://understandinghumanism.org.uk/content/uploads/Being-Good-pages.pdf Book - Most People by Michael Leannah. https://www.youtube.com/watch?v=V_VrMnVINRY&t=223s Youtube of book being read. (Will buy, in time) Book - Good People Everywhere by Lynea Gille. https://www.youtube.com/watch?v=QJtSi6TBu7Q&t=1s Youtube of book reading. What is Right and Wrong? Michael Rosen and AnnMarie Young (Wayland: 2021)  Aesop's Fables – various publications.	Text/video/music Clip from The Wizard of Oz Animated World Faiths: The Life of Guru Nanak. (Look up in Google - link too large to share here)   Beginnings of Sikhism: http://www.bbc.co.uk/programmes/p01150rh Guru Nanak poster - find on internet e.g. Amazon or https://www.dollsof india.com/posters/sikh/ Guru Nanak Primary Academy – check their website for suitable pictures. https://www.gurunankhacademy.co.uk/ The ten Gurus song: Beginnings of Sikhism: http://www.bbc.co.uk/programmes/p01150rh The Sikh holy Book: Beginnings of Sikhism: http://www.bbc.co.uk/programmes/p01150rh Lots of other websites e.g. reciting the Mool Mantar.
Retrieval In KS1 children will have learnt that Christians are followers of Jesus, the saviour of the world. He died at Easter but came back to life. Jesus told parables to teach about God. Christians pray to God and worship him in different ways. The Holy Spirit reminds Christians God is always with them.	Retrieval In Reception, children had an Initial Encounter: Hinduism: How do Hindu brothers and sisters show love? Bandhan/protection. In Year 1, children have learnt about the meanings of the festival of Holi and stories about Krishna.	Retrieval In Year 2 term 2, children learn the importance of the names 'Allah' and 'Muhammad' to Muslims. They also hear stories about Muhammad. Children also learn about the festival of Eid and why it is celebrated.	Retrieval In Year 2 tem 1, children will have learnt why Jesus is called Saviour. In Year 2 term 2, children have learnt why Christians trust and follow Jesus. In Year 2 term 3 children will have learnt about what Jesus taught through his parables.	Retrieval This is the first time that the children will have encountered Humanism.	Retrieval In Reception Spring Term, children have had an initial encounter with Sikhism: How did Guru Har Gobind rescue the 52 princes? <i>Courage/Sikh Diwali.</i>
People/events/places	People/events/places Visit to Ipswich Hindu Temple after half-term to enrich learning for KQs.	People/events/places https://www.youtube.com/watch?v=pKXBEmdmPI0&t=11s BBC Bitesize short on a Mosque. Invite a Muslim person in to talk about how they pray, submit to Allah	People/events/places Invite 'Open the Book' in for the Holy Week section .Holy Week	People/events/places	People/events/places

Year 4 Religious Education					
Big question 3: What makes people an inspiration to others?			Big question 4: What beliefs bind a community together?		
Term 1		Term 2		Term 3	
Hinduism Learning Theme: Inspirational People Children will learn about: Dharma (POSS SWAP TO KARMA?) How does the story of Rama and Sita inspire Hindus to follow their Dharma? Children will learn that Dharma is about duty. Children will know that Hindus believe: - Everyone has their own DUTY or Dharma to fulfil in life. - Dharma should be taken seriously -like playing a role in a team. - Siblings have a duty to look after each other. - Many Hindu stories are about those who follow their duty, no matter what. - Hindu marriage joins two people for life, so they can fulfil their dharma together. Children will use and understand the definitions of: Dharma, Raksha Bandhan, Murti, Diwali, Divas.	Compare with Christianity Learning Theme: Inspirational People. Children will learn about Saviour/Salvation How does believing Jesus is saviour inspire Christians to save/serve others? Children will remember people were amazed at what Jesus said and did when he was alive. Children will know that Christians believe: - Jesus was a rescuer or saviour (the name Jesus means saviour). - The Bible tells us stories of when Jesus saved people when he was alive. He also saved us all through his death. - Humans are made in God's image. However, when we disobey God's rules or fail to live up to them, we are 'spoilt'. - In serving others by making a difference in response to Jesus saving them. Children will use and understand the definitions of: Salvation, Saviour, William Booth, Salvation Army, sin.	Islam Prophet Why do Muslims call Muhammad the 'Seal of the Prophets'? Children will learn that a prophet is chosen by God and provides guidance in the form of a good example to follow. Children will learn that Muslims believe: - Allah has sent many messengers into the world to call people back to him when they have behaved badly. - Muhammad was chosen by Allah to be his final prophet. - Muhammad is greatly respected by Muslims but he is not to be worshipped. - Muhammad told people to submit to Allah and to worship no-one else. Children will use and understand the definitions of: prophet, mosque, Muhammad, Shahadah	Christianity Learning Theme: Religion, Family and the Community Children will learn about: Mission Why do Christians believe that they are 'people on a mission'? Children will know that every Christian is called by God to be a good influence on the world around them. Children will know that Christians believe that: - Jesus told his followers to be salt and light in the world. - Like salt, Christians should encourage what is good in the world. - Like light, Christians should shine so people can see God in them. - Jesus gave his followers the job of spreading his message around the world. This is the Great Commission. - The Holy Spirit gives Christians strength for this task. Children will use and understand the definition of: mission, Pentecost, Great Commission, Marks of Mission, Holy Spirit.	Sikhism Equality How do Sikhs put their beliefs about equality into practice? Children will learn that Sikhs believe: - That everyone is equal. - Guru Nanak taught that God was present in everyone. - Everybody is equal because God is in each heart. - All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God. - Eating together in the langar helps put equality in practice. No one is more important than anyone else. - In the Gurdwara, worshipping together reminds Sikhs they are all equal. Children will use and understand the definition of: Sing, Kaur, langar, Patka, Gurdwara	Judaism Learning Theme: Symbols and Religious Expression Covenant What symbols/stories help Jewish people remember their covenant with God? Children will know that: -Covenant means promise. Jewish people believe: - The rainbow is a sign of the first covenant with God. - Abraham was called into a covenant with God. - The Exodus was God's rescue of the Jewish nation from Egyptian slavery. - God summoned the Jewish people to Mount Sinai to renew their Covenant with them. - God's covenant is remembered at Passover. Children will use and understand the definition of: Covenant, Exodus, Passover, Seder, Shavuot, Omer.
