



# RE Curriculum

<b>Year Group:</b> 1	<b>Term:</b> Autumn 2	<b>Topic:</b> Christmas Celebrations
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the main stories of Christianity</li> </ul>		
<b>Other Curriculum Links</b>		
Literacy		
<b>Topic Overview</b>		
Understanding what Jesus taught. (Parables) and understanding the celebration of Christmas.		
<b>Possible Visits/Visitors</b>		
Visit to a church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> <li>• Explain how actions affect others.</li> <li>• Show an understanding of the term 'morals'.</li> </ul>		
<b>Overall Learning Outcomes</b>		
To understand that Jesus used parables to teach others and to understand some of the morals taught through these stories. To understand some of these parables teach the value of self, others and the world. To learn about the celebration of Christmas and the story of Gabriel and the meaning of giving gifts.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand that Jesus taught love, care, forgiveness and honesty through parables.</li> <li>• To understand some of the morals taught through parables.</li> <li>• To understand the term 'morals'.</li> <li>• To be able to describe how the actions in the parables affect others.</li> <li>• To understand the celebration of Christmas.</li> <li>• To be able to describe some of the religious artefacts, places and practices related to Christmas. (Advent / Christingle)</li> </ul>		

<b>Year Group:</b> 1	<b>Term:</b> Autumn 2	<b>Topic:</b> Christmas Celebrations
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Listening to the stories of The Last Sheep, The Good Samaritan and The Prodigal Son.</li><li>• Acting out key parts of these stories and finding the morals.</li><li>• Read the story of Gabriel telling Mary she was going to have a baby.</li><li>• Discuss the Magi bringing gifts.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Creating a religious symbol such as a Christingle.</li><li>• Taking photographs of drama used to act out the stories.</li><li>• Drawings to show understanding of festival.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 1	Term: Autumn 2	Topic: Christmas Celebrations	
Assessment			
Activities involved in finding and explaining the morals and impact of actions upon others in parables. To describe the importance of Christmas artefacts and practices related to Christmas.			
	1.1	1.2	1.3
<b>To understand beliefs and teachings.</b>	Children can describe some teachings of a religion.	Children can describe key teachings of a religion.	Children can describe more teachings of a religion.
	Children take part in harvest festival.	Children take part in and describe the features of harvest festival.	Children make links to other festivals they know of.
<b>To understand how beliefs are conveyed.</b>	Children recognise common religious symbols.	Children name common religious symbols.	Children can begin to explain the meaning of chosen symbols.
<b>To understand values.</b>	Children can identify the actions that affect others.	Children can explain how actions affect others.	Children can explain and give reason as to how actions affect others.
	Children can identify 'morals' within a story.	Children can show an understanding of the term 'morals'.	Children show a deeper understanding of the term 'morals'.

<b>Year Group: 1</b>	<b>Term: Spring 1</b>	<b>Topic: Jesus' Childhood Baptism</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
<b>Topic Overview</b>		
Children learn about the childhood of Jesus. They will learn about the Baptism of Jesus and how to become a follower of Jesus		
<b>Possible Visits/Visitors</b>		
Visit to local church or a visit from a priest.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children learn about the childhood of Jesus. Children discuss what happened at the Baptism of Jesus and how people are baptized today.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe the childhood of Jesus.</li> <li>To be able to describe what happened at the Baptism of Jesus.</li> <li>To be able to name the artefacts, places and practices involved in baptism.</li> <li>To understand what is important in their own lives and compare these to religious beliefs.</li> <li>To understand and relate to the emotions of Jesus during his baptism.</li> </ul>		

<b>Year Group: 1</b>	<b>Term: Spring 1</b>	<b>Topic: Jesus' Childhood Baptism</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Listen to the story of the childhood of Jesus.</li><li>• Read and order the simplified events of the story.</li><li>• Visit a church to see the baptismal font.</li><li>• Watch a clip of a baptism.</li><li>• Identify/label the key parts of a baptismal font/gown etc.</li><li>• Consider how we use water to cleanse/link to Christians cleansing sin away.</li><li>• Discuss own religion and if they have been baptized.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of symbols.</li><li>• Drawings to show understanding of festival.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 1	Term: Spring 1	Topic: Jesus' Childhood Baptism	
Assessment			
Describing the childhood of Jesus.			
Describing the practices involved in a baptism and relating experiences to Jesus' experiences of a baptism.			
	1.1	1.2	1.3
<b>To understand beliefs and teachings.</b>	Children can describe some aspects of the childhood of Jesus.	Children can describe the childhood of Jesus.	Children can describe more aspects of the childhood of Jesus.
	Children can identify some features of a baptism.	Children describe the features of baptism.	Children can describe in detail the features of a baptism.
<b>To understand practices and lifestyles</b>	Children can recognise and name some religious artefacts, places and practices involved in a baptism.	Children can recognise, name and describe religious artefacts, places and practices involved in a baptism.	Children can recognise, name and describe more religious artefacts, places and practices involved in a baptism.
<b>To reflect</b>	Children can identify some things that are important in their own lives and compare these to religious beliefs.	Children can identify the things that are important in their own lives and compare these to religious beliefs.	Children can identify many things that are important in their own lives and compare these to religious beliefs.
	Children can identify emotions experienced by Jesus during his baptism.	Children can relate emotions to the experiences of Jesus during his baptism.	Children can relate emotions to the experiences of Jesus during his baptism.

<b>Year Group:</b> 1	<b>Term:</b> Spring 2	<b>Topic:</b> The Friends of Jesus
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
PSHE Friendship		
<b>Topic Overview</b>		
<p>The unit uses friendship as a theme to introduce children to the friends of Jesus. Pupils are introduced to Jesus' disciples and are encouraged to explore their own thoughts and feelings about friendships. The children then learn about the incidents surrounding the end of Jesus' life and his resurrection and how Christians celebrate the resurrection at Easter. The children will learn about some of the symbols to represent Easter are how they are related to the cross and new life.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local church or a visit from a priest.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Explain how actions affect others.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about the importance of friendships and Jesus' disciples. They will be able to describe the story of Jesus' death and resurrection and the importance of the disciples during this event. The children will be able to describe the features religious symbols related to Easter and learn about the meaning of these symbols.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand what friendship means.</li> <li>To be able to describe the disciples.</li> <li>To be able to retell the story of Jesus' death and resurrection.</li> <li>To be able to explain how the disciples' decision affected Jesus.</li> <li>To understand the meaning of the Easter religious symbols.</li> </ul>		



<b>Year Group: 1</b>	<b>Term: Spring 2</b>	<b>Topic: The Friends of Jesus</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Mind map of what friendship mean.</li><li>• Role play simple versions of events from the Easter story.</li><li>• Draw and simply describe the symbols (if appropriate) in writing e.g. palm branches, the cross.</li><li>• Read the story of the death and resurrection of Jesus.</li><li>• Discuss the actions of some of the disciples and how this affected Jesus.</li><li>• Create Easter cards with religious to show the true meaning of Easter.</li><li>• Taste traditional Easter food (Hot Cross Bun).</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of symbols.</li><li>• Drawings to show understanding of festival.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Create a poster.</li><li>• Class celebration assembly.</li></ul>		

Year Group: Year 1	Term Spring 2	Topic: The Friends of Jesus	
Assessment			
<p>Describing the importance of friendship and Jesus friendships.            To be able to retell the Easter story and the way the actions of the disciples affected Jesus.            To be able to name and explain the meaning of Easter religious symbols.</p>			
	1.1	1.2	1.3
<b>To understand beliefs and teachings.</b>	Children can describe friendships.	Children can describe Jesus's friendship with the disciples.	Children can describe the importance of Jesus's friendship with the disciples.
	Children can identify key events in the Easter Story.	Children can describe the Easter Story.	Children can describe with detail the Easter Story.
<b>To understand how beliefs are conveyed</b>	With prompting, children can name some religious symbols related to Easter.	Children can name some religious symbols related to Easter.	Children can name more religious symbols related to Easter.
	Children can explain some of the meanings of some Easter religious symbols.	Children can explain the meaning of some religious symbols that represent Easter.	Children can explain with detail the meaning of religious symbols that represent Easter.
<b>To understand values</b>	Children can identify how actions of the disciples affected Jesus.	Children can explain how actions of the disciples affected Jesus.	Children can explain how the actions of the disciples affected Jesus and others (including each other).

<b>Year Group: 1</b>	<b>Term: Summer 1</b>	<b>Topic: Holy Places - Church</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography		
<b>Topic Overview</b>		
The unit covers the importance of worship and where Christians go to worship. The children will learn about Churches in the local area and what a vicar and minister do.		
<b>Possible Visits/Visitors</b>		
Visit to local church or a visit from a vicar or a minister.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about the importance of worship to Christians and consider the emotions related to worship and consider the why people worship. The children will be able to describe the characteristics of a church and describe some of the religious artefacts and practice that occur in a church. They will learn about some religious symbols within the church and the meaning of these symbols. The children will research the Christian building within the local area and find out about the role of a vicar / minister.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand that Christians worship in a Church.</li> <li>To be able to describe a Church and its important artefacts and practices.</li> <li>To be able to identify and know the meaning of religious symbols within the church.</li> <li>To be able to describe the emotions felt by Christians during worship.</li> <li>To understand the role of a vicar / minister.</li> <li>To research the location of Christian buildings in the local area.</li> </ul>		

<b>Year Group: 1</b>	<b>Term: Summer 1</b>	<b>Topic: Holy Places - Church</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Draw and label a church and symbols.</li><li>• Use an online local map to find local churches.</li><li>• Revisit common symbols associated with Christianity - photograph /sketch them from photographs from where they're found in church.</li><li>• Investigate some religious artefacts (in school if possible, to allow children to handle them).</li><li>• Visit a church and discuss important parts of the church (including the priest/minister's clothing) with the priest/minister.</li><li>• Create a mind map about the job of a vicar / minister.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of symbols.</li><li>• Drawings to show understanding of festival.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Create a poster.</li><li>• Print a local map with churches highlighted.</li></ul>		

Year Group: 1	Term: Summer 1	Topic: Holy Places - Church	
Assessment			
Describing the church and some important artefacts from a church.			
Describing worship and the role of a vicar / minister.			
	1.1	1.2	1.3
<b>To understand beliefs and teachings.</b>	Children identify worship.	Children can describe some ways in which Christians worship.	Children can describe different aspects of Christian worship.
	Children can locate and identify some features of a Christian church.	Children can locate and describe the features of a Christian church.	Children can locate and describe with detail the features of a Christian church.
<b>To understand practices and lifestyles</b>	Children can recognise and name some religious artefacts, places and practices involved in worship.	Children can recognise, name and describe religious artefacts, places and practices involved in worship.	Children can recognise, name and describe more religious artefacts, places and practices involved in worship.
<b>To reflect</b>	Children can identify, with support, why some Christians worship, linked to their emotions.	Children can identify why some Christians worship, linked to their emotions.	Children can identify the link for Christians between worship and positive feelings.
	Children consider questions about puzzling aspects of life regarding worship and the importance of religious to others.	Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.	Children ask and respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.

<b>Year Group: 1</b>	<b>Term: Summer 2</b>	<b>Topic: Holy Places - Synagogue</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography		
<b>Topic Overview</b>		
<p>The unit covers the importance of worship and where Jews go to worship. The children will learn about Synagogues in the local area and what a Rabbi do. The children will also learn about some important artefacts from the Jewish faith (Kippur, tallit, tephillin)</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Synagogue or a visit from a Rabbi.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Recognise, name and describe some religious artefacts (Kippur, tallit, tephillin), places and practices.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about the importance of worship to Jews and consider the emotions related to worship and consider why people worship. The children will be able to describe the characteristics of a synagogue and describe some of the religious artefacts and practice that occur in a synagogue. They will learn about some religious symbols within the synagogue and the meaning of these symbols. The children will research the Jewish buildings within the local area and find out about the role of a rabbi.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand that Jews worship in a synagogue.</li> <li>To be able to describe a synagogue and its important artefacts (Kippur, tallit, tephillin) and practices.</li> <li>To be able to identify and know the meaning of religious symbols within the synagogue.</li> <li>To be able to describe the emotions felt by Jews during worship.</li> <li>To understand the role of a rabbi.</li> <li>To research the location of Jewish buildings in the local area.</li> </ul>		

<b>Year Group: 1</b>	<b>Term: Summer 2</b>	<b>Topic: Holy Places - Synagogue</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Draw and label a synagogue and symbols.</li><li>• Use an online local map to find local synagogues.</li><li>• Investigate some religious artefacts (Kippur, tallit, tephillin).</li><li>• Draw, label and sort artefacts, possibly from other non-Jewish artefacts they are familiar with through previous units.</li><li>• Visit a synagogue.</li><li>• Create a mind map about the job of a rabbi.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of symbols.</li><li>• Drawings to show understanding of Jewish festival.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Create a poster.</li><li>• Print a local map with synagogue highlighted.</li></ul>		

Year Group: 1	Term: Summer 2	Topic: Holy Places - Synagogue	
Assessment			
Describing a synagogue and some important artefacts (Kippur, tallit, tephillin) from a synagogue. Describing worship and the role of a rabbi.			
	1.1	1.2	1.3
<b>To understand beliefs and teachings.</b>	Children identify worship.	Children can describe worship.	Children can describe different aspects of worship.
	With help, children can locate and identify some features of a Jewish synagogue.	With help, children can locate and describe the features of a Jewish synagogue.	Children can locate and describe with detail the features of a Jewish synagogue.
<b>To understand practices and lifestyles</b>	Children can recognise and name some religious artefacts, places and practices involved in worship.	Children can recognise, name and describe religious artefacts, places and practices involved in worship.	Children can recognise, name and describe more religious artefacts, places and practices involved in worship.
<b>To reflect</b>	Children can identify some emotions of the experiences of rabbis.	Children can relate emotions to some of the experiences of rabbis.	Children can explain and relate emotions to some of the experiences of rabbis.
	Children consider questions about puzzling aspects of life regarding worship and the importance of religious to others.	Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.	Children ask and respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.