Learning questions How does the story of Rama and Sita inspire Hindus to follow their Dharma? What might happen if people neglect their duties? What duty is recalled by Hindus at Rasksha Bandhan? What kind of duty is Dharma? What can you deduce about Rama, Sita, Lakshman and Hanuman? Why is Rama so inspirational to Hindus? What is the Dharma of these characters? How does the Hindu community celebrate the example of Rama and Sita? Why are Hindu children encouraged to 'be as Rama or Sita'? Why might a Murti of Rama and Sita good gift for a Hindu bride and groom? What are the duties, or dharma, of Hindu marriage?	Learning Questions How does believing Jesus is saviour inspire Christians to save/serve others? What questions could we ask about Jesus as a superhero or saviour? What did Jesus say about himself as saviour? What do Christians mean by sin, its affect and being saved from it? What other examples are there in the Bible of Jesus as saviour? What place does Jesus as saviour have in church at Christmas? *INVITE SALVATION ARMY TO PLAY. How does celebrating the coming of the saviour inspire Christians to help others? If you are rescued, is it your responsibility to save or help others? How and why does the Salvation Army, a Christian Church, serve?	Learning questions Why do Muslims call Muhammad the 'Seal of the Prophets'? What do Muslims believe about God's messengers or prophets? Why is Muhammad important for Muslims? What kind of a person do Muslims believe Muhammad was like? What do these words remind Muslims? (The Shahadah) What is the story Muslims tell of Muhammad as the final prophet? What changes did people have to make to become Muslims? What is in a mosque? Where would you find Muhammad in a mosque? How do Muslims celebrate Muhammad's birthday? Why don't all Muslims approve of this celebration?	Learning questions Why do Christians believe that they are 'people on a mission'? What does the word 'mission' mean? What was Jonah's mission? Do you think people have a 'mission' in life? Do light and salt make a difference in the world? What do we know about salt and light? What did Jesus mean when he told his followers to be salt and light? What is the Great Commission that Jesus gave to his disciples? What is a commission? What 'Great Commission' would you give your friends? How did the church get started on its mission? What happened at Pentecost? What are the five marks of mission in the Anglican Church? Are any of the Marks of Mission more important than the others?	Learning questions How do Sikhs put their beliefs about equality into practice? What is a patka? Why do Sikhs wear a turban? How are we both different and equal? What do Sikhs believe about equality? Does everyone have more to learn? How do Sikhs today know Guru Nanak's teachings? What should Amar Das do? What words did Guru Amar Das leave to remind Sikhs of his belief in equality? What customs are there in a Gurdwara? What is langar (free kitchen) like in Britain? What might it be like to experience langar here in school?	What symbols/stories help Jewish people remember their covenant with God? Why is the rainbow a reminder of a promise or agreement? What else helps Jewish people remember their covenant or agreement with God? What is the difference between a promise and an agreement /covenant? What memories do matzos and salty water hold? What is the story behind these? What would they remind Jewish people of? How does a Jewish family remember the story of the Exodus at Passover today? When did the Jewish people make a public promise to God? How do we know remembering the Ten Commandments is important to Jewish people? What is Shavuot and when does it happen? What commandments are read at Shavuot? How do they affect people's lives?
Key skills - Describe what a Hindu might learn from the story of Rama and Sita. - Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. - Explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita'	Key Skills - Describe some different ways that Christians show their beliefs about Jesus in Christmas carols or on Christmas cards. - Describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different. - Understand who Christians believe Jesus to be - the saviour of the world.	Key skills Explain that Muslims believe Muhammad was a messenger of God and the last prophet and recall something about his life. Describe the Shahadah and know all Muslims everywhere recite the same words. Describe what Muslims might learn from a story about Muhammad's life.	Key skills Describe how Jesus' words about salt and light influence a Christian. Describe some things churches typically do as part of their mission to love God and love their neighbour. Describe what a Christian believes about the Holy Spirit and how he empowers	Key skills Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united. Explain and describe the practice of the langar.	Key skills Use religious words to describe how a rainbow in the Noah story is a reminder of God's promises. Explain how a mezuzah links with remembering God's covenant. Describe what Jewish people might learn from the stories of Abraham about a covenant with God.

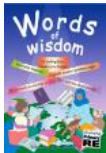
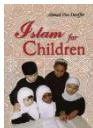
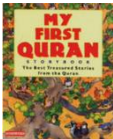
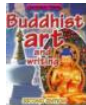
		Describe some different ways Muslims show their beliefs about Muhammad such as in art, calligraphy or design.	Christians to make a difference in the world.		Describe some different customs and practices Jewish people have as part of their Passover celebrations.
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Year 4 Religious Education

Text (including visual and audio) Rama and Sita – Malachy Doyle Rama and the Demon King: An Ancient Tale from India by Jessica Souhami Version read by the author on youtube: https://www.youtube.com/watch?v=EJegWdoYkfo  	Text (including visual and audio) The Storyteller Bible. Story of Zaccheus (Can use PowerPoint on network, also animation: https://www.youtube.com/watch?v=5BjtbJFz2ug Picture: 'Who Cares' by Mauricio Palacio.    Look at the Shoebox appeal Charity in the lead up to Christmas. (Samaritan's Purse) 	Text (including visual and audio) Exploring a Theme: Leaders and Followers p.26-28. This can be downloaded as a PDF for £9 http://shop.retoday.org.uk/9781904024910 Animated World Faiths: Life of Muhammad https://www.youtube.com/watch?v=x7K9da5Yaq Islam for Children and Islam: An Introduction – there is a copy of each in Y5 	Text (including visual and audio) The Storyteller Bible. The Good News Bible. The Hard to Swallow Tale of Jonah and the Whale - Joyce Denham   	Text (including visual and audio) The Lion's Mane Navjot Kaur (Saffron Press)   Dear Takuya – Jessi Kaur The Milk and the Jasmine Flower. Anita Ganeri. 	Text (including visual and audio) (These are more for reference but could use 1 and share with the class)       A Jewish children's story Bible e.g. Children's Illustrated Jewish Bible – Doring Kindersley • Jewish children's books on Pesach (Passover) and Shavuot • The CD 'Two Candles Burn' with festival songs by Stephen Melzack / also on i-tunes Passover – David Adler Exodus - Brian Wildsmith   Artefacts e.g. mezuzah, seder plate from internet sites selling Judaica /e-bay / https://www.ftsgroup.co.uk/judaism-arte-facts-collection/1003618.htm
Retrieval In Year 3 term 1 children learn that Hindus believe we all have a soul. They also learn that the soul is reincarnated when we die, it lives on and moves into a new body. They learn that Hindus collect good and bad karma through our actions.	Retrieval In Year 2, Autumn term, Children learn about the meaning of Advent. Christians are followers of Jesus, the saviour of the world. He died but came back to life. In Year 2, Summer Term, Children also learn that Jesus told parables to teach about God's Kingdom and the right way to live. In Year 3 children learn that a cross reminds Christians of his sacrifice, commitment and God's love. They also learn that The Holy Spirit reminds Christians God is always with them.	Retrieval In Year 2 term 2, children learn the importance of the names 'Allah' and 'Muhammad' to Muslims. They also hear stories about Muhammad. Children also learn about the festival of Eid and why it is celebrated. Children have learnt in Y3 that Muslims believe Allah is the one true God and should be obeyed in every way. Muslims trust him to tell them the right thing to do. Praying five times a day helps them to remember to submit to Allah in all they do.	Retrieval Children will have learnt in Year 3 term 2 that a cross reminds Christians of Jesus' sacrifice but is also a sign of commitment and God's love In Year 2 term 2 / Year 3 term 2, children will have learnt that Christians are followers of Jesus, the saviour of the world. He died but came back to life. In Year 2 term 3, children have learnt that Jesus told parables to teach about God's Kingdom and the right way to live. Christians serve others as a response to being saved.	Retrieval In Year 3, Summer Term, the children have learnt that Sikhs believe in one God 'Waheguru.' Sikhs believe that people are all children of God. Guru Nanak was the first Guru. The Guru Granth Sahib the last. Sikhs are encouraged to listen and meditate on its words to know God better.	Retrieval In year 1 term 1 children learn that Jewish people believe good deeds like helping others are important. In year 1 term 3 children learn that Jewish people say prayers and blessings to God and that Shabbat is a day of rest. In Year 2 term 1 children learn about repentance and in term 3, children learn that the Torah is an important book.
People/events/places Teach or ask a Hindu volunteer to teach some Divali dance.	People/events/places Invite minister in to talk about why Jesus as saviour is important at Christmas..could have year group/phase assembly.Near to Christmas, plan to invite the Salvation Army in to play. Organise in liaison with SL to maybe be a whole school performance (enrichment). Could be part of school Carol Service? Visit local Salvation Army or invite someone from there in to be interviewed. (There is one on Woodbridge Road - 558 Woodbridge Rd, Ipswich IP4 4PH. Tel 01473 270009)	People/events/places Mosque visit (organise early)	People/events/places Investigate charities that are set up by Christians to serve everyone e.g. Tear Fund, Christian Aid or another international relief organisation such as CAFOD or World Vision. Speak to a worker from a charity set up to serve everyone e.g. Street Pastors, FIND, Samaritan's Purse: Operation Christmas Child, Night Shelter. (I have links to these so do ask if you would like to do this – MC) • Mission to Seafarers • The Leprosy Mission • Toy Box Charity.	People/events/places Local Gurdwaras - Ipswich, Norwich and Cambridge. Details on the internet, from interfaith groups e.g. EEFA (East of England Faiths Agency). The Ancient House Museum, Thetford, provides exhibits on Maharajah Duleep Singh who lived in Elveden, and whose grave is a 'pilgrimage' site for British Sikhs. See: http://duleepsingh.com/ThetfordMuseum	People/events/places

Year 5 Religious Education					
Big question 5: Where do people look for answers to life and living?			Big question 6: Are some things more sacred than others?		