<b>Year Group:</b> 1	<b>Term:</b> Autumn 1	<b>Topic:</b> What is God?
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Food (Harvest Festival)		
<b>Topic Overview</b>		
Children share ideas about the nature of good, including loving, caring and authority. They have an idea there are stories in the old and new testaments.		
<b>Possible Visits/Visitors</b>		
Visit to local church/synagogue. Visit from Gateshead Jewish liaison.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some of the religious symbols.</li> <li>Ask questions about puzzling aspects of life.</li> <li>Identify how they have to make their own choices in life.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children reflect on what we mean by <i>God</i> and how <i>Christians</i> and <i>Jews</i> think about <i>God</i> . They understand that festivals mark important occasions.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand what we means by <i>God</i>.</li> <li>To understand <i>Christians</i> and <i>Jews</i> worship <i>God</i>.</li> <li>To be able to describe a festival or celebration.</li> <li>To use stories about <i>God</i> and talk about choices we make.</li> <li>To understand religions use symbols and these symbols have meanings.</li> </ul>		

<b>Year Group: 1</b>	<b>Term: Autumn 1</b>	<b>Topic: What is God?</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Read religious stories that talk about <i>God</i> and the actions of <i>God</i> or <i>Jesus</i>, particularly related to sharing.</li><li>• Learn about Harvest Festival and the rituals involved.</li><li>• Learn Harvest Festival songs.</li><li>• Collect foodstuffs for a Harvest Festival contribution.</li><li>• Sort items that may/may not be suitable for the aims of the Harvest Festival.</li><li>• Role play or activities that involve children making decisions about 'good' or 'bad' choices.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of symbols.</li><li>• Drawings to show understanding of festival.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

<b>Year Group: 1</b>	<b>Term: Autumn 1</b>		<b>Topic: What is God?</b>
<b>Assessment</b>			
Sorting activities and follow up discussions to share reasons behind choices, looking for links to stories familiar to Christians and Jews.			
	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>
<b>To understand beliefs and teachings.</b>	Children can describe some teachings of a religion.	Children can describe teachings of a religion.	Children can describe more teachings of a religion.
	Children take part in harvest festival.	Children take part in and describe the features of harvest festival.	Children make links to other festivals they know of.
<b>To understand how beliefs are conveyed.</b>	Children recognise common religious symbols.	Children name common religious symbols.	Children can begin to explain the meaning of chosen symbols.
<b>To reflect.</b>	Children join in with discussion about nature of God.	Children ask questions about the nature of God.	Children expand their answers about the nature of God.
<b>To understand values.</b>	Children can state whether a specific action is 'good' or 'bad'.	Children identify a variety of 'good' and 'bad' choices.	Children can give reasons for why choices are 'good' or 'bad'.

<b>Year Group: 2</b>	<b>Term: Autumn 1</b>	<b>Topic: Meaning of Prayer - Harvest/Sukkot</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography		
<b>Topic Overview</b>		
The unit covers the importance of prayer and why people pray. The children will learn about the Lord's Prayer and Shema. The children will also learn about the Sukkot and the Harvest festival - God as a creator.		
<b>Possible Visits/Visitors</b>		
Visit to local Synagogue or a visit from a Rabbi.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about the importance of Jewish shema which is a prayer from the Torah which is recited each morning and night. The children will also learn about the Jewish Harvest Festivals including the festival of Sukkot and how the Jews celebrate by building huts. The children will consider the Lord's prayer from the Christian faith and the Harvest Festival thanking God for creation.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To understand why Christians worship and the meaning of the Lord's Prayer.</li> <li>To understand why Jews worship and the meaning of shema.</li> <li>To be able to describe the features of the Jewish festival of Sukkot.</li> <li>To be able to explain the meaning of the symbols and practises of the Sukkot festival.</li> <li>To be able to describe the features of the Christian harvest festival.</li> <li>To be able to explain the meaning of the symbols and practices of the Harvest.</li> <li>To consider what is important in our own lives and what we are thankful for.</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Autumn 1</b>	<b>Topic: Meaning of Prayer - Harvest/Sukkot</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To listen to the Lord's Prayer and debate its meaning.</li><li>• To watch a clip of the shema being read and discuss its meaning.</li><li>• Learn about the festival of Sukkot and create our own outdoor hut.</li><li>• Create a harvest festival table or display.</li><li>• Write and share a letter / poster about what we are thankful for.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards.</li><li>• Writing simple sentences that reflect an idea.</li><li>• Taking photographs of an outdoor hut to celebrate Sukkot.</li><li>• Drawings to show understanding of the Jewish festival.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Create a Harvest festival poster.</li></ul>		

Year Group: 2	Term: Autumn 1	Topic: Meaning of Prayer - Harvest/Sukkot	
Assessment			
Describing the meaning of Prayer in the Christian and Jewish faith			
Describing artefacts and practises of the Harvest festival and the festival of Sukkot.			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children identify prayer.	Children can describe prayer.	Children can describe different aspects of prayer.
	Children describe some of the characteristics of the festival of Sukkot and the Harvest festival.	Children describe the characteristics of the festival of Sukkot and the Harvest festival.	Children describe and explain the meaning of the characteristics of the festival of Sukkot and the Harvest festival.
<b>To understand how beliefs are conveyed</b>	Children can recognise, name and describe some religious artefacts and practices involved the harvest festival and the festival of Sukkot.	Children can recognise, name and describe religious artefacts and practices involved the harvest festival and the festival of Sukkot.	Children can recognise, name and describe many of the religious artefacts and practices involved the harvest festival and the festival of Sukkot.
	Children can explain some of the meanings of the religious symbols involved in the harvest festival and the festival of Sukkot.	Children can explain the meaning of the religious symbols involved in the harvest festival and the festival of Sukkot.	Children can explain in detail the meaning of the religious symbols involved in the harvest festival and the festival of Sukkot.
<b>To reflect</b>	Children consider questions about puzzling aspects of life regarding prayer and thankfulness.	Children ask or respond to questions about puzzling aspects of life regarding prayer and thankfulness.	Children respond and debate to questions about puzzling aspects of life regarding prayer and thankfulness.

<b>Year Group: 2</b>	<b>Term: Autumn 2</b>	<b>Topic: Meaning of Prayer - Chanukah/Christmas</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Drama, Art		
<b>Topic Overview</b>		
<p>The unit covers the importance of Chanukah - symbols and significance to Jewish people, customs and practise. The children also learn about Christmas. Luke's account of Mary and Joseph looking for somewhere to stay in Bethlehem. What are their experience of rejection and acceptance? Think about angels bringing good news. What does that good news mean for Christians? Look at words of carols, which glorify God and the way angels praised God when they appeared to the shepherds.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some religious symbols and explain their meaning.</li> <li>Ask questions about puzzling aspects of life.</li> <li>Explain how actions affect others; show an understanding of the term 'morals'.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about the importance of Jewish festival Chanukah and investigate some of the symbols and aretefacts that are related to this festival. The children will learn about the lighting of the Menorah and what this means to the Jewish people. The children will be able to retell the story about Mary and Joseph looking for a place to stay in Bethlehem. They will be able to identify the morals within this story and discuss the experience of rejection and acceptance and relate this to the feeling of Joseph and Mary. The children will be able to investigate carols and how the angels praised God to the shepherds and how this affected the shepherds and relate this to their experiences of good news.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe Chanukah and some of the religious symbols such as the Menorah other Jewish Symbols.</li> <li>To understand the meaning of the Menorah.</li> <li>To be able to describe the Christmas symbols and practises.</li> <li>To be able to describe the story of Mary and Joseph at Bethlehem and find the moral in the story.</li> <li>To be able to discuss how actions of rejection and acceptance affect others.</li> <li>To understand the role of the angels bringing good news</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Autumn 2</b>	<b>Topic: Meaning of Prayer - Chanukah/Christmas</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To listen the story of the Chanukah. Sequence the events.</li><li>• To watch a clip about the importance of the Menorah.</li><li>• Create a model of a Menorah.</li><li>• Take part in the retelling of the Christmas story and carol service.</li><li>• Create a Christingle or other Christmas artefact.</li><li>• Read the story of Mary and Joseph at Bethlehem - role play their rejection and eventual acceptance.</li><li>• Write or share a story about their own experiences of rejection and acceptance.</li><li>• Take part in good news.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards or post it notes.</li><li>• Writing sentences that reflect an idea.</li><li>• Write a story.</li><li>• Taking photographs of their menorah model and label it.</li><li>• Drawings to show understanding of the Jewish festival.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Create a rejection / acceptance poster.</li></ul>		



Year Group: 2	Term: Autumn 2	Topic: Meaning of Prayer - Chanukah/Christmas	
Assessment			
Describing the meaning of Chanukah and associated artefacts.			
Describing the meaning of the celebration of Christmas and the affect of acceptance and rejection upon others.			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children identify prayer.	Children can describe prayer.	Children can describe different aspects of prayer.
	Children describe some of the characteristics of the festival of Chanukah or Christmas.	Children describe the characteristics of the festival of Chanukah or Christmas.	Children describe and explain the meaning of the characteristics of the festival of Chanukah or Christmas.
<b>To understand how beliefs are conveyed</b>	Children can recognise, name and describe some religious artefacts and practices involved the harvest festival and the festival of Chanukah or Christmas.	Children can recognise, name and describe religious artefacts and practices involved the harvest festival and the festival of Chanukah or Christmas.	Children can recognise, name and describe many of the religious artefacts and practices involved the harvest festival and the festival of Chanukah or Christmas.
	Children can explain some of the meanings of the religious symbols involved in the harvest festival and the festival of Chanukah or Christmas	Children can explain the meaning of the religious symbols involved in the harvest festival and the festival of Chanukah or Christmas	Children can explain in detail the meaning of the religious symbols involved in the harvest festival and the festival of Chanukah and Christmas.
<b>To reflect</b>	Children consider questions about puzzling aspects of life regarding prayer and thankfulness.	Children ask or respond to questions about puzzling aspects of life regarding prayer and thankfulness.	Children respond and debate to questions about puzzling aspects of life regarding prayer and thankfulness.
	Children know that Mary and Joseph were at times rejected within the Christmas story.	Children show understanding of the difference between acceptance and rejection.	Children can explain and briefly elaborate on some of the feelings associated with acceptance and rejection.



<b>Year Group: 2</b>	<b>Term: Spring 1</b>	<b>Topic: Holy Books</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Literacy		
<b>Topic Overview</b>		
<p>The unit introduces the concept of Holy books. The children will look at the bible and the Torah. The children will learn about morals from the teaching within these holy books.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Explain how actions affect others. Show an understanding of the term 'morals'.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about the importance of Holy books. They will learn that the bible is a source of authority, teaching and help and will learn this through some stories from the new and old testament. The children will learn about the 10 commandments and write their own. The children will consider the emotions and experiences of the people in the stories and consider how their actions affected others. The children will be able to identify the morals behind these stories. Such as The Lost Sheep. The children will learn about the Torah and a yad and its importance to the Jewish people. The children will learn about the first five books and begin to understand that it is also a source of rules, values and authority through stories within the Torah. The children will identify the morals behind these stories and consider emotions and actions affecting others.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe purpose of the bible and the 10 commandments.</li> <li>To understand the emotions of some experiences of people in a bible story. (The Lost Sheep)</li> <li>To be able to describe morals within bible stories from the new and old testament.</li> <li>To be able to describe the Torah and a yad and their importance to Jewish people.</li> <li>To be able to discuss a story from the first five books from the Torah.</li> <li>To relate the feelings of people within a story from the Torah.</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Spring 1</b>	<b>Topic: Holy Books</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To listen to a story from the bible.</li><li>• To write their own 10 commandments.</li><li>• Write a story with a similar moral.</li><li>• Watch a clip about the Torah Scrolls.</li><li>• Create their own Torah scroll and yad.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards or post it notes.</li><li>• Writing sentences that reflect an idea.</li><li>• Write a story.</li><li>• Taking photographs of their design of a Torah scroll and label it.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 2	Term: Spring 1	Topic: Holy Books	
Assessment			
Describing the meaning of Chanukah and associated artefacts.			
Describing the meaning of the celebration of Christmas and the affect of acceptance and rejection upon others.			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children can identify the bible and the 10 commandments.	Children can describe the bible and the 10 commandments.	Children can describe the why the bible and 10 commandments are important.
<b>To understand practices and lifestyles</b>	Children can identify some aspects of the Torah scrolls and their importance to the Jewish people.	Children can describe the Torah scrolls and their importance to the Jewish people.	Children can describe and explain the meaning of the Torah scrolls and their importance to the Jewish people.
<b>To reflect</b>	Children can identify the emotions of some experiences of people in story of 'The Lost Sheep'	Children describe the emotions of some experiences of people in story of 'The Lost Sheep'	Children describe with detail the emotions of some experiences of people in story of 'The Lost Sheep'
	Children can identify the feelings of the experiences of a religious person studied from the Torah.	Children can explain the feelings of the experiences of a religious person studied from the Torah.	Children can explain and relate to the feelings of the experiences of a religious person studied from the Torah.
<b>To understand values</b>	Children understand stories from the Torah contain moral messages.	Children can identify a moral from a story in the Torah.	Children can identify a moral from a story in the Torah and relate it to something from their life experience.