Term 1		Term 2		Term 3	
Hinduism: Moksha What spiritual pathways to Moksha are written about in Hindu scriptures? Moksha is freedom from the cycle of birth-death-rebirth (samsara). Children will learn that Hindus believe: - Life is a journey towards re-union with God and there are different pathways to achieve this. - Hindus read from the Gita for guidance, comfort and advice. - Most Hindus follow Bhakti yoga which teaches people can reach moksha through loving devotion to God. - Many Hindus direct their devotion to Krishna; they believe that if they focus their love on him he will be their route to moksha. Children will use and understand the definition of: Moksha, Samsara, Yogas, Krishna, Gita, Bhakti, Janmashtami.	Christianity: Gospel Learning Theme: Teaching and Authority Why is the gospel 'Good News'? Children will learn that to Christians, Jesus is good news. Children will learn that Christians believe: - Jesus is the saviour of the world. This is good news. - The Gospels are the books of Matthew, Mark, Luke and John. They are found in the Bible and tell the stories of Jesus. - Christians live by the Bible and by the things Jesus said. - The teachings of Jesus have authority in their life. Children will use and understand the definition of: Gospel, lectern, Annie Vallotton.	Islam: Revelation Learning Theme: Teaching and Authority What does the Qu'ran reveal to Muslims about Allah and his guidance? Children will learn that Revelation is how Allah imparts whatever he wishes to those he chooses. That Muslims believe: - The greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an. - The Qur'an reveals what God is like, provides guidance for living and the key to preparation for the life to come. - The words of the Qur'an are the actual words of Allah received over a period of time by the Prophet Muhammad through the Angel Jibreel (Gabriel). Children will use and understand the definition of: revelation, Madrassa, Cave Hira, Hafiz.	Christianity: Eucharist Learning Theme: Worship, pilgrimage and sacred Places What is the significance of the 'Eucharist' to Christians? Children will learn: That the Eucharist is when Christians give thanks for bread and wine in memory of Jesus. It is a central act of worship. That Christians believe: - It is important to give thanks to God. It is a Christian duty. - During the Lord's Supper, the Passover feast with his disciples on the evening before he was betrayed, Jesus commanded his followers to remember him. - The Eucharist is a reminder of Jesus' sacrifice on their behalf but also of things which should make them glad: of God's amazing love and forgiveness. Children will use and understand the definition of: thanksgiving, Sacrifice, Eucharist, Passover feast, Lord's Supper, Holy Communion, forgiveness, Anglican, disciples.	Buddhism: Enlightenment Learning Theme: Encountering <i>"This will be the first time the children will have encountered Buddhism."</i> How did Buddha teach his followers to find enlightenment? Children will learn that: Enlightenment means having a fully awake understanding. That Buddhists believe: - All humans have the potential to be enlightened or awakened spiritually. - The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering. - The Buddha explained his ideas as Four Noble Truths. - Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering. - They can become enlightened through meditation. Children will use and understand the definition of: Buddah, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation.	Judaism: Holiness Learning Theme: Worship, Pilgrimage and Sacred Places. What is holiness for Jewish people: a place/time/object, or something else? Children will learn that Jewish people believe: - God is holy. - God gives commands to his people to make them holy, to live a holy life and keep to a holiness code. - God's name itself is holy. Jewish people use an alternative for the word God e.g. Ha shem – the name, or G - D. - Shabbat is a holy time. - Being Barmitzvah/Batmitzvah does not make someone holy but it makes a Jewish person responsible to God for their religious lives. Children will use and understand the definition of: Ner Tamid, Shabbat, Bar Mitvah, Bat Mitvah
Learning questions What spiritual pathways to Moksha are written about in Hindu scriptures? How many different pathways are there to achieve one goal? How does this relate to the Hindu concept of moksha? Do you agree that life is like a battle sometimes? How do Hindus use Krishna's teaching in the Bhagavad Gita to help them in life? What analogy can help explain a Hindu view of life? Which pathway to moksha would suit which person? Which spiritual pathway is practised most in the Hindu community? How do Hindu children show devotion to Krishna? Why is it so important for Hindus to show Krishna love and devotion? What do Hindu children learn from the stories of Krishna's childhood?	Learning questions Why is the gospel 'Good News'? What do Christians mean by the Gospel? What is their good news? How can a person be good news? When did people first think of Jesus as being good news in the Bible? Was the birth of this baby good news for everyone? How do we know the story of Jesus as being good news? What are the gospels? What is the best good news? What good news do they contain? How did the gospel writers choose the stories for their gospels? How are the gospels shown to be of great value in the (Anglican) church? How did one Christian show how important the Gospel, or Christian message, was to them? How does Jesus' teaching affect Christians in their daily lives and why do the words hold authority for them?	Learning questions What does the Qu'ran reveal to Muslims about Allah and his guidance? How do Muslims show respect to the Qur'an? Why does a Muslim treat the Qur'an as so valuable? What do the words of the Qur'an reveal? What happened at Cave Hira? How were the words of the Qur'an collected and revealed to others? Why was it important to have this revelation written down? What do the words of the Qur'an reveal? What do the decorative verses in a Mosque reveal? How does the Muslim community guard the revelation of Allah? How does Laylat-ul Qadr remind Muslims they have been given the final revelation from Allah? How does Allah's guidance affect how a Muslim lives their life? Why is a rope a metaphor for the guidance of the Qur'an?	Learning questions What is the significance of the 'Eucharist' to Christians? What is 'thanksgiving'? How is it different from being 'thankful'? Why is the 'Eucharist' or 'communion' so important to Christians? How does the Bible help understand the significance of the Eucharist? What do the gospel-writers say about the Last Supper? How do you think it felt to be there at the Last Supper? How does thinking about the Last Supper and Jesus' words make Christians feel today? What have we learnt about why Communion is important to Christians? What clues to the importance of the Eucharist are there in a Holy Communion service? Do you think it is important to be thankful? Is it easy to live a thankful life? Who do Christians give thanks to and why? What about me? How does the Eucharist remind Christians to give thanks in their daily lives?	Learning questions How did Buddha teach his followers to find enlightenment? What is a Buddha? Why do Buddhists use a lotus to symbolise enlightenment? How might the image of the Buddha give clues on how to reach enlightenment? What story do Buddhists tell about Buddha's own struggle to find enlightenment? What makes a Bodhi tree so important to Buddhists? What did Buddha do when he attained enlightenment? What was the Buddha's first teaching? What stories do Buddhists use to help explain the Noble Truths? Why did Buddha set the Dharma wheel in motion? What help does the Eightfold Path give Buddhists? How might a Buddhist interpret the teachings of the Eightfold Path in action? Why do Buddhists teach their children to meditate?	Learning questions What is holiness for Jewish people: a place/time/object, or something else? Is a scroll a holy object? Do you have any objects you think are holy? Why is a scroll 'holy' for Jewish people? What does holy mean? How is this story (burning bush) important to Jewish people? What does it teach about 'holiness'? Is this a story (burning bush) about a holy place, a holy object, a holy action, a holy time ... or something else? Is holiness a place? Did Moses go back to Egypt? What happened next? Why did Moses break the luchot? Was something holy spoilt in this story? How does a Shabbat begin/end and how do Jewish people make Shabbat holy? What happens at a Barmitzvah? What does the Torah say about living a holy life? What do you think 'being holy' might mean? What would a holy person be like? What would 'holiness' look like?

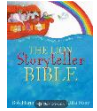
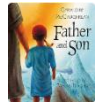
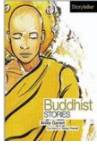
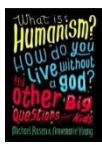
Year 5 Religious Education

Key skills Use the right religious terms to describe that Hindus believe there are different pathways to moksha. Understand that some Hindus read from the Gita for guidance, comfort and advice. Express the importance of devotion to Krishna for those who follow the Bhakti pathway. Give examples of how Hindus express beliefs and feelings about Krishna.	Key Skills Give examples from the Gospels of how Jesus was good news to people. Use the right religious words to describe and compare what may happen in a church when the Gospels are read. Link Christian belief in Jesus as God's Son to the stories which come from the Gospel. Explain why a Christians today would describe Jesus as good news.	Key skills Participate in a class discussion. Explain how Muslims show respect for the Qur'an. Retell the story of how the Qur'an was revealed to Muhammad. Describe some practices and experiences of Muslim children at a madrasah. Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.	Key skills Explain that the last Passover feast Jesus shared with his disciples is known as the Lord's Supper. Describe what happens at an Anglican communion service. Describe what the Eucharist means to Christians today – how it reminds them to be thankful.	Key skills - Retell the story of Buddha's enlightenment. - Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. - Describe different practices of Buddhists in search of enlightenment on the Eightfold Path. - Explain Buddhist teachings including reference to the four noble truths.	Key skills Explain what the burning bush story in Exodus teaches about holiness. Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. Give examples of what the Torah says about living a holy life.
Text (including visual and audio) RE Today – Words of Wisdom ISBN: 9781904024453 	Text (including visual and audio) Paintings by Paul Forsey http://www.pforsey.co.uk/ministrythumbs.html Friends and Heroes – He Chose the Shepherds. https://www.friendsandheroes.com/us/he-chose-shepherds Bible Gateway for looking up specific verses. https://www.biblegateway.com/ Worship songs https://worshipsongs.org.uk/ Annie Vallotton (Artist) http://news.americanbible.org/blog/entry/corporate-blog/annie-vallotton-legacy-of-the-good-news-bible Miracle Maker video Vimeo https://vimeo.com/660222760 	Text (including visual and audio) My First Qur'an - Saniyasnain Khan slam for Children - Ahmad Von Deffner  	Text (including visual and audio) Remember Me video Children's Bible Stories Friends and Heroes UK Website The Communion Cube (book) - Diana Murrie My Communion book. Diana Murrie. (Newer book) The Prince of Egypt DVD (first 8 minutes)   	Text (including visual and audio) Buddhist Stories – Anita Ganeri – with simple well-told Buddhist stories (Evans) Buddhist Faith Pack – Art and Writing / Faith and Practices / Holy Days / Temples http://www.w.ttsgroup.co.uk/buddhist-faith-pack/1008551.html  	Text (including visual and audio) The Tattooed Torah Marvell Ginsburg Children's Bible, The Children's Illustrated Jewish Bible (Dorling Kindersley) The Story of Hanukkah – David Adler Maccabee: The Story of Hanukkah – Tilda Balsley Channukah Lights everywhere – Michael J Rosen. The Prince of Egypt DVD (Dreamworks first 2D animation, now a musical - https://www.theprinceofegyptmusical.com/) (We have this already)   
Retrieval In Year 3, children learn that Hindus believe the soul is reincarnated when they die. They also learn that Hindus believe they collect good and bad karma through their actions. In Year 4, children learn that Hindus have their own dharma to fulfil in life. Hindu stories are told about those who follow their duty, no matter what.	Retrieval In Key Stage 1 children learn that Jesus told parables to teach about God's Kingdom and the right way to live. They learn that he is also the Holy Spirit. In Year 3, children learn that a Christian needs to be a good steward of all that they have and that a cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love. In Year 4, children have learnt that Jesus is a saviour to Christians and that Christians feel they are on a Mission on Earth to teach about Jesus and to help people.	Retrieval That Allah is the one true God – compassionate and merciful. He should be obeyed in every way. Muhammad – revered but not to be worshipped - was chosen by Allah to be his final prophet. Muhammad told people to submit to Allah and to worship no-one else.	Retrieval In Key Stage 1 children learn that Jesus told parables to teach about God's Kingdom and the right way to live. They learn that he is also the Holy Spirit. In Year 3, children learn that a Christian needs to be a good steward of all that they have and that a cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love. In Year 4, children have learnt that Jesus is a saviour to Christians and that Christians feel they are on a Mission on Earth to teach about Jesus and to help people.	Retrieval This is the first time children will have encountered Buddhism.	Retrieval In year 1 term 3 children learn that Jewish people say prayers and blessings to God and that Shabbat is a day of rest. They learn that Mitzvahs (good deeds) are important. In Year 2 they learn about repentance and the Torah. In Year 4 term 3 the children learn that The Torah is an important book and focus on The Exodus story.