<b>Year Group: 2</b>	<b>Term: Spring 2</b>	<b>Topic: The Life of Jesus</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Literacy		
<b>Topic Overview</b>		
The unit introduces the life of Jesus. The children will look at stories and miracles from the bible. The children will learn about Easter and the burial of Jesus.		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Identify how they have to make their own choices in life.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Explain the meaning of some religious symbols.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn Jesus' ministry. They will learn about miracles including the 'Feeding of the five thousand', 'Jairus' Daughter' and 'Zaccheus'. The children will then learn about Easter and the burial of Jesus. With a focus on resurrection and ascension, including appearances of Mary Magdalene and Thomas, road to Emmaus. The children will explore these events from the perspective of Mary and Thomas.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe what the Bible teaches us about Jesus' ministry.</li> <li>To understand the emotions of some experiences of people in a bible story. (Feeding the Five Thousand)</li> <li>To be able to identify what is important in their own lives and compare this with the experiences of Zaccheus.</li> <li>To identify how they have to make their own choices in life.</li> <li>To be able to describe the story of Jesus' burial as part of the Easter story from different perspectives.</li> <li>To explain the meaning of Easter symbols.</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Spring 2</b>	<b>Topic: The Life of Jesus</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To research what the Bible teaches us about Jesus' ministry.</li><li>• To write their own miracle story about sharing.</li><li>• Brain storm about how they have or could give and share with others.</li><li>• Watch a clip about the story of Jesus' burial from Mary's perspectives.</li><li>• Design an Easter egg and explain its religious meaning.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards or post it notes.</li><li>• Writing sentences that reflect an idea.</li><li>• Create a poster about sharing and giving to others.</li><li>• Taking photographs of their design of an Easter egg label it.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 2	Term: Spring 2	Topic: The Life of Jesus	
Assessment			
<p>Tell the story of Jesus' death and burial.            Explain where they have had to make a choice about sharing and giving.            Draw examples of sharing and giving from their own experiences.</p>			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children can identify what the Bible teaches us about Jesus' ministry	Children can describe what the Bible teaches us about Jesus' ministry	Children can describe and explain what the Bible teaches us about Jesus' ministry
<b>To reflect</b>	Children can identify emotions to some of the experiences of religious figures studied in the stories such as 'Feeding the Five Thousand'.	Children can relate emotions to some of the experiences of religious figures studied in the stories such as 'Feeding the Five Thousand'.	Children can relate and compare emotions to some of the experiences of religious figures studied in the stories such as 'Feeding the Five Thousand'.
<b>To understand values</b>	Children can identify some ways that they can to make their own choices in life with regard to sharing and giving.	Children can identify how they have to make their own choices in life with regard to sharing and giving.	Children can identify and explain how they have to make their own choices in life with regard to sharing and giving.
<b>To understand beliefs and teachings</b>	To be able to describe in simple terms some parts of the story of Jesus' burial (with support if needed).	To be able to describe the story of Jesus' burial as part of the Easter story from different perspectives.	To be able to describe and compare the story of Jesus' burial as part of the Easter story from different perspectives.
<b>To understand practices and lifestyles</b>	Children can identify the meaning of Easter symbols such as the cross and what it symbolizes.	Children can explain the meaning of Easter symbols such as the cross and what it symbolizes.	Children can explain the meaning of a range of Easter symbols including the cross.



<b>Year Group: 2</b>	<b>Term: Summer 1</b>	<b>Topic: Christian Values</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
History		
<b>Topic Overview</b>		
The unit introduces Christian values. The children will look at the 2 greatest commandments. The children will then study some famous saints and consider how the story of Jesus had impacted people's lives.		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Explain how actions affect others.</li> <li>Identify how they have to make their own choices in life.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about Christian values. They will consider the two greatest commandments. The children will learn how the story of Jesus has impacted people's lives including famous saints such as St Bede.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe Christian values.</li> <li>To name and describe the two greatest commandments (loving God and loving your neighbour).</li> <li>To be able to identify what is important in their own lives and compare this with the 2 greatest commandments.</li> <li>To relate emotions to experience of famous saints.</li> <li>To be able to describe and explain the actions by these famous saints and how they affected others.</li> <li>To identify how they have to make their own choices in life.</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Summer 1</b>	<b>Topic: Christian Values</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To research Christian values.</li><li>• To write their own 10 commandments.</li><li>• Brainstorm what is important to their own lives.</li><li>• History project about a famous saint.</li><li>• Plan how they can make positive changes in their own lives.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards or post it notes.</li><li>• Writing sentences that reflect an idea.</li><li>• Create a poster about a famous saint to share with others.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Online print out of research.</li></ul>		

Year Group: 2	Term: Summer 1	Topic: Christian Values	
Assessment			
Describe a time when you have shown love for a friend or family member.			
Tell the story of a famous saint.			
Complete a drawing to show an action that involves someone else and a consequence (could be positive or negative).			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children can describe some Christian values	Children can describe Christian values	Children can describe more Christian values
<b>To understand beliefs and teachings.</b>	Children can name and describe some aspects of the two greatest commandments.	Children can name and describe the two greatest commandments.	Children can name and describe in detail the two greatest commandments.
<b>To reflect</b>	To be able to identify some things that are important in their own lives and compare this with the two greatest commandments.	To be able to identify what is important in their own lives and compare this with the two greatest commandments.	To be able to identify and explain what is important in their own lives and compare this with the two greatest commandments.
<b>To understand values</b>	Children can describe, with support, some of the experiences of a famous saint.	Children can relate emotions to experience of famous saints.	Children can relate and explain emotions to experience of famous saints.
<b>To understand values</b>	Children are able to identify the actions of famous saints and how they affected others	Children are able to describe and explain the actions of famous saints and how they affected others	Children are able to describe and explain in detail the actions of famous saints and how they affected others
<b>To understand values</b>	Children can identify some ways that they can make their own choices in life.	Children can identify how they have to make their own choices in life.	Children can identify lots of ways that they can make their own choices in life.

<b>Year Group:</b> 2	<b>Term:</b> Summer 2	<b>Topic:</b> Our Local Jewish Community
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To study the main stories of Christianity and Judaism.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography		
<b>Topic Overview</b>		
<p>In this unit the children will learn about the local Jewish community. They will consider what is important in the Jewish community (role of mother, Shabbat and mezuzah).</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Jewish Synagogue and other places in the community.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Name some religious symbols</li> <li>Explain the meaning of some religious symbols.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about how a Jewish home life is important to them. They will learn about the role of mother, Shabbat and mezuzah. The children will then learn about the local Jewish community.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>To be able to describe what is important in the Jewish community.</li> <li>To name and describe the importance of the Shabbat in a Jewish home.</li> <li>To describe some Jewish religious symbols including the mezuzah.</li> <li>To explain the meaning of some religious symbols including the mezuzah.</li> <li>To be able to identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>		

<b>Year Group: 2</b>	<b>Term: Summer 2</b>	<b>Topic: Our Local Jewish Community</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To research places in the local Jewish community.</li><li>• To draw and label or create a model of a mezuzah.</li><li>• Brain storm what is important to their own lives.</li><li>• Geography project about the local Jewish buildings.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas on recordable postcards or post it notes.</li><li>• Writing sentences that reflect an idea.</li><li>• Create a poster about the mezuzah.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Online print out of research.</li></ul>		

Year Group: 2	Term: Summer 2	Topic: Our Local Jewish Community	
Assessment			
Describe how life in a Jewish home may be different to life in their own house. Be able to name core beliefs of Jews.			
	2.1	2.2	2.3
<b>To understand beliefs and teachings.</b>	Children are able to identify what is important in the Jewish community with support.	Children are able to describe what is important in the Jewish community.	Children are able to describe and explain what is important in the Jewish community.
<b>To understand beliefs and teachings.</b>	Children name and identify the importance of the Shabbat in a Jewish home with support.	Children name and describe the importance of the Shabbat in a Jewish home.	Children name and describe with detail the importance of the Shabbat in a Jewish home.
<b>To understand how beliefs are conveyed</b>	Children can identify some Jewish religious symbols including the mezuzah with support	Children can describe some Jewish religious symbols including the mezuzah.	Children can describe lots of Jewish religious symbols including the mezuzah.
<b>To understand how beliefs are conveyed</b>	Children can explain some aspects of the meaning of some religious symbols including the mezuzah with support.	Children can explain the meaning of some religious symbols including the mezuzah.	Children can explain with detail the meaning of some religious symbols including the mezuzah.
<b>To reflect</b>	Children are able to identify some things that are important in their own lives and compare these to religious beliefs with support.	Children are able to identify the things that are important in their own lives and compare these to religious beliefs.	Children are able to identify more things that are important in their own lives and compare these to religious beliefs.

<b>Year Group: 3</b>	<b>Term: Autumn 1</b>	<b>Topic: Islam</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Islam)</li> </ul>		
<b>Other Curriculum Links</b>		
Geography, History, ICT		
<b>Topic Overview</b>		
The unit introduces the religion of Islam. They children learn about key symbols, the Shahadah and important festivals of Islam. The children will consider Islamic and Christian creation stories.		
<b>Possible Visits/Visitors</b>		
Visit to local Mosque or visit.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about the teaching of Islam. (The Shahadah). This will learn that Muslims believe in one God (Allah) and worship in a mosque. The children will learn about the nature of Allah through 99 names and about symbols in Islam. The children will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will learn about creation stories from Islam and Christianity. Harvest - giving thanks for creation.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand the key teachings of Islam including the Shahadah and the nature of Allah through 99 names.</li> <li>• To be able to explain the teaching of Islam through studying the Prophet Muhammad.</li> <li>• To be able to describe a mosque and explain how it is used.</li> <li>• To be able to explain the religious practises of Muslims including important festivals.</li> <li>• To be able to describe Islamic symbols in art.</li> <li>• To be able to consider Christian and Islamic stories of creation.</li> <li>• To consider the importance of the Harvest festival through stories from the bible.</li> </ul>		

<b>Year Group: 3</b>	<b>Term: Autumn 1</b>	<b>Topic: Islam</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To visit a mosque or watch a clip about the purpose of a mosque.</li><li>• Research the nature of Allah through 99 names.</li><li>• Learn about Eid celebrations and Islamic art.</li><li>• Answer questions about a story about Prophet Muhammad.</li><li>• Create a harvest festival table or display.</li><li>• Create a poster about creation</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Islamic symbols and art.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		



Year Group: 3	Term: Autumn 1	Topic: Islam	
Assessment			
Describe some of the things Muslims do to celebrate their faith. Discuss with partners what they know about mosques.			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children understand some of key teachings of Islam including the Shahadah and the nature of Allah through 99 names.	Children understand the key teachings of Islam including the Shahadah and the nature of Allah through 99 names.	Children can understand and explain the key teachings of Islam including the Shahadah and the nature of Allah through 99 names.
	Children are able to explain some of the teachings of Islam through studying the Prophet Muhammad.	Children are able to explain the teaching of Islam through studying the Prophet Muhammad.	Children are able to explain with detail the teaching of Islam through studying the Prophet Muhammad.
<b>To understand practices and lifestyles</b>	Children are able to describe some of aspects of a mosque and explain how it is used.	Children are able to describe a mosque and explain how it is used.	Children are able to describe lots of aspects of a mosque and explain how it is used.
	Children are able to explain some of the religious practices of Muslims including important festivals.	Children are able to explain the religious practices of Muslims including important festivals.	Children are able to explain more of the religious practices of Muslims including important festivals.
<b>To understand how beliefs are conveyed</b>	Children are able to describe some Islamic symbols in art.	Children are able to describe Islamic symbols in art.	Children are able to describe with detail the Islamic symbols in art.
<b>To understand practices and lifestyles</b>	Children are able to consider some parts of the Christian and Islamic stories of creation.	Children are able to consider Christian and Islamic stories of creation.	Children are able to consider and explain the Christian and Islamic stories of creation.

<b>Year Group:</b> 3	<b>Term:</b> Autumn 2	<b>Topic:</b> Structure of the Bible
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
I.C.T., Art and D&T		
<b>Topic Overview</b>		
<p>The unit covers the structure of the bible and stories from the new and old testament.</p> <p>The children will then learn about Christmas in detail comparing customs and roots of traditions.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour. Discuss and give opinions on stories involving moral dilemmas.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about the structure of the bible, including examples from the Old &amp; New Testament. Through the gospels, they will learn of the celebration of Christmas in detail, both then and now. They will have an understanding of the beliefs behind modern customs e.g. cards, presents, the nativity scene, Christingles and carol services. They will consider how customs were taken from pagan celebrations (25<sup>th</sup> December and holly). They will discuss uniquely modern traditions e.g. decorating trees and eating turkey. They will have spoken of their own experiences celebrating Christmas and how it is (or isn't) celebrated elsewhere.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand the structure and content in the bible to explain answers.</li> <li>• To be able to explain why religious figures may have acted as they did in stories from the bible.</li> <li>• Discuss and give opinions on stories from the bible involving moral dilemmas.</li> <li>• Explain some of the religious practices during the celebration of Christmas.</li> <li>• Identify religious symbolism in literature and the arts during the celebration of Christmas.</li> <li>• Show an understanding that personal experiences and feelings of celebrations influence attitudes and actions.</li> </ul>		

<b>Year Group: 3</b>	<b>Term: Autumn 2</b>	<b>Topic: Structure of the Bible</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"> <li>• To visit a Church.</li> <li>• Search in a bible for key stories / genres.</li> <li>• Learn about stories from different genres in the bible.</li> <li>• Research origins of Christmas celebrations.</li> <li>• Create a display about the origins of Christmas celebrations.</li> <li>• Classify cards according to whether their message is religious or non-religious.</li> <li>• Write a story to reflect own experiences of Christmas.</li> <li>• Debate about Christmas is celebrated differently around the world in different cultures.</li> </ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"> <li>• Recording ideas of ideas on a mind map.</li> <li>• Writing sentences that reflect an idea.</li> <li>• Taking photographs of artwork / celebrations and label them.</li> <li>• Drawings to show understanding of the origins of Christmas traditions.</li> <li>• Class teacher scribes ideas from discussions.</li> <li>• Write stories or personal accounts of Christmas.</li> </ul>		

Year Group: 3	Term: Autumn 2	Topic: Structure of the Bible	
Assessment			
<p>Order some of the books of the bible based on their name and a key.            Explain why a figure from a bible story acted the way they did.            Discuss what a character from a bible story may have done differently and/or why they did what they did in line with their Christian values.</p>			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children show some understand of the structure and content in the bible to explain answers.	Children understand the structure and content in the bible to explain answers.	Children understand and can explain the structure and content in the bible to explain answers.
<b>To understand practices and lifestyles</b>	Children are able to explain some reasons why religious figures may have acted as they did in stories from the bible.	Children are able to explain why religious figures may have acted as they did in stories from the bible.	Children are able to explain in detail why religious figures may have acted as they did in stories from the bible.
<b>To understand values</b>	Children can discuss and give some opinions on stories from the bible involving moral dilemmas.	Children can discuss and give opinions on stories from the bible involving moral dilemmas.	Children can discuss and give detailed opinions on stories from the bible involving moral dilemmas.
<b>To understand practices and lifestyles</b>	Children can identify some of the religious practices during the celebration of Christmas.	Children can explain some of the religious practices during the celebration of Christmas.	Children can explain lots of religious practices during the celebration of Christmas.
<b>To understand how beliefs are conveyed</b>	Children can identify some religious symbolism in literature and the arts during the celebration of Christmas.	Children can identify religious symbolism in literature and the arts during the celebration of Christmas.	Children can identify lots of religious symbolism in literature and the arts during the celebration of Christmas.
<b>To reflect</b>	Children show some understanding that personal experiences and feelings of celebrations influence attitudes and actions.	Children show an understanding that personal experiences and feelings of celebrations influence attitudes and actions.	Children show more of an understanding that personal experiences and feelings of celebrations influence attitudes and actions.

<b>Year Group: 3</b>	<b>Term: Spring 1</b>	<b>Topic: Stories About Jesus</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
I.C.T., Art and D&T		
<b>Topic Overview</b>		
The unit covers stories about Jesus, focussing on teachings and miracles.		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about stories of Jesus. The importance of Teachings and Miracles - biblical context focussing on Christian values and attitudes e.g. forgiveness and honesty. (Different stories, parables and miracles than those covered in KS 1)		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to retell a story from the bible such as 'The Stilling of the Storm' and 'The Healing of a Paralysed Man'.</li> <li>• To be able to explain why religious figures may have acted as they did in this story, such as being able to control the elements.</li> <li>• To be able to explain how these stories portray hope in times of peril to Christians.</li> <li>• Discuss and give opinions on why Jesus helped these people in the stories in the way that he did.</li> <li>• Show an understanding that personal experiences and feelings of miracles influence attitudes and actions.</li> </ul>		

<b>Year Group: 3</b>	<b>Term: Spring 1</b>	<b>Topic: Stories About Jesus</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Search online (BBC webpage) for information about Jesus' miracles.</li><li>• Perform a retelling of a miracle in small groups to the rest of the class.</li><li>• Mind map why Jesus performed miracles.</li><li>• Create a newspaper article about a miracle.</li><li>• Write a story involving a modern day miracle.</li><li>• Write a diary insert portraying a person witnessing a miracle.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Notes from online search into Jesus' miracles.</li><li>• Writing stories, newspaper articles and diary entries.</li><li>• Taking photographs retelling / acting out stories.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 3	Term: Spring 1	Topic: Stories About Jesus	
Assessment			
Describe one of the miracles that Jesus performed - why did he do this/what does it tell us about him? Relate one of their own experiences to the moral message from a bible story.			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children are able to present some aspects of the stories involving the miracles of Jesus.	Children are able to present their understanding of the stories involving the miracles of Jesus.	Children are able to present their understanding in detail of the stories involving the miracles of Jesus.
<b>To reflect</b>	Children are able to identify why religious figures may have acted as they did in the miracles.	Children are able to explain why religious figures may have acted as they did in miracles.	Children are able to explain and give reason to why religious figures may have acted as they did in miracles.
<b>To understand beliefs and teachings</b>	Children are able to identify how these stories portray hope in times of peril to Christians.	Children are able to explain how these stories portray hope in times of peril to Christians.	Children are able to explain and give reason as to how these stories portray hope in times of peril to Christians.
<b>To reflect</b>	Children show some understanding that personal experiences and feelings of miracles influence attitudes and actions.	Children show an understanding that personal experiences and feelings of miracles influence attitudes and actions.	Children show a deeper understanding that personal experiences and feelings of miracles influence attitudes and actions.
<b>To understand values</b>	Children can take part in a discussion and give opinions on stories involving moral dilemmas.	Children can discuss and give opinions on stories involving moral dilemmas.	Children can take an active part in a discussion and give opinions on stories involving moral dilemmas.

<b>Year Group:</b> 3	<b>Term:</b> Spring 2	<b>Topic:</b> St. Peter and Denial
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Art and PSHE		
<b>Topic Overview</b>		
The unit covers the role of the disciples, particularly St. Peter, in key moments of Jesus' life.		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
The children will learn about the First Disciples - the role they had in Jesus' ministry. The unit will Focus on Peter at Easter - his denial and reinstatement as the rock on whom the church was built, Jesus and his disciples in the garden of Gethsemane and Jesus' prayers in John 17. Explore the reasons why Peter and the disciples did not stand by Jesus and consider repentance and forgiveness, which can be explored from the pupil's own personal experiences, the experiences of Peter and Jesus, and Christian's beliefs and experiences of repentance and forgiveness today.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain the story of Peter and his denial.</li> <li>• To be able to explain why the disciples including Peter acted the way he did.</li> <li>• To be able to discuss how beliefs of right and wrong affect people's behaviour.</li> <li>• To identify the religious symbol of the cockerel in relation to Peter's story.</li> <li>• To be able to show an understanding that personal experiences and feelings of friendship, kindness and betrayal can influence attitudes and actions.</li> </ul>		



<b>Year Group: 3</b>	<b>Term: Spring 2</b>	<b>Topic: St. Peter and Denial</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Create a conscious alley for Peter to decide if he should or should not betray Jesus.</li><li>• Discussion about friendships and how friends should behave.</li><li>• Write a story about betrayal by friends.</li><li>• Artwork representing Peter's denial 'cockerels'.</li><li>• Write about a personal experience of friendship, kindness and how this influenced their attitudes and actions.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing stories that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Write stories or personal accounts.</li></ul>		

Year Group: 3	Term: Spring 2	Topic: St. Peter and Denial	
Assessment			
Describe a time when you have felt let down by a friend: how did it make you feel and why? List reasons why it was a good/bad idea for Peter to deny he knew Jesus.			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children are able to explain some parts of the story of Peter and his denial.	Children are able to explain the story of Peter and his denial.	Children are able to explain in detail the story of Peter and his denial.
<b>To reflect</b>	Children are able to identify what Peter did to deny Jesus.	Children are able to explain why the disciples, including why Peter acted the way he did.	Children are able to explain and give reasons as to why the disciples, including why Peter acted the way he did.
<b>To understand values</b>	Children are able to identify how beliefs of right and wrong affect people's behaviour.	Children are able to discuss how beliefs of right and wrong affect people's behaviour.	Children are able to discuss with reason how beliefs of right and wrong affect people's behaviour.
<b>To understand how beliefs are conveyed</b>	Children can identify the religious symbol of the cockerel in relation to Peter's story and make their own representation.	Children can identify the religious symbol of the cockerel in relation to Peter's story and make their own detailed representation.	Children can identify the religious symbol of the cockerel in relation to Peter's story and make their own representation to show their understanding of the story.
<b>To understand values</b>	Children are able to show some understanding that personal experiences and feelings of friendship, kindness and betrayal can influence attitudes and actions.	Children are able to show an understanding that personal experiences and feelings of friendship, kindness and betrayal can influence attitudes and actions.	Children are able to show a deeper understanding that personal experiences and feelings of friendship, kindness and betrayal can influence attitudes and actions.

<b>Year Group:</b> 3	<b>Term:</b> Summer 1	<b>Topic:</b> Important Figures in Christianity & Judaism
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth.</li> </ul>		
<b>Other Curriculum Links</b>		
History, I.C.T.		
<b>Topic Overview</b>		
<p>In this unit the children will learn about important figures for Christians and Judaism and consider why they are important for believers The children will then learn about aspects of the life of Muhammed, prophet of Allah, including receiving the Qur'an.</p>		
<b>Possible Visits/Visitors</b>		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about Ibrahim, Dawud, Musa as important figures for Christians and Judaism. They will consider why are they important to believers? The children will consider reasons why these religious figures acted as they did and relate this to modern day religious practices. The children will then find out about the aspects of the life of Muhammad, prophet of Allah, including receiving the Qur'an and will be able to identify some religious symbolism and artefacts.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to present information about key religious figures connected through different religions such as Ibrahim, Dawud and Musa.</li> <li>• To be able to refer to holy books to explain the importance of these religious figures to believers.</li> <li>• To be able to explain why religious figures may have acted as they did.</li> <li>• To understand some aspects of Muhammad's life and the receiving of the Qur'an.</li> <li>• To be able to identify some religious artefacts such as the Qur'an and how it is used.</li> <li>• To be able to explain some religious practices of followers of the Muslim faith.</li> </ul>		

<b>Year Group: 3</b>	<b>Term: Summer 1</b>	<b>Topic: Important Figures in Christianity &amp; Judaism</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To research religious figures common in different religions such as Ibrahim, Dawud and Musa.</li><li>• Search in religious texts for key stories about these religious figures.</li><li>• Mind map key events and actions in the lives of these figures and act them out to the class.</li><li>• Watch a video about the Qur'an.</li><li>• To visit a mosque or to arrange a cleric to visit the school.</li><li>• Learn about arts and festivals related to these historical figures.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Research notes collected by different sources about religious figures.</li><li>• Mind map of key events and facts.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of the origins of religious artefacts.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 3	Term: Summer 1	Topic: Important Figures in Christianity & Judaism	
Assessment			
Describe a key religious figure they have learned about, including part of their story or why they are remembered today. Explain some of the practices of the Christian and Jewish religions - similarities and differences.			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children are able to present some information about key religious figures connected through different religions.	Children are able to present information about key religious figures connected through different religions.	Children are able to present with detail information about key religious figures connected through different religions.
	Children are able to refer to holy books to identify the importance of these religious figures to believers.	Children are able to refer to holy books to explain the importance of these religious figures to believers.	Children are able to refer to holy books to explain in detail the importance of these religious figures to believers.
<b>To reflect</b>	Children are able to identify why religious figures may have acted as they did.	Children are able to explain why religious figures may have acted as they did.	Children are able to explain and reason why religious figures may have acted as they did.
<b>To understand practices and lifestyles</b>	Children are able to identify some religious artefacts and how they are used.	Children are able to identify religious artefacts and how they are used.	Children are able to identify more religious artefacts and how they are used.
	Children are able to identify some religious practices of followers of the Christian and Jewish faith.	Children are able to explain some religious practices of followers of the Christian and Jewish faith.	Children are able to explain in detail some religious practices of followers of the Christian and Jewish faith.

<b>Year Group:</b> 3	<b>Term:</b> Summer 2	<b>Topic:</b> The Significance of the Qur'an
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> </ul>		
<b>Other Curriculum Links</b>		
I.C.T.		
<b>Topic Overview</b>		
<p>The unit covers the introduction of the Qur'an and its significance for Muslims. The children will learn about how the Qur'an is used and treated by Muslims and how it is used as a source of authority and teaching. The children will learn about some words and meanings from parts of the Qur'an.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Mosque.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about the Qur'an and its significance for Muslims. They will be able to describe the Qur'an is used and treated and how it is used as a source of authority and teaching. The children will then consider how the Qur'an is used in the mosque by clerics and individuals and learn some words and meanings of parts of the Qur'an. The children consider Muslim values and how this affects behaviour and actions.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to present the key teachings and beliefs of Islam.</li> <li>• To be able to refer to religious figures in the Qur'an.</li> <li>• To be able to explain how the mosque is used in the teaching of the Qur'an.</li> <li>• To be able to explain some Muslim religious practices.</li> <li>• Explain some Muslim values and how these affect behaviour and actions.</li> </ul>		

<b>Year Group:</b> 3	<b>Term:</b> Summer 2	<b>Topic:</b> The Significance of the Qur'an
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To visit a mosque.</li><li>• Watch a clip about the Qur'an.</li><li>• Learn about stories from the Qur'an.</li><li>• Invite a guest to explain how Muslims practice their religion.</li><li>• Research key Muslim values and debate how these affect behaviour, eg charitable giving.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Writing questions to ask a guest or research the answer.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 3	Term: Summer 2	Topic: The Significance of the Qur'an	
Assessment			
Describe some of the key teachings of Islam.			
Explain some of the Muslim values (and possibly compare these to those of Christians and Jews).			
	3.1	3.2	3.3
<b>To understand beliefs and teachings.</b>	Children are able to present some of the key teachings and beliefs of Islam.	Children are able to present the key teachings and beliefs of Islam.	Children are able to present in detail the teachings and beliefs of Islam.
	The children are able to refer to some religious figures in the Qur'an.	The children are able to refer to religious figures in the Qur'an.	The children are able to refer to more religious figures in the Qur'an.
<b>To understand practices and lifestyles.</b>	The children are able to identify how the mosque is used in the teaching of the Qur'an.	The children are able to explain how the mosque is used in the teaching of the Qur'an.	The children are able to explain and give reason as to how the mosque is used in the teaching of the Qur'an.
	Children can identify some Muslim religious practices.	Children can explain some Muslim religious practices.	Children can explain and give reason to some Muslim religious practices.
<b>To understand values</b>	Children can identify some Muslim values and how these affect behaviour and actions.	Children can explain some Muslim values and how these affect behaviour and actions.	Children can explain in detail some Muslim values and how these affect behaviour and actions.



<b>Year Group:</b> 4	<b>Term:</b> Autumn 1	<b>Topic:</b> Lives of Well-Known Christians
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography, History		
<b>Topic Overview</b>		
<p>The unit introduces some important people to followers of Christianity. The children will study the lives of great Christians such as St Paul, St Cuthbert and other Northern Saints such as St Aidan. The children will visit a local place of worship and consider its significance for those who attend and how it is used.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local place of worship related to a great saint.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>Children will learn about some great saints such as Saint Aidan of Lindesfarne and how they lived their lives. The children will learn about the buildings on Lindesfarne and how they were and are used, they will consider the importance of Lindesfarne to Christians. The children consider why these saints acted as they did and how they lived. They will consider what is important to themselves and how they choose to live and how this is affected by their beliefs of right and wrong.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to refer to Great Christians and northern saints to explain the importance of religion to people.</li> <li>• To be able to describe local religious buildings and how they were and are used, such as those on Lindesfarne.</li> <li>• To be able to give reasons as to why these saints acted as they did.</li> <li>• To be able to ask and debate questions about how we choose to live our lives.</li> <li>• To be able to explain how saint's beliefs about right and wrong affected their behaviour and those of their followers.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Autumn 1</b>	<b>Topic: Lives of Well-Known Christians</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To visit a Lindesfarne or other local place of worship.</li><li>• Research the lives of great local saints.</li><li>• Write a diary insert or newspaper article about a local saint.</li><li>• Consider what the saints believed about right and wrong (Rules to live by poster) and how this affected their behaviour.</li><li>• Reflect about how we live our own lives (Create own poster about own values and how they can implement this into own behaviour).</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of building and religious artefacts and label them.</li><li>• Drawings to show understanding of values.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 4	Term: Autumn 1	Topic: Lives of Well-Known Christians	
Assessment			
Describe the life of a Great Christian.			
Explain why a Saint acted in the way they did through role play or discussion.			
	4.1	4.2	4.3
<b>To understand beliefs and teachings.</b>	Children are able to identify Great Christians and northern saints to explain the importance of religion to people.	Children are able to refer to Great Christians and northern saints to explain the importance of religion to people.	Children are able to describe some Great Christians and northern saints to explain the importance of religion to people.
<b>To understand practices and lifestyles</b>	Children are able to describe local religious buildings and how they were and are used, such as those on Lindesfarne.	Children are able to describe some details of local religious buildings and how they were and are used, such as those on Lindesfarne.	Children are able to describe in detail local religious buildings and how they were and are used, such as those on Lindesfarne.
<b>To reflect</b>	Children are able to give some reasons as to why these saints acted as they did.	Children are able to give reasons as to why these saints acted as they did.	Children are able to give more reasons as to why these saints acted as they did.
	Children are able to take part in asking and debating questions about how we choose to live our lives.	Children are able to ask and debate questions about how we choose to live our lives.	Children take an active part in asking and debating questions about how we choose to live our lives.
<b>To understand values</b>	Children are able to identify how saint's beliefs about right and wrong affected their behaviour and those of their followers.	Children are able to explain how saint's beliefs about right and wrong affected their behaviour and those of their followers.	Children are able to explain in detail how saint's beliefs about right and wrong affected their behaviour and those of their followers.