People/events/places Visit to Hindu Temple - http://www.ipswichhindusamaj.onesuffolk.net/ (Ipswich Hindu Samaj Community Centre & Mandir).	People/events/places Open the Book stories. Key to Life Exhibition Life Exhibition (Summer Term follow up)	People/events/places Interview someone from the Muslim faith and ask some of the KQs.	People/events/places Visit a church, or invite someone from a church in, to show the children what is used and talk about different types of service.	People/events/places http://www.ipswichbuddhistcentre.org.uk/ Ipswich Buddhist centre – visit or arrange speaker (be very specific on what you want them to talk about.) Invite a Jewish visitor in to talk about Shabbat.	People/events/places

Year 6 Religious Education					
Term 1		Term 2		Term 3	
Big question 7: Why are there so many different ideas about God?			Big question 8: What are the best ways to think about living and dying?		
<u>Christianity</u> <u>Learning Theme: Beliefs and Questions</u> Children will learn about: Being Incarnate How do Christians show their belief that Jesus is God incarnate? Children will learn: • That God came into the world in human flesh in the person of Jesus Christ. • That Jesus is 'Emmanuel' or 'God with us'. He was both human and divine. • God understands our deepest human needs because he became human through Jesus. God wants us to know he can provide for all our needs. • That The Bible teaches who Jesus was through his 'I am' sayings. • That acting in compassionate ways towards others is a way to 'incarnate' God's love. Children will use and understand the definition of: Divine, incarnate.	Hinduism: Brahma and Atman How do questions about Brahma and Atman influence the way a Hindu lives? Children will learn : • That at the heart of Hindu tradition is the concept of Brahman – the Supreme Being. Children will learn about: What Hindus believe: • Different things about God. Views vary greatly. It is our human nature which limits our understanding. • Some Hindus would say Brahman is God, others would describe Brahman differently, as a force or soul of the universe. • Brahman is the world and everything in it, a Supreme Being who joins all things together. • <u>Deities</u>, like Krishna or Ganesh, reveal aspects of Brahman in human form. • There is a spark of Brahman within each person called the Atman. Children will use and understand the definition of: Brahman, Atman, Ahimsa, deities, Namaste.	<u>Christianity: Resurrection – Journey of Life and Death</u> *WILL NEED A 'REAL EASTER EGG' TO BE PURCHASED *DISCUSSES FUNERALS – consider any children directly affected by this. https://meaningfulchocolate.co.uk/collect/ions/real-easter-egg/products/real-easter-eggs-original-single (<u>Sch can pay for this</u>) <u>In what ways should believing in the resurrection change how Christian's view life and death?</u> <i>*Life Exhibition helps to answer this.</i> Children will learn that • Resurrection is a word Christians use at Easter. It describes their belief that Jesus was raised from the dead. • Stories of the resurrected Jesus are found in the Bible. • Christians try to be a 'witnesses to the resurrection.' That Christians believe: • That Jesus was resurrected from the dead. • Hallelujah is a good word to use at Easter, a time of celebration. • That death is not the end. • The resurrection makes a difference in how to live well the right way today and how to help others to also live well. Children will use and understand the definition of: Resurrection, hallelujah, creed .	<u>Islam: Tawheed Beliefs and Questions</u> How does Tawhid create a sense of belonging to the Muslim community? Tawhid is the central Muslim belief that there is only one God and that God is unique. Muslims believe: • There is only one true God. • Everything comes from Allah. He is eternal and infinite. • Muslims believe all humans come from God and will go to God when they die. • Muslims believe all humans exist to serve Allah and obey him. • All Muslims belong to the ummah, the worldwide Islamic community. Children will use and understand the definition of: Allah, Tawhid, Ummah, Kaaba, Hajj	<u>Buddhism: Refuge Journey of Life and Death</u> How does the Triple Refuge help Buddhists in their journey through life? The triple refuge supports Buddhists on their journey to enlightenment Buddhists believe: • <u>Buddha</u> is the guide. They revere but do not worship Buddha; they take 'refuge' in him as their guide towards enlightenment. • <u>Dharma</u> is the path (the teaching). It shows Buddhists the way to travel to reach enlightenment. It is a safe, well laid path which they can follow for themselves. • Dharma includes rules for right living and teaching on how to avoid bad actions. • <u>Sangha</u> are the travelling companions, the Buddhist community. • The Five precepts help you to live ethically and morally good lives. Children will use and understand the definition of: Buddha, Dharma, sangha, triple gem, five moral precepts, wesak,	<u>Humanism: Happiness</u> Why do humanists say happiness is the goal of life? Children will learn that : Humanism is a non-religious worldview. Humanists believe: • Every human has only one life to live. • That what is right and wrong should be based on reason and respect for others. • Happiness is a key purpose of this one life and that the time to be happy is now. • That happiness is found in treating others as you would like to be treated. • Do not believe in God or an afterlife. • Look to science instead of religion as the best way to discover and understand the world. • In the importance of providing meaningful non-religious ceremonies like weddings and funerals. Children will use and understand the definition of: Humanist, atheist, agnostic, secularist.