<b>Year Group:</b> 4	<b>Term:</b> Autumn 2	<b>Topic:</b> Islamic Festivals and Bible Stories
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Islam).</li> </ul>		
<b>Other Curriculum Links</b>		
Art and Music		
<b>Topic Overview</b>		
<p>The unit introduces what the followers of Islam celebrate including Eid-ul-Adha. They will learn about how the followers of Islam live and learn about the Hajj (Muslim pilgrimage). Christmas - The children will then focus on the annunciation to Mary, the experiences of Elizabeth and Zechariah and the birth of John the Baptist, from Luke.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Mosque and a church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about what the followers of Islam celebrate. The children will learn about Eid-ul-Adha. They will learn about how the followers of Islam live and learn about the Hajj (Muslim pilgrimage). The children will consider their own journeys and special places. The children will also consider the significance of Lourdes, Wolsingham and Holy Island (Links to St Cuthbert). Christmas - The children will then focus on the annunciation to Mary, the experiences of Elizabeth and Zechariah and the birth of John the Baptist, from Luke. The children will consider what Christians believe about the role of angels as messengers, thinking of the shepherds meeting angels in Luke's gospel and Joseph meeting an angel with an important message in a dream in Matthew. The children will consider their own experiences of waiting and anticipation and what they might learn from Elizabeth and Zechariah's long wait.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to identify and explain religious artefacts related to Islamic celebrations and how they are used.</li> <li>• To explain some religious practices during Islamic celebrations and the day to day lives of Muslims.</li> <li>• To be able to explain the religious practice of the Muslim Pilgrimage Hajj and links to own journeys and special places.</li> <li>• To show an understanding that personal experiences of waiting and anticipation influence attitudes and actions.</li> <li>• To discuss and give opinions on the moral dilemma in the story of Elizabeth and Zechariah's long wait.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Autumn 2</b>	<b>Topic: Islamic Festivals and Bible Stories</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Watch a clip about Islamic celebrations.</li><li>• Listen to a guest talk about following Islam.</li><li>• Research Hajj.</li><li>• Write a recount of own special journey or place of significance and its importance.</li><li>• Create some art linked to the Islamic celebration of Eid-ul-Adha.</li><li>• Write a diary entry about a personal experience of waiting and anticipation.</li><li>• Answer questions about the morals in the story about Elizabeth and Zechariah's long wait.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Write questions to research or ask a guest.</li><li>• Writing stories and recounts that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Islamic symbols and art.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 4	Term: Autumn 2	Topic: Islamic Festivals and Bible Stories	
Assessment			
Draw or describe what people would see in a key Islamic celebration. Relate their own experiences of a special journey to that of a pilgrimage.			
	4.1	4.2	4.3
<b>To understand practices and lifestyles</b>	Children are able to identify religious artefacts related to Islamic celebrations and how they are used.	Children are able to identify and explain religious artefacts related to Islamic celebrations and how they are used.	Children are able to identify and explain in detail religious artefacts related to Islamic celebrations and how they are used.
	Children can explain some religious practices during Islamic celebrations and the day-to-day lives of Muslims.	Children can explain religious practices during Islamic celebrations and the day-to-day lives of Muslims.	Children can explain more religious practices during Islamic celebrations and the day-to-day lives of Muslims.
	Children are able to describe the religious practice of the Muslim Pilgrimage 'Hajj' and make links to the importance of own journeys and special places.	Children are able to explain the religious practice of the Muslim Pilgrimage 'Hajj' and make links to the importance of own journeys and special places.	Children are able to explain in detail the religious practice of the Muslim Pilgrimage 'Hajj' and make links to the importance of own journeys and special places.
<b>To reflect</b>	Children show some understanding that personal experiences of waiting and anticipation influence attitudes and actions.	Children show an understanding that personal experiences of waiting and anticipation influence attitudes and actions.	Children show a deeper understanding that personal experiences of waiting and anticipation influence attitudes and actions.
<b>To understand values</b>	Children can take part in a discussion on the moral dilemma in the story of Elizabeth and Zechariah's long wait.	Children can discuss and give opinions on the moral dilemma in the story of Elizabeth and Zechariah's long wait.	Children can discuss and give opinions with reasons on the moral dilemma in the story of Elizabeth and Zechariah's long wait.

<b>Year Group: 4</b>	<b>Term: Spring 1</b>	<b>Topic: Church &amp; Mosque</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Islam).</li> </ul>		
<b>Other Curriculum Links</b>		
Geography,		
<b>Topic Overview</b>		
The Children will learn about the Church and the Mosque, they will learn about worship and ceremony across different parts of the world.		
<b>Possible Visits/Visitors</b>		
Visit to local Mosque.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
The Children will learn about the Church as a body of believers, including aspects of the Christian Community - worship, prayer, ritual and ceremony expressed in different parts of the world. The children will learn about the Mosque, a place of worship activities including wudu and prayer. They will learn about the function and features of a Mosque and the role of the Imam.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain the key features of a church and a mosque.</li> <li>• To be able to explain the religious artefacts in a church and a mosque and how they are used in different ceremonies.</li> <li>• To be able to explain how a church and mosque is used in different parts of the world.</li> <li>• To be able to explain the religious practices of clerics (Imam and a minister) and individuals.</li> <li>• To understand that personal experiences of religious practices and ceremonies affect attitudes and actions.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Spring 1</b>	<b>Topic: Church &amp; Mosque</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To visit a mosque or watch a clip about the purpose of a mosque.</li><li>• Label and describe religious artefacts from a mosque or church.</li><li>• Research ceremonies from different parts of the world and share with the rest of the class.</li><li>• Write questions to ask an Imam about their role in a mosque.</li><li>• Write a diary entry about a personal experience of a religious ceremony and how it affected their attitude or actions.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas and observations on post it notes.</li><li>• Writing sentences that reflect an ideas.</li><li>• Write a diary entry.</li><li>• Presenting findings through posters / mind maps to the rest of the class.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Islamic symbols and art.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		



Year Group: 4	Term: Spring 1	Topic: Church & Mosque	
Assessment			
Compare the key features of a church and a mosque, with photographic support if required. Describe the practices of leaders of local places of worship.			
	4.1	4.2	4.3
<b>To understand beliefs and teachings.</b>	Children are able to identify the key features of a church and a mosque.	Children are able to explain the key features of a church and a mosque.	Children are able to explain more features of a church and a mosque.
<b>To understand practices and lifestyles</b>	Children are able to explain some religious artefacts in a church and a mosque and how they are used in different ceremonies.	Children are able to explain the religious artefacts in a church and a mosque and how they are used in different ceremonies.	Children are able to explain in detail the religious artefacts in a church and a mosque and how they are used in different ceremonies.
	Children can identify the religious practices of clerics (Imam and a minister) and individuals.	Children can explain the religious practices of clerics (Imam and a minister) and individuals.	Children can explain in detail the religious practices of clerics (Imam and a minister) and individuals.
<b>To reflect</b>	Children show some understanding of how personal experiences of religious practices and ceremonies affect attitudes and actions.	Children understand that personal experiences of religious practices and ceremonies affect attitudes and actions.	Children understand and give reasons of how personal experiences of religious practices and ceremonies affect attitudes and actions.

<b>Year Group:</b> 4	<b>Term:</b> Spring 2	<b>Topic:</b> Jesus' Ministry (Last Supper)
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography, History, ICT		
<b>Topic Overview</b>		
In this unit the children will learn about Jesus' ministry and death-incarnation, redemption and salvation. They children will focus on the last supper and artefacts used for a Holy Communion.		
<b>Possible Visits/Visitors</b>		
Visit to local Church		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about Jesus' ministry and death-incarnation, redemption and salvation. With an Easter focus on the Last Supper, putting in context of Passover and making pupils aware that Passover is still celebrated by Jews today. The children will study in detail the events of the Last Supper and what Jesus was teaching during the Thursday night meal, exploring symbolism. Children will think about the importance of sacrifice in their own lives. The children will also investigate the artefacts used for Holy Communion.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to refer to the events that occurred during the last supper to explain the meaning of sacrifice, redemption and salvation.</li> <li>• To be able to explain why Jesus acted as he did during the last supper, exploring symbolism.</li> <li>• To be able to describe the artefacts used by Jews to celebrate Passover.</li> <li>• To understand how artefacts are used during Holy Communion and what they symbolize.</li> <li>• To be able to explain the religious practice of a Holy Communion.</li> <li>• To understand how personal experience of sacrifice influence attitudes and actions.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Spring 2</b>	<b>Topic: Jesus' Ministry (Last Supper)</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Watch a clip about the last supper.</li><li>• 'Hot Seat' session where children ask Jesus about his actions during the Last Supper.</li><li>• Research how Jews celebrate Passover and join in with some of these celebrations.</li><li>• Investigate artefacts from a Holy Communion.</li><li>• Write a diary or recount of personal sacrifice and how this influenced actions and attitudes.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing questions to ask.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of artefacts.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Write a story or diary insert.</li></ul>		

Year Group: 4	Term: Spring 2	Topic: Jesus' Ministry (Last Supper)	
Assessment			
<p>Describe the events of the Last Supper.            Explain Jesus' actions through re-telling the story of his last days.            Identify and explain symbols associated with the Last Supper.</p>			
	4.1	4.2	4.3
<b>To understand beliefs and teachings.</b>	Children able to identify the events that occurred during the last supper to explain the meaning of sacrifice, redemption and salvation.	Children able to refer to the events that occurred during the last supper to explain the meaning of sacrifice, redemption and salvation.	Children able to explain the events that occurred during the last supper to explain the meaning of sacrifice, redemption and salvation.
<b>To reflect</b>	Children are able to identify why Jesus acted as he did during the last supper, including his use of symbolism.	Children are able to explain why Jesus acted as he did during the last supper, including his use of symbolism.	Children are able to explain with reason why Jesus acted as he did during the last supper, including his use of symbolism.
<b>To understand practices and lifestyles</b>	Children are able to identify the artefacts used by Jews to celebrate Passover.	Children are able to describe the artefacts used by Jews to celebrate Passover.	Children are able to describe and explain the artefacts used by Jews to celebrate Passover.
<b>To understand practices and lifestyles</b>	Children understand some aspects of the artefacts that used during Holy Communion and what they symbolize.	Children understand how artefacts are used during Holy Communion and what they symbolize.	Children understand in detail how artefacts are used during Holy Communion and what they symbolize.
<b>To understand practices and lifestyles</b>	Children are able to explain some aspects of the religious practice of a Holy Communion.	Children are able to explain the religious practice of a Holy Communion.	Children are able to explain in detail the religious practice of a Holy Communion.
<b>To reflect</b>	Children show some understanding of how personal experiences of sacrifice influence attitudes and actions.	Children understand how personal experiences of sacrifice influence attitudes and actions.	Children have a deep understanding of how personal experiences of sacrifice influence attitudes and actions.