Learning questions <u>How do Christians show their belief that Jesus is God incarnate?</u> How would people react if God was human, next to them? What do Christians believe about Jesus? How do you imagine Jesus looked as a human? How do artists show Jesus as human or divine? Where do people get their ideas about Jesus' identity? What did Jesus say in the Bible about who he was? Why did people in Jesus' time think the 'I am' sayings were claims to be God?	Learning questions <u>How do questions about Brahma and Atman influence the way a Hindu lives?</u> What dilemma did Shambo the bull create for his owners? What does this story from India say about having different ideas? What different ideas are there about God? What ideas do you know about God in other religions? What lessons do Hindu children learn about God from their scriptures? EXT - What does this text from a Hindu scripture make you think about? Would we see the world differently if God was in everything? How do people envisage God? How do Hindus envisage God?	Learning questions <u>In what ways should believing in the resurrection change how Christian's view life and death?</u> What is the word 'resurrection' about? What questions can you ask about life after death? What stories do Christians tell about the importance of Jesus and his death and resurrection? How did the first followers of Jesus react to his death and resurrection? Why is 'Hallelujah' an important word in Easter worship? If life is like a journey, what happens at the end?	Learning questions <u>How does Tawhid create a sense of belonging to the Muslim community?</u> What is at the centre of your/a Muslim's life? What do Muslims believe about Allah? How do Muslims use circles to show their belief in one God? How does a central belief in one God ripple out into the Muslim religion? What is the Kaaba and When was it first built? How did Prophet Muhammad help Muslims remember the oneness of Allah? What unites all Muslims? What are the Five Pillars of Islam? How does the pillar of SALAH (compulsory prayer) make a Muslim feel they belong to a single community?	Learning questions <u>How does the Triple Refuge help Buddhists in their journey through life?</u> What reasons do people have for taking or needing refuge? Is a refuge always a place? Can a person be a refuge? What are the three refuges for a Buddhist? How does this story show Buddha as a refuge / guide towards enlightenment? What is Dharma? Which of the Buddha's teachings (dharma) help Buddhists journey along the path? What do Buddhists believe about Sangha? How do the members of the Sangha support each other at the festival of Wesak?	Learning questions <u>Why do humanists say happiness is the goal of life?</u> What is happiness? Is being happy what life is all about? Who uses the 'Happy Human' symbol? Do we all have the right to be happy? What is important for Humanists? What do these words tell us about non-religious people? What do humanists say makes a 'happy human'? What can we learn about Humanist ideas of happiness in things they write? How do Humanists answer questions, particularly those about God and religion? What are some of the happiest moments in someone's life journey?

What does the Christingle say Christians believe about the world and why Jesus became incarnate? How does The Children's Society incarnate the love of Jesus? (Church visit) What evidence is there locally that Christians believe in Jesus as God incarnate? Where is Jesus in your church? What do Christians in your church believe about Jesus? How do you show he is important in worship? Is it important to you that Jesus was human like us?	How do Hindus explain their ideas of God? What can you find out about a Hindu deity? Do you know who you are? What is your atman? How do people greet each other with respect? How is the custom of Namaste connected to the idea of atman? How does belief in Brahman / Atman affect the way Hindus live?		How does going for Hajj help Muslims feel part of the ummah?		Why do some humanists celebrate naming ceremonies and wedding? How does being a humanist affect someone's life? What other rules might Humanists find helpful in their lives? What other rules might Humanists follow to achieve a happy life?
Key skills - Suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas. - Talk about some different representations of Jesus in art and why different images exist. - Recall some of Jesus' 1 am sayings.	Key skills - Explain some of the key teachings Hindus hold about Brahman and Atman linking these to religious texts. - Explain some of the different ways Hindus explain their ideas of God. - Understand how belief that all life is sacred affects a Hindu's diet and their attitude to animals.	Key skills - Retell stories from the Bible of Jesus resurrection. - Use the right religious words to describe practices and experiences involved in Easter celebration. - Explain some Christian teaching about resurrection. - Understand why resurrection makes a difference to a Christian's life by linking their ideas to different Bible passages.	Key skills - Explain some key Muslim teachings about Tawheed or the one-ness of Allah. - Explain how the Kaaba or 'cube' reminds Muslims that there is only one God. - Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.' - Describe the impact of Hajj on a Muslim.	Key skills - Show how Buddhists express their belief that the Buddha is a refuge and guide. - Explain how the Buddha's teachings (dharma) help Buddhists journey along the path. - Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic. - Explain how members of the Sangha support each other at the festival of Wesak.	Key skills - Explain why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so. - Show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why - Explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live. - Understand why Humanists choose non-religious ceremonies and some of the features of these.

Year 6 Religious Education

Text (including visual and audio) Good News Bible (www.biblesociety.org.uk) - 'real' Bible with books, chapters and verses. (We have lots in Y5) Lion Storyteller Bible – Bob Hartman (Lion Hudson)   Father and Son - Geraldine McCaughrean  http://www.biblegateway.com/ http://www.topmarks.co.uk/christmas/Christingle.aspx http://www.thisischurch.com/christian-teaching/christingle.htm http://www.childrenssociety.org.uk/	Text (including visual and audio) http://www.walesonline.co.uk/news/wales-news/moral-story-kindness-precious-life-2236406 Michael Morpurgo audio story. http://www.allaboutphilosophy.org/blind-men-and-the-elephant.htm 'The Blind Men and the Elephant' video story. The Little Book of Hindu Deities. 	Text (including visual and audio) https://meaningfulchocolate.co.uk/pages/real-easter-egg http://www.fairtrade.org.uk/Media-Centre/Blog/2019/April/8-Ethical-Fairtrade-Easter-Eggs Road to Emmaus by the Chinese artist He Qi  The Sand Bible: Easter animation IV Luke 24 https://www.youtube.com/watch?v=0ozgKxp-gYh0 http://www.worshipworkshop.org.uk/songs-and-hymns/hymns/halle,-halle,-halle/ https://www.godvine.com/Hundreds-of-Children-Praise-Jesus-in-This-Easter-Flash-Mob-3053.html Easter flash mob Easter Angels –  	Text (including visual and audio) http://muslimmuseum.org.uk/mohammed-ali-aka-aerosol-arabic/ Spray painting artist – Muslim https://www.youtube.com/watch?v=kNmFRVtI0ZA The One, by Harris J, winner of the 2013 Awakening competition for young Muslim artists. https://www.youtube.com/watch?v=3ckXWzINTw One Big Family – Maher Zain https://www.youtube.com/watch?v=seTr_mzELoQ Allahi allah – sung by Irfan Makki http://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml Islamic Art http://patterninislamicart.com/ Islamic patterns http://www.bbc.co.uk/guides/zgymxnb#z2hja6f https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic/a/the-kaaba Kabba history.  	Text (including visual and audio) Buddhist Stories – Anita Ganeri – COPY IN Y5  https://clearvision.education/teachers/Buddhism-for-KS2-Clear-Vision-(Dvd-and-resource-pack.) Buddhist Faith Pack –Art and Writing /Faith and Practices / Holy Days / Temples http://www.ttsgroup.co.uk/buddhist-faith-pack/1008551.html https://www.youtube.com/watch?v=g6WHqEhJg4 Triple refuge song, a Buddhist centre, France. https://www.youtube.com/watch?v=VyDcm-pooDwc Introducing the Buddha figure.	Text (including visual and audio) 'What is Humanism?' by Michael Rosen and Annemarie Young. Rosie books: three books to be read by, or to, children, giving a Humanist perspective on three important occasions in life. • https://humanism.org.uk/store/educational-resources/   What do you believe? Dorling Kindersley. https://www.truetube.co.uk/resource/a-humanist-naming-ceremony/?utm_source=emailmarketing&utm_medium=email&utm_campaign=
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http://www.lifewithoutlimbs.org/about-life-without-limbs/ https://www.pinterest.co.uk/yeprignon/jesus-around-the-world/ https://www.godisreal.today/pictures-of-jesus/		Bob Hartman Experience Easter Jumping Fish publications. Resurrection i-witness (Doug Powell) 		https://bhikkhucintita.files.wordpress.com/2016/08/keystagetwo.pdf the 5 moral precepts. http://www.dharmaschool.co.uk/celebrating-wesak-a-buddhist-festival-that-marks-the-birth-enlightenment-and-death-of-the-buddha/ Wesak at the Dharma school.	ign=primary_natre_members_newsletter_with_download_august_2022&utm_content=2022-08-30 Humanist naming ceremony
Retrieval Christians are followers of Jesus, the saviour of the world. He died but came back to life. This is good news. In Year 3 Term 2, children will have learnt that a cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love. In Year 1 and year 5 will have learnt that in the Gospels, Jesus told parables to teach about God's Kingdom and the right way to live. Christians serve others as a response to being saved. In Year 5 Term 3 children will have learnt that The Eucharist reminds Christians to give thanks daily. The Holy Spirit reminds Christians God is always with them.	Retrieval In Year 3, children learnt that Karma means doing good. In Year 4, children will have learnt that everyone has their own dharma to fulfil in life. In Year 3 and 4, children will have learnt Stories of Rama, Sita and Krishna.	Retrieval That God came into the world in human flesh in the person of Jesus Christ. This is good news. A cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love. In the Gospels, Jesus told parables to teach about God's Kingdom and the right way to live. Christians serve others as a response to being saved. God offers forgiveness. The Eucharist reminds Christians to give thanks daily. The Holy Spirit reminds Christians God is always with them. He gives them strength.	Retrieval That Allah is the one true God – compassionate and merciful. He should be obeyed in every way. Muhammad – revered but not to be worshipped – was chosen by Allah to be his final prophet. Muhammad told people to submit to Allah and to worship no-one else. The greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.	Retrieval In Reception, children will have had an Initial Encounter: Buddhism: What do Buddhists learn from the Monkey King? <i>Sacrifice/freedom</i> Following the Buddha's teachings (the eightfold path and the 4 noble truths) allows every human to achieve enlightenment and end suffering. (Year 5 term 3)	Retrieval (Add from Y3)
People/events/places ENQUIRE: Invite the local Baptist minister to take part in the first lesson to enquire into the different questions 'If God became a person...' and so on. Also invite in later in the unit/vsiti church. EXPLORE: Visit to the local church (with the minister there as well) to find out directly about how Jesus is important to Christians OR Ask the Open The Book team to visit the class.	People/events/places	People/events/places <u>Slide 8 of planning - Ask a local Christian or a minister</u> to help you put together the service and/ or to create an Easter message. Ask to have some of the examples/artefacts listed on this slide. Easter garden for example. <u>*Life exhibition (summer term visit)</u> Slide10 – Literacy Link: Albert parodies the 7 ages of man from Shakespeare's 'All the world's a stage' poem and asks 'What might '8' be?'	People/events/places Visit to Mosque/invite visitor in (could be someone within school community or from the Mosque.	People/events/places *Life exhibition (summer term visit) – to enrich previous term's unit on resurrection – the exhibition is always held in the summer. Link to Christianity Sp Term unit. Visit to local Buddhist Centre/invite visitor from the Buddhist centre in. Be specific which KQs you want to focus on.	People/events/places