<b>Year Group:</b> 4	<b>Term:</b> Summer 1	<b>Topic:</b> Christian Festivals
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
<b>Topic Overview</b>		
<p>The unit covers Pentecost and Ascension - occasions Christians celebrate. The children will learn about Christian family life. The unit then covers Baptism the promises made and commitment to the Church incorporating belonging and identity.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The unit covers Pentecost and Ascension - occasions Christians celebrate. The Christian feast day of Pentecost, which is celebrated ten days after Ascension Thursday, commemorates the descent of the Holy Spirit upon the Apostles and other followers of Jesus Christ. Christians celebrate Pentecost as the birth of the Christian Church and is celebrated 50 days after Jesus' crucifixion. Symbolism includes the dove and the colour red. The children will learn about Christian family life and how Christians practice their religion including baptism. The unit then covers Baptism (Christians believe they receive the holy spirit when they accept Christ and are baptised as Christians; This incorporates the promises made and commitment to the Church, incorporating belonging and identity).</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand the how Christian celebrate Pentecost and Ascension.</li> <li>• To be able to refer to stories in the bible to explain why Christians celebrate Pentecost and Ascension.</li> <li>• To be able to explain the religious symbol of the dove and colour red to represent Pentecost and Ascension.</li> <li>• To be able to describe aspects of Christian family life and how they practice their religion.</li> <li>• To be able to describe how their own commitments give them feelings of belonging and identity.</li> <li>• To be able to explain why common values held in school community affect their behaviour and actions.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Summer 1</b>	<b>Topic: Christian Festivals</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Children to find out about Pentecost and Ascension and how they are celebrated.</li><li>• Children to then plan own celebration of these festivals and give reasons to why they want to celebrate in this way. (Church's birthday, wearing red, doves)</li><li>• Class celebration of Pentecost.</li><li>• Questions and answer session with a Christian.</li><li>• Watch a clip and answer questions about a baptism.</li><li>• Create a poster about school commitments and belonging to a school community.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Highlight or print out relevant information from researching an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Posters.</li><li>• Questions and answers.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 4	Term: Summer 1	Topic: Christian Festivals	
Assessment			
<p>Describe how families may show that they are Christians.            Create a list of values of our school and compare them to key Christian values. Evaluate the level of similarity.</p>			
	4.1	4.2	4.3
<p><b>To understand beliefs and teachings.</b></p>	<p>Children show some understanding the how Christian celebrate Pentecost and Ascension.</p>	<p>Children understand the how Christian celebrate Pentecost and Ascension.</p>	<p>Children understand in greater depth how Christian celebrate Pentecost and Ascension.</p>
	<p>Children are able to refer to stories in the bible to identify why Christians celebrate Pentecost and Ascension.</p>	<p>Children are able to refer to stories in the bible to explain why Christians celebrate Pentecost and Ascension.</p>	<p>Children are able to refer to stories in the bible to explain in detail why Christians celebrate Pentecost and Ascension.</p>
<p><b>To understand how beliefs are conveyed</b></p>	<p>Children are able to identify the religious symbol of the dove and colour red to represent Pentecost and Ascension.</p>	<p>Children are able to explain the religious symbol of the dove and colour red to represent Pentecost and Ascension.</p>	<p>Children are able to explain and give reasons for the religious symbol of the dove and colour red to represent Pentecost and Ascension.</p>
<p><b>To understand practices and lifestyles</b></p>	<p>Children are able to describe some aspects of Christian family life and how they practice their religion.</p>	<p>Children are able to describe aspects of Christian family life and how they practice their religion.</p>	<p>Children are able to describe in detail aspects of Christian family life and how they practice their religion.</p>
<p><b>To reflect</b></p>	<p>Children are able to describe some of their own commitments that give them feelings of belonging and identity.</p>	<p>Children are able to describe how their own commitments give them feelings of belonging and identity.</p>	<p>Children are able to describe with reasons how their own commitments give them feelings of belonging and identity.</p>
<p><b>To understand values</b></p>	<p>Children are able to explain some ways that common values held in school community affect their behaviour and actions.</p>	<p>Children are able to explain why common values held in school community affect their behaviour and actions.</p>	<p>Children are able to explain in detail why common values held in school community affect their behaviour and actions.</p>





<b>Year Group:</b> 4	<b>Term:</b> Summer 2	<b>Topic:</b> Family Life in Islam
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Islam)</li> </ul>		
<b>Other Curriculum Links</b>		
Art		
<b>Topic Overview</b>		
This unit considers family life in Islam. The children will learn about Ramadan and Eid-ul-fitr. (Neither takes place at this time of year, but fit in with family life).		
<b>Possible Visits/Visitors</b>		
Visit to local Mosque or visit.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about family life in Islam. They will consider what Muslims believe about God and how this is reflected in their lives.. They will learn that Muslims believe that Allah is thought to be the Creator and provider of all things. Muslims believe in respect, appreciation and give thanks for creation. The children will consider how this is represented in family life, such as, looking after the environment (Allah's creation) and the birth and naming of a child. The children will then learn about Ramadan and why this is very important time for Muslims and consider how it is celebrated all over the world. The children will learn that during Ramadan, Muslims request forgiveness for sins in the past, pray for direction and try to cleanse themselves through self-control and great acts of faith. During Ramadan, Muslims to pray ( <i>salat</i> ) more than normal. It is a time of fasting for the Islamic people and is broken during the celebration of Eid-ul-fitr..		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand the key teachings of Islam and how these reflected in family life.</li> <li>• To be able to explain the practices of Muslims such as caring for Allah's creation.</li> <li>• To understand how the experiences during Ramadan such as fasting affect feelings of self-control and forgiveness.</li> <li>• To be able to describe the values held by the Islamic communities such as charitable giving to feed the poor.</li> </ul>		

<b>Year Group: 4</b>	<b>Term: Summer 2</b>	<b>Topic: Family Life in Islam</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To share parts of a book about Muslim family life to start a discussion about family life.</li><li>• Read the story 'The Crying Camel' and consider the meaning of creation.</li><li>• Consider how Allah wanted to be the protector of his creation and how we can help by taking responsibility for our own part of Allah's creation, such as feeding birds or litter picking and take part in such activities.</li><li>• Artwork related to the Islamic symbol or Eid-ul-fitr celebrations.</li><li>• Invite a guest to talk about Ramadan and the importance of fasting and reflection.</li><li>• Consider the importance of charitable giving such as donating food to a food bank.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Islamic symbols and art.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Pictures and descriptions of charitable giving or looking after the environment.</li></ul>		

Year Group: 4	Term: Summer 2	Topic: Family Life in Islam	
Assessment			
Describe, draw, show or explain how Muslims celebrate Eid within the family. Explain the link between fasting and worship for Muslims during Eid.			
	4.1	4.2	4.3
<b>To understand beliefs and teachings.</b>	Children understand some of the key teachings of Islam and how these are reflected in family life.	Children understand the key teachings of Islam and how these are reflected in family life.	Children understand more of the key teachings of Islam and how these are reflected in family life.
<b>To understand practices and lifestyles</b>	Children are able to explain some of the practices of Muslims such as caring for Allah's creations.	Children are able to explain the practices of Muslims such as caring for Allah's creations.	Children are able to explain in detail the practices of Muslims such as caring for Allah's creations.
<b>To reflect</b>	Children show some understanding of how experiences during Ramadan such as fasting affect feelings of self-control and forgiveness.	Children understand how experiences during Ramadan such as fasting affect feelings of self-control and forgiveness.	Children show a greater understanding of how experiences during Ramadan such as fasting affect feelings of self-control and forgiveness.
<b>To understand practices and lifestyles</b>	Children are able to describe some of the values held by the Islamic communities such as charitable giving to feed the poor.	Children are able to describe the values held by the Islamic communities such as charitable giving to feed the poor.	Children are able to describe in detail the values held by the Islamic communities such as charitable giving to feed the poor.

<b>Year Group:</b> 5	<b>Term:</b> Autumn 1	<b>Topic:</b> Christian Beliefs and Practice
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Art, music		
<b>Topic Overview</b>		
<p>This unit covers Christian beliefs and practices across the worldwide church, including Christianity through art and music. The children will consider how followers of Christianity live. Including belonging and identity through Communion and Confirmation.</p>		
<b>Possible Visits/Visitors</b>		
Visit to a Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>This unit covers Christian beliefs and practices across the worldwide church, including Christianity through art and music. The children will consider how Churches and Christian aid agencies (eg Christian Aid, CAFOD, TEAR Fund) work across the world. The children will compare different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions. Children will learn that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church. Children will learn about the story of the 'Good Samaritan' and the moral within this story. The children will consider how followers of Christianity live, including Communion and Confirmation.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To understand the how the key teachings of Christianity are followed across the world.</li> <li>• To be able to explain the differences and similarities in the practices of Christians across world.</li> <li>• To be able to identify Christian symbolism in art and music across the world.</li> <li>• To describe how some of the values held by Christians affect behaviour such as those seen in the 'Good Samaritan'.</li> <li>• To be able to discuss and give opinions on the 'Good Samaritan'.</li> <li>• To be able to describe the feelings of belonging and identity through the practice of Communion and Confirmation.</li> </ul>		

<b>Year Group: 5</b>	<b>Term: Autumn 1</b>	<b>Topic: Christian Beliefs and Practice</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To compare different styles of artwork and music Christians across the world.</li><li>• Compare and present to the class key difference in Christianity in different forms of religions and places.</li><li>• Watch a video clip about how Christian Aid agencies unite to work across the globe.</li><li>• Write a story with a 'Good Samaritan' moral.</li><li>• Answer questions about a video clip discussing the importance of Communion and Confirmation to followers.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Perform different types of Christian songs</li><li>• Create different styles of Christian artwork.</li><li>• Print information gathered about worldwide Christian Aid.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Write a story.</li></ul>		

Year Group: 5	Term: Autumn 1	Topic: Christian Beliefs and Practice	
Assessment			
Describe why some people in the story of the Good Samaritan refused to help him and the effect that had on the man. Be able to list and describe/explain what they understand about 'Christian' values.			
	5.1	5.2	5.3
<b>To understand beliefs and teachings.</b>	Children understand some of ways the key teachings of Christianity are followed across the world.	Children understand the how the key teachings of Christianity are followed across the world.	Children understand in greater depth the how the key teachings of Christianity are followed across the world.
<b>To understand practices and lifestyles</b>	Children are able to explain some of the differences and similarities in the practices of Christians across world.	Children are able to explain some of the differences and similarities in the practices of Christians across world.	Children are able to explain in detail the differences and similarities in the practices of Christians across world.
<b>To understand how beliefs are conveyed</b>	Children are able to identify some aspects of Christian symbolism in art and music across the world.	Children are able to identify Christian symbolism in art and music across the world.	Children are able to identify and explain Christian symbolism in art and music across the world.
<b>To understand values</b>	Children can identify the moral in the story of the 'Good Samaritan'.	Children can describe how some of the values held by Christians affect behaviour such as those seen in the 'Good Samaritan'.	Children can describe and explain how some of the values held by Christians affect behaviour such as those seen in the 'Good Samaritan'.
<b>To understand values</b>	Children are able to take part in a discussion on the 'Good Samaritan'.	Children are able to discuss and give opinions on the 'Good Samaritan'.	Children are able to discuss in detail and give opinions on the 'Good Samaritan'.
<b>To understand practices and lifestyles</b>	Children are able to describe some of the feelings of belonging and identity through the practice of Communion and Confirmation.	Children are able to describe the feelings of belonging and identity through the practice of Communion and Confirmation.	Children are able to describe with reasons the feelings of belonging and identity through the practice of Communion and Confirmation.

<b>Year Group: 5</b>	<b>Term: Autumn 2</b>	<b>Topic: Identity in Hinduism</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Art		
<b>Topic Overview</b>		
Children will learn about Hinduism and how Hindus live. They will consider the belonging and identity of the Hindu naming ceremony and Sacred Thread ceremony. The children will learn about the celebration of Diwali.		
<b>Possible Visits/Visitors</b>		
Visit to local Church and Hindu temple.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>		
<b>Overall Learning Outcomes</b>		
Children will learn about Hinduism and how Hindus live. They will learn about the key beliefs of Hinduism. Hindus follow Dharma which is the following of a moral law and taking ones duties seriously. Hindus believe that there are right and wrong ways to behave. Hindus believe that all living things have a soul (athma). They believe in reincarnation and karma. They believe that the ultimate goal for all Hindus is Moksha. The children will consider the belonging and identity of the Hindu naming ceremony and Sacred Thread ceremony. The children will learn about the celebration of Diwali.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to present the key teachings and beliefs of Hinduism.</li> <li>• To be able to explain some of the religious practices of Hindus and how this impacts their everyday life.</li> <li>• To understand some religious practices during Hindu ceremonies, such as Diwali, the naming ceremony and Sacred Thread ceremony.</li> <li>• To be able to identify religious symbolism in Hindu art and such as Rangoli patterns and diya lamps.</li> <li>• To be able to describe how some of the values regarding Dharma held by Hindus affect their behaviour and actions.</li> </ul>		

<b>Year Group: 5</b>	<b>Term: Autumn 2</b>	<b>Topic: Identity in Hinduism</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Share books about Hinduism.</li><li>• Create posters about different Hindu Deities.</li><li>• Research Dharma and reincarnation.</li><li>• Create artwork and models to celebrate Diwali (Ragoli pictures or Diya lamps)</li><li>• Answer questions about a video clip about the naming ceremony or sacred thread ceremony.</li><li>• Discussion about own beliefs and respecting beliefs of others.</li><li>• Write a story .</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Hindu symbols and art.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Pictures and descriptions of Hindu ceremonies.</li></ul>		



Year Group: 5	Term: Autumn 2	Topic: Identity in Hinduism	
Assessment			
Describe how Hindus celebrate in celebrations such as Diwali. Draw and explain the meaning of Hindu symbols.			
	5.1	5.2	5.3
<b>To understand beliefs and teachings.</b>	Children are able to present some key teachings and beliefs of Hinduism.	Children are able to present the key teachings and beliefs of Hinduism.	Children are able to present more key teachings and beliefs of Hinduism.
<b>To understand practices and lifestyles</b>	Children are able to explain some of the religious practices of Hindus and how this impacts their everyday life.	Children are able to explain the religious practices of Hindus and how this impacts their everyday life.	Children are able to explain more of the religious practices of Hindus and how this impacts their everyday life.
	Children understand some religious practices during Hindu ceremonies, such as Diwali, the naming ceremony and Sacred Thread ceremony.	Children understand the religious practices during Hindu ceremonies, such as Diwali, the naming ceremony and Sacred Thread ceremony.	Children understand more of the religious practices during Hindu ceremonies, such as Diwali, the naming ceremony and Sacred Thread ceremony.
<b>To understand how beliefs are conveyed</b>	Children are able to identify religious symbolism in Hindu art, such as Rangoli patterns and diya lamps.	Children are able to identify and explain religious symbolism in Hindu art, such as Rangoli patterns and diya lamps.	Children are able to identify and explain in detail religious symbolism in Hindu art, such as Rangoli patterns and diya lamps.
<b>To understand values</b>	Children are able to identify how some of the values regarding Dharma held by Hindus affect their behaviour and actions.	Children are able to describe how some of the values regarding Dharma held by Hindus affect their behaviour and actions.	Children are able to describe in greater depth how some of the values regarding Dharma held by Hindus affect their behaviour and actions.

<b>Year Group:</b> 5	<b>Term:</b> Spring 1	<b>Topic:</b> Jesus' Ministry
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Art		
<b>Topic Overview</b>		
<p>This unit looks at Jesus' Ministry - teachings and miracles - Biblical context and significance today. The children will learn about miracles (different miracles covered in Year 1/3). The children will learn about discipleship and what it means to be a follower of Christ today. They will consider why the disciples are important to followers of Christianity. The children will then consider the effect Jesus had on people then and why people chose to follow him why others chose not to.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers. Give some reasons why religious figures may have acted as they did.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn more about Jesus' Ministry - teachings and miracles - They will consider some biblical teachings and miracles and discuss its significance today. The children will learn about discipleship and what it means to be a follower of Christ today. They will consider how followers of Christ are pupils studying the bible and who embraces and assists in the spreading of the teachings or Christ. They will consider why the disciples are important to followers of Christianity. The children will then consider the effect Jesus had on people then and why people chose to follow him why others chose not to.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to present the key teachings from biblical stories.</li> <li>• To be able to discuss and give opinions on stories involving moral dilemmas.</li> <li>• To be able to refer to disciples in the bible to explain why they are important to Christians today.</li> <li>• To be able to understand why some disciples acted as they did.</li> <li>• To understand the effect Jesus had on people and how this influence attitudes and actions to follow him or not to.</li> </ul>		

<b>Year Group: 5</b>	<b>Term: Spring 1</b>	<b>Topic: Jesus' Ministry</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To share teachings and miracles from the bible, such as Jesus walking on water.</li><li>• Discussion about morals in the story.</li><li>• Invite a guest to talk about what it means to be a follower of Christ today.</li><li>• Research a disciple and present key information to the rest of the class.</li><li>• Write a newspaper report from Jesus' time that supports or doesn't support Jesus.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Create a person profile.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Newspaper report.</li></ul>		

Year Group: 5	Term: Spring 1	Topic: Jesus' Ministry	
Assessment			
Recount two of the miracles of Jesus and identify what they have in common/his motives in both. Describe the effect that Jesus had on people he met, with specific examples.			
	5.1	5.2	5.3
<b>To understand beliefs and teachings.</b>	Children are able to present some of the key teachings from biblical stories.	Children are able to present the key teachings from biblical stories.	Children are able to present with detail the key teachings from biblical stories.
<b>To understand values</b>	Children are able to give opinions on stories involving moral dilemmas.	Children are able to discuss and give opinions on stories involving moral dilemmas.	Children are able to discuss and give reasoned opinions on stories involving moral dilemmas.
<b>To understand beliefs and teachings.</b>	Children are able to refer to disciples in the bible to explain some ways that they are important to Christians today.	Children are able to refer to disciples in the bible to explain why they are important to Christians today.	Children are able to refer to disciples in the bible to explain in detail why they are important to Christians today.
<b>To reflect</b>	Children are able to show some understanding of why some disciples acted as they did.	Children are able to understand why some disciples acted as they did.	Children are able to understand and explain why some disciples acted as they did.
<b>To reflect</b>	Children show some understanding of the effect Jesus had on people and how this influence attitudes, including whether to follow him or not.	Children understand the effect Jesus had on people and how this influence attitudes and actions, including whether to follow him or not.	Children understand in greater depth the effect Jesus had on people and how this influence attitudes and actions, including whether to follow him or not.

<b>Year Group:</b> 5	<b>Term:</b> Spring 2	<b>Topic:</b> The Role of Judas
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
PSHE, History		
<b>Topic Overview</b>		
<p>The unit covers the Easter traditions around the world. Links to the Church worldwide. Judas' role in the events of Easter to be explored. As well as the gospel narratives, Acts 1:18-19 gives Lukes' version of what happened to Judas afterwards. Pupils will think about experiences they have had of betrayal or being let down by others.</p>		
<b>Possible Visits/Visitors</b>		
Visit to local Church.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> <li>• Ask questions that have no universally agreed answers.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The unit covers the Easter traditions around the world, including the meaning of Shrove Tuesday and Ash Wednesday. The children will learn about different Easter traditions such as the Mardi Gras in Brazil, Blessing Basket in Poland or the Domenica in Italy. Links to the Church worldwide. Judas' role in the events of Easter to be explored. Pupils will consider what motivated Judas and discuss whether God needed Judas if Jesus was meant to die. Pupils will think about experiences they have had of betrayal or being let down by others, including through stories, TV and film.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain some of the Christian practices at Easter across the world.</li> <li>• To be able to identify artefacts related to Easter and explain how and why they are used across the world.</li> <li>• To be able to ask questions that have no universally agreed answers, such as if God needed Judas if Jesus was meant to die.</li> <li>• To be able to give some reasons why religious Judas acted as he did.</li> <li>• To show an understanding that personal experiences of betrayal influence attitudes and actions.</li> </ul>		

<b>Year Group: 5</b>	<b>Term: Spring 2</b>	<b>Topic: The Role of Judas</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Groups of children to research Easter traditions in different parts of the world and create a poster to share this information with the rest of the class.</li><li>• Create sample artwork of these different Easter traditions to display with their posters.</li><li>• Debate the morale dilemma in Judas story.</li><li>• Consider as a class why God needed Judas if Jesus was meant to die.</li><li>• Write questions to ask Judas about why he acted as he did.</li><li>• Write a diary or story about betrayal.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Making a poster.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Class teacher scribes ideas from discussions.</li><li>• Diary entry or story.</li></ul>		

Year Group: 5	Term: Spring 2	Topic: The Role of Judas	
Assessment			
Describe a time where you have betrayed or let down - describe the possible reasons the other person may have for making the choices they did.			
	5.1	5.2	5.3
<b>To understand practices and lifestyles</b>	Children are able to explain some of the Christian practices at Easter across the world.	Children are able to explain more of the Christian practices at Easter across the world.	Children are able to explain and give reasons for the Christian practices at Easter across the world.
	Children are able to identify some artefacts related to Easter and explain how and why they are used across the world.	Children are able to identify artefacts related to Easter and explain how and why they are used across the world.	Children are able to identify more artefacts related to Easter and explain how and why they are used across the world.
<b>To reflect</b>	Children are able to ask some questions that have no universally agreed answers, such as if God needed Judas if Jesus was meant to die.	Children are able to reason questions that have no universally agreed answers, such as if God needed Judas if Jesus was meant to die.	Children are able to reason both sides of questions that have no universally agreed answers, such as if God needed Judas if Jesus was meant to die.
	Children are able identify some reasons why Judas acted as he did.	Children are able to give some reasons why Judas acted as he did.	Children are able to give some detailed reasons why Judas acted as he did.
	Children show some understanding that personal experiences of betrayal influence attitudes and actions.	Children show an understanding that personal experiences of betrayal influence attitudes and actions.	Children show a deeper understanding that personal experiences of betrayal influence attitudes and actions.

<b>Year Group: 5</b>	<b>Term: Summer 1</b>	<b>Topic: Family Life for Hindus</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Hinduism)</li> </ul>		
<b>Other Curriculum Links</b>		
Art		
<b>Topic Overview</b>		
<p>The children will investigate some Hindu festivals. The children will learn about festival of Holi (including the legend of Prahalad and Holika ) and Raksha Bandhan. The children will learn about Hindu family life (purusharthas: four goals in human life) and home life and making links with their own life. The children will then consider some universally unanswered questions regarding shared beliefs regarding spiritual significance of humans.</p>		
<b>Possible Visits/Visitors</b>		
Visit to a temple.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Discuss and give opinions on stories involving moral dilemmas. Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will investigate some Hindu festivals. The children will learn about festival of Holi. The children will also learn about the festival of Raksha Bandhan, the celebration of brotherhood and love. The children will learn about Hindu family life (purusharthas: four goals in human life) and home life and making links with their own life. Children will look at Dharma in more detail as it relates to the fulfilling of duties on a religious level and towards family members. Children will consider how Hindus and Christians agree that the significance of a human being is spiritual, and that belief about life after death has an impact on how life is lived today.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain some of the religious practices Hindus take part in during the fest of Holi and Raksha Bandhan.</li> <li>• To be able to discuss and give opinions on the moral dilemma in the legend of Prahalad and Holika.</li> <li>• To be able to present key teachings of Hinduism and how Hindus follow their religion in their daily lives.</li> <li>• To understand how Hindu beliefs about right and wrong affect their behaviour.</li> <li>• To be able to ask questions that have no universally agreed answers regarding spiritual beliefs.</li> </ul>		



<b>Year Group:</b> 5	<b>Term:</b> Summer 1	<b>Topic:</b> Family Life for Hindus
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To create some artwork related to the Hindu festivals.</li><li>• Share the story of Prahalad and Holika and discuss the moral within.</li><li>• Class can create 4 different posters representing purusharthas, the four goals in human life.</li><li>• Research the concept of Dharma.</li><li>• Class debate regarding the difference and similarities between religious view of spirit.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Posters.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 5	Term: Summer 1	Topic: Family Life for Hindus	
Assessment			
Describe the specific features of key Hindu celebrations.			
Give examples of key Hindu beliefs linked to universally shared ideas of 'right' and 'wrong'.			
	5.1	5.2	5.3
<b>To understand practices and lifestyles</b>	Children are able to explain some of the religious practices Hindus take part in during the fest of Holi and Raksha Bandhan.	Children are able to explain the religious practices Hindus take part in during the fest of Holi and Raksha Bandhan.	Children are able to explain more of the religious practices Hindus take part in during the fest of Holi and Raksha Bandhan.
<b>To understand values</b>	Children are able to discuss some aspects of and give opinions on the moral dilemma in the legend of Prahalad and Holika.	Children are able to discuss and give opinions on the moral dilemma in the legend of Prahalad and Holika.	Children are able to discuss in detail and give opinions on the moral dilemma in the legend of Prahalad and Holika.
<b>To understand beliefs and teachings</b>	Children are able to present some key teachings of Hinduism and how Hindus follow their religion in their daily lives.	Children are able to present key teachings of Hinduism and how Hindus follow their religion in their daily lives.	Children are able to present more key teachings of Hinduism and how Hindus follow their religion in their daily lives.
<b>To understand values</b>	Children show some understanding of how Hindu beliefs about right and wrong affect their behaviour.	Children understand how Hindu beliefs about right and wrong affect their behaviour.	Children understand in greater depth how Hindu beliefs about right and wrong affect their behaviour.
<b>To reflect</b>	Children will be able to take part in a discussion that has no universally agreed answers regarding spiritual beliefs.	Children will be able to ask questions or respond to those that have no universally agreed answers regarding spiritual beliefs.	Children are able to ask detailed questions or respond in depth to those that have no universally agreed answers regarding spiritual beliefs.

<b>Year Group:</b> 5	<b>Term:</b> Summer 2	<b>Topic:</b> Worship in Hinduism
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Hinduism)</li> </ul>		
<b>Other Curriculum Links</b>		
Art, Geography		
<b>Topic Overview</b>		
<p>The children will learn about how Hindus worship. They will learn about the Mandir; its functions and features and its importance to the Hindu community. The children will also learn about the way followers of Hinduism worship: Puja.</p>		
<b>Possible Visits/Visitors</b>		
Visit to a Mandir.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Identify religious symbolism in literature and the arts.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about how Hindus worship. They will learn about the Mandir; its functions and features and its importance to the Hindu community. The children will also learn about the way followers of Hinduism worship: Puja (daily worship). The children will learn about how Hindus worship a personal God in the form of one of the main deities, which they believe to be forms of Brahman. The children will learn about features of a community puja: water, fruit, flowers and incense may be offered, a bell is rung to 'waken' the deities, arti is performed by the priest and personal prarthana may be offered and communal prarthana may be chanted together. Some Hindus have Murti which are statues of deities. Many puja services end with the sharing of prashad. In addition to undertaking puja or prarthana at home, some Hindus undertake forms of yoga or meditation to help them to connect with Brahman.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to refer to religious figures from the Hindu religion.</li> <li>• To be able to identify religious artefacts and explain how and why they are used in Hinduism.</li> <li>• To be able to describe the Mandir and explain how it is used.</li> <li>• To identify Hindu symbolism in literature and the arts.</li> <li>• To be able to describe how some of the values held by the Hindu community affect behaviour and actions.</li> </ul>		

<b>Year Group: 5</b>	<b>Term: Summer 2</b>	<b>Topic: Worship in Hinduism</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To view and describe objects used in a Mandir.</li><li>• To create a poster / profile about one of the Hindu deities.</li><li>• To visit a Mandir or watch a video clip about a Mandir.</li><li>• To take part in a yoga or meditation session.</li><li>• To create some art to symbolize an aspect of Hinduism.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Hindu art.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 5	Term: Summer 2	Topic: Worship in Hinduism	
Assessment			
Profile a Hindu deity to show a range of known facts.			
	5.1	5.2	5.3
<b>To understand beliefs and teachings.</b>	Children are able to refer to some aspects of religious figures from the Hindu religion.	Children are able to refer to religious figures from the Hindu religion.	Children are able to refer with detail to religious figures from the Hindu religion.
<b>To understand practices and lifestyles</b>	Children are able to identify some religious artefacts and explain how and why they are used in Hinduism.	Children are able to identify religious artefacts and explain how and why they are used in Hinduism.	Children are able to identify more religious artefacts and explain how and why they are used in Hinduism.
	Children are able to describe some aspects of the Mandir and explain how it is used.	Children are able to describe the Mandir and explain how it is used.	Children are able to describe more aspects of the Mandir and explain how it is used.
<b>To understand how beliefs are conveyed</b>	Children can identify some Hindu symbolism in literature and the arts.	Children can identify Hindu symbolism in literature and the arts.	Children can identify more Hindu symbolism in literature and the arts.
<b>To understand values</b>	Children are able to identify how some of the values held by the Hindu community affect behaviour and actions.	Children are able to describe how some of the values held by the Hindu community affect behaviour and actions.	Children are able to describe in greater depth how some of the values held by the Hindu community affect behaviour and actions.

<b>Year Group: 6</b>	<b>Term: Autumn 1</b>	<b>Topic: Worship in Hinduism</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Hinduism)</li> </ul>		
<b>Other Curriculum Links</b>		
ICT, Literacy		
<b>Topic Overview</b>		
<p>The children will consider the 'Nature of God - as revealed in the Bible'. The Trinity: this will then be linked to the core Hindu belief in the Trimurti - Vishnu, Shiva, Brahma. The children will then learn about other aspects of Hinduism: Hindu Deities, Avatar and the Aum Symbol.</p>		
<b>Possible Visits/Visitors</b>		
Visit to a Mandir.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Ask questions that have no universally agreed answers.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Identify religious symbolism in literature and the arts.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<ul style="list-style-type: none"> <li>• The children will consider the nature of God, as revealed in the Bible, alongside the idea of the doctrine of the Trinity as a core Christian belief. They will link this to the core Hindu belief in the Trimurti and the three core aspects of this (Vishnu, Shiva &amp; Brahma). They will understand increasing amounts about Hindu deities, the concept of the Avatar in Hinduism and the meaning of the sacred Aum symbol.</li> </ul>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings of the Trinity and Trimurti.</li> <li>• Present the Key Teachings of Hinduism referring to the Hindu Deities.</li> <li>• Refer to Hindu Deities and Vedas to explain answers.</li> <li>• Ask questions about the similarities between the Trinity and Trimurti.</li> <li>• Identify religious artefacts such as the Vedas and explain how and why they are used.</li> <li>• Identify religious symbolism (Aum) in literature and the arts.</li> </ul>		

<b>Year Group: 6</b>	<b>Term: Autumn 1</b>	<b>Topic: Worship in Hinduism</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Research and compare Trintiy ad Trimurti.</li><li>• Discuss the difference between Trintiy ad Trimurti. E.g. 'Do all Chirsitians and Hindus believe in this?'</li><li>• Work in small groups to create a class book about the Hindu Deities.</li><li>• To visit a Mandir or watch a video clip about a Mandir.</li><li>• Create artwork related to the Aum symbol to represent its meaning.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas and notes from research on a mind map.</li><li>• Write about the Deities.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Drawings to show understanding of Hindu art.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 6	Term: Autumn 1	Topic: Worship in Hinduism	
Assessment			
Describe the link between the Holy Trinity and the Trinity ad Trimurti.			
	6.1	6.2	6.3
<b>To understand beliefs and teachings</b>	Children are able to present some of the key teachings of the Trinity and Trimurti.	Children are able to present the key teachings of the Trinity and Trimurti.	Children are able to present more of the key teachings of the Trinity and Trimurti.
	Children are able to present some of the key teachings of Hinduism referring to the Hindu Deities.	Children are able to present the key teachings of Hinduism referring to the Hindu Deities.	Children are able to present more of the key teachings of Hinduism referring to the Hindu Deities.
	Children can refer to Hindu Deities and the Vedas to explain some answers.	Children can refer to Hindu Deities and the Vedas to explain answers.	Children can refer to Hindu Deities and the Vedas to explain answers in more detail.
<b>To reflect</b>	Children can be involved in a discussion asking questions about the similarities between the Trintiy ad Trimurti.	Children can ask questions about the similarities between the Trintiy ad Trimurti.	Children can ask questions and reflect upon the similarities between the Trintiy ad Trimurti.
<b>To understand how beliefs are conveyed.</b>	Children can identify some religious symbolism (Aum) in literature and the arts.	Children can identify religious symbolism (Aum) in literature and the arts.	Children can identify in detail the religious symbolism (Aum) in literature and the arts.



<b>Year Group: 6</b>	<b>Term: Autumn 2</b>	<b>Topic: Hindu Stories / Christmas</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth (Hinduism)</li> </ul>		
<b>Other Curriculum Links</b>		
Art, Drama		
<b>Topic Overview</b>		
<p>The children will learn about the Hindu holy text of the Purana and Ramyana that give insights and teachings of Hinduism. The children will then consider the origins of the Bible - importance for believers and significance of some of the messages today.</p> <p>Christmas - Take Matthew's story about Herod. The children will then discuss undeserved suffering and helping others.</p>		
<b>Possible Visits/Visitors</b>		
Visit to a Mandir.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about the main Hindu scriptures, focussing on the Purana and Ramyana. The children will learn about the Ramayana; long epic poems about Rama and Sita. They will also learn about the Puranas; a collection of stories about the different incarnations and the lives of saints. The children will focus on one story from the Puranas in detail to retell and act out.</p> <p>The children will then consider the origins of the Bible - importance for believers and significance of some of the messages today.</p> <p>Christmas - Take Matthew's story about Herod. the magi, the flight into Egypt and the massacre of the baby boys. What do pupils know about undeserved suffering, for example from news reports? Discuss what Christians today believe they should do to help those who suffer. Consider what Christians believe about Jesus and what it means to say that Jesus is 'king'. How does this affect the way that they live and what they do?</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to refer to religious figures and holy books such as the Purana and Ramyana to explain morals.</li> <li>• To be able to identify religious symbolism in stories from the Purana and Ramlyana.</li> <li>• To be able to discuss and give opinions on stories in the Purana and Ramyana involving moral dilemmas.</li> <li>• To be able to explain how beliefs about right and wrong regarding underserved suffering affect people's behaviour.</li> <li>• To understanding that personal feelings of underserved suffering influence attitudes and actions.</li> </ul>		

<b>Year Group: 6</b>	<b>Term: Autumn 2</b>	<b>Topic: Hindu Stories / Christmas</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Act out scenes from a story to explain a moral.</li><li>• Storyboard parts of key stories.</li><li>• Class debates: right and wrong.</li><li>• To write a poem.</li><li>• Discussion about undeserved suffering.</li><li>• Find a local cause to fundraise for and take action to support others in need.</li><li>• Create a positive news report about how they have taken action to help others in need.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Pictures from acting out a story to create a comic style story.</li><li>• Writing sentences that reflect an idea.</li><li>• Taking photographs of artwork / celebrations and label them.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

Year Group: 6	Term: Autumn 2	Topic: Hindu Stories / Christmas	
Assessment			
How do the Purana and Ramyana help Hindus understand their own religion?			
	6.1	6.2	6.3
<b>To understand beliefs and teachings.</b>	Children are able to refer to some religious figures and holy books such as the Purana and Ramyana to explain morals.	Children are able to refer to religious figures and holy books such as the Purana and Ramyana to explain morals.	Children are able to refer to more religious figures and holy books such as the Purana and Ramyana to explain morals.
<b>To understand how beliefs are conveyed</b>	Children are be able to identify some religious symbolism in stories from the Purana and Ramlyana.	Children are able to identify religious symbolism in stories from the Purana and Ramlyana.	Children are able to identify more religious symbolism in stories from the Purana and Ramlyana.
<b>To understand values</b>	Children are able to discuss stories in the Purana and Ramyana involving moral dilemmas.	Children are able to discuss and give opinions on stories in the Purana and Ramyana involving moral dilemmas.	Children are able to discuss with reasons and give opinions on stories in the Purana and Ramyana involving moral dilemmas.
	Children are able to explain some beliefs about right and wrong regarding underserved suffering affect people's behaviour.	Children are able to explain how beliefs about right and wrong regarding underserved suffering affect people's behaviour.	Children are able to explain and reason how beliefs about right and wrong regarding underserved suffering affect people's behaviour.
	Children show some understanding that personal feelings of underserved suffering influence attitudes and actions.	Children understand that personal feelings of underserved suffering influence attitudes and actions.	Children show more understanding that personal feelings of underserved suffering influence attitudes and actions.

<b>Year Group:</b> 6	<b>Term:</b> Spring 1	<b>Topic:</b> People Inspired by God
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> </ul>		
<b>Other Curriculum Links</b>		
Geography, PSHE		
<b>Topic Overview</b>		
<p>People inspired by God - including Desmond Tutu, local minister and people known to the pupils. Link to the Hindu teacher M Gandhi and why he felt that we need to help others. What effect has Jesus' teaching had on people today?</p>		
<b>Possible Visits/Visitors</b>		
Visit from the local minister.		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		
<b>Overall Learning Outcomes</b>		
<p>The children will learn about Desmond Tutu and why he was given the Nobel Peace Prize and consider other famous people who were inspired by religion to help others, links to M Gandhi. The children will find out about the effect Jesus' teaching has on people today, such as charity work. The children will then consider who they have been inspired by to help others in their community and how this affected their behaviour and actions and the behaviour and actions of others.</p>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain some of the generous religious practices of both clerics and individuals.</li> <li>• To be able to explain how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tute.</li> <li>• To understand that personal experiences and feelings from helping others can influence attitudes and actions.</li> <li>• To be able to describe how some of the values held by communities or individuals affect behaviour and actions.</li> </ul>		

<b>Year Group: 6</b>	<b>Term: Spring 1</b>	<b>Topic: People Inspired by God</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• To research why Desmond Tutu won a Nobel Peace prize.</li><li>• Who would they give a Caedmon Peace Prize to and why?</li><li>• Write questions that they would like to ask Ghandi about how he represented Indian's poor and what he protested for?</li><li>• Create a profile of Ghandi's life.</li><li>• To write a recount of when they have been inspired and how this helped them to be kind to others.</li><li>• Act out some school values and how this affects behaviour and actions.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Writing sentences that reflect ideas.</li><li>• Create certificates to present to others.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		

<b>Year Group: 6</b>	<b>Term: Spring 1</b>	<b>Topic: People Inspired by God</b>	
<b>Assessment</b>			
How are Desmond Tutu and Mahatma Ghandi remembered today? How did their faith influence how they are remembered?			
	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>
<b>To understand practices and lifestyles</b>	Children are able to explain some of the religious practices of individuals, such as Desmond Tutu and M.K. Ghandi.	Children are able to explain the religious practices of individuals, such as Desmond Tutu and M.K. Ghandi.	Children are able to explain more of the religious practices of individuals, such as Desmond Tutu and M.K. Ghandi.
<b>To understand values</b>	Children are able to identify how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tutu and Ghandi.	Children are able to explain how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tutu and Ghandi.	Children are able to explain and give reasons of how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tutu and Ghandi.
<b>To reflect</b>	Children show some understanding that personal experiences and feelings from helping others can influence attitudes and actions.	Children understand that personal experiences and feelings from helping others can influence attitudes and actions.	Children show a greater understanding that personal experiences and feelings from helping others can influence attitudes and actions.
<b>To understand values</b>	Children are able to describe how some of the values held by communities or individuals affect behaviour and actions.	Children are able to describe how the values held by communities or individuals affect behaviour and actions.	Children are able to describe and explain how some of the values held by communities or individuals affect behaviour and actions.

<b>Year Group: 6</b>	<b>Term: Spring 2</b>	<b>Topic: Life as a Christian</b>
<b>NC Links</b>		
Study the beliefs, festivals and celebrations of Christianity.		
<b>Other Curriculum Links</b>		
Drama, I.C.T. History		
<b>Topic Overview</b>		
The children will consider how do followers of Christianity live? The will look at the 10 commandments in more detail and how the Beatitudes act as guidance. Easter - The children will study the four gospel narratives focusing on Jesus' arrest and trial and experiences with Annas, Calaphas, Pilate and Herod.		
<b>Possible Visits/Visitors</b>		
Visit to a Church		
<b>Essential Subject Skills to be covered</b>		
<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>		
<b>Overall Learning Outcomes</b>		
The children will consider how do followers of Christianity live? The children will look at the 10 commandments in more detail and how the Beatitudes act as guidance. Easter - The children will study the four gospel narratives focusing on Jesus' arrest and trial and experiences with Annas, Calaphas, Pilate and Herod. The children will learn about the events of the crucifixion, Simon of Cyrene, the robbers crucified with Jesus and their different responses to him. The children will then explore reasons why Jesus died, and consider the significance of his death for Christians.		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>• To be able to explain how Christians follow the 10 commandments and Beatitudes as part of their religious practice.</li> <li>• To be able to refer to religious figures and holy books to explain the arrest, trail and crucifixion of Jesus.</li> <li>• To be able to give some reasons why Jesus may have acted as they did during his arrest, trial and crucifixion.</li> <li>• To discuss and give opinions on the four different narratives of Jesus' arrest and trial and the moral dilemmas that were involved.</li> <li>• To debate questions that have no universally agreed answers such as 'Why did Jesus die?'</li> </ul>		

<b>Year Group: 6</b>	<b>Term: Spring 2</b>	<b>Topic: Life as a Christian</b>
<b>Possible Activities</b>		
<ul style="list-style-type: none"><li>• Children to act out one of the 10 commandments and what it means to them.</li><li>• Groups to research the meaning of a beatitude and present this to the class in a range of ways (poster, acting, story, games)</li><li>• Write about the arrest, trail and crucifixion from the point of view of Annas, Calaphas, Pilate or Herod. (Diary or newspaper)</li><li>• Act out the trial - What did Jesus' teach against the scribes and Pharisees? What questions did the scribe and Pharisees ask Jesus and what were his replies throughout his ministry as well as during Holy Week?</li><li>• Debate 'Why did Jesus die?' - Christians believe the death of Jesus was part of a divine plan to save humanity.</li></ul>		
<b>Suggested Strategies for Recording Learning</b>		
<ul style="list-style-type: none"><li>• Recording ideas of ideas on a mind map.</li><li>• Posters</li><li>• Writing sentences or questions that reflect an idea.</li><li>• Taking photographs of drama .</li><li>• Newspaper articles or diary entries.</li><li>• Class teacher scribes ideas from discussions.</li></ul>		



<b>Year Group: 6</b>	<b>Term: Spring 2</b>	<b>Topic: Life as a Christian</b>	
<b>Assessment</b>			
Why is the story of Jesus' death such an important one in the everyday life of a Christian?			
	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>
<b>To understand practices and lifestyles</b>	Children are able to identify how Christians follow the 10 commandments and Beatitudes as part of their religious practice.	Children are able to explain how Christians follow the 10 commandments and Beatitudes as part of their religious practice.	Children are able to explain with detail how Christians follow the 10 commandments and Beatitudes as part of their religious practice.
<b>To understand beliefs and teachings.</b>	Children are able to refer to religious figures and holy books to identify the arrest, trail and crucifixion of Jesus.	Children are able to refer to religious figures and holy books to explain the arrest, trail and crucifixion of Jesus.	Children are able to refer to religious figures and holy books to explain in detail the arrest, trail and crucifixion of Jesus.
<b>To reflect</b>	Children are able to give some reasons why Jesus may have acted as they did during his arrest, trial and crucifixion.	Children are able to give reasons why Jesus may have acted as they did during his arrest, trial and crucifixion.	Children are able to give more reasons why Jesus may have acted as they did during his arrest, trial and crucifixion.
<b>To understand values</b>	Children can discuss and give some opinions on the four different narratives of Jesus' arrest and trial and the moral dilemmas that were involved.	Children can discuss and give opinions on the four different narratives of Jesus' arrest and trial and the moral dilemmas that were involved.	Children can discuss and give more opinions on the four different narratives of Jesus' arrest and trial and the moral dilemmas that were involved.